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A Case Record of the Study

'Researching the Teacher's World: A Case Study  
of Teacher-Initiated Innovation'

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Commentary

The first period of field work began with several one-day visits in March 1983, and then more systematic and detailed data collection early in April, through until the end of June. This first phase represents an exploration of the circumstances at Forest School, discovery of a focus for the study - a teacher initiative to innovate - and a decision to focus on particular ideas and sample data from particular places. The features of this phase are, then, exploration, discovery, rapid sensitising to the situation, and focusing on particular issues as they emerge as significant.

DK/5/84.



GROUP - 4th YEAR : TOPIC - FIRST AID

The theory lessons all take place in the same room. There are Health Education posters on one wall, a small bookshelf with pamphlets against another, and desks and chairs against both side walls leaving a large space in the middle of the floor. There is a walk-in cupboard where books and other resources are kept.

The students enter the class and take seats beside the desks around the walls. KE calls a register and then asks the class to bring their chairs around his desk. They do this quickly and quietly, forming a tight huddle round the desk. KE begins with an introductory talk on this term's work, which is to be on First Aid. During this talk he outlines broadly the kinds of things they will do - reading, films and slide shows, acting out incidents, and other practical work. He then introduces the topic for today's session with a question - "If you had a road accident, would you want the person who comes to help you to know some first aid?" The answer is a fairly unanimous "Yes". More questions and answers like this follow. KE gets two students to describe their experiences at a road accident. He uses their descriptions to support his point that it is important for everyone to know some First Aid. He then breaks from questioning to impart information e.g. - surveys indicate that the biggest single cause of death in the 16-25 age group is road accidents.

C. - The class have been very attentive so far, and perhaps this is due to some extent to KE's 'personalising' the topic - e.g. "Imagine how you would react", "What if it happened to you?"

The next part of the lesson involves KE in explaining and describing some of the techniques the students will learn to use in First Aid, e.g. - "mouth-to-mouth resuscitation (he corrects the students 'kiss of life')". He also talks about the techniques one could use to stop bleeding. His main purpose here seems to be to demonstrate to students how little they know about things which could "decide whether someone lives or dies".

The final part of the lesson involves students reading a passage from a pamphlet distributed by KE and then answering questions about the reading. All of the students get on with the reading quietly. KE then begins another question/answer session. Part of the way through this (about three minutes) some girls are obviously beginning to get a bit restless and begin to chat to each other. KE checks them in a conversational tone, without interrupting the flow of the lesson. A minute or two later, KE asks one of the girls who was chatting a question on the reading. She obviously feels she is being picked on and says sharply "Why ask me?" KE chides her along in a conversational tone (almost exaggerated patience), but it obviously has the desired effect of making the girl feel she has over-reacted. The lesson continues and turns to mouth-to-mouth resuscitation again. KE mentions that this technique might even have to be used if the victim has a face injury. A boy at the front apparently remarks that he wouldn't do mouth-to-mouth under such circumstances. KE homes in on this remark to suggest that this involves an important moral decision, because it may be a matter of

suffering the unpleasantness and saving a life, or allowing someone to die through squeemishness. The point seems to me a fair one, but the boy who made the remark seem to take the thing personally. KE either doesn't notice this, or else deliberately ignores it.

C. - Some of the students do seem to be a bit 'touchy', although I couldn't see any reason for this in KE's behaviour - unless his unwarranted, and so exacerbated the reaction?

This seemed to be a fairly trouble free lesson, conducted in an easy-going way, and with an attentive group of students. Two interesting points emerge from a first glance at the notes -

- 1) The 'technique' of 'personalising' the topic, was this intentional? Why do it with this topic, these students? did the lesson work?
- 2) What did KE think of the behaviour of the class in general, and the two incidents cited above in particular?

Field Notes - Kevin Edmonds

April 1983

GROUP - 5th YEAR : TOPIC - NUTRITION/DIET

The room is arranged as before although this group did not huddle in tight around KE's desk - rather, they made a wide semi-circle. (Point of possible interest - all of the girls, about half the group, but for two, sit on the left side of the room, and all the boys, with the two other girls, on the right. From a first glance, it seems to me that the peer influence and group dynamics with this class may have a strong influence on the way lessons are taught, and received).

KE gave me some background information on this group before the lesson. He had been looking over some work they had done for him (a sample diet) during the morning, and let me see a few of them, and asked for my comments. He remarked that he was "amazed at the resilience of the human body" if some of the students ate what they claimed. He commented that he had had quite a "struggle" with this group, in terms of getting them interested in the material presented on the theory course. He put this down to the fact that many of the students were depressed at their imminent departure from school with no prospect of work. He said that their attitude was that it was a waste of time learning about health and so on, when they had little else to look forward to.

The lesson begins with the attendance being called. Apparently, a number of students are missing. KE makes the point of letting the students know that he is sending in an absence slip to report the absences. Just at this point, five more students walk in. KE asks for explanations as to why they are late, all of which he accepts without question or comment. Most of the late-comers settle on the right side of KE's desk. KE hands out the work he has been looking over this morning and explains his marking.



The rest of the lesson involves a talk about the diet sheets which the students handed in. (See handwritten notes for details of events). Generally, the entire group showed real difficulties in maintaining concentration and attention. For example, the group of students on the right held running conversations with each other, occasionally drifting back into the flow of KE's talk, and then away again. The girls to the left generally sat quietly, and so their level of attention was at times more difficult to detect. However, they too seemed to be experiencing the same kind of 'drift' in attentiveness, sometimes listening, and sometimes staring out of the window or simply staring into space. KE's remarks suggested that at times he was aware of the lack of attention at that moment - sometimes in obvious ways, by quietly asking the students on the right to stop talking and listen - but sometimes in less overt acts, like taking a particular student in the group as an example to illustrate the point he happened to be making, or by stopping the flow of his talk by asking a question, or asking if the students understood or had any questions, or by saying something like "Right", as if to separate what had just been said from what was about to be said next. In fact, each of these 'devices' had the effect of 'breaking-up' the subject matter into sub-section.

My impression was that KE had to work at it to remain calm, or at least not to be provoked by the lack of attention, into a reaction. I felt he had done fairly well to remain as calm and as tolerant as he did. (Maybe researcher effect?).

Field Notes - Kevin Edmonds

April 1983

GROUP - 4th YEAR : TOPIC - FIRST AID

The lesson followed a similar format to the previous one observed with this year group. KE used the same examples, although not necessarily in the same order.

C. - Does he have certain things he wants to say, does he plan these, or are they ad hoc?

The introductory talk was very similar, in terms of content and style of delivery, to the previous occasion, but this class has less attentive and responsive. Throughout the talk, KE's attention seemed to wander a bit - perhaps the class' response or reaction had something to do with this?

By the time KE reached the stage of distributing the pamphlets some students had obviously lost concentration altogether (e.g. chatting and giggling at the back of the group). KE seems content to ignore this. However, one student at the front (Ian) seems to have great difficulty trying to maintain his concentration on the reading. KE's rebuke took the form of a sincere appeal e.g. "Come on Ian, this is important" - and again, about two minutes later, - "...This is a serious problem...". The manner of the 'ticking-off' is quiet and calm.

During the next stage of the lesson, questions on the pamphlets, KE's comments seem to be less direct and forceful than the previous time. C. - It's almost as if he switches over to an 'automatic pilot'. Is he aware of this?

The 'device' of 'personalising' subject matter was again much in evidence.

Field Notes - Kevin Edmonds

April 1983

GROUP - 5th YEAR : TOPIC - INDOOR ACTIVITIES

Number of students approx. 30. Both KE and PB present. Mixed group. The activities available to students were - indoor football (in one half of the sports hall), 2 table tennis tables, 1 badminton court, 2 exercise bikes.

As the 5th Year finish their formal timetable in less than a fortnight, there is a very casual, relaxed approach to the teaching, and a 'recreational' atmosphere. KE actually remarked on this during the course of the session. He pointed out that this approach may be very different to more 'formal' schools, but he claimed that through providing a large element of choice for the students, and no coercion to participate, the numbers of students attending and participating had remained consistently high right up to this time at the end of the 5th year course.

All students were participating and all were wearing P.E. kit. some of the girls seemed less enthusiastic than the boys.

Questions

- 1) What does KE think about the standard of performance amongst the group as a whole? Is the standard of performance important? If not, what is?
- 2) What does he think about the girls' level of participation?
- 3) KE spent a fair amount of time on four girls playing badminton. One of the girls had asked him how to score, and he got involved in teaching them the basic structure of the game. Does he feel this is justified in light of their low level of ability (e.g. poor eye/hand coordination etc.). They seemed happier just knocking the shuttle around - they appeared unwilling to move from the spot, for example.



KE, F/U, S

April 1983. Comments on observations made of KE and his interactions with students

The most striking feature of KE's contact with students, both individually and collectively, to date, is what I can only describe as a remarkable tolerance of petty misbehaviour - like lack of attentiveness - which goes on in all classes to greater or lesser extents. The field notes (5th year class; and 'Ian') are good examples of this. I'd like to know if this is tolerance (i.e. a deliberate effort), or is it just KE's 'natural' disposition (perhaps interviews with colleagues will help here)? If it is a deliberate effort to put up with petty misbehaviour from students, how does KE account for this - e.g. is it based on contextual knowledge of students' circumstances? assumptions about the nature of adolescents?

KE's contacts with students seem on the one hand to reflect great concern for the welfare of particular individuals, e.g. his "remedial" work with overweight or "exceptional" students; on the other hand, he seems at times to be a bit 'stiff' with students, not particularly relaxed. He is often serious and sincere in his teaching, which is the best way I can think of describing his 'manner', (see hand written notes for students reactions to this, e.g. student making funny noises when KE goes into cupboard seems like an attempt to 'lighten' the atmosphere?).

April 1983. Comments on observations made of KE and his interactions with students

It has occurred to me that KE's manner is entirely devoid of authoritarianism. I've already noted that student behaviour towards him is fairly respectful. What is his 'reputation' amongst students - how does he think they see him?

There is very little 'weilding a big stick' - perhaps this has something to do with the age range of students? He has mentioned to me that he regards the students as "young adults". What is his view of the students? How far does this account for his apparent tolerance of minor misbehaviour?

One characteristic of KE's teaching which stands out is his sincerity and commitment to what he is teaching. How far is he aware of this?

Field Notes - Kevin Edmonds

April 1983

GROUP - 5th YEAR : TOPIC - NUTRITION/DIET

Observation Notes

The format of the lesson is a slide-show KE says "think about your own diet as we go through". Again, the girls sit on the side of the room, and the boys (with the same two girls) sit on the other.

As previous session, a few conversations are going on intermittently between students. Paula (who KE has just moved to another seat behind

KE, F/U, b

him for chatting) is looking everywhere - nails, walls, students, windows, ceiling - but the screen. The 'attention drift' seems to have started for most students now (ten minutes into the lesson). Only a few are talking. The students seem to have learned to look at KE occasionally and at the screen in order to create the impression of attentiveness. At the moment KE doesn't seem to be aware of the 'drift' because the presentation continues as before.

KE has been talking for a longish spell (5-8 minutes). Now breaks this with a question (refers to an issue covered in the previous session) then continues with the talk (the question coincides with a slide change). Is this a 'device' for gaining attention (conscious or not)? Long spell of talk from KE as commentary to the slides, during which time he poses another question to the group. But this question seems to have come out of the conversation 'naturally', it didn't seem to have the same 'effect' as the previous one. Some how, the students and KE seem to understand this (tacitly?).

Occasionally a student asks KE a question - e.g. a slide with a tin of beans comes up on the screen, and a student asks a question about something he had read about beans - is he interested, or is this something that's learned by the students. This particular student has been chatting quietly to one of the girls for almost the entire lesson. KE puts up a slide of a semi-naked female. He has to point it out to most of the group - some don't even notice it. Is this a 'device' for attention capturing, or simply light relief, or perhaps both? The student who asked the question about the beans had drifted so far away that he didn't even come to when KE pointed the slide out to the group - he only realised something was astir after the slide was gone, and actually asked KE to put it back. He did so without comment. KE puts up some slides of semi-naked fat women. These do capture the students' attention, almost the whole class is now attentive. But also, the talk from KE has become less technical. Some words he uses actually seem to switch the students off.

The lesson is brought to a climax very effectively by KE, but by now (another two minutes) he has 'lost' some more students. After the climax, the lesson peters out. KE talks to some students individually - e.g. the student who asked about beans. This is the groups' final session with KE before they leave, and KE's questions are about the effect of the course on the students as individuals. He asks Richard what effect the course might have on his diet. He replies "It won't make no difference, can't be bothered, too much trouble".

In the face of this, how effective does KE think he can be?

Field Notes - reflections on observations

I looked out especially for the 'attention drift' phenomenon amongst students, and it seemed to me that they possibly adopt certain tactics to cover such drift - e.g.



Field notes - Kevin Edmonds April 1983

Group - 4th year Topic - Athletics

This was an outdoor session, and the lesson involved 5 x 200m runs with a 200m walk back recovery. The weather was cold, wet and miserable, and there were about 15 male students. All students did the session as KE had asked except for three who 'clowned around'. I asked KE what his attitude to these lads is. The following points summarise the conversation:-

1. When students do 'clown around', he is sometimes incited to react aggressively, and admits that now and again he feels like doing so - although more often earlier in his career than now. However, he considers that confrontation is no solution to non-cooperative students. Faced with anger and aggression, the students more likely to respond with resentment than cooperation.
2. His response is also tempered by the possible effect he might have on the student's perception and later attitudes to PE, so he has a longitudinal perspective.
3. There is little chance of a breakdown in control of the group as a whole, and so he feels he can best tackle the problem by either attempting to coax and cajole the recalcitrant student to participate, or else he can try to reason with him. Presumably, circumstances will dictate which approach is deemed appropriate. Underlying the conversation, I detected an attitude which involved an attempt to identify with the students, to 'put himself in their place'. KE said "I can see their point if they object to having to do this in the pouring rain".

Q - Does KE see himself as being 'in control' of the lesson, or would he use another term to explain his role as teacher in relation to students?

He has emphasised time and again the importance of the students' attitudes to PE. Can he explain why this is important? Is there not a risk of pandering to students' fluctuating moods and interests?

If attitude is important, what about performance/ability/skill?

How would he characterise 'difficult' students e.g 'Ian'?

Group - 5th year Topic - Summary of the course

This is KE's final session with this group, as they are due to leave school within the week. KE holds a general discussion about the course. He briefly summarises the various components that have been covered - from the students' fourth year up to now - 'health related fitness', 'first aid and injury prevention', and 'nutrition/diet'.

KE's various attempts to draw the group into conversation meet with a total lack of response. Next he tries asking particular students questions like "What do you think you got out of the course?", but the replies are desultory.

- 1) Whilst attention is drifting in and out of the flow of the lesson, some of the students seem to have learned that KE stays fairly happy if they occasionally look towards him or the screen. In circumstances such as this, where KE is concentrating on operating the projector, this turn of the head may be enough to convince him that students are attending.

- 2) Occasionally a student asks KE a question. This seemed to coincide with the students drift back into the flow of the lesson, and all of the questions seemed to be asked spontaneously, on the spur of the moment. The fairly relaxed atmosphere in the classroom allowed this.

- 3) Simply sitting quietly, but 'away in another world'.

How far KE is aware of the 'attention drift' in this class is hard to say. The following examples show that he seems to have some devices for 'attention checking' or 'attention maintaining' in the process of imparting information, e.g. -

- 1) After a fairly long exposition (about 5 minutes) where most of the students have been attentive to varying degrees, but quiet, KE breaks the 'spell' by asking a direct question of the whole class. Some students, who at that moment just happened to be listening, and some others who manage to recover their wits quickly, provided him with what he accepted as an adequate response. I wonder how aware KE is of the effect of such an action - for just an instant, when it seemed that any of them could be called upon to answer the question, everyone was 'there', attending - until the situation resolved itself, someone answered the question, and it was safe to drift off again.

- 2) KE has included a slide in the presentation of a semi-naked woman - he actually had to draw the students' attention to the slide - was this simply for light relief, or an attention checking device, or both?

The lesson was very well orchestrated, and the climax was, for me at least, quite effective. I was 'sold'. But at the climax, the students didn't seem to be with him. At the end of the lesson, KE again uses his 'personalising' technique in a discussion of how students feel now about their own diet. The impression I received from their reluctant responses to KE's questioning was that they know that they ought to do something, but they have neither the energy nor volition to think the thing through or carry something out. Richard's reply is an example - "can't be bothered, too much trouble".

C. - KE has already told me that he sees this group as a "problem" so -

- 1) How does he characterise, or account for the "problem"?
- 2) How does he respond to the problem?
- 3) How does he respond to the notion of attention drift?
- 4) How far is he aware of this while he is teaching, and how does he cope with it?
- 5) This lesson in particular leads me to ask - "how successful does he think he can be?"



KE, F/N, Q, a

KE is forced to continue talking, and he adopts an appealing tone to the group. At the end of the twenty minutes which KE had laid aside for this discussion (he took some students' skinfolds during the first part) he had gained very little positive feedback or information on the course.

KE's persuasive tone and his arguments seemed convincing to me, but it seemed as if what he was saying had little meaning for the students; the atmosphere was one of utter boredom and apathy. On top of this, there seemed to be an under current of peer group pressure which played a subtle role in extinguishing any enthusiasm individual students might have had for what KE was saying. On the basis of the students' response in this session, one would be forced to conclude that the students have gained very little from the course.

In the light of this, it would be interesting to know what KE thinks of this groups' behaviour. Does he think he has had any positive impact on them? What would be his criteria for judging this, their reactions in class, or some other criterion?

Group - 4th year      Topic - Athletics, indoors

The lesson begins with a discussion about keeping fit and jogging as a means of keeping fit. KE again uses the 'personalising' technique to persuade - eg. "How many people here jog?" "Do you think you need to keep fit?" "15% of males in the population die prematurely of heart disease".

Q - Does he use the discussion period to 'set the tone' of the proceedings?

The students jog to warm up - about fifteen circuits of the gym - then stopped. KE questions "which muscles of the legs take the most strain when jogging?" Students answer 'calves'. KE says we can use stretching to ease the strain put on muscles, then demonstrates a stretching exercise for the calves and instructs the class to follow suit.

C - Asking a question to introduce a topic (eg stretching) is becoming a common feature of KE's teaching - another 'attention getting' device. Some students seem to have difficulty in performing the exercise as demonstrated, but KE makes no attempt to correct.

Q - How does he feel about the standard of students' performances? A number of other stretching exercises follow, punctuated by KE questioning students - eg "can anyone name the muscles at the back of the thigh?" "What is their function?" Occasionally there is also an input of information eg - "don't bounce when stretching because there is a 'stretch reflex' in the muscles which inhibits stretch if you bounce too hard". The next part of the session involves 'running drills', which KE demonstrates and explains the benefits. Many of the students seem to find the drills difficult, particularly coordination and they respond to their peers' attempts to master these with some hilarity. KE makes no attempt to check this. Throughout the lesson he has made little or no contact with individuals in the group, even though a fair number of students have obviously struggled to achieve what has been asked of them.

KE, F/N, Q, a

C - More of KE's teaching is becoming clearer. He commented to me at the end of the session that this lesson was a good example of "curriculum by facilities" (it was wet outside) where the facilities available to him forced on him a particular way of teaching the topic (in this case athletics). He explaining to me that he has a lesson on athletics for indoors - a circuit with medicine ball, standing triple jump etc, - but that this is really only appropriate, or indeed possible, with a smaller, all-male group. The problem for him was that this group was too large for the small gym. It had some females (therefore the activities were not appropriate) and also some students had been "press-ganged" into the athletics option due to lack of staff at this time on the timetable, (and so it was not fair to impose a competitive-type lesson on them).

This account by KE is interesting as we see the 'personalisation' technique applied in a different situation, where KE has had to adapt his 'ideal' way of presenting the topic to suit his students in this particular session. By referring to the 'extenuating circumstances' of this particular situation, he feels he can justify the 'low-key' approach which in more 'favourable' circumstances might be unacceptable. (eg small, all-male group)

Group 4th year      Topic - Badminton

The session begins with an introductory talk from KE in which he outlines two points - coordinating movements to hit the shuttle, and the grip on the racquet - which are to be practiced. The nets have already been set up before the lesson 'proper' began, so the group are organised into pairs, with three pairs to a court, and the warm up practice begins. KE comments that this is "basic stuff". KE wanders around the sports hall and offer advice occasionally, the group works away without any fuss. After about five minutes KE stops the group, asks them to gather round the black-board. He asks the class to name as many types of shots in badminton that they can, and he illustrates these by drawing diagrams on the board.

C - KE gives the stickmen in his diagrams the names of some of the students present - personalising again. Also note the role of humour here and its influence on the atmosphere in the lesson. The students are amused to see their friends portrayed as stickmen, and KE seems to be aware of this and using it.

KE demonstrates two shots - clear and smash - and sets the students the task of practising these. KE again takes up a wandering role as the students work, giving advice to individuals occasionally.

C - KE has walked past two girls - who are obviously having great difficulty with the tasks set, at least three times without making comment to them. Yet, there are some other students who he seems to say something in the way of advice, everytime he passes. Are there some students who it would be more trouble than its worth to begin to help? Or are they so poor that there is little chance of regard in helping them, because they are unlikely to show improvement?

The smash and clear practice continues for about 10 minutes, then KE calls for the groups' attention. He sets them an exercise (which seems to me to be off the top of his head) which involves the students attempting to run to stand just behind where they think the shuttle will land from their partner's feeding shot. He emphasises that they should be in a position ready to hit the shuttle.

Q - What brought this about? Is this an example of ad hocing?

## PRINCIPLES OF PROCEDURE FOR SCHOOL-BASED CASE STUDIES

### Purpose of the Study

- this study is one of a series of case studies of physical education teachers, and focusses on the teacher's perspectives on his/her own professional activities.
- the data will be used to write a doctoral thesis, to be submitted to Loughborough University of Technology.

### The study will involve:-

- observation of the teacher concerned during the school day.
- data collection, mainly in the form of field notes and in tape-recorded interviews and conversations.

### Code of Conduct

- all researcher activity in the school will be as discrete as possible.
- all data collected will be treated in the strictest confidence; persons contributing to the study have the right to see - and veto - any information supplied by them.
- no data will be made public, or used to write a research report, without the prior consent of the teacher concerned, and the headteacher of the school.

DK/4/83



INTERVIEW WITH KEVIN EDMONDS - No 1 - April 1983

School and Community

- DK How do you think the catchment affects the school generally?
- KE Well ..... it depends in what respects. In terms of activities in school it means that very little goes on after school, because of the transport problem. Very little activity goes on unless its at lunchtimes.
- DK How about teaching the kids?
- KE I don't know if it makes a difference ..... its a pretty middle-class catchment, and its practically 99% white, there's hardly any coloured kids in the whole school.
- DK So what do you think of the school generally, what do you think of its role in the community?
- KE It's a good school, it plays a good role in the community, it is a good facility, a provider of courses in leisure and so on ..... it's a bit lacking in facilities, particularly in terms of sport and recreation facilities ..... the buidlings a bit tatty in places, as most other state schools are at the moment ..... by and large its a good place, I like working there, there's a good atmosphere.

Structure of Promoted Posts

- DK How do you see the promoted post structure in the school influencing your own teaching ..... does it all come down through Pete, for example?
- KE The innovation in the P.E. department at Forest School has come virtually all from me and Phil Bayle ..... Pete is more an organiser and a putter in boxes, I don't think he'd argue with that ..... he's very good at doing that ..... he's also very good at organising the day-to-day running of the faculty ..... I think he sees his role/he wants to move into a pastoral position in the future anyway ..... he's just waiting for a place.
- DK Would that involve promotion for him?
- KE Yeah ..... It's Phil and myself who are responsible for the slightly atypical philosophy we've got here in our teaching.
- DK How much/without going into that in too much detail just now/how does the department work, as a department?
- KE Well, in terms of the curriculum, practically we've changed over the last few years as far as possible, to try and make it less games orientated, and we're all in agreement about that ..... In terms of theory work, it's basically lead by myself and Phil ..... we had quite a time sometimes to try and educate the others, particularly the women who were not that confident, but I think they're pretty much in agreement with the philosophy we have now ..... they're a lot more confident with what we're doing. So it seems to work quite well.

- DK How long has this been going on?
- KE Four to five years now.
- DK And everyone takes some part in teaching theory?
- KE Yes.

Influences on Teaching

- DK Can you tell me how you came to be involved in P.E., why you chose a career in P.E.?
- KE Yeah, when I was at school I enjoyed sport and I liked the idea of teaching so I applied to \_\_\_\_\_ and I got accepted, as simple as that.
- DK How do you feel about your pre-service training now?
- KE My course at \_\_\_\_\_. It was good in some ways and hopelessly inadequate in others ..... the course I did was the Cert. Ed course with Biology as a second subject. During the second year there we had a new head of department in Biology who changed the content and name of the course to Ecology ..... which was a bit farcical because my interest was in human biology ..... we ended up spending most of the time digging for worms and things ..... The Education course was totally divorced from the main P.E. course it was purely for academic purposes ..... it was totally separate, so it was very hard to relate some of the methodology from one area to another ..... although there were parts of it I enjoyed like psychology. The P.E. course was practically quite good in many respects, teaching was good in some activities ..... in terms of philosophy in the P.E. course it was going through a weird time, it was just at the start of B.Ed. courses and there was a vague feeling that the thing to do was to make it academic the courses were becoming more of an academic ritual in certain respects rather than a preparation for teaching ..... that seemed to be the ethos of the staff at the time ..... As a professional preparation, and a philosophical preparation for teaching, it was in many ways inadequate.
- DK How far do you think your pre-service training has shaped the way you think about your teaching now?
- KE ..... about 5 - 10%.
- DK Do you think this is common agmonst P.E. teachers?
- KE For it to have a relatively small influence, yes/but not that small, most P.E. teachers tend to conform to the stereotype that people have of them - they tend to be games orientated, competition orientated - which in many ways is quite different from the philosophy I hold.
- DK How about the others in the department?



KE Well, Phil and myself are philosophically very similar.

DK Where was Phil trained?

KE He did a PGCE at                      his first degree is in Geography and Geology ..... he's since done a Master's at                     . Pete is probably nearest our philosophy ..... Hilary and Sue are fairly well convinced now, although they're less confident than us in actually dealing with the theoretical concepts because they haven't spent as much time reading up and getting background information.

DK Do you think there is a strong or a weak influence on their perception of their teaching from their pre-service training?

KE Yeah I think they had a very practically orientated training ..... they started off teaching the conventional way organising teams taking games lessons and so on, and that's where their experience lies, but they've had several years experience now of a more conceptual teaching at Forest and they've become quite good at that ..... its certainly changed their philosophies.

DK Do you think their pre-service training is something they've had to overcome, to work against?

KE I think the influences in pre-service training come in two ways, one - the academic and practical content of the course ..... if somebody learns teaching methods for practical activity that's going to be a strong influence in their teaching because they'll learn good, effective ways of doing it ..... but the other influences are going to be the peer group influences they get ..... the attitudes they form, and their actual approaches, attitudes, relationships, with the kids they're going to handle ..... these will change as their experience of teaching goes on, because they'll be influenced by their experiences and by other teachers they find themselves surrounded by when they get into school. I'm pretty sure there are in many ways similar but in other ways quite different sub-cultural influences in different training institutions - an example I know of ..... Madely College, near Stoke, which I know one of the staff there did a doctoral study researching into the P.E. stereotype and ..... and its a little place cut off from everywhere else with its own little sub-culture ..... whereas                     , students are spread all over the campus and they're influenced by other students with different backgrounds and other interests, and so a lot of that sub-cultural influence is gone, which makes for more rounded characters and a less aggressive ethos.

DK Harking back to something you said a moment ago about the second influence on someone's teaching - their previous experience of teaching - how do you think your previous experience of teaching has influenced how you look at teaching now? First of all, where did you teach before?

KE I taught in                      High School, its a Middle School in the South of                     , which is 11-14, and that was for two years ..... that was enjoyable, but frustrating, and that was due to the nature of the school ..... the possibilities were very limited, I miss in some ways teaching the younger kids, there's a lot of basic background work which you can do with kids that age that I'd like to have some control over ..... what I learnt there was the skills of handling groups of kids, the body movement skills ..... the subtle skills of getting through a school day, working with professional colleagues, and so on.

DK Can you pinpoint anything which started to shape your own way of looking at teaching?

KE ..... I liked to get kids involved in what they were doing rather than just being a director ..... I've always liked to try and let them have some influence on their own learning, in some way, although this is more difficult with younger kids ..... to try and get the motivation for them to take part, to be more intrinsic to them, to say that they enjoy it and they realise its value ..... not just because I'm there cracking the whip ..... I feel that's really important in terms of objectives and things, I mean for example, I could make students in my lessons really fit by just playing the sargeant-major role, but they'd form such negative attitudes because they'd never do these things if I wasn't there.

DK What about your own athletics career? Has that influenced your teaching at all?

KE Yeah, it made me realise that there's a place for highly competitive activity ..... but for people who've really taken an intelligent decision that they seriously want to be part of that ..... there's certainly no place for highly competitive activity, with all the stresses and strains, for most people ..... it involves a lot of sacrifice, a lot of effort and a lot of pain and stress at times as well as the joys and pleasures it brings ..... I think there are many other reasons why people should participate in sport and physical activity than just beating other people ..... I think too many P.E. teachers make activities too competitive for kids and I could, by influencing and structuring the lesson, make them become very competitive, really cut-throat, you know split them into two groups and get one to beat the other ..... its really easy to incite them to do that/I did it once as a demonstration to prove the point/alternatively, you can get them going in a game of volleyball, and you can get the game going so they don't even know what the score is ..... they're more interested in that because they get more enjoyment ..... it really is subject to teacher influence, and people who take up intensely competitive sport require a lot of hard training and a lot of hard work, and so they need to make a decision as to why they're doing it .....

DK Has this affected the way you relate to some of the students at Forest?



KE, 1/5

KE Yeah, and I've changed over the years because I've coached a lot of for example, weightlifters, some very successful ones - British Schoolboy Champions and runners-up, and Area and County Champions - and I've found that nearly all of them have given up when they've been faced with the volume of work and the sacrifices they've got to make/ they're potential senior internationals these kids ..... but, I've talked to other people about what I consider to be a coach's dilemma ..... you find with a lot of kids who come along to do a very individualised activity like that, very often do it because there's some deep reason in their personality ..... sometimes it's very clear, the number of kids I've had along who've got an obvious physical problem like cross-eyed, stammers, stutters, or who see themselves as inadequate in some ways, or others who have found it difficult to relate to people for example, and the coach's dilemma, as a responsible adult, perceptive coach, if you appreciate that, do you help solve that problem, in which case they're lost to the sport, because once you've solved it they're not interested ..... or do you ignore that problem, and continue to coach them and get success which politically is good for you and good for the school and helps you get on ..... now there's a very interesting dilemma, and I've been aware of that a long time, and so I'm always very careful about the advice I give kids, although I also point out the benefits of being successful in sport, and the rewards, in terms of their own satisfaction and happiness.

DK Are there any other influences from past experience which you'd like to talk about?

KE Well I think most of the teachers you come into contact with and you see teaching in some ways have influence, with different control methods and so on, and so there are many minor influences there. I think I've changed quite a lot as the years go by ..... I think with experience you get much better at instinctively deciding how a group will react, and respond to that ..... whereas a novice teacher might decide before he acts and carry it through.

DK Picking up on the idea of change, how do you feel about your future in teaching?

KE I don't know ..... I want to go and get qualified academically ..... specifically I want to go to the states to do a Masters at after that I don't know, I see it as taking that step and seeing what happens, and making a decision after that. I like teaching at Forest although in some ways there's a bit of a rut here ..... it depends on what avenues and opportunities come along, there may be some possibilities I wouldn't mind teaching in a similar school somewhere else, in a similar type of school, with a similar sort of ethos in the place ..... but I really would like to go away and do this study, and see what comes up after that.

DK What is your major motivation for wanting to do that?

KE, 1/6

KE Well, you know, I'm very aware that there's a lot more I'd like to know about the subject ..... which I think is the main motivation ..... I'd like to go to the place where the best opportunity lies which in this case is at A ..... I can choose courses, discover interests, a year away from teaching in a different atmosphere.

DK And so it's as much a matter of personal development and professional development .....?

KE Yeah, I don't want to do it solely for the reason of getting a badge after it, and being called M.Sc. .... if it was only for that reason I wouldn't really consider it.

DK But is that a part of the thing as well?

KE A very minor part.

DK Are you conscious at all of a preoccupation with qualifications within the P.E. profession?

KE Well no, I don't think P.E. teachers are necessarily preoccupied with these things unless they want a particular to move over of P.E. .... a lot of them are oblivious to the whole area of development probably because they tend to be more traditional in their perception of what a P.E. is anyway ..... they're more sort of games-practical orientated.

DK And you don't necessarily see doing something like an M.Sc. as a way out of P.E.?

KE Maybe, actually ..... I'd like to become a bit more involved with the adult community ..... I get a lot of satisfaction helping people on a one-to-one basis ..... almost like a paramedical role in some ways ..... counselling people, helping them with particular physical problems ..... perhaps that's a possibility.

### Teaching in Forest School

DK Do you feel that the sort of philosophy or perspective you have of teaching lends itself to the ethos at Forest?

KE Yes and no. Yes because most of the staff in the school like to consider that's the ethos, no because there's political pressures ..... for example, comprehensive schools in general, they're perpetually under attack, they're compared with private education, and there's a big political pressure to publicise things which make the school successful and really worthy ..... it's much easier to publicise 1st XV, hockey XI, soccer results than it is to publicise 'Fat Boy Makes Good' or 'Recalcitrant Fifth Year Girls Enjoy P.E.' ..... it just doesn't make the headlines in the local paper, or get the school governors excited or the local parents ..... so there's a tendency, conscious or unconscious, to encourage all the things which bring political rewards for the school one could be cynical and say that there are some staff in the school who don't care about what happens in the lessons as long as the rugby XV are

KE, 1/6 (cont.)

doing well ..... I think we've done some things which publicise our point of view ..... Like last year we organised Leisure '82 exhibition which went on and got a lot of local media, and we got several thousand people involved during the day .....

DK So do you feel that most of the staff in the school are aware of what you are doing?

KE Yeah, both by ..... the fact its been argued about, talked about and by the fact that a lot of staff have actually come down and been given fitness evaluations and personal exercise prescriptions by either Phil or myself ..... we've been quite pleased with the amount we've had who've come to see us.



K EDMONDS AND P. BAYLE - LECTURE

KE I'd like to think we have a very pleasant task this morning because rather than just put forward what we should be doing, we've been given the task of describing what we have been doing. We've gone through some of the problems, we've had some of the rewards of actually putting a scheme into action and we'd like to describe that now.

PE This isn't meant to be a replacement of the present programmes, it's meant to be an essential addition in our opinion, it's up to you to evaluate that.

KE We'll start by giving you a little bit of background, by telling you something of the philosophy of what we're doing, in a way how we changed the philosophy from the one we had when we started teaching... I've put this slide here on first to remind people... that young kids, almost have to be restrained from taking part in physical activity, there's no need to get the whip out to coerce them into doing sports, activities, climbing, running, whatever. They want to do it and sometimes they take quite a bit of stopping from doing that. But as kids get older, we tend as P.E. teachers to organise sports for them, we also tend... to make the sports and activities very competitive for them, and I'm sure everybody here is only too well aware that as they get older, as they start to get to adolescence, a number of them start to say "Why are we doing this sir?" - they start questioning, they start making their minds up, they've probably done so many years of whatever particular activity it is, and now they don't really want to do anymore.

PE We have to justify that if we're going to be honest with ourselves, and if we look at the effectiveness of our programmes, perhaps we ought to look a few years further on and see what people actually choose to do later on in life if there's a free choice available and no pressure from some P.E. teacher behind them. If we look at that, the activities that are chosen tend to be walking, jogging, cycling, and swimming and a number of other activities as well, and obviously these are all individual in nature, and tend to be recreational as well. And so there is obviously quite a significant difference between the activities which are carried on primarily, and those which we offer at school.

KE

Following on from what I was saying, talking about kids making decisions about not wanting to take part, one reason for this is that because kids have tried these various activities and they're not very good, the activity becomes inappropriate for them...

I think if you all think back to your own school days you probably will have gone through a seasonal variation of activities, and it would be a pretty small group of activities - rugby, hockey, soccer in the winter, cricket, athletics in the summer, with one or two variations - and this programme tends to get repeated every year, year in year out. I loved rugby at school, I was much bigger than everyone else... I could get great satisfaction from it; on the other hand, I hated X-country... I can remember a very fit and sylph-like P.E. teacher running behind me, the biggest hulk in the class, saying "Come on! Come on! get running harder!" and I was dying on my feet, and that lived with me for a long time - but I now enjoy jogging... We have to think about the effect on kids, and what they take away from our physical education programmes, if all they can remember is pain, discomfort, humiliation, being beaten, then they'll probably tend to associate that with all forms of physical activity and hold a very negative attitude throughout their lives, and perhaps if they feel the need for some exercise come on in later life, they'll lie down till the feeling passes.

PE.

I'll mention later that we do night classes for adults - it's interesting some of the stories they do relate about their sports experiences at school... experiences like going out playing hockey in the cold, and X-country in the winter, all winter, and exercise being used regularly as a form of punishment - and really, the hardest thing to knock out of them is that exercise, and being good at fitness is very closely associated with being good at sport, a myth obviously, but people get that ingrained in their minds due to their experiences at school. Because they can't manage to compete in football, rugby or whatever, they believe that they can't compete at fitness as well, whereas fitness is not competitive, but essential to all of us. I think it was at this stage that Jim and I, through constant arguments... realised that sports weren't essential at all, and what was essential is regular physical activity, so we couldn't really justify that everybody played sport. Questions from adults... answered that for us, because they were more concerned about (getting rid of) 'beer guts', and being able to jog, and do that kind of activity. Health and fitness questions were more prominent than

1.



questions about how to do lay-ups in basketball, or how to do vaulting over boxes. That was the thing that adults were concerned about, and it worried us that we couldn't answer these questions.

And we came to the conclusion that it was more important that people did physical activity throughout their lives than did sports. So that was a radical alteration in our view point. (Referring to slide.)

This blur here is a sixty year old gentleman going at ninety miles per hour to work on his bike, and he can be getting sufficient physical activity for his health needs just from his activity of going to and from work. It can equally be possible that people can get enough physical activity during their work, so why need sports? Sports can be a useful tool for recreation, but in terms of health physical activity is essential really... for looking good and feeling good... for protection reasons (referring to slide)... this is a slide of coronary disease in different countries and it shows that the United Kingdom is... Scotland is second, Northern Ireland third, and England/Wales about seventh. This has been amply documented the statistics about hyperkinetic disease brought on by lack of activity.

KE To sum up in a way, what we're saying is that we came to the conclusion that sport shouldn't really be ends in the P.E. curriculum, but what they should be are tools of the physical education curriculum, we should use them to achieve particular ends, we should emphasise the fitness, the leisure, the recreation, the fun outcomes more, and the use of them to achieve those particular ends. It's a very small minority of cases where you could find an example of a sport in a school curriculum which will actually help a kid to achieve something really significant in his life, like becoming a professional soccer player or whatever, we're not that vocationally orientated, and we've got to look at people's societal needs in health and fitness.

PE At this point, then, we had to put something down on paper, and we decided that we needed a component to the course, to the programme that we were offering, that was really theoretical in nature to some extent... we certainly had to get over some knowledge, some facts to kids. People in general aren't aware of what exercise does to them, and what different sports activities do to them, they don't know for example, in which ways soccer might affect your health and

HRF Summary 4  
fitness, they don't know in which way popmobility might affect your health and fitness, and there are certainly plenty of myths about exercise going around - for example, (referring to slide advertising a 'training suit') that's an advert in the Observer colour supplement... people are buying things like that, and not knowing exactly what they are doing to them, people are ignorant of the facts about physical exercise in particular. Come to that, we were, and probably

KE knew a sight more about Exercise Physiology than I did, being an International athlete, and felt ill-equipped to tackle these problems... it was necessary to go away and read, quite a lot, not only exercise physiology but the psychology, motivation, trying to get people involved in physical activity, this is important as well. So we put together a theory component which not only gave facts and knowledge but also gave skills of physical fitness, something which we hadn't really considered before, and the skills are basically - how do you evaluate how fit you are?, do you know when you're fit enough?, and secondly, how do you solve you're own fitness problems?, it's important to know which sports to use, for example, if you want to improve your cardio-vascular fitness you don't go and do yoga,

but people don't know that, they're certainly ignorant of what different sports do to them. And so it was knowledge, skills, and we also tried to affect attitudes so that people want to keep fit, all these things go hand-in-hand. For example, girls, 5th year girls will not entertain X-country, but they will go out and jog, if you explain carefully and show them the benefits you can get from jogging. So let's look at the theory component... we had to get a room for ourselves, (referring to slide), this is our 'fitness room' - it's actually acquired from the music department, and this sort of thing happens in schools obviously, but we're lucky to have a decent sized room with space in the middle for activity, and storage space as well, and we put a few posters up from the Health Education Council people, there's a couple of girls working on Cardio-vascular fitness taking the carotid pulse, and on the other side of the room, inevitably the boys sit and they're doing the same. After a few lessons working on discussion, and even dramatisation of certain things, the two groups tend to mingle and work together. That's the first part of it. The experimental bit comes in - yes, we do certain stunts and evaluations, here they're doing a simple step test, to show how to evaluate roughly their cardio-vascular fitness, very interested, the kids, in this sort of thing, to the extent that this group in particular, we went out and I said "Right, there's a choice here. This is not a very good test



HRF Summary 5

of your cardio-vascular fitness, a better one that we could do immediately is a twelve minute walk/jog?" "Yeah, lets go and do it." If I'd have asked them to go out and run, that would have been a different kettle of fish, but having gone through the theory component behind it, they saw what it was all about, and infact took a number of different strategies, I gave them the choice, "You can get changed, or you don't have to get changed" - it was interesting to see the different groups, some wanted to be seen as being 'goody-goody', and go out and put the white kit on, whilst others hung around, wouldn't get changed because the choice was there, but in actual fact when I got down to the track, they ran around as well, so they are curious enough to be involved in it. Moving on... this course that we put together went through the fourth and fifth year, at the start of the fourth year we do a record card for them, which records their height, weight, and skinfold measures, for two reasons really. We record regularly throughout the two years, probably every four months, and you can chart growth and changes in body composition across the board... kids are very, very interested in their changing shape during adolescence. And secondly, its very important to us because we can recognise any trends which might be abnormal for instance, girls losing body fat significantly between one test and another, are in danger if their skinfold is low enough, of becoming anorexic, and we've had a number of cases where the danger point is almost reached. On the other hand we have girls in particular, once again, who tend to put on a lot of body fat throughout adolescence and its good to make them aware of it, and to help them solve the problem of coping with it. So thats very useful and we find that its fundamental to the sort of approach we deal with in this unit anyway. The end-product then is really, of this fitness unit, an expert in fitness, something that everybody needs to know; we realised after a while that exercise wasn't the only component of fitness it was also diet and nutrition, we do diet record-cards and discuss ways we can tackle diet, we've got videos and stuff like that, stress and relaxation are important... we try to relate it to the school-kid, and the sorts of worries that school-kids have, worries about, in particular, the way they look... relationships, they generally worry about being normal, adolescents, and they worry about exams, and getting jobs, and that sort of thing, and we teach them relaxation techniques as well. (Referring to slide of pupils smoking.) Every schools got this sort of corner, smokers' corner, we risked life and

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limb on top of the Sports Hall to get these photographs... The point about these slides is that, (rather) than just saying "We want this behaviour from you", we do tackle it in a way where we try to affect attitudes, and thats a significant change, we deal with smoking in the theory component, and we show films... and discuss why kids actually do smoke, and hope to create a change that way, a lasting effect. In the end, we've got a component which helps to teach kids the skills, the physical skills of life, as simple as that, and in our unit we actually include accidents and First Aid and safety, because its not dealt with anywhere else in school, and because of its naturally physical nature.

KE

Just to add a rider to that approach, we don't say to kids "You must do this", "Don't do that", "This is bad for you, this is good for you"... we strongly emphasise that we're giving them the facts, so that... they can make intelligent decisions about their own life style. I think all you do is cause resentment if you tell kids "You must stop smoking."

PE

Great help from the Health Education Council in \_\_\_\_\_ with all the materials we've had. K&J's going to lay out some materials sometime today for you to look at, but really \_\_\_\_\_ and \_\_\_\_\_ have helped us greatly.

KE

What I'm going to show you... is some overheads, P&J has outlined the content of the theory, told you about the philosophy, the style of presentation. We thought that, when we'd been doing that for a couple of years, really, in line with the sort of approach we're advocating, that we ought to give the consumers - the kids - a chance to say what they thought. So we actually put our necks on the block, and we gave them a little anonymous questionnaire to evaluate the course, on a sort of semantic differential 'like/hate' scale and these are the results we came up with from the groups for a year. We asked them to rate, the theory course they had done on a scale from No. 1 'enjoyed' to No. 5 'hated'/this is about one hundred and seventy kids/and we were very pleased to find we had come up very high to the 'enjoyed' end. There were a couple of 'haters' and I think we tried to find out and research subtly, in one case I remember, it was a huge, great fat lad, who really did have a problem and I think that it was a defence in a way because I think he was so frightened about his own physical



self, it was his ego-defence to write down that he hated it, he just couldn't handle the mental consequences of what he'd learned in the course. That was the 'enjoyed/hated' component. Whether they found it 'interesting' or 'boring'/we challenged the Maths Department to do this as well but they didn't take us up on it/we were even more pleased with that one, it came out that they were very interested in the course, although that was borne out by the numbers of questions they asked during the lessons. Again, this is another heartening one, whether they thought it was 'well taught' or 'badly taught', we put that one in just to let them get the chance, but we don't know whether its because they liked us or liked the material, but we certainly came out very pleasantly surprised at that one. This ones a more interesting one, certainly, we asked them whether they thought it was 'more or less valuable' than other subjects. We came out fairly well on that one, but we got a bit of a spread and talking to kids after that, they had a lot of ideas about the worth of looking after themselves against the worth of vocational courses or exam orientated courses, which would hopefully help them get on in life in other ways so there was quite an even spread, although they still rated it fairly highly. They rated it as an important subject. Whether they'd like to 'know more'/'didn't want to know more', mostly they wanted to know more, they were very interested, again we had a couple on the negative end of the scale, but I think that was probably for the same reason, they were a bit shocked by what they found. The last one is a sort of statement of behaviour in the future, we asked them to honestly say whether they intended to exercise in the future, for health, or whether they wouldn't, and most of them definately were determined to exercise regularly - this is the whole range of kids, not just the school teams. They definately wanted to get out and do something as a result of the theory course they had done with us.

I'll carry on from there, because I want to describe... a bit of an outline of the practical course we do because PLJL has talked only about the theory course. We've obviously had to make some changes in the content of our practical courses because originally, when both of us started teaching at ~~Forest~~ it was in many ways what we'd call traditional, mainly team games in the winter and athletics and cricket in the summer with a few additions, and it was pretty obvious that we needed to add to that range quite a lot particularly in terms of adding individual activities because, as I say, nearly all the activities were competitive team activities. We had to make what we offered in the practical sense

consistent with the philosophy, with the concepts we were pushing on the theory course. It's no use saying that soccer is good for your cardio-vascular fitness, that it's a worthy thing to do, if we then ten minutes later took the kids out to the soccer pitch and emphasised winning, picked teams so that the big ones are picked first, with the inadequate ones getting their negative perceptions of themselves reinforced, and we really had to think about structuring lessons and choice of activities to be consistent with that theory. As well as adding more choices, and there's a whole list of choices too lengthy to describe now, but some of which I'll describe as examples in a moment, but as well as that, to bring in the theory aspect we try as much as we can to bring in concepts of health related fitness into the actual lessons themselves. For example, to emphasise the need for flexibility, for stretching and warm-up, to really point out outcomes of different activities, soccer and tennis can help your cardio-vascular fitness, they can help your muscular endurance. I think if I describe a couple of the activities we do, it'll give a pretty good example of the way we give over our philosophy to the kids. (Referring to slides.) This is one activity we do with kids, with the boys and the girls, this is the nearest we get to being compulsory, we do a weight training unit. You can see from the photo that weight training includes using exercise cycles, some other leg extension apparatus, there's rowing machines and so on. In fact, this is virtually all a girls group, and these were particularly sold on the 'keeping in shape' aspect. There's lots of myths about activities (like weight training), that weight training makes you look like Mr. Universe and puts warts on your hands and hair on your face, but if anyone still believes this then they ought to go and see \_\_\_\_\_

\_\_\_\_\_ circuits where you get the likes of \_\_\_\_\_ and \_\_\_\_\_ who are not exactly the beefiest individuals around, but you'd be quite surprised by the amount of iron they shift, the way in which they exercise. Also, we've had everybody going through what we've perhaps emphemistically called 'gym', now we gave it the title 'gym' because it actually takes place in the school gymnasium, but as well as the usual activities, floor work and vaulting in there, we tend to use other means of showing the kids that there's more to a sporting activity than the competitive... we use new games, for example, to initiate them into the course, to give them a bit of fun, to help them get to know each other and to get over the boy/girl split. We actually do indoor lessons on aspects of fitness, I do one fairly regularly on 'Learning to jog' - that may sound a bit surprising indoors but its easy to do, you can talk



about monitoring pulse rates, you can look at their jogging style, HRF Seminar/9  
something about warm-ups, warm-downs, and that's really popular.

We do various sorts of fitness circuits, again giving knowledge as well as the practical work. We do vaulting activities as well but we point out to the kids when they're doing the more traditional gymnastics that really, there's no fantastic benefit to them in life to be able to do a short-arm overswing or a somersault off the trampoline, or whatever. But we do say that what they can get out of that is a valuable experience, particularly when that experience helps boost their confidence, and we try to manipulate the method, and the rest of the group so that they're working at giving each other confidence as far as possible, so the kids who after three years doing gym say "Oh, I'm not going to go over the box again", can suddenly find that maybe they can have a go and they can find a real sense of achievement and reward from doing something, the experience may be some sort of thrill or pleasure giving stress that they wouldn't otherwise have realised existed in an activity like that.

In all, we do try to be very sympathetic to the kids' feelings. When doing practical activity, if they question, "Why are we doing this sir", they would have a perfect right to question. In some cases they've been doing it for years and they're human beings the same as us, and we like to think we have some sympathy for their point of view, and we try to give a lot of extra-curricular time and they give that to the exceptional kids. We like to think of the exceptional kids who need extra time... as coming from both ends of the spectrum. In fact, we make a lot of time available for the kids who've got problems and who are an exception in that respect. And we find that very rewarding in some respects, we actually counsel kids, give them special opportunities to improve diet, give them exercise programmes, sort out other problems. We could give you some very interesting case histories - there's been one lad this year who has literally changed in shape from the "Michelin Man" to the same sort of profile as Paul Bayle. There are several others we could name. This is something which probably doesn't have time allocated to it in schools.

96 I think the things we've missed out and wanted to talk about are - the buying and selling of this, you've got to sell it with your school and that's very difficult, and also the rewards that it means to you as individuals, to me, it meant that my teaching has become relevant to all kids, it meant that they've appeared more as human beings rather than pieces of machinery you move about, and thirdly I feel now that I have a truly lasting effect on their lives.

KE

HRF Seminar/10.  
We have to sell what we're doing to people like headmasters, senior staff of the school, parents and so on. In a traditional programme, you can be seen to work very hard... putting hours into coaching the first XV, there's nothing wrong in that but the point we're trying to make is that it's very difficult sometimes to show the worth of what you're doing, if you've actually taking off some of that time to put energy into doing a theory programme, it's sometimes difficult to publicise. Now, we've worked on this in various ways, in fact at ~~Fewst~~ we've had about fifteen to twenty of the staff who've actually come down to have a fitness evaluation done for themselves and are now pretty enlightened to what it's all about. We also tackled the problem by last year organising an exhibition called 'Project '82' which we put on in our sports hall, it took us three months to organise, (referring to slides) 'Project '82', and you ought to recognise some of the faces there. We put on an exhibition of fitness activities, of information, of demonstrations of activities, we based it on the man on the left there... and we got a list of celebrities to help us do that... the point about these sports stars... is that we got them along to help us show that even for Superstars there is a fitness for health, fitness for recreation component, as well as the serious competitive element of sports... We had a whole range of demonstrations, we had a climbing wall, for example, going on... we had a huge audience, we estimated we had about two and a half thousand kids through the morning session, and probably about fifteen hundred adults came in the evening session. We had the T.V. along which certainly gave us a good bit of publicity which the Headmaster was ecstatic about, he was sold on the course... he still likes to see headlines of the teams winning, but this really convinced him of its value when it came out on \_\_\_\_\_. The other part of the exercise, we actually raised about £1,300, having a lottery. It was actually how far Nick pedalled on/he pedalled six hours on an exercise bike non-stop while the whole thing was going on, and people estimated how many kilometers he would clock up. Unfortunately we had to do that to raise money to buy equipment, out of that we bought cardiometers, bicycle fitness testing ergometers, and so on. It's a bit sad in schools... if you start a computer studies programme the government or whatever will instantly buy you a micro-computer. It you want a multi-gym for your school, they say "Tough luck, you've got playing fields, go and use them", so we had to buy these things for ourselves.

HRF Seminar/11

To finish off, I just want to say that its been very very rewarding. Its almost a para-medical role that we play sometimes - thats one of the aspects I like very much - its very rewarding, as well as having kids say "Thank you sir for coaching us", in addition, to have other kids to say "Thank you sir", thats something they're obviously concerned about, to help them make a change in something which is very, very significant in their lives, particularly remedial kids as well, when you know you've helped kids have a positive attitude, they'll be more likely to take part and enjoy physical activity than just remembering their school days by competitive sports.



April 1983

PB, 1/1

DK The first topic I'd like to touch on is what you think of the school generally.

PB I think generally speaking its quite an outstanding school, it certainly has been over the last ten years, or maybe six years, there's been an exceptional staff all round, within probably the limits of the system its done very well indeed. I say 'within the limits of the system', I mean still/even as we present it, its probably still a watered-down grammar school type curriculum.

DK How would you describe an outstanding school, what do you mean by an outstanding school?

PB I mean, in terms of the staffing, which is very important, extremely important... they're the instruments of the trade, really, so you've got to have good staff, progressive staff. In the provision for the children, the students, has been well thought out, and pushed in certain directions, and thats why its been an exceptional school, as well as the facilities, which are obviously important.

DK How do you know that staff/obviously in your own department you know what's going on, but what about in other parts of the school?

PB Well personally, I do circulate quite alot, I've been involved in various departments. The teachings gone from music/involved in music, teaching a fair amount of Humanities, particularly in earlier years, and certainly Geography, I've taught Adult Literacy, I've been a Social Secretary for the staff for a number of years, we used to organise all the social functions. I've a fair/I'm a sort of social person anyway, so I get around people, and I see that there was a high proportion of the staff working hard towards a goal. I say 'were' because I think thats probably fallen to some extent over the last two or three years, the effect of the cuts were quite profound, and the effect of lack of mobility was quite profound as well. Probably over a period of three or four years things went downhill... because people start backbiting, they start fighting between departments, whereas it used to be one ship in one direction, its tended to break up into different compartments really.

DK So how did that 'common ethos' come about? (P) Is it something to do with the promoted post structure in the school, or is it to do with the quality of the people themselves (I)?

PB, 1/2

PB I think its something that happens due to alot of different factors. I mean, good people are attracted to good schools, but how do you get a good school in the first place? I suppose the Principal's got alot to do with it, he's got to have/there's got to be freedom for movement in the school, freedom for people to do, and go in the direction they want to go in (P) I think there was that to a great extent, yet there was still the feeling that there was control of the ship, and (P) it could have been coincidence to some extent, alot of young teachers came into this place about the same time, it was about 1975/76, and I arrived about a year later than that, and things seemed to go together really.

I suppose you tend to get biased as well in that your personal experiences were quite good as well, and socially they were a bunch of better staff then perhaps they are now. It could be measured to some extent by the amount of activity staff took on together. You know, its very difficult to get staff to join in activities with each other these days whereas then, at the end-of-term 'thrash' down the B\_\_\_\_\_ it was packed out, everybody used to go, it was part of everybody's time, people used to go out for meals together... they generally mixed alot more freely.

DK Do you think the school has moved into another phase now?

PB Obviously the arrival of a new Principal will have an effect... its not for me to be able to pinpoint whats happening, I'm not in a position to be able to do that, but there seems to be a lot more turmoil in the place than there was before, there seems to be a lot more frustration.

DK Amongst the staff?

PB Yeah, dissatisfaction. And its not entirely due to the Principal's arriving, it was happening anyway, even in the end of the days of Richard Miller things were starting to break up (T&P) .....

DK How about the kids in the school?

PB Well I enjoy working with them, otherwise I wouldn't be here really, I think thats one of the main reasons I've remained in the position I'm in,



I just enjoy working with kids and I get great rewards from working with them, I also get great frustrations. I get frustrated by the way kids don't care sometimes, the way they don't care about their fellow students, they don't care about the site, they don't care about (P).... things which they consider to be fairly irrelevant, but which I think are very important, like getting on with other students, like helping other students, like living in pleasant surroundings, and there's a proportion of kids, which might be growing - its difficult to measure - who tend to show that they're not than concerned about that side of life.

DK What kind of impact do you think you have on them?

PB Thats probably where the frustrations creep in, you know, its very difficult to have a lasting effect (P).... in the class situation, you can't talk to that, you can't say "You must get on with your fellow students", "You must show concern", you can always take up the issue with individuals, and when problems occur you can point out the rights and wrongs of the situation, but to stand in front of a class and lecture to a class is totally (I)....

DK So its something that takes place/its almost a subtle thing.....?

PB You're (I'm) talking about an attitude change, and you (I) can't dictate attitudes (P).... you've (I've) got to try and create an environment in which desirable attitudes occur.

DK Right, so its not like teaching, knowledge (information) you don't teach attitudes in the same way as you teach knowledge.

PB All that stuff about the difference between not presenting knowledge but creating attitudes (HRF seminar /4/83 ), that needn't have been said really. I think its fairly obvious that people don't just stand in front of a class and try to say you will not smoke, because this does so and so, its just that knowledge is part of the whole process, isn't it? You need the facts, you need knowledge, otherwise/well take for example a tribe of Indians in the middle of the Brazilian jungle who are starving because they can't find a way to survive on what they've got. Bring in knowledge from outside in the form of experts, and there's a change there. You need somebody with expertise to come in and present better ways and better information for doing things. The knowledge aspect

is obviously valuable/I think one or two points yesterday were going over the top a bit about the knowledge part, because its vital. For example (E).... girls and boys in here who find they're eating the wrong kinds of food for their optimum health, who weren't aware they weren't eating the right kinds of foods, can then go away and change their diet, and they do it. For example, if they're living on sugar all day long, and not realising the effects its having on the body, they'll carry on eating sugar, but show them what its eventually doing to them and they might stop, and they do. So thats pure knowledge, passing facts from one person to another, so its effective.

DK So the biggest problem for you is not so much teaching them that, but getting them to care about that?

PB Yeah (P) and examples right through the school, its not just Health Education, but its attitudes towards other students, attitudes towards important problems like population, like warfare, like underdeveloped countries, starvation, you know, all these attitudes which are important.

DK In a way almost what you're saying is that what you really consider to be teaching/knowledge might be a vehicle for what you're teaching, it might be an aid to what you teach.(I)....

PB ..... its a vital component.

DK ..... The important thing for you in what you're teaching is a very much more intangible thing really?

PB Well it is tangible in that its something you (I) desire to achieve (P).... but its not something you can put down on paper and say "in a particular lesson this will happen"(P) its not that simple to do, I mean the whole idea of a place like this is that there's a staff of people who are instruments of the profession, who can affect and improve the end-product, which is students and their attitudes and behaviour.(P) and, you could argue that its not up to teachers to try and alter people's attitudes, but I would always argue that it is, I don't see anything immoral in that, so long as teachers as a group of people present things in an unbiased way, and allow attitudes to develop on there own as well (P).... is, that clear...?



DK I see what you're getting at.

PB And I think teachers, as a group of people, have to be regarded as being more aware, more experienced than certain other groups of people, for example, I don't know .... people less educated, a group of farm-labourers. I think you've got a appreciate that is not snobbish to say that, that it's a fact of life. If you've got farm-labourers in charge of a group of young adults, like you find in this place well then the effect might be that they try to change them into a group of farm-labourers.

DK What does that say about you teaching then, the skills you have to have as a teacher here?

PB Well I see the actual content, it isn't necessarily first on the list of priorities, in other words if you're a physics teacher, or a maths teacher, or a religious instruction teacher or a physical education teacher, the content, in the end, isn't perhaps the most important thing. What you're trying to achieve is the sort of thing I've been talking about, and that's why I mentioned the limitations of the system, and why we still tend to reflect a grammar school curriculum, because the system is limiting of what goes on in schools. It's still very, very/extremely academically orientated, and the limits set up by universities systems, university entrance requirements, expectations of parents, expectations of certain teachers - and we still go a long way with the system as it is - expectations of the kids, because they reflect the expectations of their parents .... and that system is still very rigid/the expectations of employers as well of course.

DK How do you see yourself fitting into that, as part of the system?

PB I don't really. I don't/in fact, I teach Geography this year as you know and when I hear threats to kids saying "You've got to work on this, you've got to get your exam results because, you're going to be in competition with thousands of other kids from other schools and establishments", I just tend to withdraw because, I don't really appreciate that that's what it's all about. Even though I know that's where the system is.

DK Do you think that your attitude, your point of view is widespread amongst teachers?

PB

No, I think you would probably find a bigger percentage of teachers at this school who think the same way as most, and as I say, teachers perpetuate the system as well, and I've mentioned to you before that a lot of it is to do with the fact that this is a very secure system for teachers. They can stand behind an exam syllabus and say "you must do this, you must do that, because this is what the results are at the end - if you want to do well in the system, as students, you've got to do as I say". It's very easy to stand up and hide behind an exam syllabus, and teach the material out of that syllabus, without really having to think about it. Let's face it, many of the academic-type subjects haven't changed much in the last twenty years anyway, and so teachers are teaching what they learned at school which is very familiar to them, they're using the same teaching methods which were used (in their school days) which are very familiar to them. Very secure, in that they stand behind a desk using the blackboard and chalk, and ... it's not threatening, and it's understandable, in a way that people stick to those sorts of principles because, it's not threatening, it's more comfortable, and they feel safe (P) Whereas if you try to get teachers to if you take blackboards out of classrooms, take away books, paper, pencils, and make teachers use discussion as a medium for teaching ... there's not a lot of experience of that.

DK

What that touches on, in some ways, is 'accountability' teachers' accountability to society in general, what sort of process have you had to go through in changing your approach to it, and justifying that to a critical audience? If there are no exams on your course, and what you've been talking about is something less tangible than exam results, how have you gone about justifying the course as it is just now?

PB

Because it is measurable to some extent, it is not just an attitude change, it's a behavioural change as well. What we're trying to produce is improvements in ... kids' outlooks, so they can improve their own health and fitness later in life, if not now. You say it's not tangible and your right, it's not easy to measure by sitting kids in an exam (situation). We've evaluated their attitudes towards what they've been doing in their course, that's come out pretty favourable (E) ... but presenting it to the Principal, or the staff, it entirely depends upon the way he wishes to look at the subject anyway. If you've got a Principal who's a bit of a blockhead, for example - I'm



not saying we have - who perceives physical education as the results of the first XI, the publicity he can get from that, then you've got to tackle that Principal in a way in which you (we) can get good publicity from another angle. We did that with our Project '82 thing, I do it constantly by trying to publicise material, and any publication I do, whether it's a little newspaper article or what, I give him a copy of it. ~~We~~ <sup>we</sup> try to get people into school to examine our programme, and that's flattery. ~~We~~ <sup>we</sup> had advisers from \_\_\_\_\_ over to look at it, ~~we~~ <sup>the programme</sup> we've had people from \_\_\_\_\_ University, we've had a variety of different people into look at what we do, so that's ethos, and that's one of the ways we've got towards our Principal. In terms of other staff, well, I think/when we started to get this thing off the ground, we did a lousy job at it, mainly because we weren't expert in what we were trying to do. We didn't have the knowledge ourselves, we didn't have the teaching skills in the classroom, we had bad organisation on the timetable because we were given rooms scattered all over the school, we didn't have a thoroughly prepared syllabus, and we made a mess of it, and I think we got ourselves a bad reputation amongst other staff in the school, that we weren't doing something useful, and it's taken a long time to get over that. One of the ways we've got over it was to produce a much better curriculum, and get the staff involved as well. I reckon that between 30 and 40% of our staff at one time over the two years have come to me personally for advice on their fitness and health and stress problems, and I've given that advice, and evaluated the physical fitness of 28% of the staff, that is 25 out of 90. And so these sorts of things have an affect, and people start to realise the sorts of things we're getting up to in this department. Because there is a real lack of communication between departments in general. If you walked round the school at lunch time, you'll find the Maths department playing cards in the Maths area, you can find a science department walking up and down the Science corridor keeping kids out of it or sat in ~~the~~ <sup>class</sup> staffroom, you can go up to the English department and see them up there, so its very isolated, in pockets. It's one of the worst things about this school that, the thing we were talking about earlier, I think we're starting to go downhill, I think that's a reflection of it.

DK So they don't use the central staffroom as much?

PB No (they don't), you can go into the central staffroom at lunch time and there's probably a dozen people in there ~~(P)~~ <sup>(P)</sup> it's not good news really.

DK

So how has that affected your perception of the school now and your ~~own~~ future development?

PB

Well, you know, you've got so much time to think about things and, I'm wrapped up in what I'm doing as well in that I've been working hard this last year or two years to get this whole thing on the road and make a package that will work and that's successful, I've been tied up with that and that's been the main concern, to get this Health Related Fitness on the road. So I'm given the leeway to do that in this department, in this school, I've been quite happy. Of course, I've been looking ahead and seen that this is the thing that ought to be taught in schools and it's going to start developing, as it is now. And so that's been the main concern. If I was to consider stopping here, I would be looking for extra money really, because, in terms of my own career, I'm still a Scale 2 teacher and I've got to start looking/for the first time in this last year I've started thinking in terms of a career! Up until this last year, well since the baby arrived ~~(E)~~ <sup>(E)</sup> I never really thought about a career, I've just done what I wanted to do and what I thought was right ~~(P)~~ <sup>(P)</sup>. I've a number of options now, as you probably know I've got a place in America, and I'm (still) deciding whether to take up that place or not.

DK Will you get secondment for that?

PB.

No, I'll have to give up my job and go there for three years, to do a Ph.D., I'll do some teaching over there. The only alternative is to apply for jobs here. Because I can't stay here career-wise for ever, because I've done the job that I intended to do, and I couldn't get any further on it, so I would be aiming to get a job where I could set up the same thing in my own department, I should think.

DK

It's interesting what you say, that you see the Health Related Fitness idea coming into more schools in the future, because I've been wondering how far the innovation you've brought about in this department has been in response to the situation you find yourself in at ~~Forest~~ <sup>(P)</sup> ? ~~(P)~~ <sup>(P)</sup>...

How far do you think its been a response to the circumstances in the school, the pupil population, and such like?

PB

It's difficult to go back five years, but, really, 'how did the philosophy evolve?', that's what you're saying, really?



on what was, and things change gradually, I mean, if you go back three years it wasn't the same as it is now but, the change is gradual ... it has a long way to go yet, before the programme is ideal (P) Is that what you're trying to get at?

DK Yeah (P) it's just an idea I've been working on, picking up from what's going on here. It seems to me that the way in which your own conception of pe has developed, has been very much a response to the situation you find yourself in at Forest, and the fact that you've got the age group you've got, the fact that you get them fresh, aged fifteen, and you haven't known them previously, all sorts of things/motivation levels are different (I). It is a response to the situation at Forest, it's about seeing the needs of the adolescent to adult (P) Be careful, because that's only one point of it. I think (P) I think the age group has a lot to do with it, you know, you've got to consider what your job consists of and at the end of the day, and if it consists of going up and down to that field, all day long, and teaching kids/trying to teach kids how to throw a rugby ball, it soon becomes apparent even to the thickest person that it's not about that, and your time, if you value it, could be spent (P) in more valuable ways (P) perhaps it's not obvious to the thickest person, people still do it but, to me, it didn't take me long to decide that there's something fundamentally wrong in what I was doing! And that soon happened after I became a full time teacher, because I wasn't full-time to start with, I was part-time, and I didn't really get involved in the job as why I was doing it, but as soon as I became full-time and appreciated myself, this is my job and I'm here as a career, and I started turning things over in my mind, and probably, on reflection, that might have happened anyway, but as you say I think the age-group has a lot to do with it because I think it's at a time when they're going through adolescence and they, the kids themselves are starting to question why they're doing it, as well as staff and (P) there had to be an alternative in my situation, I couldn't have done that for the next twenty years - it just wasn't making sense to me.

DK Why? Can you pinpoint what was the real problem with the / Kew called it a more 'traditional' approach?

DK Well, what I'm saying is, you've been talking about Health Related Fitness as perhaps being a useful concept in general terms for school pe, and what I'm asking is, how far has the context of Forest School, as a particular instance of a school, been responsible for developing your ideas about Health Related Fitness, and this conception of pe?

PK You can't isolate it, you know, I find that difficult to assess really. You can't say what component did the actual situation of teaching in a school like this/which way did it affect the way you started to think about what you were doing.

DK Well, to put it another way, if you had been in a different school, an 11 to 18 all-through comprehensive, with perhaps different staff, obviously a different pupil intake, age range-wise anyway, do you think you would still have developed similar ideas, do you think you would have been drawn in the same direction?

PK No idea at all. No idea. It's just a thing that/in the end it's a gut reaction and something that happens to you due to your circumstances obviously, it could be that I could have grown up in a foreign country and not done pe at all and it could be a lot to do with different staff influence here, having somebody whose thinking on similar lines had a lot to do with the speed and development of it, with Kev Edmonds thinking along similar lines and being (P) a friend as well, and arguing things out, made you (me) think hard and I'm sure that had a great effect, as a catalyst more than anything else. Whose to say that if I hadn't been in a school in \_\_\_\_\_ in Yorkshire that was orientated to playing Rugby League that I wouldn't have been a Rugby League coach now - I don't know that!

DK But lets say, for instance / I'm trying to get at a certain point, I think you've misunderstood me slightly, lets say for instance that events took a turn such that you got a head of department post yourself, obviously you wouldn't go about setting up a carbon copy of the course you've got here in that school, or would you? Or would you stop first and look at the context you're working in (I)...

PK Anybody with any sense doesn't go into a new situation and just say 'Right, this is it', it's a case of modification, and thats what/ we've got to compromise here anyway, it's not an ideal/we haven't got an ideal programme now, we compromise on facilities, we compromise



PB

Well the problem was I wasn't treating kids, I was treating bodies:

And trying to / its like I was using the wrong tool, I was trying to affect kids and have a pleasant effect on them, in that I wanted them to play sports, because I thought it was good for them and they could learn something out of it, they could gain confidence, but even at those times, sports were a tool to me, I never looked upon them as being an end in themselves anyway. I've never been elitest in terms of sporting attitudes, probably because I was never an elite sportsman anyway, maybe that had something to do with it, but I always enjoyed it and thought they were very valuable to all kids. But I wasn't getting success, I wasn't using the right bloody tools! It's like (P) if the job is sawing a piece of wood, you don't use a hammer, do you? If you're trying to knock something together, you use a hammer and not a saw, and it was like we were using the wrong piece of equipment. It was something I wanted to do into a system rather than / I had a system round something I wanted to do, it was all in the wrong order. And that's the fundamental change in my thinking now, because if there's something you want to do, you design a system round it, you don't fit in with what's there. Now that's got limitations, because you're not going to be successful practically speaking going into any existing system just trying to say "Right, this is the way it should be done and changing it, because you can't do it. There are people already in the system, it's got to be modified slowly, change comes gradually you can't just go in and upturn everything (P) unless it's a completely new school, that's the only situation I think you could try to do that.

DK

That gives me a nice lead in to actually talking about the department here (E) what's been the situation that's allowed you that sort of freedom of movement to develop your ideas?

PB

Well, there's been two very important things, I think, the first thing is having somebody who was like-minded on the staff - that's Kew and it's fair to say that Kew didn't think that way at one time at all, he was very much wrapped-up in his own athletic aspirations, cared little about school, he was a 'four o'clock-and-away-man', certainly for the first three years I taught here. I didn't even associate with him then,

as a friend. He just disappeared. Obviously he wasn't getting much out of teaching at all, and he changed subtly over a year or so - he got involved socially a lot more with the staff actually, and the whole thing/about the same time he re-thought what he was doing and came up with the same conclusions. A lot of its done down the pub, over a pint! That's where it happens. You talk about what you've been doing all day, and you really start to question what you've done. And that's the first influence, but secondly it's very important to have a Head of Faculty like Lete, who's not dominating, who's concerned about the Faculty running smoothly, and doing a good job in general, but who doesn't interfere. Who's not bothered about dictating, what you think yourself, so long as it fits in reasonably with the system and doesn't upset it, and he's very open to ideas, not wanting to interfere if he thinks basically that something is on the right lines and he's really entirely let Kew and myself go out on our own way and develop this thing, and he's gone along with it. We needed to convince him that it was useful in the first place, but I think he was willing to go along with it, and I think that's very important. I mean I can imagine if you've (I've) got a faculty head who is very domineering, who sees everything around him in his faculty as (an extension of) his own personality, which you often get, to innovate would be difficult, very difficult.

DK

So how about the rest of the staff, in terms of support?

PB

Well, it was a case of convincing them that/as I mentioned earlier, we weren't successful at all anyway, we tried to, the first stage was to try and bring this CSE pe in, it was the only way to get it on/to get the extra time to teach this kind of stuff really. And we were/you've got to bear in mind that this was an evolution things were still developing in our minds anyway, we weren't really clear what we wanted to do, and it seemed a logical progression to take on CSE, I mean, everyone did it. It was the wrong move. We made a mistake. The CSE syllabus, it did include quite a lot of health related stuff, but it included a lot of stuff which wasn't important for kids to know. It was useful, but it wasn't essential. So it wasn't a core syllabus. Now, we were trying to teach this stuff to kids all round the school, different rooms, different staff coming in here and there to do it. We made a right mess of it. It took us a while to get over that.

DK How long did you run that for?

PB

About three years. Three different lots went through.....

(P)



15/13.

that we are ~~was~~ <sup>using</sup>

18, 1/13

DK And so you decided to drop it? Was it just you and Kew who worked on it to start with?

PB No, we all taught it, in fact non P.E. staff taught on it as well. It ended up with about four hundred kids taking CSE P.E. It wasn't right. (P)

But it got us the timetable time and we hung on to it, and from that we evolved/we dropped that syllabus/and we evolved our own course, which I put together, really. (P) I went to the States, obviously, and came back a lot more 'genned up' and I had time to think and I had things planned out before I came back really, and. .... I put together this course.

DK So its been a matter of convincing other people in the department that its worthwhile and. .... (I)

PB Yeah, I think its only up to this/since I came back from the States. .... (I)

DK When was that?

PB Eh, '81. Started teaching here again September '81. And we put this newer course together, and then we started to convince the staff that its really worthwhile, and they've got confidence from it, and they've started to enjoy it. I'm talking about Hilary and Sue, and Karol to some extent although she came in new expecting what to happen. To really convince people like Hilary. .... (E) is quite an achievement. We're still working on her really, trying to make her more confident, and help her as much as we can, because you know its success that makes people want to go and do it again. When Hilary has a good lesson she'll tell you about it and we'll try and build it up for her. We don't give her enough time, same with Sue, but they'll come back to you and say "that was a great lesson, , they got something there" and they're

starting to understand what its about, this last year. The real difference is that you start to understand kids as human beings, as opposed to the 'sheep-dog' method. .... (E) your PE teacher is more like a sheep dog trial, the real skill is how efficiently the dog herds the sheep around obstacles. It doesn't matter who the sheep are, as long as you do it in the most efficient way, and you're back in time, you get the highest points, and thats what a typical

trained PE student comes out with. Damned good teachers, and damned good at herding people about in gymnasiums, and in sports halls and on the football field, very efficient. But lets face it, those are tools we've been using for fifty years, the football and rugby, we ought to be good at it

by now, we've had plenty of practise, using those tools. These tools, V are new, discussion, drama, trying to alter attitudes, trying to affect attitudes, trying to make a lasting effect on behaviour, much more difficult than efficiently herding sheep round obstacles, aren't they? You know, thats the difference, and you really start to understand kids' problems. .... (P) that its not just about being able to do well at a sport, although (thats) nice, but its more far-reaching than that.

DK How do you think the course would fare if you did leave the school?

PB Well it has worried me to some extent. .... (P) but particularly if Jim goes as well, I think there'd be no danger if Kew stays because I think it needs another year, because there's a lot of work needs done yet, on resources and teaching up methods needing building up yet, I mean, I'm still working on mine, building up mine. I think it needs another year of hard work before its really established. I think if both of us go, and then suddenly there's a pressure from somewhere for that timetable time, then there could be problems. But given another year, working on people like Hilary and on Sue, improving their teaching I think it would be established. .... (P) But I mean its had a lasting effect on everybody all our teachings improved for sure. .... (I)

DK Just in terms of the communication ability with the kids. .... (I)?

PB And understanding. .... (E) the understanding of kids problems and treating them more/its a more individualised and humanized approach, full-stop. Rather than a regimented approach. (P)

DK I could see the look of horror on Sue's face when I was describing the using belt in Scottish schools. .... (I)

PB And thats been a subtle change over the last three or four years. .... (P). I mean if we'd gone back to 19/its always been a good department, but if you'd gone back to 1977 it was different, there was a lot more problems, alot less pleasant. You must/coming in from outside/you must appreciate the atmosphere at this end of the school, its pretty good really.

DK Well I can see it, just from my own background, its something thats stood out quite starkly to me, the/its not casual in as much as its more sort of tolerant. .... (I)

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[Edit - PB]

PB, 1/15

DK Its not slack, but its easy. Its a fine line, isn't it, and thats where the experience comes in and knowing how far you can bend, you know? If you stick to regimented rules you're going to end up with problems, but if you've no rules you're going to end up with problems, you've got to have rules, but be able to bend them in certain situations, thats the real skill in teaching.

and I think that had a profound effect on my views on Health Related Fitness as well. I can't say for definatate, but I reckon it must have done, to some extent.

DK Thats an interesting point on teaching. Is effective teaching 'ad hocing' is it simple knowing what to do in certain circumstances and being able to fluctuate (I)....

DK Presumably, Kew's past experience's as a some influences on him in that way? have had

PB Yeah, because I think thats fundamental to understanding the kids themselves, and treating them as individuals. I mean you can stand here and look at rows full of faces, without even knowing them and present something and thats all you ever do, you wouldn't really affect them. You've got to know children as individuals to affect them, and then you can start to look at them as individuals in different situations. And you can actually/you know if kids come up with the ~~question~~ "Why should I do that and she not!", well I say, "Are you really like her?". And the kids will say "No". Thats always the answer you can come back with (P)....

PB The opposite way really. He took sport as an end in itself, and then saw that there was soemthing else to it.... (P) Its interesting, the two different angles we've come from really.

END OF INTERVIEW.

Key ( ) P = Pause  
E = Edit  
I = Interruption  
T = trails away

DK How do you feel about your pre-service training now?

PB Well, it taught me to be (P) a good sheep-dog. That's all. It taught me how to organise and teach sports well, and efficiently, it didn't teach me anything else. Didn't teach me anything about why physical activity is important, the science behind it, Exercise Physiology, but to be fair to them, at the time, I wasn't very mature anyway, to understand the whole thing, and I can remember/I only did a postgrad course at \_\_\_\_\_/but I can remember the psychology and the sociology side of it and I decided I wasn't interested in that at all. so thats my fault. I got interested later on. And now, K\_\_\_\_\_, you know, I was listening to every word, and more, taking it in, but I think, I've got a pretty wide view of life anyway.

[Edit - Atle Bayle]

(E) not just experiencing other interests, but doing other things like travelling, getting about and seeing different people and mixing with them. I reckon my musical experience has taught me as much as anything, working as a professional musician (Edit PB: 15/13.)



- 1) Can you explain what your 'philosophy' of teaching is ?
- 2) How far has this been a response to the situation you find yourself in at ~~Fest~~ ? How would you characterise this situation ?
- 3) Can you explain in more detail what you see as the "traditional orientation" in pe. ? What are the shortcomings of this approach, in your opinion ?
- 4) You've described ~~Fest~~ as a "good school" with a "good atmosphere" and playing a "good role" in the community. Can you say a bit more about this ?
- 5) The topic of 'competition' in pe., and your outline of the "coaches' dilemma", you set in the context of the pe. department's role in the school, and the school's role in society - eg. you talked about "political capital". This brings in the topic of 'accountability' - how do you think you should be judged ? Should you be accountable, and if so, to whom ?
- 6) You've mentioned that you are happy teaching at ~~Fest~~, but that "theres a bit of a rut here" - can you explain what you mean by this ?

D.K. The first thing I'd like to look at, and this has come up in a number of conversations we've had, you've talked about your 'philosophy'. I've been interested in that term in particular, and why you've chosen to call your perspective on teaching 'a philosophy' .... (E) What is this philosophy, and why have you come to call it 'a philosophy'?

KE I can't understand your question, actually, I use the word 'philosophy' because the semantics of the word, for me, sum up what I mean by it, its just the ideas, the attitudes I hold, and the rationale for why I particularly think things and do things in a particular way. But you want more expansion of what exactly that philosophy is?

D.K. Yeah, that's fine if you're using the word as a rationale, that gives me a good idea of what you're talking about.

KE Well the philosophy really is that each kid has a right to be seen as an individual human being, and has a right to a physical education which is relevant to him in the society we're living in. And that basically is it, you know, and we could then talk about what's relevant and argue about what's relevant, and argue about what rights he has and what he really ought to be given, he or she, and theres many facets to it <sup>(P)</sup> .... You've pretty well picked up what the philosophy is in terms of my behaviour and what I provide is, and you know pretty well what a kid gets in ~~Fest~~. There's a lot of contradictions to what that kid gets in ~~Fest~~ which I'd like to change in the school, like the hidden curriculum for example, some the inconsistencies like giving a kid advice on diet and then he goes off and sees what's on sale in the school canteen, and you talk to the kids about smoking, and they see the staff smoking around the school.

D.K. I'm interested to know how far you see that rationale as a response to the situation you find yourself in at ~~Fest~~, taking into consideration all the factors, of your location as a teacher in the P.E. Department, the age group that you're dealing with. ~~Phil~~ talked about the ethos in the school, and claimed that at one time it was a much more consistent ethos, I think he called it 'one ship sailing in the same direction'.



KE. Yeah, that's true, I think probably most, well I don't know, a lot of places I would imagine have the same problem now with constricting staffs, education cuts of all varieties, I think morale has suffered a bit and people are becoming a little cynical and 'I don't care' attitudes and they're just doing what they had to do in a way. You can't really blame a lot of people for that (P)... there certainly are inconsistencies between what people say should be done and what actually exists in a school, for students, there's probably inconsistencies from the students' perspective.

D.K. So how far is your approach a response to the situation at ~~Leicester~~ (P) ? .... For example, many people would say that your approach is very similar to the child-centred movement which grew up in the late sixties, early seventies .... (I)

KE. Yeah, in many ways it is, that was thought of as ultra-progressive by many people, and it was knocked by a lot of people. When that started in Leicestershire, for example, at Countersthorpe, it got an incredible amount of flak from parents, press and whatever (P)... y'know shock, horror, kids can wear their own clothes rather than uniform, kids can call staff by first names or whatever, it completely missed the point, y'know, the really important things behind it, and in a lot of cases kids reacted badly to it because it was different from the system/the more extrinsically motivated system they were used to, so they went through a period when they didn't really know what was expected of them. But a lot of things are accepted now, and a lot of people accept that kids are human beings now, well most people do, most of the staff in ~~Leicester~~ do, there are a few who like to apply blame elsewhere. A common problem amongst staff at the moment is that when they have constraints of time, facilities, resources, whatever, or maybe they can't be bothered or whatever, to defend themselves, they're only good defence is to apply blame for all manner of things on kids, y'know, "the kids a menace", "the kids a dumbo", rather than admit to themselves that they're not providing the right course, perhaps the materials bad, perhaps they should have put a bit more preparation into it. You have to be very honest with yourself I think.

D.K. Would you identify yourself with that movement, the child-centred movement? (P) Or would you <sup>say</sup> that your ideas have arisen (E).... from your own development?

KE. Well probably at the time that was developing I probably wouldn't have done, I was more "traditional" in many ways, but (P)... I found those ideas for myself in many ways, and as much seeing other people's ideas as evaluating myself, looking at the worth of what I was doing and trying to see it from the student's perspective (P)... which is hard not to do at times when they're questioning what you're doing (E)... you know, "why are we doing this sir?" if you really honestly try and answer that question you have to evaluate what you're doing and maybe make changes and accept them as people, I mean they may be smaller and younger, but you've got to accept them as people.

D.K. How far have you felt restraints from 'the system' on the innovation you have been involved in implementing?

KE. The biggest restraint is the amount of time and resource available in the timetable in the school. If you want to give kids a good physical education, and a good health education, you need time, facilities and resources to do it, now if they don't exist, it becomes very difficult, probably the biggest constraint is time in the curriculum (P).... staffing and so on, and it's a political battle there because you have to justify the worth of the course, up against things like the worth of a Maths course or an English course, or a Humanities course, and so on. It's the problem we talked about before where it's non-examinable, it's probably not seen to have great vocational or academic value, therefore it tends to get pushed to one side.

D.K. In our last interview you talked about the "coaches dilemma", and you set that in the context of a political discussion (E)... that really brings in the topic of 'accountability', how accountable should you be, and in what way do you think you should be accountable?

KE. The interesting thing is that we really only have to account to ourselves, now I think we should be more accountable for all courses in schools to be evaluated regularly, which raises the spector of HMI's in people's minds, there are various ways of evaluating and we let the kids, I mean we let the kids evaluate parts of the course anonymously, saying whether it's good or bad, whether they enjoyed it, or hated it, whether they thought it was interesting or not, whether they thought it was worthy or not, and that's one way, you can measure/there's evaluations from



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colleagues, or whatever external agencies you like. I fixed up for two people from the Health Education Department to come in and meet heads of departments to try and go through and work out what aspects of health education are or are not being covered in the school at the moment, that's going to be a very interesting exercise, I've really had to work very hard to set it up as a non-threatening exercise. I know teachers are paranoid about people looking over their shoulders .(P)...

that's interesting as well, I think a lot of judgements are made about staffs in schools by people who've never ever seen them in the classroom, and they often rely on second hand information from people who haven't seen them in the classroom in any case either. You're about the only person who's come into any of my classroom lessons for ages, there's been one or two other people who've been invited in, visitors, but the times at which other colleagues have actually walked into the classroom, unless we happen to be sharing a Sports Hall or something, are minimal, goes for all teachers.

D.K. What you've been talking about refers to internal accountability, within the teaching profession. How about public accountability? You've talked about the problems of not having the sort of course where you can produce headline results from first XI performances, and so on ....?

KE Yeah, well that's one of the main reasons we organised Project '82, apart from the fund raising, it was really to bring out into the open what we are trying to put across, and put it on as an exhibition and get people involved, and show them the worth of it, and get them interested in it. And we think that succeeded a lot, you know we'd written bits in the local press as well, talked to as many people, got as many people as we can down here and invite them to come and do fitness evaluations, so quite a few of the staff have come, and adults in the community. We even had the Head down - he trained up for about three weeks before he came down!...(E) Last year, before Mike Williams, the present Principal came, and V\_\_\_\_\_ K\_\_\_\_\_ was acting Vice-Principal, we were having one or two problems with her and it looked like we were going to get kicked into the background when it came to allocation of teaching time (for) the following year, so we actually got an HMI to come in to inspect us. She automatically had to present a report. Now when that got back to V\_\_\_\_\_ she was amazed and the HMI was also amazed because she had never ever heard of an HMI being invited into school by an actual

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department, and the staff itself, it was always done through the Principal. She came in and she gave us a glowing report, and it had quite interesting effects, but it was ridiculous that we had to go through that exercise to actually show the worth of what we were doing! She came in from \_\_\_\_\_, and sat in on lessons, and walked round, wrote an official report.

D.K. At your own personal level, you spoke of the 'political capital' you can make of sporting success, in terms of your own career. How do you see that conflict resolve itself for you, personally?

KE. Well I've never denied that there is a place for competitive sports and games for some people, and I chose to take it to as high a level as I possibly could, and to do that required an awful lot of work from me, both mental and physical, and required some sacrifices as well, y'know it could well be that if I'd put that energy into something else I probably could have made a lot of money, for example, or got other qualifications and have been better off career-wise, and money and possessions-wise now, although I would have missed out on some other things that I got from the athletics. So .(P) you have to make an honest assessment of yourself about your chances of success. Look honestly at the benefits, more than just financial or any other benefits, personal benefits and rewards, and it really has to be a sensible decision .(P) If you were trying to get a kid to succeed in sport, you'd have to be very honest in thinking whether you were trying to do that for his sake, or whether you're trying to do it for your sake, because you want it to look good from the coaching point of view, or from the school point of view, or whether it's in his interests.

D.K. Do you think that's still a/I can see the conflict that exists between the philosophy, and the recognition, perhaps, that competitive sport is a means of progress in the P.E. profession. Would you agree with that, should things be like that, where someone is coaching good competitive athletics, should that be a criteria for advancement?

KE Well if people/it could be a criteria, but the question you must ask all the time is that if it's being done at the expense of the education of the other kids, now if it's not then great, what a super person to have, where the schools getting something, the kids getting something.



As long as they're not being exploited. If kids have to be coerced to take part, then they're being exploited. There's a difference perhaps, between persuasion in the early stages, that may be O.K. to get kids having a go, but if they have to be regularly coerced to take part, which I know does happen, in some local private schools, for example, it's wrong if you think about the long term effects, and the attitudes they form because of that. But if it can be done without sacrifice elsewhere then great, often though it's really difficult to do without sacrifices elsewhere. I mean, how many teachers can you think of who run successful teams, and put a lot of time in helping the other exceptional kids at the other end scale, the kids with physical problems? How many have a well-structured, well thought-out teaching programme day-to-day? Do they use lesson time for coaching time for team players, and do they organise their choice of activities expediently to help them organise their term, for example, they put athletics on early in the year to help them get kids for Area sports, or do they do it for the benefit of all the kids in the class, these are the questions you have to ask.

D.K. I'd like to get clear on this point. For you it's not an ideological difficulty having competitive sport in the curriculum, but it's more a practical problem of how you can split your time between the educational aspect of dealing with the majority of pupils, or the competitive aspect, or sport .(!)....

KE It nearly always works out into a practical problem. I mean, ethically, I don't see anything wrong in competitive sport for competitive kids. That's bearing in mind the 'coaches dilemma', if the kid is competitive because of some problem in his life, or some inadequacy, it may be better for him to have help sorting that out than using competitive sport to overcome it in ways which may be pervert the ideals of sport, and might have other repercussions on him. But usually there's the practical problem.

D.K. You've spoken about the 'traditional orientation' in P.E., can you expand upon what you see as the short-comings of that approach? For example, do you think that, again, ideologically it is a reasonable way to approach the teaching of physical education?

The short-comings of what I call, in inverted commas, the 'traditional', the games-based activities dominated by competitive team games, the short-comings in very simple terms, the effect it has, on the students who go through it, now some might enjoy it, and that's great, the spotlight of the week, having a game of rugby now and again. Others dread it! They see it as the time they are humiliated, embarrassed, (P) they get cold, they get knocked around, they're made to look fools .... you know, from the conference last Wednesday, you know very well the effect on girls' attitudes when they get to fifteen, sixteen, it happens as well with lads, ~~less~~ probably, because of the importance of taking part in physical activities do endure it a bit more .(P).... just think of the effect on them, to last the rest of their lives. The number of people you can think of, when they think back to their school days, the emotive feeling they get, which tends to colour the feelings towards all physical activity, y'know, "I hated sport", and 'sport' is the word that comes out. When they talk about physical education, they immediately put 'sport' in its place, and that the short-coming of that approach.

D.K. I would imagine that what you're implying there is that in order to adopt an approach like that, to adopt such a philosophy towards your teaching that you have, would be fairly inconsistent with that approach? For example, you wouldn't be so concerned with the individual or his needs?

KE Yeah, that's right.

D.K. So what you're saying then is that the philosophy you hold is an 'all-or-nothing' thing, and has very definite implications for teaching style, the type of course that you develop, and so on?

KE To come back and try and put it in a nut shell, the philosophy is all about the needs of the individual and trying to keep those needs in mind as much as possible, although what the student will get obviously will depend on the problems of facilities, time, resources, and so on. And when it comes down to it sometimes the material has to be presented in group form for a group rather than in ways which might be better for particular individuals. But as far as possible that background ideal is about giving something appropriate to each individual, and is there, I hope!



D.K. Moving on to another topic, you've described Forest as a "good school", with a "good atmosphere" and playing a "good role in the community", could you say a bit more about that? How would you characterise a 'good school'?

KE. By the outcomes of the school, next to the kids and the community, by and large. I think (P) the majority of kids who come here work quite well, they get good courses from by and large interested staff, I'm not pretending everything's perfect, because its not (P) they get a very good opportunity to get qualifications which most of them take up, they get good vocational guidance and help, there's a very good atmosphere of personal relationships in the school, which is helped again by interested staff, and there's good facilities for interesting activities in the school, could be better, they're a bit dilapidated in some areas of the school, not just the sporting, physical activities ones (P) there's some good support from parents and other agencies, and under those criteria I think it is a good school. There's many opportunities here, there's a lot of encouragement to make use of those opportunities, people are fairly pleasant to each other, its a nice environment, and (P) I can't think of any other criteria to judge it by!

D.K. How central to that whole thing are the staff, the quality of the staff?

KE. They probably are the most important factor, because the best programme in the world can't go on with 'duff' staff or uninterested (P) there's particular areas in the school which are outstanding, I think, with excellent staff in many respects, others I'm not so sure about, but by and large, I think we have a good, and to use the word advisedly, a 'progressive' staff, who are keen to try new things and work in a sensible way, and I think the kids do get a good deal.

D.K. What would you see as the limited factors for curriculum change at Forest?

KE. Time, money, facilities, mainly because if we had those, the other constraints, the political constraints which we talked about would be far more easily overcome anyway. Because if there was more staff with the same load, for example, we could devote more time to all

aspects of the curriculum, if we had better facilities and more money we could carry it through much more easily. At the moment its/for instance, we want a multi-gym as a basic part of our facility for particular educational ends and we've got to raise the money ourselves, so that is a constraint.

D.K. Phil mentioned that he felt the quality of staff, or the quality of work done by staff had dropped off in the last few years, and he pinpointed money and lack of mobility as the problem (P).

KE. Yeah, there's ten less staff and twenty fewer scale points in the school over the last few years and that means there's less incentive amongst staff, and there's more work for staff, so in some respects its inevitable, perhaps I'm more optimistic than Ken in the staff's feelings about it, by and large the staff have stood up to that pretty well and are putting a good effort in although, they maybe not as excited and dynamic as they used to be, because it has got on top of them, by and large, a little bit. But there's a damn good staff at Forest.

D.K. How important do you see that sort of incentive, scale points, and increased responsibility and so on?

KE. Well, its a bit (P) upsetting, I suppose, for staff to go one year after year working really hard doing far more than they need to do, if its never going to do them any good any way (P) Some subjects are luckier than others, I mean if you're a whizz-bang mathematician or scientist then you're going to get on. There's a shortage of those people, but in subjects like P.E. its a bit more difficult. Something that we maybe have to come to terms with (P) it depends on people's motivations for being in teaching. I mean if you're teaching just to earn money, full-stop, then you probably get bored with it pretty soon. If you get other rewards from teaching, the I think that will keep them interested in the job, it will be by and large, what they make it, and their rewards will be what they make (P) I think a lot of the staff at Forest are interested in the job, you get rewards other than pecuniary rewards, so they're quite energetic, dynamic, far sighted and high thinking.



D.K. A related point, but at a more personal level, you've mentioned that you're happy teaching at ~~Leest~~, but to quote you, you've said "There's a bit of a rut here", what do you mean by that ....? (I)?

KE. There's very few opportunities coming up .... I think there's been about two Head of Department jobs come up in schools in \_\_\_\_\_ over about the last six years, or only two good ones anyway which is dismally small, so in that respect being in teaching in general is being in a rut, in P.E. teaching. There's very few internal opportunities come up and very little scope or reward for them anyway, so in that sense its a rut. I'd like to be earning more, and I'd like to have a higher scale of responsibility, so in that sense its a rut.

D.K. So its more in terms of career advancement than ....? (I)?

KE. Yeah. I feel sorry for teachers just coming into the profession now, they face the prospect of years and years on scale one unless they're extremely lucky in certain respects .... (P)

D.K. What is it about the work you do that makes you feel the need for a change; in relation to doing a Masters degree?

KE. I want to know alot more, I want fresh insights into different things, I want more knowledge to fill in gaps that I've got. I realise where there are gaps in knowledge, so that I can expand in other ways, so that I can be more exciting in the things I produce rather than come to a point where/coming to a standstill and giving out the same old stuff. I'm aware of the limitations of my knowledge, and it will be very refreshing to get a change as well. I'll be honest about that, I could do with a change, to be away.

D.K. I wondered how you felt the need for a change arose, whether you thought it was in the actual teaching or whether it was in this perception of lack of career opportunity?

KE. Well, we talked about the career opportunities, I think they're always going to exist, M.Sc or no M.Sc .... (P) I'm very aware that this is a very good school, but alot of staff complain (about it), but if they went into other schools, they'd realise how lucky they were teaching

in a school like ~~Leest~~, inner-city schools, for example, and in certain ways this is a very easy, cushioned, sort of cushioned from the problems of society, I mean, imagine teaching in Liverpool, for example, or Glasgow .... (P) Its relatively easy to do your own thing here, and maybe less fortunate catchment areas would make doing your own thing alot more difficult, and thats why I like ~~Leest~~.

END OF INTERVIEW

Key ( ) P = Pause  
..... E = Edit  
I = Interruption  
T = trails away

May 1983

- 1) SUCCESS. Are you successful in your teaching? What counts as success? How would you characterise a successful lesson?
- 2) 'GOOD DAYS/BAD DAYS'. What are the "subtle skills of getting through a school day."?
- 3) CONTROL/RELATIONS WITH STUDENTS. You've talked about "the skills of handling large groups of kids". How do you see your relations with students?
- 4) "DIFFICULT CLASS". What is a "difficult class"?
- 5) TEACHING. "Instinctively deciding how a group will react". What is 'good' teaching? 'Good teaching' as good 'ad hocing'?
- 6) TEACHING TECHNIQUES. 'Attention getting devices'. 'Personalising'. How do you react to these?
- 7) 'ATTENTION DRIFT'. How far are you aware of students' behaviour in lessons?

- DK The first topic is 'success'. Success seems to be a fairly prominent concept in all sorts of different ways, in terms of your own teaching, in terms of the ethos of the school and such like. I've a fair idea (by now) of what you count as successful physical education teaching, in terms of changing attitudes for example, but can I ask if you think you are successful?
- KE I think we're far more successful than we used to be in terms of kids leaving here with an attitude and knowledge which will probably more positively affect their behaviour in physical activity in the future. More kids certainly have more knowledge, and that could be easily measured, I think its apparent in many ways (P). I'd like to be able to evaluate it, to find out what they're doing five or six years after they've left, but that's very difficult, but by and large, I'm really convinced that we are more successful in those terms.
- DK How would you characterise a successful lesson?
- KE One in which you come away feeling you've got over your aims and objectives for that lesson, and (P) its been a happy lesson, and its one which can follow on to something else in the future maybe.
- DK What sorts of signs tell you that it has been successful?
- KE Well, you know, the kids are still showing interest, they want to ask questions, they feel that the material you have presented has gone in well and its created interest at the time and they've enjoyed doing the activities.
- DK So its really very much on the basis of cues that you pick up from the students?
- KE Yes, that's how it has to be when you're dealing with other people, you rely on the feedback you get from them, if they just sat there like vegetables you'd know what's happening.
- DK (E). You've talked about the "subtle skills of getting through a school day". Now that suggests to me the idea that you have good days and bad days (E) how would you characterise a good day (P) .... or a bad day?



KE, 3/2

KE Well you could start off/its not too easy to answer/you could start off thinking "God this is going to be a bad day", y'know you've had a bad night the night before and you're tired and you're a bit off colour or something, and thing's can go very well, and you can finish the day feeling absolutely knackered, but still have this euphoric feeling, because the lessons have gone well and you've got a lot of rewards for what you've been doing. The converse can happen but by and large, you've had a good day if you've been successful in what you're doing. Part and parcel of that is creating an atmosphere around yourself that affects it, because (P) I think more and more, as time goes on, you have to think very hard about your own perceptions and expectations of people in situations, because the way in which you tend to anticipate the events will shape the messages that you put out. For instance (E) there's a member of staff in this school who expects everybody to be rude to him, because he expects that, he's got a bit of an aggressive attitude, and he's on the defensive all the time and so low and behold, people make funny comments about it, so that fulfills his expectation so it creates frustration, confrontation and a breakdown in what could be a happy situation (P) in simple terms (I) just smile alot, and don't get worked up by frustrating things, be patient and in the end it works alot easier.

DK What you're saying then is that its in terms of your own psyche .... (I)

KE Yeah .... (I)

DK You psyche yourself up for the day, almost?

KE Well its a conscious decision in a way to be nice and pleasant, rather than to be antagonised or to get uptight about anything. When I started teaching sometimes I'd blow my top when things frustrated me and yeah, I could control groups like that, I knew if things got out of hand I'd blow my top and things would quieten down, I'd literally frighten them (P) but that's a very negative way to work, its self-destructive in the end anyway because it takes so much out of you.

DK What sorts of things do you find frustrating in the course of the day?

KE Well, sometimes kids acting the way they might be acting for various reasons, they might have had a bad day or night too, that can be frustrating. Sometimes when lots of things go wrong, equipments missing or broken, or people don't turn up on time, or whatever, a million and one things can happen when you're dealing with large numbers of people, and many of those can be very frustrating.

KE, 3/3

DK So its things that get in the way of the smooth running .... (I)?

KE Yeah, but they're inevitable, and you have to be able to deal with those, that's what I meant about the subtle skills of getting through the school day .... (P)

DK The next topic I want to cover is your relationships with the kids .... (E) how do you see your relations with students?

KE I think by and large they're very good (P) I think one barometer is whether you've got confrontations with kids, even when you're (E) in authority, when you're having to move groups of kids, I think if you're getting resentment back from kids in your teaching, then that shows signs of not liking what they're getting or the way you're handling them. I pick up very few messages in that respect these days (P) I used to get alot more when I started teaching, as much due to the material as me, I think. But, when they're asking questions and when they tell you things and say "Hello" to you and they smile its quite pleasant, and that happens alot at ~~Feet~~, y'know there is a very pleasant atmosphere and I do have a good relationship with the kids.

DK How about confrontations, or even situations not as severe as that - do you have a repertoire of control methods that you are aware of that you use?

KE Well, I very rarely have confrontations (P) I don't like to think in terms of having a repertoire because that has connotations to me of conditioned responses, how I'm conditioned to react in various ways, I like to think I work a bit more intelligently than that, and I try and find out exactly what's happening in a particular situation, and try and find a wide variety of reasons why rather than just applying blame, "You did that wrong!", bang! That's a very bad, bludgeoning approach which I think is a mistake to use. But it comes back to the conscious decision of not getting worked up, and making yourself take time not to get antagonised in a situation but just to patiently sort out what's happening and, use a bit more logic and intelligence in sorting the situation out.

DK (E) I've noticed that (confrontation is a thing) which seems to be lacking in the department as a whole, but could you give me an example of a confrontation, or what causes this, when they do occur?

KE Well, it depends what you mean by confrontation, I mean there's times when you have to assert authority very quickly, if you've got a group of kids and one is messing around with apparatus in a very dangerous way, and y'know there's no



KE, 3/4

messing around, you say "Stop!" (E) and you say why you're saying stop as well, and maybe talk to the whole group. But I always try to give reasons for doing something (P). "You mustn't mess around on the ropes like that because they may hit someone in the face and hurt them, and I've seen a nasty accident that way, and I don't want it to happen here" (P) explain the situation, rather than just giving them a big bollocking and nothing more. You know, you get a kid pushing in a queue somewhere, and it might be out of lesson, it might be in a school dinner queue somewhere, you might say "Don't do that, how would you like to stand there for ten minutes with someone shoving in front of you, get to the back", but by and large, going back to what I said before, we shape what happens by the messages we put out ourselves and so we don't go around in an aggressive manner, or we try not to, and we don't go round scowling and barking and moaning, and if you do they resent it, and if they resent it, you end up with a confrontation.

DK Your 5th year theory class, you've described it as a "difficult class", can you tell me why that is?

KE There's a group of about twenty kids, about four of whom can see any chance of employment in a month and a half's time when exams are over (P) that, and partly the nature of the group, they tend to be a bit of an introspective group anyway, that group, and there's a little bit of gloom and depression about them, and the feeling was 'what the hell's all this looking after yourself, sod this, we're more interested in how we can get a job, and there's not a lot of hope anyway, so why bother?' (P) and I think I got them at a time when they were rather depressed by it, and because of that we spent a lot of time talking about it (P). y'know, how they could shape their own destinies a bit more, and in more subtle ways, how they could present themselves, and how they feel about themselves, and getting on to the nuts and bolts of keeping fit and eating the right food and whatever, I tried to bring that back into it at the end and show them that they could make themselves feel better about themselves which would help their confidence by adding to their physical selves and mental selves, so I tried to show them how it all fitted together, and that it was worth taking care of every aspect (P). I think a few of them have made quite big (changes) in their lifestyles. I was able to show a couple of them that they were eating very badly among other things, I know for a fact, because I've talked to one of them since (E). (he) stopped and looked at his diet, and it would be interesting to see what he's eating now. A couple of them have become more receptive (T)....

KE, 3/5

DK How would you describe their behaviour in your classes?

KE A mixture (P) its difficult to know at times, some of them at times give you the impression that they weren't really listening or that they were/or they seemed to be more engaged in making a comment to whoever happened to be sitting next to them. Now (P) at times their attention came back very sharply when something which had a bit of an impact in the lesson. Its difficult to work out just what was going through their minds during the lessons, sometimes (P).... whether they look excited or concerned about the topic matter, and there were a few peer group influences, I think in there, y'know maybe it wasn't quite the thing to be seen to be attending too closely to what was happening in the lesson, I think there was a bit of pressure to be seen to be having a bit of a giggle about certain topics. But by and large I think (P) a lot of the message of what I was talking about did get through, although overtly, at the time, it may not have seemed that way. You can judge that, in a way, from the comments that came back later, from the things that happen later, y'know a lot of it was assimilated obviously. It gave them something to think about, if not talk about.

DK I'm interested that you mentioned (E) a thing I noticed myself about that class in particular, a thing I've labelled 'attention drift' (E)....

KE The one who you probably noticed the most was Paula W\_\_\_\_, big Paula, big lass. Now, at the end of the last lesson, in fact, Paula saw me, and is now monitoring her diet and is coming in to see me once a week to be tested and measured, and on as much of her own volition as prompting from me, so obviously somethings got in there. I think in a way, that the way she was diverting her attention might have been a bit of a defence on her part, because, y'know, its quite an embarrassing message to receive in class, for the fattest girl in the class, y'know dressed to disguise that (P) in a way she had to divert attention, I think from some of the embarrassing messages that were getting through (P) to try and show that she wasn't upset by it (P).... a sort of 'ego-defence' on her part (E) they were a very difficult group. There's no doubt about it, I think they've been one of the least receptive groups, in many ways, that I've had (P)....



KE, 3/6

DK How do you cope with a group like that in terms of imparting information, I mean you recognise this problem of 'attention drift', one minute they're there and then they're not, is there anything you do to drag them back or to keep hold of their attention?

KE Yeah, I realise with that group/most groups I can sit there and get them engaged in discussion and get their attention there, and get them considering things, get their attention because they're interested in the material. Now I find with that group that that wasn't enough and I had to work a bit harder at preparing material for them. In that lesson on diet I thought it was better for them because they were interested in the slides and what came through there. It is made more difficult because there's not much material exists for the things we were talking about. Stuff on stress for example is hard to find, particularly topical stuff which focusses on stress caused by the present environment, through lack of job prospects. The things that are causing stress are appearing at such a rate that the film industry (E)... can't keep up with it, that's a problem all of the time (E). I've forgotten what you asked me now!

DK I was saying how do you hold their attention?

KE I try to get some discussion (going) to try to find out the topics that are in their minds, and trying to engage their interest by finding ways to deal with the problems that cause them to lose attention at times.

DK It was an interesting group to watch because I was aware of, I think it was the last session you did with them, and you brought the various themes of the lesson together very skilfully, in fact, you had me sold, but still the kids weren't paying attention! (E) I think you had pulled every punch you knew and still the kids weren't with you, which was incredible! There were a few things which I noticed in your teaching, sort of 'attention getting devices', a good one was the slide of the semi-clad female, that sort of thing I recognised as perhaps a deliberate device ....

KE Yeah, I think you're right. There was the particular example of one lad who missed one of those slides and he suddenly came to and said "What was that, can you put it back again!" That was quite amusing!

DK There were numerous examples of this kind of device, I think the simplest one was your questioning. Sometimes there would be perhaps a five minute period when you were talking and then maybe you sensed the attention was drifting and so you asked a few questions and started to get the kids involved again. (I)

KE, 3/7

KE Yeah, it is, sometimes I've a tendency to talk too much, sometimes it's the only material I have at my fingertips at the time is me talking (P) Yeah, it's probably one of the most common strategies.

DK This in a way moves us into the topic of what counts as good teaching. Obviously you have an idea of what counts as good teaching and you mentioned in the last interview that experience teaches you to "instinctively decide how a group will react". What I think you're saying there is good teaching is good 'ad hocing' (I) .....

KE Yeah, it is, yeah (P) its an art as well as a science, you need to know the science of methods and ways of structuring lessons, but all that is useless if you haven't/if you're not aware of the interpersonal messages, which you become aware is an art learned through experience, its a personal skill, I think Kens' probably better at that than I am, in many ways, just assessing how a person is reacting to you, and most people have a fairly good grasp of that in a one-to-one situation when they talk to each other, but when you're in a one-to-twenty situation and you're dealing with material, they are a captive audience and its material they might be <sup>was</sup>receptive to sometimes unless you present it in a particularly skilful way, and you can find things to appeal to them and you can read the messages back. That's the skill that comes through experience and learning I think (P) that's the one which makes the day easier and more pleasant and rewarding, I think, but it takes energy itself (E) ....

DK The other particular strategy that emerges from your teaching is a way of 'personalising' subject matter (E) where you've introduced a topic like First Aid with a question like "How many people here have been involved in a road accident?" That seemed to me to be a conscious attempt to draw the students into the conversation and make (I) ....

KE Well it is because your (I'm) dealing with individuals. You don't teach a class, you teach individual people whether they happen to be there in a class, and that's what its aimed at, and alot of people would do well to remember that more often actually.

DK How well do you think you get to know the students?



8.

KE, 3/8

KE Not well enough, I don't even know most of their names, and that's a function of the fact that we see kids much more often/many more kids in a week than other (departments). If you teach Maths, for example, you see a group four or five times a week, with the same group throughout the year. We see them twice a week and the groups change every six weeks. So (P) at least you get through the whole school during the year, and its just impossible to know a thousand kids.

DK Would you like to see that situation change?

KE In a way 'yes' in a way 'no' (P) there are advantages and disadvantages. At least we get to see every kid in the school, you tend to learn the exceptional kids in all senses of the word. On the other had, if you do get to know them (better) it could be more effective individually, and that's a problem.

DK And is that perhaps why you stress the importance of 'remedial work'?

KE Yeah (P)....

DK As a way of making personal contact (T)....?

KE Well with exceptional kids, they tend to have exceptional needs, so you have to know them better than other kids, otherwise you can't be effective, so they feel they're really getting something out of it, and that increases their reward from the situation as well as the teachers' (P) You have to know them better anyway, if you don't we can't really be effective in helping them.

DK There's no way you can help someone if you can't see they have a problem.

KE Well apart from that, you can usually see the problem, if the kid is too fat or whatever, or exceptionally skilled, but you have to get alot more background information to be able to help them. If you're coaching a kid in a sport, you have to get to know them to know how they'll react to a different sorts of work, if you've got a kid whose got a physical problem then you must get the background on them and understand, have some empathy with them, otherwise its very hard to be effective (P) counselling skills, actually, are an important thing and I'd like to improve my counselling skills alot more, they are very subtle, in some ways, in ways I'm not even aware of (P)....

DK So that is where you see the need for new input? (E)....

9.

KE, 3/9

KE Yeah, I need more knowledge, I need more skills, and that's one that I lack, counselling skills, its a professional skill that needs training and working on (P) you know, I could probably give material in much more interesting and better ways, and if I had better background knowledge on physiology, psychology, and so on, and more up to date with the information. I keep up to date to a certain extent by reading, but there's alot of stuff I'd like to get to grips with (T)....

END OF INTERVIEW

Key: (P) P = Pause  
..... T = Trail away  
I = Interruption  
E = Edit



May 1983.

D.K. Where did you train?

K.L. \_\_\_\_\_

D.K. And how long have you been teaching?

K.L. This is my first job, so I started in August.

D.K. What kind of course did you do?

K.L. It was a B.Ed honours, well it was a B.Ed and an extra year, so I stayed on for that.

D.K. A four year course?

K.L. Yeah (P) and it was Human Movement Studies.

D.K. Was it a C.N.A.A. course?

K.L. Yes.

D.K. I did one of those as well (E)... how do you feel about your course (now) (E)?

K.L. I think obviously/I think it was a good course really, theoretically (P) all the help they gave us to prepare material and where they actually told us about each sport and each aspect of P.E., and it was very good (P). I think when you (become) a teacher you learn almost as much in your first term as you do in your four years at college (P). I did three teaching practices which was quite useful, we didn't do one big one, but we did on each year and I was in London a couple of times and that was quite beneficial, y'know big school. I think the only thing about the course, I think they/I think the main problem when I came to (this) school was maybe discipline problems. I think that is always difficult to teach, and I don't think that it was ever covered really, at college,

2.

K.L. 1/2

it was always avoided, we were always asking "But what do you do if somebody sits down in a lesson and refuses to carry on?" I suppose there is no hard and fast rule, but it was always avoided, you know, "Sort that out when you get to teaching.", I don't know, maybe that's the same in all colleges. But it was a pretty thorough course in most aspects, and the theory side was very good, especially in the fourth year, it was all theory. It was good because you could specialise and I chose to specialise in dance.

D.K. How influential do you think your training has been on your teaching (P) or your way of looking at P.E.?

K.L. I don't know, there's always/its difficult really because when you go to P.E. college, I mean I enjoy sports and I think it was always assumed that you're there because you love sport and when you go out everybody else is going to enjoy sport as well! 'Sport is a great thing', I think that was the main thing that came across, and I think that it didn't point out the problems that you might come across in school, but I think (P). I think the name has influenced me quite a bit, you say you go to \_\_\_\_\_, I think it has got a good reputation. When you're there you criticise it the whole time, you don't think, you moan about it at the time, but coming out and seeing people having trouble getting jobs I realise that \_\_\_\_\_ wasn't a bad place after all.

D.K. So you feel the college name was influential in getting you this post?

K.L. Yes, definately.

D.K. And is it a permanent post?

K.L. Yeah, (P). I've just had my college magazine back and out of the fifty-nine that stayed on for fourth year - it was a big fourth year - at least forty-five, or maybe more than that have got jobs, a few of them are travelling round through their own choice, there's one whose joined the Wrens, and there's one person who hasn't got a job (P)... so, I mean, I think the name goes a long way (P) it doesn't influence me, but it influences people (in applications for jobs) (T)....



3.

D.K. What do you think of the school generally, I mean how do you think it compares to the schools you saw on teaching practice, or your own school?

K.L. I think its/its no bigger, its an Upper School, I haven't taught in an Upper School before, and I think an Upper School is difficult for a first job <sup>(P)</sup> one thing is the size, the other is that its seen as a college rather than a school, the kids come here at fourteen, and I think they find it very different to their high schools, and my first impression when I got here was that it was all sort of laid back and easy going and I think I almost fell into the trap of thinking that discipline was slack and you can get away with maybe doing this, and being easy here, and I think that was a problem when I first came <sup>(P)</sup>....

D.K. And obviously that wasn't the case? <sup>(I)</sup>...

K.L. That's right, and I mean probably because the staff, the staff are great, they're really friendly and its very, its a sort of easy-going place on the surface, but when you delve a bit deeper, when you've been here a little while you realise that its not like that at all, discipline is a difficult thing you've got to get down to it, you can't let kids get away with what they like, although thats almost what it appears like at first sight <sup>(T)</sup>....

D.K. Where do you think the discipline problems come from <sup>(P)</sup>.... what do you think the source is, for you?

K.L. I think mainly because there's quite a few pupils who just don't want to be here, and because its an Upper School and they come here when they're fourteen, its late to make a move, if they've been in an establishment since they were eleven, say eleven to sixteen where its been drummed into them that they're there for five years. I think when they come (here) at fourteen the ends in sight, there's such a short stay, there's no sense of belonging, they just think they're here for a year and a half, half of them, then they're off <sup>(P)</sup>.... so, I think, quite a few people don't want to be here at all, and so getting them interested, getting them down to study, is a bit difficult <sup>(P)</sup>.... Teaching dance may be as well, because a lot of kids think of it as an easy option, its in the 'Design' category, and kids think its just disco dancing and popmobility all the time, but it isn't, I mean there's an exam at the end of it, and the group I've got

4.

at the moment, I would say almost half aren't prepared for, or don't realise, the work they've got to do to get the exam, or have no intention of taking the exam or staying to the end <sup>(I)</sup>....

D.K. What exam is that?

K.L. It's a C.S.E. in Dance and Movement <sup>(P)</sup>.... I'm not very happy with the course, but it's a C.S.E. <sup>(P)</sup>....

D.K. Did you start that this year yourself?

K.L. Well, no ~~Clare~~ set it up, my predecessor, so its been running a couple of years, and I don't know, its a bit sloppy. There are about four schools in the area who do it <sup>(P)</sup>.... I don't like it very much, and I'm looking round for another course <sup>(P)</sup>.... I think its important that there is an exam in dance, I see it as equivalent to mime, or drama, or art <sup>(P)</sup>.... it is an Art, which I suppose is another problem because I'm in the P.E. department, and although I love the P.E. department I don't think dance part of the P.E. <sup>(I)</sup>....

D.K. Do you think there should be a performing arts department or something like <sup>(I)</sup>....?

K.L. Yeah, yeah and I think with a school this size, I'm quite surprised that there isn't.

D.K. Why shouldn't it be in the P.E. department?

K.L. Because I think its an Art, I mean I think its physical, thats the only reason it gets put in the P.E. department, and people like myself, P.E. trained <sup>(E)</sup>.... but its a creative thing as well as a physical activity <sup>(P)</sup>....

D.K. So what's your general impression of the school?

K.L. I think <sup>(P)</sup>.... because there's so many staff, and on the surface its so easy going, yet underneath, there's so many different opinions, so many schools of thought occurring and there's quite alot of conflict underneath <sup>(I)</sup>....

D.K. Within the staff?

K.L. 1/4

K.L. 1/3



5.

KL, 1/5.

KL. Yeah, among the staff, on things like discipline or philosophies of the school, and there's a lot of rivalry between facilities, you don't realise that until you've been here a while that it's quite niggly, there's a lot of undertones going on.

D.K. How does that filter through to you? Do you visit the staffroom?

KL. Yes, I go to the meetings and things although I don't say a lot, I just sit there and take it all in! There's a lot of bickering, I think, may be it's not that bad, maybe I'm just naive, perhaps it happens everywhere, but it gets a bit out of hand I think (P) it gets a bit petty, probably because, there's a lot of young staff and quite a few have been here for two or three years say and they're may be ready to leave, and have worked there way up (P) and maybe it's time some moved on.

D.K. Do you like teaching here?

KL. Yes, I do (P). I've had a few problems, but no more than any other probationary teacher, I do like it, possibly because of the staff, because the staff are great (P) there's a nice atmosphere here, especially in the P.E. department.

D.K. What do you think about the P.E. department in general?

KL. They've been very supportive, I think I could be in far worse departments, I mean I've had a good selection of classes, they haven't given me the poorer ones (P) they're always there for advice and help, I mean I don't ask enough but it's my own fault, because they're always there asking if I need any help (P).

D.K. You teach on the theory course, don't you?

KL. Yes, the theory course.

D.K. What do you think of that?

6.

KL, 1/6

KL. I like it, I enjoy teaching it. It uses some of the physiology I did at college, and it's new to me to teach it, but it's, I think it's beneficial for the kids.

D.K. Do you think it's successful?

KL. Yes! The beginning part of the course/I think the main problem is that we're all relying on PL to supply us with all the information, and I think we do need a working party on it so that we can all be a bit more involved in it, rather than just have all the information thrown at us and we've all got to go and teach that (P). I think it's just a case of time. I mean, I think a lot of kids find it interesting, it's far more beneficial than a lot of other courses possibly, it's timetabled with careers for example, somethings like that are probably a waste of time.

D.K. Have you had any trouble accommodating the whole philosophy which goes along behind the Health Related Fitness course, within your own conception of P.E.?

KL. Well, no I think I agree with it, I see teaching P.E. for them to carry on after school, give them an interest which they will continue, and I think that is down to fitness and so/I teach the theory side of it, it's called theory but it's got quite a practical element to it, and just now in society everyone's so interested in keeping fit, and how they're eating, and I think they're bound to be influenced by that outside school, I think it just reinforces it really and /its not going to work for all kids, they're not all going to go out jogging and keeping fit after they've left school, but I think through our course they probably will, or I'd hope so.

D.K. So the criteria for success on a course like this for you would be to change attitudes or (I)?

KL. Yes, yeah I think so.

D.K. (E). how would you justify (the course) to someone outside school?



7.

KL, 1/3

KL Well I suppose, I think there's more to P.E. than just/I mean (P) yes its nice to have good teams (P) but that's eleven people, and you're trying to look after thirty-five in a class, and not just eleven specialists in a subject (P) and I think if you're interested enough in them in lesson times, they're sort of idea of fitness, they're interest in hockey will come out of that anyway, they get more through that because maybe the didn't realise they could keep fit by playing hockey and they may come to you anyway (P) so I would argue that you've got to cater more than just for eleven (T) ....

D.K. How heavily have you been influenced by Phil and Kw?

KL Alot. We call Phil the 'guru'! (Laugh) (P) he's influenced my lifestyle, I suppose, I'd never jogged before in my life (P) .... I mean I've always been interested in fitness and diet and what-ever, but I think they've influenced and changed my life-style, so I suppose that must come over in the way I teach (E) Yes, I think they have been an influence.

D.K. How do you think the (course) will run if Phil leaves?

KL It depends who takes over, I think (P) if its only Sue, Hilary and I who are left, we couldn't run it ourselves, we'd need someone to come in and take over as the boss of that subject (P) .... you know its a shame, they've both worked hard over the last few years, but I suppose they've got to leave sometime, lets hope it doesn't decline because it could so easily, because as long as you've got one or two people at the top who're pushing it all the time, especially the other members of staff, when they're persuading them its a good idea, then it can only get better but when they leave, it can so easily decline again.

D.K. Do you feel (the course) is still in its infancy then, that it still needs to be 'handled with care'?

KL Yes, I think so, because people do need convincing that its a relevant part of the work, I mean I wasn't here when they taught C.S.E. P.E. but I think that was built up and then they suddenly, the people at the top turned round and said "No, you can't do it anymore", or that's the impression I get, anyway (E) .... because when they were talking

8.

KL, 1/3

about changing the timetable, they were saying that we may have lessons cut for P.E. theory because they won't fit in. I thought they wouldn't do that, after all the work thats been done, "Oh yes, it was done for C.S.E. P.E.", it worked up quite a reputation and it was taken away from them (P) I don't know how much of the truth is in that .... so I think, it is in its infancy because, I don't know how many other schools do it.

D.K. They said at the seminar last week ( /4/83) that there were three of four schools who do something like this.

KL. Is that three or four schools in \_\_\_\_\_?

D.K. No, the country .... (I)

KL. The whole country? Its quite exciting really to be involved in it.

D.K. .... (E)

KL. I think the main problem with teaching it is that its new and so its new to us as well and so you really have to go and do your homework before you come back to teach a lesson, probably more so than anything else in teaching (P) so, thats why when Phil and Kw are here, they're always there to ask, because we're still a bit uncertain about teaching it, its enjoyable but you do feel a bit inadequate.

D.K. How would you feel, having taught this course about having to go back to a more traditional approach?

KL. I can't see it happening, I just can't, I mean (P) well I suppose one always gets this confidence in a system and when, I think choice is an important part and when you go back to the traditional approach, I think you cut down that choice alot, I think its great that we offer as many things as we do, I think thats important, I think at this age they need a sample of everything, and so then they can have a basis to choose, if they want to specialise and carry on with something when they've left school. I mean, if you just teach them the basics, well that should have been done before I think, they should have had a grounding in all the more traditional sports lower down the school.



KL, 1/9

D.K. What about the community role of the school, with respect to the Health Related Fitness, we could start with the staff, do many of them get interested in it?

KL. Yes, I think so, I think this marathon (H\_\_\_\_\_): 1/2 Marathon, 5/10 shows that, there was quite a selection of staff who got involved, and there's Phil's own thing where he runs his night classes, I went along to a couple of them and there were quite a few of the staff, and three or four joined in. I don't know if the whole staff are aware of it happening, in fact that might be an idea, I think we ought to have popmobility every morning for the staff! (Laugh)

D.K. Like they do in Japanese factories?

KL. Yes, Liven people up a bit! I think again it just the size of the school (which makes) it difficult to get across to everybody and so there's bound to be people who don't know what the hell goes on down here .... (1)

D.K. Are you still in a position where you're seeing new faces (amongst the staff) around the school?

KL. Yeah, I mean .... (P) yeah, I don't know everybody, I know an awful lot more, but I don't know every single person.

D.K. Do you tend to spend more time down this end of the school?

KL. Yes I think that is a bit of a problem, that there's not much/people don't go and watch each other's lessons, there isn't much mixing between faculties in that way.

D.K. How would you feel if someone was to stroll in and .... (T)?

KL. I mean, I'd hate it, but it'd be good .... (P) I know its horrible having people watch your lessons but I wouldn't stop it, because I think its a good idea, and I could go to theirs .... (P) but P.E., its always sort of, its a practical problem, its always on the outside of buildings I suppose, I mean I'm in touch with the drama and design areas, but I mean I very rarely go to see English or Humanities, I don't even know where half the rooms are.

KL, 1/10

D.K. I would have thought that dance would be a very eclectic thing where you could draw on the services of other departments.

KL. Yeah, I suppose I ought to really, I haven't done an awful lot, apart from say the people I live with over the road, one teaches English, so I suppose I'm linked a bit by that, but no there isn't much link .... (P) I don't know whether that's again a practical thing rather than whether people like it. I don't know, people are very secretive about it, I mean I say yes I'd like to have somebody come in and watch a lesson .... (P) but I think a lot of people would put you down and they wouldn't want it at all.

D.K. Do you know much of what goes on in the school, apart from the P.E. department and the drama department?

KL. No only through .... (P) contacts with other members of staff outside school, through the staff that I see and socialise with, so then yeah I do know what's happening abit, a bit about their courses. I've found out through individual people rather then going to see a whole department at work.

D.K. Do you think communication could be improved, or should be improved, in the school.

KL. Yes I think they should be .... (P) I don't know where people would find the time, its just finding the time to do it .... (P) and I suppose, how you would do it. There was talk about, again when they were discussing timetables, it was that faculties were going to be paired off with each each other say English and Science so that all the lessons would go on at the same time, ~~so that all the lessons would go on at the same time~~, so that whenever they wanted to combine, or say watch a film together, I suppose English and Science isn't a very good example, but they could do, and in theory I think that sounds great .... (P) because I'm sure there must be some things that are repeated, perhaps teaching in fitness when we go on to lifestyles, and smoking or something are probably being taught elsewhere in the school. I think a bit of repetition is not a bad idea but I think it could be eliminated to a greater extent .... (P) what we would be paired up with in P.E. would be difficult again, I mean what would you pair P.E. up with? Dance could be paired up with music



KL, 1/4

or drama .(P). it would be nice to see a bit more of the school, perhaps during this term/I think individually you've got to make an effort, because time is a problem, and it is easier to go along and do other things, than to go along and ask somebody "Can I come in and see your lesson?" I really haven't watched anyone teach, I've always got a million and one things to do.

D.K. So you wouldn't say then that there's a common ethos in the school at all?

KL. No, no .(P). in what way?

D.K. In the sense of it being .(P). I think Phil's expression was "one ship sailing in one direction" .(E).

KL. No, I don't think there's, no .(P). which is confusing I think for a new member of staff, my main influence is through the P.E. department and their way of thinking, and then you go to a meeting and there's another faculty raising their heads about something else .(E). I've got nothing to compare it with maybe, although I suppose that does happen in most schools but coming from a girls' grammar school, which was my school, then going to a P.E. college which was rather like an extension of going to grammar school! (Laugh) its a bit of a shock really .(E). the course (at \_\_\_\_\_), was quite a traditional course really, I mean I've come here with a traditional P.E. .(I).

END OF INTERVIEW

Key .( ). P = Pause

E = Edit

T = Trail away

I = Interruption



JUNE 1983

DK Maybe the easiest way to start is just to ask - bearing in mind the conversation I happened to be in on the other week, where you were talking about replacements in the department and so - what that did was it threw into relief, for me, exactly how important you felt the HRF unit was in relation to the P.E. curriculum at this school...<sup>(I)</sup>

PB Yeah, you're referring to my reaction to the job description for my post...<sup>(P&T)</sup>

DK Yeah, and that seemed to me to say something about how you felt about the HRF unit, and all I would like you to do is to make that a little more explicit...<sup>(P)</sup> how important is that to you?

PB I've reached the stage where I now believe that its one of the two fundamental elements in the whole P.E. curriculum. The first element is concerned with the use of physical activity, because that's what we're concerned about, the use of physical activity in teaching people how to move and control their bodies properly. The second element is more appropriate to secondary schools because there's more of a cognitive skill and it's the achievement of life-time health and fitness, through physical activity. And so now, the whole of my views on teaching, particularly in secondary schools is directed towards trying to get youngsters to lead a life which is the best that they can lead, and do everything I can to help them in that respect...<sup>(P)</sup> and it involves exercise, but it also involves using their leisure time or whatever as a means (of achieving) mental health as well as physical health, and using their leisure time particularly in physical ways, that's the way we can help them most, we can provide plenty of physical activities which they might wish to choose as a life-time activity, which they might wish to be involved in for a long time...<sup>(P)</sup> so it's really/ I see the whole of the curriculum in secondary schools should be more concerned, should be based round the teaching of health related fitness. Now HRF seems to be regarded as a little category which is tagged on to the programme, and <sup>(P)</sup> we're in grave danger of becoming just another thing added to the mixing bowl that we've claimed are the reasons we've been teaching sports in the past, we've always claimed that we teach sports to develop character and social skills, and so on, even aesthetic awareness, and excuses

2.

PB, 2/2

like that, I don't want HRF to be shoved into that bowl and just be another thing that we hope will happen. It is the reason for physical education, and that's why I reacted so openly to...<sup>(P)</sup> what I was suspecting was a down-grading of what we've done so far, I was worried that the Head of Faculty wasn't concerned as much as I am that HRF should be the basis for our teaching at ~~Forest~~.

DK And so, do you feel that there may be a tension between the HRF element and the other demands from the P.E. curriculum, the more traditional demands / do you think they're compatible? ... Can they live together?

PB Of course they can, quite easy. It's just a case of realising which comes first. Is it sports-based or is it student-based? If it's student-based, the students still want to play sports, as a way of keeping fit and using their leisure time...<sup>(I)</sup>

DK So that really fits in nicely with your idea of using sport as a 'tool'

PB Yeah, that's right...<sup>(P)</sup> what I was worried about at the time, I was for the first time in two or three years I felt that the Faculty Head's vision of what we were doing wasn't quite up to what I thought it was. In other words, I didn't think he rated as highly as I thought he did, the concept of HRF. I thought he was just tagging it on the edge of what we were doing with comments like "Oh but that's only two lessons a week that these new teachers have got to teach, they've got to teach sports for the rest of the week", and eh, since then I must admit more information has been available to me to suggest that that's not been the case.

DK How much are you aware that the idea of HRF seems to be 'taking off' nationally, in terms of curriculum development in schools'? It seems to me that its something people in the department are beginning to think about.

PB I've been trying to achieve a spread of the work for a long time...<sup>(P)</sup> I think what's happening at the moment with the talks and the publications and such it's just starting to get off the ground, and it's starting to get to print, it's just starting to be presented



3.

PB, 2/3

to local authorities and local advisers and probably the way momentum builds it's going to be another five years before much happens in terms of teaching in schools. It took us five years to get the whole thing off the ground and up to its present state.

DK And how do you see, now that this has been promoted nationally as a form of curriculum development...<sup>(I)</sup>

PB I'm not sure it is yet, I think it's just a small pocket that's concerned, who are trying to put over ideas to elsewhere, but whether it will carry on spreading the way it has I'm not sure? I hope it will but I'm not convinced that it will. It has to do if we wake up as a profession and just follow logical steps, because you can argue quite logically because that's what it's all about, I mean I can sit down and write down a logical progression of 'yes, we do this in our teaching, we have to do', but whether that can be put over to the general profession, the profession, is more difficult...<sup>(P&T)</sup>

DK Bearing in mind the sorts of problems / well maybe not 'problems', but the efforts you've had to make in a very local sense to convince colleagues of what you're doing is worthwhile, so that you're trying to convince them that your ideas are worth taking on by the whole department... how difficult do you think this process might be in terms of spreading the ideas on a larger scale?

PB I think it's going to be tremendously difficult, really... there are lots and lots of problems aren't there... I would tackle professional preparation as fundamental for a start, and I would start to produce young teachers who have the mind and the expertise to teach HRF because we still don't produce teachers who can teach it, and until that happens how on earth are we going to get the whole thing into the curriculum any way, when teachers aren't confident enough, there's no incentive for them to take on new ideas and new teaching methods and there's plenty of good reasons for them not to take them on, because it's going to threaten their self-confidence, and the work, and so there's only going to be a very few teachers who are confident enough to take on something like this. So until we can actually train teachers to be able to teach this stuff we're on a loser, but then we prepare young teachers to go out into schools and what does he come up against, a Faculty Head who is traditionally

4.

PB, 2/4

based, and they have to go and try to persuade the whole of the rest of the department that this is what it's about. I suggest that the only way you'll start to get it to develop in schools is to do little packages, where it starts as little bits tagged on the side, and the whole thing will grow from there like it did here. We started with a HRF unit on 'Exercise' alone which lasted ten weeks, and that has spread to give us all sorts of different concepts.

DK That leads me on to something else I was thinking of asking you about... you were talking about the quality of staff in the school as being a central aspect of the educational provision, and really what you were saying is something to do with 'professional autonomy', teachers need the freedom to experiment and try out new ideas... is that a fair summary of what you've been saying? <sup>(E)</sup>

PB Yes... because I think that teachers are the experts.

DK At the same time though, and I think this represents a bit of a tension in what you've been saying, you've said that some teachers perpetuate the system, so how does that fit together in your scheme of things, the way you think about things, why is it, for example that some teachers are reluctant to get involved in innovation, what is it about innovation?

PB Well firstly I think there's very little innovation goes on apart from the innovation that teachers provide, I think there's very little goes on in the professional preparation areas.

DK What about the big curriculum development projects in the early '70's... why do you think these have been unsuccessful? What you seem to be saying is that it isn't these people who create the change, it's teachers who create the change.

PB You have / because once again you can't bring an idea into a place and say "this is it, go and teach it". It's got to come from, to some extent teachers have got to be convinced that it's right first. Now whether these projects you're talking about



5.

PB, 2/5

DK were successful or not depends a lot on whether you can convince the teachers that that's what it's about ... (P) I've lost the track now.

DK Yeah, why do you think teachers are reluctant to get involved in innovation?

PB I think there are different levels of commitment amongst staff in any school, that's not just teachers, that's right across the board isn't it, you get people who are heavily committed and throw themselves in totally to their job and feel unsuccessful and unfulfilled if they don't achieve something in their jobs. These are the kinds of people, I think, who create change, who create useful things in the job, whether it's teaching or anything else, and I think a lot of people possibly haven't got that sort of direction or quality you might call, (people) who are prepared to sit back on what they're confident at, at the level they're confident at, and once they're there they stay there, so it's a personality thing as much as anything, it's a lot to do with seeking out achievement - orientated tasks isn't it I mean we're all different, some people live at a level where there isn't a great deal of challenge and change in their lives, and some people need it. And I think it's something to do with that, so that it's almost to do with types of personality really. Type B if you take R \_\_\_\_\_ & F \_\_\_\_\_ classification, the ones who sit back and let life go by and just want to take part in it, and those who go out and grab life by the throat. (P) I can think of the production last week with John T. the drama man, who just dedicates himself bodily and spiritually to the task in hand when it needs it. Two nights before that production he was up all night, putting the set up, nobody pays him for that, and the reward is at the end, he's in tears at the success of the production ... (P) that's him, that's his personality ... so when it comes to innovation or new ideas, in pockets like that it's a lot to do with teacher personality and experience.

6.

PB, 2/6

DK If you are a teacher who tends to like challenges and who needs that sort of thing, do you feel that you have the right to ask others to take on board these ideas?

PB That's an interesting notion there ... (P) well there comes a conflict there, because you're starting to ask people to work harder than they've done before, and I suppose if you really believe in the commitment you've made, then you believe that everyone else should really do it as well, but there are lots of people who would say "I don't get paid for that, lots of people sit round and doing nothing more than what their job spec. says, so why should I?", and I suppose they've got a right to say that. But if you've thrown yourself into it, and you've put a lot of work into something, you tend to believe that everybody else should do as you do.

DK Obviously you do believe something of that sort, otherwise you wouldn't have been attempting to convince other people that the HRF idea was worthwhile taking on.

PB I never really think of it. I just think that it's a professional responsibility of people to be doing the right sort of job.

DK And so you go about trying to convince them of that in a logical sort of way ... (P) ?

PB I think that if they want to be regarded as professionals then they should be providing a professional service, and if they're providing a service that's wrong then they're not professional.

DK Would it be fair to say that you tackle the problem on two levels, in terms of convincing colleagues? At the first level I suppose has been a professional debate, a logical argument, but on another, level - for example, Karen talked about you and Ken's ideas having had an impact on her lifestyle itself - now that seems to me to be a step removed from logical argument ... (P) so really in a way, you're working at this thing simultaneously at two levels, a logical level and an affective level.



7.

PB, 2/7

PB Its the same thing, but as you say, you get at people whatever way you can, but its the same argument, its still a logical argument. We were all chatting the other day about the way we have made lifestyle changes as a result of the sort of teaching we've been taking on, and its interesting that ~~Karen~~ should say that, because she wasn't in the discussion. I've always been conscious that you have to sell your ideas in as many ways as you can, so I try to write, I try to give talks, I try to, within this school, I try to/not convince other colleagues, I try to put them in a situation where they'll see, I don't like to go out and say "This is what its all about" (1) ....

DK You don't like to 'preach' in other words?

PB I don't like to preach, because I realise people turn off to that, so for example ~~Karen~~, as you say, has picked it up through the teaching, but we bring staff down here and we tackle them with their own problems, give them a fitness evaluation, chat about it, and you can convince staff that its a worthwhile educational aim and philosophy. Thats been quite successful and as I mentioned before we've had about a third of the staff down here for personal advice, which is quite astounding, including the Principal, and the Chairman of Governors, and the local doctor, putting ideas out at different levels. Thats a much more successful way of doing it actually, if you tackle people's personal problems, and give them some success out of it, it'll help, and you can convince them much better than with any amount of words, written down.

DK So there's a point, perhaps, when the professional debate's inappropriate, it comes at a later stage maybe, you've got to get people to care about the thing first of all by 'personalising' it, in a way, and then later on, once you have a foot in the door, you can start to talk logic?

PB Yeah, well its the same way as you convince a teacher to start teaching it, you take them into a classroom and give them some success in their teaching, and they come out feeling they've given a good lesson, and that they've handled it well, and thats going to snowball and they'll want to do more. Its all down to the old

8.

PB, 2/8

efforts/benefits ratio. If you get the rewards out of it you're willing to put in the effort. Most people tend to work on that principle and it (influences) everything they do.

DK This is something which has come out very strongly for me, that in terms of 'teaching as an occupation' teaching is achieving, to fail to achieve is to fail to teach.

PB It has to be, because what are the other rewards? If you don't make the effort, the only thing you've got to show for what you've done is a cheque at the end of the month. There are some people quite happy to do that (P) but the old personality thing comes back again, if you're an achiever, thats what you come into teaching for.

DK How important is recognition to your work then?

PB To me its very important (P) ....

DK What kinds of recognition (P) .... What forms does it take?

PB Lots of different forms (P) right from your wife, right through to (P) I need rewards as well, and recognition is one reward, Recognition comes from the kids who appreciate that what they've been taught is useful. Just an example, this morning, Mrs. H..... who works in the Audio Visual department said, "Oh my daughter is really enjoying your lessons." she say's "I'm having weatabix this morning as Mr. Bayle says sugar frosties aren't as good". I don't even know Mrs. H..... I didn't know I was teaching her daughter, but little feed backs like that make it, its nice, rewards, recognition. Professional recognition, thats what frustrates me more than anything, that we don't feel we're getting the professional recognition we've earned. You like to be recognised for what you've been doing because you believe what you're doing is worth recognition, so its a form of feedback, if you don't get the feedback, I suppose it either drives you on harder, or else it makes you give up in the end!

DK So what kind of professional recognition are we talking about? ..... are we talking about promotion, or simply reputation?



9.

PB, 2/9

PB I've been talking not on a personal level, I've been talking about recognition for the programme actually. But people who are regarded in the profession for being responsible for change we expect to recognise what we're doing and I'm referring to HMI's PE Advisers - for example, there is a PE adviser in \_\_\_\_\_ who we feel should be promoting the thing through the rest of the schools in the county, but we feel that until he can claim credit for it himself, he won't spread the idea, and we want to spread the idea, we're not just producing something in an isolated pocket, although we're very much involved with it because we're teaching it, but we think it ought to be taught in other places as well. That's professional recognition.

DK And you don't feel that its been forthcoming?

PB Not until this last three or four months when at least we've been able to get out of the school and spread the word a bit. Until then no-one had taken a blind bit of notice of us, until \_\_\_\_\_ came down and that was only as a result of us going to somebody's else's seminar and saying a few words and questioning a few things that were being put forward, and people start to prick up their ears and say 'who are this Bayland Edwards then?' 'what are they doing that they've got to shout about?'. Then \_\_\_\_\_ came back and started to use us, but if \_\_\_\_\_ hadn't done that, we'd still have been sitting here, producing the sort of stuff we've been sold on, but limited to this place. Meanwhile millions of kids are not getting the benefit.

DK How about career, does it tie in with this?

PB Well the same things apply (P). I'm not really convinced myself what I want out of it, and I'm so tied up in it myself now, this is as much of me as I am of it. If this thing is going to be successful then I want to be part of it, because I've done so much work to make it possible anyway, as far as I'm concerned. Its not as though I've picked up on this thing to try and make a name for myself, but if there are names to be made then I want to be involved in it. I'm pretty convinced of that because I'm not someone who goes out and aims for glory, I mean I'm not bothered about being

10.

PB, 2/10

famous particularly, but I would like to see credit where its due, and often with this kind of thing I've seen people get shoved into the background too often when they've really been the one's responsible for whats happened (the innovation), and I'm not going to let that happen to me. And I react quite strongly when people do start to (do this), because I think I have a right to be recognised, mainly because I put in so much work, and I do work hard.

DK How has the Principal reacted to the recent publicity you've had, going out of school and such like?

PB He hasn't.

DK How do you account for that?

PB Well, the sort of reaction you might expect that he comes up and says "How did it go on Friday?", he hasn't said anything, he hasn't asked what happened with the Sports Council seminar, so you can take that in one of two ways, either he doesn't care, or he hasn't had the time to care. Quite honestly, I'm not bothered either waybecause I think we've convinced him of what we're doing down here is worthwhile, so thats all that needs doing. If I hadn't convinced him, I'd keep bringing up the topic until I had convinced him, but basically I think we've sold the idea to him.

DK How do you see the survival of the HRF idea in this school? Without getting into practicalites or personalities?

PB Well I think thats what its about, in the end. Are people prepared to stand up and fight for it. It looks a lot healthier than it was, its probably something to do with the fact that people hadn't fed the information to me to convince me that they were convinced and I think having questioned more now, I'm a bit happier than I was say five weeks ago, for me to leave it and that it will carry on (E).

DK How about the prospect of two new members of staff?

PB Well if the ethos in the department is strong enough than it'll carry on, the male member of staff who is coming in may be a little more difficult to convince as he's had more experience, and he's



16, 2/4

been in High School teaching, and the girl seems to have had more experience in this field so she has a much more general view of input into the physical education curriculum, she's been involved in drama (E).... But, they've got to teach the stuff, they've got to go over to that classroom and teach kids, and presumably they'll want to do the best that they can do (P).... the materials are there, they've got to read about it, experiment .... thats what we're still doing, its like that with my own teaching, its different every time I teach.

END OF INTERVIEW

Key: (E) Edit  
(P) Pause  
(I) Interrupt  
(T) Trail



Commentary

The second phase of field work began in September and carried on through until December 1983. Here, I was interested in doing several things in sampling and data collection. First, I was interested in the marked degree of difference in levels of involvement in the innovative process amongst the staff. Hence my decision to focus on the notions of 'translation', 'commitment', 'teacher autonomy', and so on in sampling data from Sue Ripley and Karen Lowe, and later, Kate Watkins. I also wanted to saturate ideas concerning the teachers' perspectives on 'teaching as work', and this area of focus is obvious in the data. Finally, I wanted to begin to locate the ideas and the innovation in a wider context, both socially and historically, and I began to do this in the interviews with Pete Gardner, the Head of Faculty.

DK/5/84



- DK I'd like to start off with some questions about your own background. For instance, where did you do your training?
- KW I went to \_\_\_\_\_ College and then I left, after a term, and then I went to \_\_\_\_\_. I left \_\_\_\_\_ because there were six hundred girls, and having been to a comprehensive school, mixed, and I'd had a nice time as well as work/probably only a social time (laugh) / I couldn't fit in there at \_\_\_\_\_.
- DK How long did you have between \_\_\_\_\_ and \_\_\_\_\_?
- KW I had a year, I worked for a year.
- DK What did you do?
- KW I went to Switzerland and worked as a waitress in a hotel.
- DK You skied a lot?
- KW No, no you're joking, it was in Interlaken, a bit too far away, but it's so expensive, and the time you had off it didn't give you enough to get out anywhere to ski. And I got demoted and so I didn't earn enough money. When I went out there, I got someone else to write the letter of application (laughing) who was German, but when I got there they found my German wasn't really up to it and I got demoted to washer upper. But it was fun, there was quite a number of Nationalities who worked there, and I met loads of different people. It was quite useful. Then I was at \_\_\_\_\_ for three years, and then I had another year out <sup>(1)</sup>....
- DK What kind of course did you do at \_\_\_\_\_?
- KW A B.Ed. in P.E. and Psychology of Education and Drama <sup>(P)</sup>.... the drama you only do in one year, it's just my second teaching subject, but you don't spend much time actually <sup>(P)</sup>....

DK Is that the link with dance?

KW No, well I did the dance as part of PE / well actually \_\_\_\_\_ have rather, because the PE department's quite small, there was about twelve of us in our year, in order to have enough numbers to actually do things like hockey and rugby, the options are open to the whole college, and any B.Ed. student can actually opt for a PE option, so that was another advantage I think in that we met a whole range of people depending on what sports we played. But most PE main people did all the PE options, whereas others just if they fancied something.

DK What did you think of the course at \_\_\_\_\_, did that suit you a lot better?

KW Oh yes. Well the first two years, you see, are purely on your own academic and personal performance in PE and your own academic development. You don't mention teaching really. You're taught the main physical sports and in psychology you do taught / your just learning, and in the third year you do teaching practice plus teaching related sessions. And I think that's good idea because, although I was older than most of them, to go straight into school when you're eighteen in your first year at college I think is a bit too soon. So for me it was a good course but for those people who in the third year found that they hated children or schools or whatever, it was a bit late to find out. Although there was still a qualification to be had, yes, it was good.

DK So what made you decide at the end of your course to take a year out?

KW Oh it was financial (laughing). I had an overdraft to pay back, so I did that, worked for a year, and then went back to do the honours year.



KW, 1/3

DK I see, so you had a three year course, and then a year out, and then another year?

KW (laugh) Yes, I stretched it out.

DK Through that time, did you have the one intention to come into teaching or, did you fluctuate between various things? Had you made up your mind definately that .... (I)

KW Yes, I had (P) although I wasn't sure about what I would teach, I mean I hoped, in fact, to teach a variety of things which is what I doing here, which is quite nice. Because I don't think I could imagine myself always teaching only PE (laugh). I don't think I thought of doing anything else / I did think of going on to do a Masters, but I think for the wrong reasons, just because I liked being a college (laughing) rather than any academic striving. I didn't get accepted / I did apply for some, but they wanted teaching experience .... (T)

DK And you've taught in a F.E. college, I've heard someone mention? Was that after your honours year?

KW Yes, yes I did a part-time job teaching general studies and communication skills. It was part-time but it was fifteen hours of teaching time a week which is almost as much as the full-time people do, its just that we don't get paid for preparation time and holidays and so on.

DK How long did that last for?

KW I did that for two terms. It was before all these new government training schemes started up and, it was a bit tricky, they couldn't guarantee my hours for the summer term so, I had to get a permanent job because I had mortgage commitments and things, so I went into admin, because thats all there was around at that time.

DK Then you applied for the job here?

KW Well then I had another admin job. I got a promotion over to another department at another level, and then my husband got a teaching job up here so I thought it was an ideal opportunity to get back into teaching, and so, I'm here (laugh).

DK What kind of 'philosophy' if you like, what kind of values about PE have you brought to this job that you are conscious of? How do you conceive of 'physical education', you said you wouldn't be happy just teaching in a sports orientated, practical curriculum, so are you aware of any views of what you should be doing in PE?

KW I think my main aim would be to try and get them to enjoy themselves, although in some of the sessions I'm sure they're not enjoying themselves, because I'm nagging them so much (laughing) .... (I)

DK Why do you think that is?

KW (P) I don't know. There's only certain groups, I find all the time I'm nagging them, and its the last thing I want to do, because obviously it is ruining their enjoyment but how I / maybe I started on the wrong foot and .... this is what I'm trying to analyse from keeping my diary, I mean on one day, the first day I recorded, my entry was, you know, that it was much better and that, then the next day it was awful again (laugh). So its quite intersting in fact because it means I can look back and see the days there were okay.

DK Is that a surprise to you though. Didn't you experience that in your own school days, in a comprehensive, that some of your fellow pupils wouldn't be so pleased about doing PE as they were about some other subjects?

KW, 1/4



KW, 1/5

KW (P) .... I can't remember, I mean I suppose I wasn't bothered how anyone else was feeling about PE when I was a pupil, I just remember enjoying it myself, I can't remember the other people (P) I mean, they are enjoying themselves but they just get carried away and out of control and I am not controlling them, the way I'm controlling them is the wrong way but what the right way is I don't know. I control / trying to control them by nagging them, and I should be able to do it another way but I'm not quite sure what. I'll have to work on that, (laugh).

DK How did you come in to PE in any case, what made you decide that that was the sort of course you'd like to do?

KW Just really not again for the right reasons but, probably just because I enjoyed performing and playing myself, and I thought that that would be a (P) ....

DK Probably as good as any (I) ....

KW Yes, well I sure it is.

DK What were you're strengths, what did you play?

KW Oh at school I did absolutely everything, I mean I was the mug who volunteered for things nobody else would (laughing), on the rainest days and everything. No, I did everything but I suppose I was more a gymnast. I really loved everything.

DK And how far have you carried that into the work you do here.  
You take a gymnastics club?

KW Yes, well nobody turned up last week, you see / well two, one bloke who's joining the Army and wants to be fit in 2 weeks, and another boy who didn't really know what he wanted to do (laugh) ... (in audible) ... because I had hoped to do some competition with anybody who was interested (I) ....

DK Was that the only club you've got involved in?

KW, 1/6

KW No, I do the girls' basketball, which is fun, and I'm going to do the fourth year boys' basketball, and oh girls', probably girls' hockey.

DK So you're quite keen to take on extra-curricula commitments?

KW Oh yes, well I think its all part of the job really. But that's where I think you get a lot of the enjoyment from, when you've actually got kids who are keen and interested and who you haven't got to nag all the time. Its one of the bonuses.

DK What are your first impressions of the school?

KW Its hard to say / the school I did my TP in, I didn't get a very good / I didn't get to know it very well because I was in the PE department all the time, and never went into the staffroom none of the PE department did, so I never really saw the rest of the school other than the PE department. In fact I got thrown out of the staff room, the day I did go in there they thought I was a pupil (laughing). So I never really saw the school in full operation. But certainly from other people's experiences, there are points that I like, like the daily briefing and / well I know other schools where they hardly ever get together as a whole staff, but at least you see everybody else, and everybody's got a chance to say (I) somethings about some kid who might have a problem .....

DK Have you had a chance to meet any of the staff socially yet?

KW Well no, I've been attached to an ex-probationer, all of the probationers from this year have been attached to those from last year so that we can 'share our experiences' (laughing) and so that they can reassure us that we'll make it, and (P) eh .....

DK Has that been of any use?



KW, 1/7

KW Well its Karu you see, so we've been talking about it all the time anyway, so its nice, you know, I'm glad its her.

DK The social side of things in the school, is that something that would be important to you, or it is something you don't really bother about?

KW Oh no, I am, I mean I wouldn't have wanted to teach/I've been for interviews where I've thought, looked at the staff and thought, I couldn't fit in, or I don't like the people doing the interviews, not that thats / I mean, I didn't get a very good chance to see what they're like, but here I did like the look of most people, yes, I wouldn't work somewhere I didn't get on with the people I was working with.

DK What's your impression of the staff in general, in that case? Have you formed any impression (I)....

KW Only really, who I find I can talk to easily and who I can't. Obviously those I can't talk to, I haven't got to know them at all (T)....

DK What kinds of things have you picked up from being in the department?

KW In the PE department? Well there certainly seems to be different attitudes towards it, whereas before at the interview I thought it was quite a cohesive group, and I can see now that there are, sort of, signs (P).... but as yet I don't know how serious they are, and how they'll affect the departments functioning.

DK What about the ideas that are floating around in the department, like Health Related Fitness, is that something that appeals to you?

KW, 1/8

KW Oh yes certainly, it does. At one of the schools I did TP at you did Health Education or something similar when it was raining and it was a real rush job, with no preparation, and thought, and of course it bored the kids because it wasn't very well thought out, and they knew it was just something to keep them occupied. Yes, I think its a good idea, its something I hadn't heard of being out of college for three years, maybe its mentioned in college, but it certainly wasn't when I was there, so it was all quite new to me, so I've got a lot of learning to do myself before I can try and pass it on. No, I think its useful (T)....

DK Are you sticking closely to guidelines Kev and Phil have drawn up?

KW I am at the moment, not having much knowledge myself, I find I can't risk really going in any other directions, because I haven't got the actual knowledge to back it up, but once I have I'm sure I'll like everyone else, concentrate on the areas I'm most interested in, that I enjoy, or that I feel the kids can benefit from.

DK Do you think there is any 'tension' between the teaching role you would take teaching, say, practical activities, and the teaching role you take when you go into the classroom to teach?

KW Sorry, any different (P)....?

DK Any tension between the teaching roles?

KW Tension (P).... ooh. I think its nice to see the kids in a different situation, its nice to have them sitting down as well, I've got this height problem (laughing). I mean, I don't, because all the teaching I did at the Tech was classroom teaching so thats really my most recent experience, its been in classroom teaching anyway. It doesn't bother me. The thing that does bother me is not having enough knowledge to be able to talk fluently all the time (I)....



DK To be comfortable with it?

KW The actual content, yes.

DK How have the students responded to it so far?

KW (P). They don't / they're not very keen on answering questions. I don't know whether its because they're too obvious (the questions) or whether they feel a bit stupid answering them, or whether they're too difficult. But then I've been observing Jim's lessons, and his group are the same. I'm just thinking its probably characteristic of fourth year pupils that they don't like to have to answer too many questions. Certainly, when we get on to doing practical things, they seem to enjoy it, because its such a change from any other classrooms, that they can actually do something. And I think the more of that in the lessons the better actually.

DK Its not a certificate subject. Do you think that prejudices it a bit, in their eyes?

KW I've not heard any of them ever mentioning it or saying / some of the fifth form moan and groan about it, but they don't / they all actually, get down in the end and do something. Because that was a problem I had at the Tech, the General Studies course was the unit they didn't have to pass, or do assignments or anything, and we found it very difficult to motivate them, but that doesn't seem to be a problem yet with the fourth years, I think they're quite keen, but I'm sure it'll wear off (laughing).

DK What kind of support have you had from the staff and in the department generally.

KW Well I'm watching Kev's lessons, and thats obviously a help, and he's suggested books and things, and I think I only have to ask, and Sue's supporting me on the practical side. I think most of the guidance I'm getting from ~~Karl~~ because, the problems I've had, well they're not problems really, but with girl's dance she's got most experience obviously, because Sue doesn't really teach it that much, but they're all sort of checking. making sure I'm all right. and so on

DK There's a fair amount of communication going on and such like?

KW Oh yes, and its not as though I go home at night and I'm dying to tell somebody (laughing) all my tales of woe, I mean, as soon as I come back from a lesson I tell them all, I don't feel inhibited in any way.

End of Interview.

Key : (P) = Pause.

(T) = Trail Away

(I) = Interruption.

(E) = Edit



1. Personal History

- Where did you train? How influential now?
- what did you think of course?
- how long have you been teaching? where and what?
- family commitments - effects?
- what is your view of PE generally?

## 2. - How do you feel about teaching in the school generally?

Do you think its a good school?

- students? staff?
- how do you feel about whats taught in the PE department?
- what's going on? what ought to go on?
- developments, improvements?

## 3. - how have changes in personnel affected the department since you've been here?

## 4. - HRF - what do you think?

- how much have you contributed to its development?
- what is your understanding of how it developed?
- direction in future?

DK The first thing I'm interested in is your own 'Personal

History' e.g. where did you train?

SR \_\_\_\_\_, it is now part of \_\_\_\_\_, but it was a specialist PE college

DK What kind of course was it (P) I mean, was it a (I)

SR It was just a three year (I)

DK Diploma?

SR Yes, diploma course. It was before degrees.

DK When was that exactly?

SR I never know (P) the same time as Pete. I'm thirty-nine, so you can work it out, I went there when I was twenty one.

DK So what kind of things did you do in the course?

SR A lot of practical work, which/and I went at a time where everything was exploring and how many different ways, in fact I didn't rate the course really (I)

DK Educational gymnastics and such like?

SR Yes. We used to ask for Olympic gymnastics in those days and and they wouldn't do it with us.

DK So we're talking about mid-sixties?

SR Yes, early sixties, we did education which I regarded as a waste of time because it was/ I didn't find it relevant to anything that I did later. Anatomy and Physiology, it was all PE, we didn't have a second subject. I did English but they used to aim it for your to use as a stimulus in dance and that sort of thing, so we didn't do another teaching subject.

DK When you started teaching, how much do you think the course influenced your own teaching?

SR Well, I first taught in a comprehensive school in \_\_\_\_\_, which was a small school really, there was just one PE man and one PE woman, and I more or less continued/ I was only there for a year/ I more or less continued with what had been going on beforehand (I)

DK So it was a general sports curriculum (I)?

SR It was games, gymnastics, I didn't do any dance because I didn't like that, perhaps we did badminton with the 6th formers, I can't remember, but it was more of what I'd done at school. Obviously I'd learned to coach at college (T)



- DK What were your own personal strengths in sport?
- SR I was a netballer, well I was a games player, I was not a gymnast or a swimmer, I was a games player <sup>(P)</sup>
- DK And after you taught at \_\_\_\_\_?
- SR I went to \_\_\_\_\_ in London, and I taught there for three years, and that was a big school, an all-girls school four in the department, there was a Head of Dept. a second and two (assistants), me and another girl. It was a difficult school discipline wise, as you can imagine it was a special allowance place with a lot of coloured kids there, but I enjoyed it, I enjoyed working there, I learned a lot about dealing with kids there, and I more or less continued with the sort of work I had done in the last school games, athletics, more gymnastics and I did teach more dance there, and I was learning from people as I went along.
- DK And so through that whole process were you quite happy about what your were teaching?
- SR Yes, <sup>(P)</sup> because I enjoyed the school, and I enjoyed the way/ we had no playing fields there so we had to move, we had to bus the kids because it was right inside London and there were a lot of things available for them there, they could do golf and archery and things like that which we, which I didn't teach, we just took them on the bus, then we did hockey or netball, but we had small groups. I felt it was good for the kids, I mean they were from a deprived area, and they got to do things they would never get a chance to do anywhere else. They all enjoyed it, they did ice-skating, I took them to ice skating and that was just a question of being with them and they were coached when they got there. They also did horse-riding.
- DK So in a way that particular school was operating as a forerunner to what is now standard in schools?
- SR Well in fact probably, that was a time when there was more money available, I bet if you went back now they wouldn't offer as much.
- DK Yes, sure, but it was a forerunner to the options system?
- SR Yes, it was good, because the kids were from deprived areas, and this is probably where I've developed this relationship type thing that I've got because you spent a lot of time with the kids not just teaching them but also on buses with them, or the tube, taking them to places, and when you got there,

- well, I used to take part in the lessons, horse riding or whatever else they were teaching <sup>(P)</sup> teams, we had teams, I used to take netball and hockey, and athletics.
- DK You spent some time at \_\_\_\_\_, then <sup>(P)</sup>?
- SR Well, then I moved and, well there was a bit of a disaster really because I liked it at the school but I'd been there for three years and I was still a scale one and I wanted a/ like everybody else you think you deserve more than a scale I and so I said 'well I'll move' and I got a job in a Junior High School in \_\_\_\_\_ as a scale II head of Dept. but I only stayed there for six weeks because I was pregnant and normally I would have stayed until Christmas but because I was pregnant and living in London, and my husband needed to get a job living outside London I couldn't stay, so I only stayed six weeks, but I was glad in a way because I don't think I would have liked it, it was only first and second years, and it was boring because you could do two lesson plans for the week and that was it <sup>(P)</sup> and I think I prefer the older kids anyway.
- DK And when you started the family you stopped teaching?
- SR Yes, eight years.
- DK And you've just recently come back in?
- SR Well <sup>(P)</sup> no, not just recently, I came back 6 or 7 years ago, back on supply, and I did supply work for 2 years and then they offered me a part time job here, which I did for three years and then last year I took over as Head of Girls PE and then this year I'm that and Division head as well.
- DK How do you think that time out has affected your career?
- SR Well, I came back and it was very different so, I think it would have been difficult to go back after eight years to a full time PE job, but as the way I did it, I got broken in gently, if you like, and I learned what had been happening over the years, and so by the time I came back as a full-timer I was 'au fait' with everything that was going on.
- DK What kinds of changes did you notice?
- SR Well, the whole education thing had changed.
- DK The structure of schools and such like?
- SR Yes, well obviously this is a different area and so I've never taught in an upper school before. And all the subjects were different, there was no such thing as 'Humanities' for



instance, when I last taught, it was Geography, history and whatever. There had obviously been a lot of thought and lot of changes over that eight years, far more than there had been in previous years.

DK Did you stay in touch with anything at all when you were (I)?

SR No

DK So you were right out of the whole thing?

SR Yes, in fact when I finished teaching, because my husband got a reasonable job, I never thought I'd go back. I drew my superannuation and that was it, I had finished.

DK What made you come back?

SR I was bored. In fact, I came back when my youngest child was 2 (P) In a way I've never had a structure to my life at all, things have just happened and I've just gone along with them I've not set out to say 'right, I will have a child in that year, and another in that year and then that year I'll go back to work' because I'm not that sort of person. I mean, I had a friend who had on supply and I was moaning and said I was fed up and she said 'why don't you go on supply work?' and probably if I'd never had that friend I might still be a housewife (P) so I'm that sort of person (T)

DK So what was your view of PE generally, when you came in, back to teaching again, what was it before that in fact? Were you aware, for example, of having a marginal role in terms of status, or (P) is that something you were never conscious of (I)?

SR Well no, not really because I'd never taught in a highly academic school, so I always regarded what I did as very important, whether other people did or not didn't really worry me. As long as I thought it was/ and I've never taught in a school where they cut your time or cut your money or anything like that and I don't think I've really thought about it. I just got on and did my job I thought it was important. I think I assumed that everybody else does (P) I think the only time I've felt that is when I came back here, and cuts were being made, and it seemed to be, well our department always seemed to be the one that was timetabled last and our department was always the one where they would put spare teachers because they felt that anybody could teach PE. So I think if I was aware of it at all it was here.

DK What do you think about the school generally?

SR The whole school? (P) at the moment?

DK Yes, do you enjoy teaching in it?

SR Oh yes, I enjoy teaching here. I think its a bit disorganised if I was to criticise it, I suppose its easier to criticise if your not organising, but I think if I were a parent with a child here and I could see what went on, I would think that its disorganised, certainly this year. I think perhaps its to do with this NTVEI thing (I)

DK What's that?

SR Well, I don't really understand it, we've got a grant (E) we're taking part/ its this Vocational government sponsored thing, its a pilot scheme, and because we're taking part in it, we've got these kids who are being monitored, and we've got a lot of extra money and points and staff to do it, and it was all set up at the last minute, and because of that the timetables been disorganized. I mean it really isn't settled yet, and we've been back 4 weeks. So and I think that leads to some bad morale, because you lose your free periods. We're a twelfth of the way through the year and we still haven't got it sorted out yet/ now that isn't this department, our departments okay.

DK What have you thought of the school in the time you've been here?

SR Well, as a teacher I think/ and as a parent, I want my daughter to come here, because on the whole I think its not a bad school. The staff are certainly very caring, and hard working but there is as I say a bit of disorganization about it.

DK What about the staff, do you think its a good staff, in general terms?

SR Well, I suppose not everybody's good are they?

DK Do you get to see much of the work that goes on in the school, by other staff (P) for example how do you know that some people are good and some people aren't, how does that get through to you?

SR Well, you're covering in other departments, so you're seeing what goes on there.

DK You don't teach in other departments, do you?

SR No, but you do cover in other depts. so you see whats going on but I mean on the whole most people are hardworking. I think some people find it difficult to cope with the kids.

SR, 1/5

SR, 1/4



DK What about the social aspect of the staff, is that something that find important or (P)

SR Well I don't because Im/well personally I don't think its important because I've got more social life than I can cope with, but I think its important for younger members of staff, and I think it really is quite good. In fact, when I was on supply, this was my favourite school to come to because it was the one where you/ I mean, supply teachers are the lowest of the low, as you probably know, and in some schools you could sit there all day and you wouldn't even get a cup of coffee, and you'd just get work thrust at you, whereas here you felt very much appreciated in that/and I found that I used to enjoy it/not that the kids were the easiest, but the staff appreciated you being here, and would find you a cup of coffee and would be generally friendly, so it is a sociable staff but now I've been here a long time that doesn't matter to me, but I do think it matters when you're coming in (at first) They're helpful.

DK What about the kids, are they teachable?

SR Well I think so but I think because of the attitude the more experienced staff have with the kids it sometimes makes it more difficult for the more inexperienced staff to deal with them.

DK How do you mean?

SR Well, because we're not strict, if you like, we don't pin them to the wall or beat them or shout at them or frighten them. I think most of the senior staff deal with them in a more humane way, which works, but I think you need possibly more experience to cope with that sort of thing.

DK (E) how do you feel about the PE department in general terms?

SR I think its divided (P)

DK At the moment, or (P)?

SR I think it has been ever since I've been here. I think we all/well certainly I think that the Health Related Fitness and the Health Education side of it is important because/plus I I think you've got to carry that over into the practical side as well, and I think that team games are important, not to all kids, but to a lot of kids they are, and so I think its important that we offer them everything. I think if you go too far on the fitness side and neglect your team games

and your swimming and proper gymnastics then I think you're letting down a lot of kids who would probably enjoy that, and on the whole/now you could argue that a lot of those kids will get it elsewhere, but not all will, so I think you've got to have a balance between catering for the one's who wouldn't be so keen on the traditional PE and the fitness type thing appeals more to them and you keep them interested longer. But you've also got to cater for your keen sportsman.

DK Do you see any/do you personally feel any tension between the sports side of PE and the health related fitness side?

SR (P) do I personally?

DK I mean, do you feel that you have to put on two different hats when you go to teach (I)?

SR Oh no, not at all and <sup>of</sup> the moment we've got enough time and resources to do both.

DK So you think that they fit together very easily?

SR Well I think, yes, but I think some people would do away with the team/more traditional games and I don't know whether thats a good idea.

DK The point is that for some others - like Kev for instance - he might say that they aren't really compatible because the values that underpin one are different from the values that underpin the other.

SR No. Well perhaps I'm not into it as deeply, perhaps I don't think deeply enough (P) I mean, I think my job here is to let kids enjoy PE if you like, or physical activity, and if every child who left here went away saying "I enjoyed PE" then I'd think I'd done my job in the hope that they'd continue with it when they left. At the same time we try to educate them in the lifestyle thing, so we've got to cater for everybody, I mean if you, I mean I can think of county soccer players and my netball team, and if you didn't cater for them, they wouldn't be interested in the rest at all, they'd just switch off completely, so I think you've got to balance the two in order to keep everybody happy.

DK So how were you convinced (persuaded) that it was worthwhile teaching Health Related Fitness as part of the PE curriculum (I)

SR Well because I think that the more 'switched-off' kids get a bit more 'switched on' because of it, and I think it is important, I mean I go home and give my kids wholemeal bread



and things like that, its trendy, isn't it? its the 'in' thing, you see it reading the paper every day so that if its trendy and current, you keep the kids interested, because you educate them, and at this age, if you don't keep their interest you've had it.

DK So you think that in terms of the age group you're working with its quite an appropriate type of course to run?

SR Yes.

DK Do you think that might account for why its caught on here?

SR Yes, if you speak to Steve Finney as I'm sure you will he has come from a High School and he's amazed at the number of kids we have actually participating, or he was amazed at the few we have who sit out in the practical lessons. I mean, he says at the High School he comes from they had far more sitting out than we did (I)

DK And thats a slightly younger age-group (I)

SR Yes, thats a younger age group. Now you'd think that sounds wrong, doesn't it, you'd tend to think as they get older they switch off more, and so they'd get out of lessons more. I think a lot of that is to do with (a) our attitude to the kids in practical lessons in that we don't expect them to stand <sup>and</sup> play backs in hockey if they're big and fat and don't really enjoy it and also, possibly/ I think possibly its more to do with our attitude towards them than what they hear from us in the theory lessons, if I'm honest.

DK So what you're saying is that the interest level is more to do with the ethos in the department amongst the teachers than to do with the subject matter itself?

SR I think so.

DK So perhaps you could come along and teach just about anything and still (I)

SR Well no, that isn't right, no I'm not saying that. I'm saying that because we offer such a wide variety and we're fortunate enough to be able to offer lots of things, and because we're slightly flexible in that if/ although we say, right you can only do swimming once, and you've got one child who really hates everything else other than swimming, we don't make a big fuss if we let him surreptitiously slip through the net so that he does swimming twice (I).

DK As long as they do something, in other words (I)

SR Well on the whole we expect them to move around and do different things but if there's the odd one, we do make exceptions, if its going to be difficult for them to join in other groups. So I think that because we try to look at each kid as an individual, within a framework, I think we've tried to keep them happy, if you like.

DK Do you think that notion of 'student-as-individual' is something that is shared by everyone in the department?

SR I think so, yes.

DK And is that something which has been achieved through sharing ideas or is it something which you have brought to it yourself do you think. I mean is that something you believed ten years ago?

SR Yes, and that why I think I've stayed here because I've fitted in. I mean I wouldn't go to/I'm looking for a new job now but I don't think I would go to an Independent school because I wouldn't fit in there.

DK Because the ethos there is towards team games and (I)

SR Towards team games and bringing cups back and so I wouldn't be interested in going there. I mean, I wouldn't have stayed here if I didn't like it, and I think I've fitted in with what they were doing because I was that sort of a person, because I don't think I've brought anything with me to offer to them, I just fitted in here when I came.

DK What about the way the Health Related Fitness course has developed, how much do you feel you've contributed to the development of it?

SR Not a lot really (P)

DK I mean, has it all been a matter of say fail and ~~to~~ coming along and pushing ideas and constructing courses, and turning out resources, or has everyone chipped in?

SR (P) Well for instance, when I was a part-timer, I had no involvement really in developing anything. But the material wasn't there always to start with we struggled a bit, we were doing less, and from that I knew what I was supposed to be doing and I collected my own material from there, but I haven't really provided anything for the rest of the department to do. I mean, I've known what I've got to go and teach, I've worked out stuff myself to do, and helped with ~~them~~, and the newer members I've passed on ideas to them, of things that I've



done, but I haven't formally presented anything as such, we should do it like this.

DK Why is that?

SR Why? Well because I always felt Key and Phil were into it more, you know they've got more depth of knowledge and they've been on the courses and they're the ones who have had time out of school to go and talk about it. Phil was the one who had the point for doing it. So I assumed that that's what he was doing. But as I say, I've worked out stuff for myself.

DK How about in terms of the thing being developed even further, do you think theres/ that it would be appropriate now to form some sort of working party within the department and pool ideas, or do you think that people should go on developing their own individual (I)

SR Well its all time you see, isn't it? I mean, this is the problem because that is just a part of the whole, I think what we ought to do now, really, I mean you never sit, back and say 'Right, its all finished', but the first part of the course is pretty well established, the work we're doing with the first years now, and I can't see that, well changing (I).

DK Thats the 'Fitness' aspect, endurance and strength, and such like?

SR Yes, I've been teaching the same thing now for three years/ perhaps it ought to change now that I have been teaching it for three years/ but you know it works, the kids seem to enjoy doing it, they seem to listen, they seem to get something form it. The 'First aid' bit thats been established for several years. The 'lifestyle' bit, the bit about smoking that you've been into, Phil really got that sussed last year, he sorted that out (I)

DK There's two points to that, isn't there?

SR Well we've in fact, we used to get the kids down for three sessions, this used to be the last one, we're getting them for four sessions this year, but in fact, I am working on/ I forgot/ the nexts ones going to be 'Leisure time' well we're arguing about it at the moment as to what it actually is going to be, hopefully, its going to be something they can write about themselves to take home, and leisure time and how to go about sorting it out when they leave school and nobody makes them do sport anymore. The problems they'll encounter.

transport, money, people trying to rip them off at health clubs, this sort of thing, so preparing them really for when they've got to leave. But I think the direction we need to move in is to, particularly with sessions in the gym and things like that is to relate what we're doing in the practical to what we actually do in the gym, because gymnastics isn't a favourite with this age group, and yet we've got a lot of equipment up there which we could use for circuits and things like that (P).

DK So what you're saying is you want to tie in some of the ideas from Health Related Fitness into the practical work (I)

SR Thats where we/because I think because we've spent such a lot of time on this, I think the practical side in a way has been neglected. Not your/well I'm saying not your games, I mean swimming and things like that, in swimming I do a lot of fitness things rather than stroke work, you know endurance, games and things like that, which they enjoy and hopefully the aim is to make them carry on when they leave. So I think we need to do some work as a department on structuring the practical side more because thats what I started of as, a practical teacher and I think you could relate it back to the fitness that we're doing in the classroom (P) not at the same time, still teaching your traditional games (P) You know, introducing badminton and volleyball and things like that, things that they'd possible continue with when they left.

Key : (P) = Pause

(E) = Exit

(T) = TRAIL AWAY

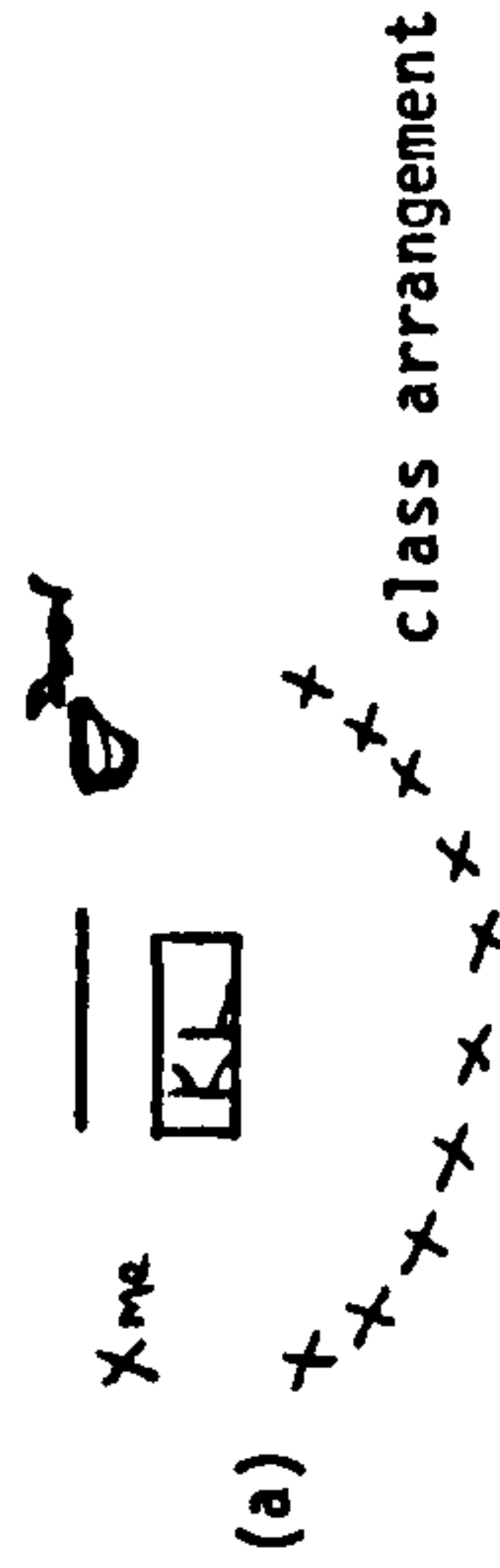
(I) = INTRODUCTION.



DESCRIPTION

COMMENTS

- KL calls a register.
- She then asks the class to sit round the desk. She sits on the desk.
- KL begins talking. The topic is "why should we keep fit and healthy" KL involves the class in a dialogue - question/answer - e.g. "does all exercise have to be sport?"
- KL hands out folders.
- Continues with 3. "a definition of physical fitness?"
- KL asks for volunteers to do some practical. About six students (4 boys & 2 girls) take part. KL sets tasks. Jog on spot for 90 seconds, others asked to "observe". Then KL asks joggers "how do you feel" and observers "what did you see?"
- KL changes format again. Use of jotters to copy drawing of stickman on board, heading "what happens when we exercise?"
- KL walks up and down, looks over students' shoulders whilst they draw, but makes little personal contact with individuals - e.g. no names, etc.



(b) recap of previous work.

(c) the break in format causes some 'attention drift' with students.

(d) fairly unwilling as a group - perhaps a symptom of newness.

(e) this is a demonstration of the effects of exercise on body.

(f) KL seems a bit indecisive about drawing the groups' attention to questions/answers.

(g) lots of chatter amongst students in this format.

(h) not a lot of interaction with persons, although KL does respond to questions.

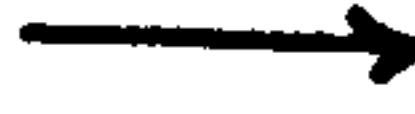
9. KL engages in dialogue, represents answers on board.

↓ continues

KL walks round occasionally examining students' work, but comment h) still applies.

10. KL changes format, "put down your pens turn your chair round, face this way". dialogue again "how can irregular exercise be good for you?" Question/answer - KL elaborates occasionally, imparts information.

continues



11. KL changes format again. "With a partner, work out ten exercises which are sports, and those which aren't, and write them in the back of your books".

12. Students get on with this, chatter as they do so. KL sits on desk, does not interrupt, then hands out or returns completed questionnaires.

13. KL uses voice to gain attention - someone can't decide on how things are to count as sport or non-sport, or what counts as an exercise - e.g. one girl asks "is walking exercise?" As she begins to get some replies the bell rings. KL tries to tie up the lesson, someone gives her a quick answer, and students rush for the door.

Lesson ends

(i) this does effectively focus student attentions but due to indecisiveness earlier f) students 'drift in'.

(j) as this exercise continues, one student, a stout boy, begins to call out answers and comments fairly frequently. KL pays little attention.

(k) "noisy boy" continues to call out. KL answers some of his comments as if part of lesson.

(l) some quite important and difficult concepts are mentioned as KL talks, does she feel students are attending?

(m) changes are fairly abrupt.

(o) KL has now called names out on 3 occasions, but has not as yet used them in personal interaction or for control.

(p) throughout this period, the 'noisy boy' is becoming more confident and excited, and hence more noisy. When the bell goes, KL tells him to "shut up Nicolas". Has she made a conscious effort to tolerate him to this point? Has her patience run out?

What did she feel about the lack of control at the end of the lesson, especially when she was trying to tie up an important point?



KL, FN, 3.

1. As with SR, KL as yet does not know the class too well, this is only her third lesson. How does she get to know them - or does she need to? She makes little personal contact with individuals, e.g. doesn't use students names, although her teaching style is 'informal'. When opportunities arise for her to do this - e.g. coping from board or working with a partner, she doesn't use it for this purpose.
2. KL changes the lesson 'format' five times, but the changes are in places a bit abrupt, and indecisive - e.g. KL11. The lesson seems to lack a bit of continuity. Is this a function of nerves? Not knowing students? Not knowing subject matter? When?
3. What criteria does she use to change formats? pre-planned? as she feels it necessary?
4. Personal relations and control are interesting, especially 'Nicolas' the noisy boy. What does she think? What about interrelations of format to 'attention drift'.
4. What does she feel about the subject matter, does it present problems for teaching style? Does it recommend a particular approach, particular formats?

KL, FN, 4.

GROUP - 5th Year (Girls) TOPIC - Dance

DESCRIPTION	COMMENTS
<ol style="list-style-type: none"><li>1. Lesson begins with register. Students sit in half-circle on floor. All are casually dressed, some in shorts and t-shirts, some in leotards.</li><li>2. KL leads the warm-up to a musical accompaniment. This begins on the spot, mainly stretching, and then into steps, moving up and down the length of the gym.</li><li>3. KL stops the music, puts in a new tape, and is teaching students a new step.</li></ol>	<p>(a) Before lesson begins, some girls come into gym fully dressed, not taking part?</p>
<ol style="list-style-type: none"><li>4. KL continues to teach new step. Becomes more elaborate and complex. Some students begin to struggle.</li><li>5. KL continues to teach step. Stops occasionally to work out another bit. Class chatter between times.</li><li>6. As lesson proceeds, KL stops teaching to group to talk to the girls who sat out plus another.</li><li>7. Another minute of working through sequence then these two girls leave the gym and walk into changing room. Lesson continues. They return about two minutes later. One proceeds to examine the register closely, walks over to girls sitting out and points out something.</li></ol>	<p>(b) One girl, who has been chewing gum and taking part in a half-hearted manner, now walks over to the girls who are sitting out and stands talking to them. KL either doesn't see this or ignores her.</p> <p>(c) Girls who sat out is now back, but as she has missed the beginning is all at sea.</p> <p>(d) Can't hear what's being said, or infer anything from expressions. All seem calm.</p>



KL, F/N, S.

8. Another girl walks into gym fully dressed, begins to talk to girls who are dancing. By this time, KL has about six students working, rest chatting to newcomer, or standing about on floor of gym.

9. Two more girls have walked off and sat down. KL seems to realise this and changes format. Arranges all students in groups of 3 or 4, gives each group a different series of movements. Students seem interested in this. Proceeds to lesson end.

(e) KL seems so absorbed in working out this sequence that she appears to have forgotten about the students.

Comments on Karen Lowe's lesson

KL, F/N, b.

1. What did KL make of the whole episode of the girls who kept sitting in and out of the lesson?  
What are KL's views on participation - (bearing in mind this is an option)? How about level of performance - or effort and application? Are these important?
2. Does she feel that the teaching style in Dance is similar to that employed in theory lessons? What are the differences?
3. How does the thinking behind Dance and H.R.F. match? Is there compatibility? How about Dance and P.E. and sport in general (refer to comments in first interview).



GROUP - 4th Year

TOPIC - Fitness, C.V. Endurance

DESCRIPTION	COMMENTS
<p>1. KL arrives late, in a rush. Class are already here. Boys sit on one side of the room, girls on the other. KL calls register.</p> <p>2. KL gives jotters to two students to hand out, tells class to 'get with a partner please'. Then proceeds to write on board 'resting pulse rate' and draws up a table of average, above av. below av. etc. and heart rates. The students chat amongst themselves. This takes about four minutes.</p> <p>3. KL says 'Take your pens out and copy this table down'. Students begin to call out 'whats that say miss?'. Eventually KL loses patience and says 'everybody shut up and I'll read it out'. The students listen attentively and copy down.</p> <p>4. KL explains table; asks two boys to put some benches in centre of room. Recaps previous session, question/answer, discussion format.</p> <p>5. KL explains today's activity, Harvard step test. Organises students in pairs, emphasises cooperation. Students proceed to step up and down; then partners take pulse and then again after rest. Procedure repeated for partners.</p>	<p>(a) Two boys arrive after KL, but she lets it pass.</p> <p>(b) This is the first time KL has directed activity in the class.</p> <p>(c) The students are all attentive and involved, chatting casually to each other. There is one 'loud mouth' boy, but KL ignores, as do students also.</p>
<p>6. Students record results in jotters. Lots of chatter as they compare. KL hands out pamphlets which describe the test, and begin discussion about results. Students contribute freely.</p> <p>7. KL changes format. Asks students to describe what they did, write in jotters. Lesson ends before bell. Class sit and chat.</p>	<p>(d) Atmosphere at end calm and relaxed, contrast to start.</p>



Comments on Karen Lowe's Lesson

1. KL set this lesson up slightly differently from previous sessions. She came in late, and went straight into drawing a table on the board without an explanatory talk, and so on. Eventually, this omission of bringing the class together at the start of the session began to show. I was surprised at how quickly the group responded to KL's 'shut-up' - they became attentive fairly quickly and remained like this for the rest of the lesson.

This again raises interesting questions about control. How does KL think she controls? Does she have 'techniques' or 'devices'? And how important is this control in terms of success of the lesson?

2. The format for this lesson was almost entirely the 'Harvard Step Test'. There was very little direct conveying of information, or explanation. The interesting thing is that the students were obviously attentive and very involved - they seemed absorbed to a degree which I haven't witnessed in any other lessons in this study.

It would be too easy to explain this away, though, by referring to the format. Why should this kind of activity interest a group at this time? It is easy to imagine the same format being used unsuccessfully, or with less success, on another occasion. Did KL think the lesson was good, bad, or what.

3. The whole lesson worked itself out very well - well balanced, lots of student activity, with bits of explanation, and rounded off well and in good time at the end (compare this with previous occasion) - What does KL think? Is this planned for or does it just happen? How well does the subject matter lend itself to good lessons?

NB The conversation at the end of the lesson, between KL, KW and self, about KL failure to win a scale point is interesting. What does KL think is the criteria on which scale points are awarded? ought to be awarded?

How does this fit in with the innovation, is she aware of this? What is the criteria for success and reward in the content of HRF? Is it the same as dance, sports and games, etc.?

DK You've been in the school a year now, how do you feel about that?

KL It's been a good year, I've enjoyed it, but I feel very, very different starting this year. I feel that much more confident, I've surprised myself because I feel that much more confident this year, and not being the 'baby' of the department, which is nice. In a couple of instances I've come across which I've handled, I've surprised myself, I thought, 'well this time last year, I just wouldn't have coped with that', but I have done, mainly I think its just from knowing the students and taking on fifth years that you don't know is a problem, or I found it a problem last time. But the fifth years now, I know them, I've taught them for a whole year before now, it makes a lot of difference. (1)

DK You get use to them (1)?

KL Yeah, so even if some of them were a bit of a problem last year, they are no more of a problem this year, because I know them that much better. I've enjoyed the first year, I think I've learned an awful lot.

DK How do you think changes in personnel have affected the department? In a way these have affected you, in a sense, because, you're no longer the 'new person' (P)?

KL You mean in the P.E. department?

DK Yeah

KL Yes, with me not being the newest, it's quite different (P) I haven't really noticed it / the only thing I've noticed so far is that I'm hardly ever there, I very rarely see anyone in the P.E. department. I walk in and I get "Hello stranger!", you know? But thats just me

1. a) After one year in the school, how do you feel?  
b) How do you think changes of personnel have affected the department?  
c) Are there any important changes afoot in the school generally?

2. a) How do you feel about your own teaching now?  
How has it developed?  
→ format changes, e.g. 4th years. Theory →  
'attention drift' criteria for change?

b) Do you think your approach to teaching dance and HRF is different → i.e. style?

3) - relations with students → [control] → how?  
- how important is the individual? How well do you get to know students?  
e.g. dance, girls dropping out', Nicolas'

4) How successful do you think you are? How do you judge this?  
What counts as [successful] teaching?  
Scenario → lesson on Harvard Step Test.

5. Comparability of dance and HRF → last interview, a separate P.A.D.?



really, I think, because I've taken on / term is really, really busy already, I'm doing an awful lot now that I didn't do at the beginning of term but, thats why I'm not in the P.E. department<sup>(P)</sup> I can't think of anything else except that we, yeah possibly there's not so much continuity because everyone's dashing all over the place, and maybe this is why they're not there, I'm certainly not there that often, I'm not teaching as much, Hilary is very rarely there. But we're not a department anymore, it must be difficult I think for Kate and Steve, more than it was for me...(inaudible)...fitness lessons, I mean it doesn't seem that much different having to miss football, I suppose, as yet, I'm still preparing lessons from one week to the next, options are still going. But I think the answer is that we're not as close knit a department.

DK Is this something to do with the fact that they've all got different jobs this year, is there anything going on in the school generally thats caused that<sup>(T)</sup> ?

KL Not that I'm aware of. Apart from all this internal promotions and all that I suppose.

DK And thats / whats the cause of that?

KL Its just that these various points have been made available in the school.

DK Is there not some special project going through the school, associated with the Government's vocational training scheme?

KL Probably, I don't know (laugh), I've no idea.

DK I've just heard about myself this morning.

KL What, the TVEI, that 'whats it', I never understand these things (laugh). Yes, I honestly don't know how / why these points have become available, whether it was because of that<sup>(P)</sup> and generally people have been taking over different jobs, so for example Pat has joined the Community College and so his points became available, because he's not on a

scale anymore, so thats why there are several new points available, and because, they weren't permanent points, they're only for a term or so. (interruption) ... I've forgotten what the question was now?

DK Yes you were talking about points becoming available and so on.

KL Yeah, but I can't remember why.

DK That doesn't matter<sup>(E)</sup> How do you feel about your own teaching now. You feel more settled in the school, so what about your teaching?

KL My teaching, yeah<sup>(P)</sup> well, much of it is work I've done before, so / well I'm not repeating things, I don't think I'm teaching in exactly the same way as last time. I think its improving all the time and I've learned from last year, and maybe I'm covering roughly the same material I've improved the approach I make, this time. So I think just because I'm repeating things, my teaching has improved.

DK So you feel happier about the subject matter first of all, thats<sup>(P)</sup> ?

KL Yeah, yes much better.

DK An interesting thing about watching your fourth year theory lessons, and I think I mentioned to you at one time that you changed the format of the lesson a few times, for example, you'd be talking to the kids, and it would be a question / answer type thing, then you would switch their attention to the board and focus on that, or else you would ask them to re-arrange their chairs, or else you would do a demonstration so the format was changing, and what I wondered was, what was your criteria for making the change, how did you know the time was right to do something else. Is this something you preplan before you come into the lesson or what?

KL, 2/3

KL, 2/2

KL, 2/4

KL Yes I have planned it pretty well, I like to involve as many practical things as possible and I have planned with this group that it would be best done practically. But there were little instances (in that lesson) which weren't planned, we were just doing some question and answer about different aspects of fitness, and 'reaction' came up, and so practically I got them all to test their reactions by holding their pen (KL demonstrates) and dropping it. So I mean that was a sudden change from discussing to something practical. But on the whole I plan it, I was doing 'strength' with them today and I planned that we'd do that practically.

DK It seemed to me that there were a few times when the attention level amongst the students tended to (I)

KL Vary.

DK ...what I've called 'attention-drift', when the student is away somewhere else for a second, I wondered if that was something you were, maybe not conscious of but perhaps aware of at a low level of consciousness?

KL Yeah, I think I'm aware of it if say I'm talking and someone else starts talking, you notice that. I think the boredom level I'm probably aware of.

DK And is that something which sparks off a change in (I) ?

KL Yes, yes, that they must think this is boring. Yes, I do, I change the approach.

DK Is that something you've learned over the year you've been teaching or is that something which you got from college (P) or ... ?

KL I think that part, yet / I think that again through experience you learn to become more flexible, although I don't think I was ever (P) even when I was at college and I made a lesson plan, I didn't plough all the way through it I don't think, I think I was quite adaptable

KL, 2/5

and changed, and I do think that as you get more experience you become more adaptable.

DK What about your relationships with the students this year. You say you know some of them now so that's helped (P) How has that helped?

KL I suppose discipline-wise, you know how to handle them a bit better and also, I think you know them as people so you often know what their interests are, so you can chat to them really, about things outside the class as well as in.

DK How do you control groups and classes?

KL I'm not very authoritarian, I don't think / I can't shout (laugh), my voice goes all squeaky, I've got this fifth year group (laugh) who just take the 'mickey' out of me all the time because everytime I start to shout I squeak, so they all do impersonations of me (P) I have my own rules I lay down, like I don't like people talking when I'm talking, and simple things like that, I want them all to sit still and listen when I'm talking, and rules like that, but generally I'm, well a bit jokey and not too serious, so I try to get them in a good mood, and I do try to get to know them quite well, and that's how I would control them.

DK So you control them through the personal relationship (I) ?

KL Yes I think so. Obviously you get to know some kids better than others.

DK I was wondering, how important is the individual student in your own view of things, in your own teaching?

KL Very important, but I find it difficult / just time wise it is difficult to give a person attention, and I also find myself, just as you get to know one student better than another, there's always probably a couple of students who you just ignore, not intentionally, but they're in the background



and you never get to look at their work or ask them a question. You know, that would be a really interesting survey, I'm sure there must be some who teachers pick on and some, ones that always get left out, I suppose there must be. I'm very interested in individuals, there are examples of when someone asks 'what do you teach, do you teach a subject, or do you teach the students?' and I am sure I agree with that.

DK I can think of a few examples just from what I've seen. This student 'Nicolas' for example. What do you think of that, what do you make of (his situation)?

KL Well he's just trying it on the whole time, it is quite a game really, I don't really not enjoy it (laugh), he's the sort that as long as I can just control I don't mind, and I think he livens things up really (P) don't know, he was obviously trying to get my attention the whole time and I end up telling him just to 'shut up' really (laugh).

DK There was something else I noticed with a dance group. There was a whole thing going on, something I didn't quite understand, it wasn't your CSE/O level group, it was the group before that, there was a girl running in and out, and she was distracting other people, she kept walking across to the bench where people were sitting out and chatting to them, she joined in for half the thing then complained that she couldn't do it because it was too complicated and walked off again (P) ?

KL (Laugh) Thats something that, well perhaps its not right but, I mean I know most of that group, I've taught them all before, and there's some / they're not nasty but pretty difficult customers, they're just lazy I suppose, often I've learnt that I could waste a whole lesson getting the odd one or two involved, making sure they are all doing it all the time, and if somebody's chewing gum getting them to spit it out, I mean I could waste a whole lesson and not actually teach anything / quite honestly I can't remember who the student was / I just get in there and get on with it and theres always going to be some that aren't taking

it in and probably messing about a bit, but more often than not if you carry on regardless they get bored and join in (laugh). I can't remember who that one was who was running in and out.

DK I found the way you reacted interesting. In a way it seemed to me quite tolerant to allow something like that to go on.

KL Yeah, I think perhaps I am a bit too soft, too tolerant.

DK Do you find that your teaching style in the practical lessons, and particularly dance is / do you teach anything else apart from dance?

KL Well I teach P.E. practical.

DK So your in the gym and on the sports field and so on? Do you find that your teaching style is different in each different context, like dance, on the sports field and then in the classroom?

KL (P) Slightly, actually I don't teach much on the field. I'm on netball at the moment. Yes, I think I'm a bit stricter out on the field, probably just because its a game, and its the rules of the game, and I'm stricter within those rules. I'm probably more easy going I think, when I'm teaching dance, I teach gym quite a lot, I suppose I'm quite easy going teaching gym, although there's the danger factor there, obviously that affects my manner (T)

KL, 2/6

KL, 2/7

DK Yeah, so you put on a different hat in a way depending on what you're doing?

KL Mm, yeah.

DK I was interested in another lesson that I saw, it was the Harvard Step Test lesson, because I don't think I'd seen the level of involvement of the students in any other lessons that I've watched. They seemed to be totally absorbed in what they were doing, and I guess that must have been partly due to the practical format. Were you conscious of that being a good lesson, or a bad lesson, or indifferent or what?

KL No I thought it was quite good and yes I did think that they were interested (P) I had a similar sort of lesson with them today, the one we did on 'strength', and that worked quite well.

DK So what kind of things tell you that its been a good lesson? or whether its been a bad lesson?

KL The sorts of questions that kids ask, they're not asking the wrong questions or silly questions, the questions they ask show that they're interested which is quite nice and (P) just the general atmosphere, they are not silent or anything but when they're talking, you can tell what they're talking about, and they're not messing about they're talking about, I suppose. I think in that lesson they were working with a partner and I always stress that when one of them is actually

doing the activity, the other one shouldn't just be sat there, gazing out of the window, and that / they seem to be quite involved. I mean, they were doing sit-ups today, and one person had to check that they were doing it properly and so they were interested in each other, which is another sign of a good lesson. You know, they were using their time valuably, even if they weren't doing the practical themselves. (P) just by their comments, I think.

DK How important is that to you to feel that at least some of your lessons are successful or (I)?

KL Oh its very important, I hate it when a lesson goes badly.

DK How many bad lessons do you think you have nowadays?

KL Oh, I don't know.

DK I mean, would you say its about half and half, or is a total disaster or occasional thing, or (P)?

KL Yeah, I wouldn't say I've had any total disasters yet this term. I always / I do tend to blame myself / I suppose you should do, but often if I have a lesson that's not so good I can usually say, 'well, I could have forecast that before I went in', (that) dance (lesson), it was okay, I wouldn't have said it was a bad lesson but it wasn't particularly good and that's because I went in tired from one rehearsal to this lesson and just didn't work at it very well. I don't think it always has to be planned, sometimes / on the other hand I've gone into a lesson and I've thought, 'what on earth am I going to do today', especially dance, something like dance, and it turns out really well (P)

DK So in a sense its almost your own persona (I)?

KL Yes, definately. I mean, I don't think you can blame yourself all the time.

KL, 2/9

KL, 2/8



KL, 2/10

DK If being successful is quite an important, if you were asked to justify the Health Related Fitness course outside the school, how would you go about it?

KL (P) ... what a successful lesson means to me, or I mean, what (I) ?

DK Is there a difference?

KL Well yeah, well you can decide that's successful, but ... what do you mean by success really? I mean for something to be successful I would want the student to take something out of that lesson, and they've enjoyed it, and experienced something which they will remember.

DK Does that justify its inclusion in the curriculum, for you?

KL Yes, it does. Because I do think, they've learned something in it, and what they are learning is valuable, and it will be useful to them later on as well (P) I think its very, very difficult, I mean if you don't believe in something or you don't enjoy doing something its very difficult to go out and teach it, unless you're a very good con-artist. In fact, sometimes I find that when I'm teaching out on the field, my hearts not really in it, I mean that comes across, and so I think as I become more involved in the 'fitness' at school, I enjoy it now, So my lessons have improved and so I think they are more valuable and more successful.

DK Staying with this idea of justifying the worth of what you're doing, its quite interesting to me that you're quite keen to continue the CSE/'O' level dance where there is a very definate measure of the success of the course, in terms of passes. But in Health Related Fitness there isn't that same / there's no exam, there's no attempt to assess the students' abilities, accept for K&L & P's questionnaire on attitudes, so are these things compatible, do they sit easily together in your mind or not?

KL Well I think the reason I'm keen to do CSE/'O' level dance is because in a school/often for a subject to be recognised you need an exam at the end of it, and even though I'd be quite happy to teach a dance option which isn't leading towards an exam, to get a bit more recognition in the school, I feel I've got to set up this exam course. And also I think its useful, there's a drama 'O' level and a music 'O' level, so I don't see why there shouldn't be a dance 'O' level, or why it shouldn't be available. I also think its quite surprising that the Health Related Fitness course is enjoyed as much as it is by the kids. I think that shows even more that it is valuable because if they're going to a lesson and enjoying it and getting something out of it and they know they're not taking an exam in it, then that shows you its worth (I)

DK But surely following the logic of the dance example it would make sense to have some sort of exam in the Health Related Fitness course also (I)

KL Not necessarily, because you could also say 'well then we should have an exam in PE' / I know there was but it was stopped, wasn't it? I mean, dance is an option course, but P.E. isn't. If dance was a compulsory thing, then I would expect anybody to take an exam or an 'O' level (P)

DK In a sense 'traditionally', the P.E. teacher has justified the worth of what he does on the basis of his first team results and so on. So if you bring back lots of trophies, then you're seen to be a successful teacher, and the implication is that if you can coach top quality sports teams then you also have a very good physical education programme between nine and four. Now of course, it doesn't always work out like that, so in a sense the Health Related Fitness course, and Dance to a certain extent as well both run against that trend. You are now in a position possibly where you don't have that traditional thing to fall back on. One of K&L's comments was that a headline like 'Fat Boy Makes Good' doesn't make the local newspapers. But, you're not conscious of that as a problem?

KL Yes, I think I'm conscious of it, it could become a problem, because I think that the value of the Fitness course may not be realised immediately, I mean students might notice it two years after they've left school and realise that they are unfit, or remember something from school, and so its not an immediate result. So in that sense I think, yeah it is quite difficult to prove as well.

DK Do you ever have to do anything like that with colleagues in the school, are you ever in the position where you have to try to demonstrate the worth of what you're doing ?

KL No, I haven't really. Quite often they're quite interested. I think also if the P.E. staff appear full of life and enthusiastic and interested in fitness, then the other staff / it creates a good impression. And I still think / the staff don't really ask about school matches or anything, I find they are more ready to ask about ideas for lifetime fitness...although staff are very...there are more questions about dance than P.E.

DK You mentioned in the last interview that you felt there should be a Performing Arts department in the school

KL Yeah, I still think that.

DK So, does that say something about the compatability of teaching dance along with the rest of the P.E. subjects and Health Related Fitness?

KL Yeah, I still think that dance shouldn't be in the P.E. curriculum, and I think / that doesn't mean to say I don't enjoy teaching P.E., I enjoy teaching P.E. because, although dance is my main interest I'm still interested in sport, and I'm still interested in keeping fit and I mean, you can't have a dancer who's not fit I suppose

DK Do you use dance to illustrate any of the concepts from Health Related Fitness?

KL (P) I think in the dance lessons I probably bring in some of the Health Related Fitness ideas, I think I do that, things like 'cardiovascular fitness' or whatever, because I think that say some lads don't realise how fit a dancer has to be...(inaudible)...I suppose if there was a Performing Arts Faculty, then I don't know how much P.E. I would teach, probably just the odd lesson, and possibly not the theory (H.R.F.) side of it.

DK The reasons you say there should be a separation are not to do with incompatibility because you can illustrate Health Related Fitness concepts through dance for example, rather its the idea that a Performing Arts Department should be separate / have I got that right ?

KL Oh, I'm not quite sure what I'm saying now, Yeah the only link I think / yeah, they're not compatible in the sense that / they're always dumped together because they're both physical, and although that is true, I don't think that's the most important thing. I think that dance performance is an Art, and that's why it should be with the Performance Arts (P). Does that answer your question (laugh)? It's hard to explain it, I'm a bit confused.

DK No, no, that's fine (P). You mentioned that you felt last year it might be time to sit down as a group, as a department, and start to work through the Health Related Fitness course and develop it. Have you been conscious of making any contribution to the development of the course over the last year?

KL Well we're working on the last part of the course, the lifestyle part, so I've been working on that (P) very slowly (laugh). Yeah so we all have contributed to this part of the course.

DK So how has that worked, has ~~KL~~ taken the initiative to ask people to do certain things or what?



KL I can't remember who asked. I mean we all / it was started off at the end of last year, and I suppose when we knew that Phil was leaving and he was in control, and then we knew we were going to have the fifth years down for extra sessions, and we knew we had to extend the course, so we all sat down then and Phil and KAU said we should have an Evaluation part at the end of it, and that obviously isn't going to take six weeks, so then we did sit down as a group and discussed how we should go about the lastroption and we were each allocated different things that we should do or that we wanted to do. So I mean I've been involved a little bit, adding bits to it. It's fun actually, I was doing a bit about Health Clubs and I got a few free Aerobic Lessons and things (laugh) so that's all quite interesting. I haven't done so much for the other sections, mainly because these have already been worked out. We've had quite a few discussions, just on the spur of the moment about what you've done in a lesson. I think that now having two new members of the department made me think a bit more about what I'm doing so I can see how I can help them. Just things that I find / perhaps my first year was most difficult of all, so perhaps I can help them <sup>(P)</sup> But it's difficult as yet to say whether things have come to a standstill given that the departments changed, and whether things are going to keep going, improve and expand. I don't know.

DK How would you like to see it develop?

KL <sup>(P)</sup> I don't know. I think that the amount of time that's spent on it with the kids, I think that's right, I don't think they need anymore lessons.

DK So that's two hours a week <sup>(I)</sup> ?

KL Yeah, and for six weeks, twice in the year, they come four times. And that seems to work for them, I think if they had any more it wouldn't be as good, unless they were to do it all the year around. It's quite refreshing to have them for six weeks, they probably feel the same, if they don't see you for a while before they come back again <sup>(P)</sup> perhaps

/it could be improved by getting in touch with other schools, and so its not just our school that's doing it, and spread it through the county, and on a bit more to the High Schools <sup>(T)</sup>

Evo of Interview.

KL, 2/15

KL, 2/14

SR, F/N, 1.

DESCRIPTION	COMMENTS
1. Lesson begins. SR hands out jotters, comments 'lets try and learn some names'	(a) This is a new group, their third lesson.
2. Recaps previous lesson, which was 'meaning of "fitness"'. Students list the benefits of 'being fit' - types of fitness - Moves into today's topic 'cardio-vascular endurance'. SR asks 'what does this mean?' Students answer 'to do with muscles around the heart'. Session proceeds with question/answers as SR focuses in on what she wants	(b) SR allows the students to answer; she doesn't jump in too soon on her own account. She provides good leading questions. She maybe goes through it all a bit too quickly for some students though, especially the girls on the left who've started to fidget and chatter.
3. SR breaks from question/answer to practical activity. Test your partners' heart-rate. She mentions the idea of 'resting heart-rate'.	(c) The question/answer session involved some but not all of the students. Some of the girls' attention had begun to drift, although generally the class has been attentive. The practical activity seems to be a welcome change.
4. SR leads students through activity - 'find your partners' pulse'; 'try the wrist'; 'try the neck'. The students measure pulse for fifteen seconds, multiply by four, and record results in a jotter.	(d) SR keeps count for the 15 seconds, and some students have obviously lost count.

5. SR asks round the students for results. She goes round the individuals who had difficulty, explaining what to do. Others begin to chatter. Then, all students take pulse again and record results.

6. SR brings class attention to her by talking loudly to begin with above the noise. Class quieten down. SR sets up tomorrows session by saying 'training lowers the heart-rate' and 'how can we measure the effects of exercise on heart rate?' Mention briefly Harvard step test.

7. SR now moves to board. She writes down a statement which has several words missing. The students must copy this statement and fill in the missing words; e.g. 'C.V. endurance training affects the \_\_\_\_?'

8. SR now moves round the class as the students copy down and fill in blanks. She says 'I don't mind if you work with the person next to you'. She makes individual contact with students, but is aware of whats going on around her - 'don't shout out, ask the person next to you'; 'you are so excitable, Scott'. Sometimes chats to three or four students, then leaves them talking.

SR, F/N, 2.

(e) Lots of chatter again after recording results as students compare with each other. SR tolerates this and joins in some casual conversation with two nearby students.

(f) Some murmers as students respond to this.

(g) There is some chatter as she writes, but this is as students copy down statement, and SR ignores it.

(h) This has gone on for about four minutes. SR is concentrating her attention on a group of boys over in the left hand corner. Why? What about girls here on right?



SR, F/U, 3.

9. SR reads out answers, the students mark their own papers. SR asks some students to answer, uses names. Some answers divert the class from the task in hand. Conversations begin to spring up in different parts of the room, goes on for about two minutes. SR brings class together, talks above noise. Asks how many students scored ten out of ten for test, nine so on, show of hands.

10. SR changes format again. Discusses with students a Sunday Times magazine article about rubella, encourages girls to get injection. Bell rings, end of lesson. SR collects jotters, class leave chattering.

Comments on Sue Ripley's lesson

SR, F/U, 4.

1. Sue doesn't know the students well. They are new to the school, the subject matter, and to her. For instance, "let's try and learn some names" as she hands out jotters. Also, interesting that she uses a technique like this for reminding herself of names. Throughout the lesson she uses names when she can remember - I think I counted about four to six. Later in the lesson she organised the format so that she could interact with individuals in the group.

Questions:- A concern for students as individuals. Why - control?, or does she prefer personal contact to 'impersonal' interaction? Or is it similar to PB and especially KE - i.e. philosophy and conviction?

2. The lesson was organised around four 'formats': (i) introductory talk, question and answer with students. Sue allowed the students to answer, and provided good lead up talk. Although she said some of information was a recap, the concepts came very quickly. Maybe this was new information for some. This was important information in terms of the rest of the lesson. Did she think it all went in? Did she consider checking?

Lead into practical work, measure your own or your partners' pulse rate. Concept of 'resting pulse-rate' was elaborated. During this information, a second format was introduced.

(ii) into practical work. Pulse measured over 15 seconds, then recorded in jotter; measured twice. Students interested, involved. Format switches again to (i), talk, imparts information about significance of FH.

(ii) third format, Sue writes a passage on the board, students to write this in jotter and fill in blanks - collaboration allowed with neighbours. This allows her to circulate, more contact with individuals.

(iv) fourth format, uses article in Sunday Times Magazine to make point about German measles vaccination for girls.

Questions:- The format changes throw up a number of interesting questions - (1) what is criteria for change? (2) why these formats? (3) what about other lessons/material-subject matter?

3. General attitude to students - e.g. names/contact - point (i) above; tolerates noise levels. Students mark own papers <sup>collaboration</sup> amongst students?

SR, F/N, S.

SR, F/N, b.

GROUP - 4th Year      TOPIC - Swimming

DESCRIPTION

COMMENTS

1. The boys appear out of the changing rooms first. SR calls the register when they're all around.

2. SR gives students their instructions, and they begin to warm-up by swimming lengths of the pool.

3. As the warm-up continues more students arrive. They enter the water without talking to SR, although she sees them.

4. Warm-up ends when SR blows whistle. All students line up along side of pool. 'How many people swam a length further than last time?' Four hands go up. She mentions briefly that they are trying to build up endurance.

5. SR numbers the students 1-2. The 1's enter water, swim one breadth breaststroke, then 2's as 1's rest at side. SR delivers some information on legs only practices. Some students at my end can't hear her - 'for the two ladies who didn't listen'. Practice continues

6. SR returns students to full stroke practice. Spends some time with one student who is struggling.

(a) The boys arrive in ones and twos; the girls came out in groups.

(b) Immediately SR asserts her authority, uses her voice to direct students.

(c) During the warm-up, SR is going around the pool talking to individual students. 'Remember you've to try for that extra length today'.

(d) tying in fitness unit?

(e) SR warns one boy for something, shakes finger but unaudible

(f) No problems whilst she is distracted. Students working well.

7. SR changes lesson to front crawl, full stroke practice. Makes this a race, swoops over some partners to 'even up sides'. Students race, one breadth each, then two. Change to back crawl, same.

8. SR brings students out. Dive in, swim to side, then out to shower. End of lesson.

(g) Throughout this activity SR is constantly on the move around the pool, talking to students.



Swimming, 4th Year Option, Mixed Group

1. Difficult teaching conditions in pool, e.g. - echo, water around ears, etc., which mitigate against personal contact with individuals. That is, the conditions have a 'distancing' effect on the teacher. This raises questions about control. If SR cannot make personal contact with students, how else can she control a group? - 'presence', 'voice', etc.?

Also, she has only six weeks with this group, then the options change. How does she feel about this state of affairs?

2. Once or twice SR appeared to be annoyed with a student e.g. wagging finger. Is this exaggerated? If so, why?

(i) Does she feel comfortable teaching swimming? in this set-up? with these students?

(ii) How does she feel swimming relates to the whole P.E. programme? the H.R.F. course in particular?

(iii) Has teaching the H.R.F. course influenced the way she approaches teaching practical work like swimming?

SR, F/N, 7.

GROUP. - 5th Year TOTAL - 'LIFESTYLE' - alcohol

SR, F/N, 8.

DESCRIPTION COMMENT

1. SR calls register. A student hands out jotters. Rest chat amongst themselves.

(a) Room set up for films.

(b) The class is right from the time they came into the room, fairly boisterous. But SR seems perfectly happy. She knows all of the students' names and calls out to them frequently. The students' ~~names~~ is familiar.

2. SR asks the class to 'turn round and listen'. She begins to recap the previous lesson on 'lifestyle'. The format is question/answer, teacher directed. The topic for today is introduced, 'alcohol'.

(c) During this question/answer SR occasionally rebukes students in a casual but no-nonsense fashion.

3. SR sets the students a task; in groups of 3/4, they have to make notes on - 'why people drink'; 'when people drink and where and with whom'; 'the health hazards'; 'other hazards'. The students settle down immediately to discuss these topics. SR circulates amongst the groups, she explains the task to those who haven't understood. She then leaves the students to work whilst she sets up the projector.

4. SR then asks students to read out their lists, group by group. She writes their answers on board. Talks round each point. This leads into more discussion, question/answer.

5. Final task. As film is running, students asked to note down points under four headings in point 3.

6. The bell rings before the film has finished. SR lets the students go.

(d) The class listen attentively and some write occasionally as film runs.

1. SR seems comfortable with this group, even though they are fairly vociferous. She uses names a lot to check noise level, lack of attention, etc. Again, this feature of controlling groups by knowing them as individuals comes out. For instance, she takes time to circulate, talk to students in small groups or as individuals.

(i) What does she think of this group? are they easy to teach? do they learn anything? what she wants them to learn?

(ii) How well does she think the subject matter is suited to her teaching style?

2. There was lots of person-to-person interaction in small groups - is this common to her H.R.F. lessons with 5 year? Also, format changes fairly frequent - why?

3. What does she think of the content of the film - i.e. very heavy moralising? Does she see it that way? How does this fit in with the H.R.F. course objectives or aspirations? In other words, what does she think she should be doing through this course?



DK. The lesson I'd like to concentrate on is the fifth year lesson you did on 'smoking'.

SR. Yes.

DK. That was a very interesting lesson for me because it brought out one or two different issues that I want to ask you about.... (E)  
one thing that impressed me about the lesson was that you changed the format of the lesson quite frequently. By format I mean that at one point it was simply a matter of the class sitting in a semi circle and you giving them information, then you switched to their books, and you asked them to write something down, then you came to the board and you asked them what were the advantages and disadvantages of smoking, so you sustained their attention again, then you handed out worksheets, then you did a demonstration in the middle of the floor with the needle and the thread. Okay? So you changed the format quite frequently. What was your criteria for changing the format?

SR. To keep them interested really. I find if you sit them down in one place, I mean its a mixed ability group, so you've got everything ranging from barely literate to potential Oxford candidates, and therefore, in some ways its difficult to teach them because, you know, who do you aim the lesson at? and if you keep them all in one place talking then, alright, they might sit and be quiet but they're not listening, whereas I find if you move them about, and change, I do it deliberately, to keep them interested.

DK. Is that something you've developed out of teaching the Health Related Fitness course?

SR. I think I'm that sort of person anyhow, and I think possibly if you look in practical lessons, with this particular group, with this age group of kids, I don't know whether you noticed that in practical lessons, I do the same thing there. And sometimes I change it not having planned to change it, if you go in and you see that they're switching off or getting bored then I'll move them around, or I'll change what I was intending to do.

DK. How do you know when to change?

SR. I just do. I don't know.

DK. Is it something about the kids expressions or their attitudes.....? (1)

SR. Well if they start fidgeting or talking or they're obviously not listening or they're getting disruptive then you need to change what you've doing, because shouting at them at this age, I find, doesn't work, I don't think that its productive at all, if they're not listening then I'll take it to mean thats because of me, not because of them, therefore I need to change what I'm doing in order to interest them, because I don't think it / well it depends what sort of a school you're in, some people would expect that kids should sit and be quiet, whatever. But I think the onus is on us to interest them so that they want to listen.

DK. Do you plan a lesson before hand? Do you have a rough idea of the sorts of things that you might use.....? (1)

SR. Oh yes, yeah. I think because we've been doing the thing for several years now, you know what things work, and somethings work with one group, but they don't with another. I mean, although all the groups are mixed ability, you might get one group who sit there and don't contribute a great deal and seem completely switched off and then you get another, more difficult group in a way because they're very lively, and you need to keep them sitting still rather than moving around because if you let them move around, chaos will reign, so although basically / well we do teach the same material to all groups, you've got to base your methods on the type of group you get. Its just experience really which shows you which way to deal with which group.

DK. What standard of behaviour do you think is acceptable in classes?

SR. I expect people to listen when I'm talking, and I hope that they understand it, what I'm saying to them.

DK. But that doesn't mean they have to sit quiet the whole time?

SR. No, well I mean, I expect them to sit still. But, for instance, a lot of our lessons are spent reassuring people, speaking individually to people, well I don't expect the rest of the group to sit in silence whilst I'm speaking to one person. Now hopefully they're talking about what we've been talking about, and very often I find thats the case and thats far more productive



than sitting in silence not doing anything, as long as when I'm actually speaking to them, thats when I expect them to be quiet.

DK. In the particular lesson we are talking, <sup>about</sup> I was impressed by the fact that you didn't have to use a 'control point' with the group, there was no point where you had to stop the class and say 'look here and listen', the lesson caught them up, they were so involved with what was going on, that you didnt have to break out of that frame to intrude with something else.....<sup>(1)</sup>

SR Well you see, I know the group, I find I very rarely have to do that anyway, once I get to know a group because, they know what I expect from them, and I don't think I'm unreasonable in what I expect, I think, if somebody is speaking to you its good manners to listen. But yet I don't expect them to sit in silence if I'm dealing with an individual.

DK. Actually, what I'd written down in the lesson about this was that you seemed to work with the kids at a personal level', and you always like to talk to them up close, not from a distance, 'but that you always seemed to be in control of things', and its almost as if / the way you control them is through knowing them.....<sup>(E)</sup>

SR. Well its because I do know them well, I've taught them theory and I've taught them practical, and so they know me and also, I speak to them around the school because thats the way I operate. But its much easier if you do know them and you know where the problems lie, then you can control them without shouting at them, which isn't productive at all.

DK. Almost the opposite of that, in fact, was the swimming lesson that I watched, because you were presented with a particular problem there, by the fact that the kids are in the water, you're up on the side, in a way that has a 'distancing' effect between you and the kids. Is that a situation you're happy with, and how do you overcome that sort of problem.....?<sup>(1)</sup>

SR Well they were fourth years, weren't they, which is different because I didn't know them. So first of all you've got to establish you are really in charge.

DK. I noticed the finger wagging, a few times.....<sup>(P)</sup>

SR Yeah, yeah because / I find the problem is that when they come here from the high school, they arrive thinking its sort of 'freedom and they can't

cope with it initially and you've got to establish your.....<sup>(P)</sup> authority, so that they do know, in fact, that you're in charge, then as they realise that you are interested in them, you can let go if you like. So you would see the difference between the fourth year group and the fifth year group who I know very well.

DK. So, when you get to know the kids, the way you support your authority is through the interest you have in them?

SR. Yeah.

DK. But how do you support the authority initially with the fourth year kids?

SR Well probably stricter , in the more old-fashioned sense, but at the same time trying desperately to get to know them all, so that you can relax as soon as possible, I mean, we only have them for two years, if you don't do it quickly then you're not going to do it at all, are you?

DK. I noticed you did, in your theory lesson, I watched one fourth year theory lesson, and you set the format up in a way that you could then circulate amongst the kids and talk to them whilst they were busy writing something.....<sup>(P)</sup> Would that be a deliberate move on your part?

SR. I don't / I think because I've been doing it so long, initially I would do it deliberately, but now I just do it because I've been doing it for years. I don't know whether you realise the difference / I think perhaps you put the difference down to the fact that one was a swimming lesson and one was a theory lesson, whereas I would put the difference down to the fact that one was a group of kids who I know very well, and the other was a group who I've only taught perhaps two or three times.

DK. Yes, but it was also that the conditions in the pool, even if you know the kids very well, make it more difficult for the style you seem to prefer to teach in.

SR You see, another thing as well, the fourth years, I probably know very few of them, so you've got to call them all together and say you generally mustn't do this, rather than blow you're whistle and shout 'Joe Bloggs, stop it' or so and so be quiet'. ' because its difficult to pinpoint who they are if you don't know their names, and I didn't at that stage. I might have known the odd



one, but not them all, at all.

DK. That brings me on to a related thing in your teaching, standards of performance in general, both in the practical side and theory classes - do you have any ideas about standards, is that something thats important to you? Not standards of behaviour but of performance?

SK. Well, if you look at the practical side, I think its important that we do.... (P) I think its important that we get the most out of kids.... (E) If they

are good games players, then they'll come to practices and join clubs, and in that way they'll get their expertise and the coaching, so that they become good performers, and you'll find the ones who are good, naturally good, will do that. If they're not naturally good, I'm more concerned that they enjoy what they're doing, than at the end of a netball session for example, they can all shoot twenty out of twenty goals, because they would be so bored whilst they were learning the technique, well they wouldn't learn it anyhow to be so perfect, but they would be so bored they would just not be interested.

DK. Okay, so given that the standards inherent in the game of netball, what counts as 'being good at netball' is delimited by the rules of the game, I mean being good at netball means being able to do certain things efficiently, like scoring goals, or passing, or moving into space, so how do you set your lessons up in that sort of context that allows kids who are less talented to be successful?

SK. Well I mix the teams up, don't I? So that, you know who your good players are / I do coaching at the beginning, but I keep that to a minimum, because some of them come here having spent three years being coached and never having played a game, and so they think that getting to play a game in the lesson is a treat. So I keep the coaching to a minimum, because by the time girls get to fourteen, they're either going to be keen on netball or they're not. But, obviously with some things its to warm them up, some things that I do, and then we play and have tournaments, and I sort the group, the teams out so that you get good and bad players on each side, so that as part of a team, a less talented player can be successful. And I find that the less talented players aren't scorned by the better ones because they tend, if you let them, to put friendship groups together, so they help them out.

DK. So you can maintain that sort of competitive environment, and still allow less talented kids to have some success? And 'success' is being part of the winning team.

SK. Yes, thats right. And also, they're accepted by better players as well, I mean that is another form of success, because possibly when they were younger they'd say 'Oh no, I don't want so and so in my team', but it doesn't matter as much to the better girls now, and you very, very rarely get that.

DK. Do you consciously step in and talk about that, or do you try to put it across (implicitly) in things you say?

SK. I don't say specifically, I mean I might if someone is left out. You've noticed that there was one boy left out in the theory lessons, and you're just about to scratch your head when somebody says 'well let him come with us', and thats because I've encouraged them not to leave people out, you know, just because their friends are there, because socially we can help them as well.

DK. That brings me on to a related point, in fact, about the attitude aspect of your teaching. You started off your lesson on smoking, with the proclamation that you were going to give them the facts, you weren't going to try to persuade them about this or that, so really you were taking up a very traditional role of the teacher, where you are transmitting knowledge. But in actual fact, what you were trying to do was, and your argument was very persuasive, what you were trying to do was persuade them that smoking is a bad thing, maybe using the knowledge as a vehicle, but what I've written down here was 'you were not only transmitting knowledge but in this case you were arguing for students to act in a particular way', and the question I've asked is 'Is this a right and proper task for the teacher, should she be trying to influence students attitudes and behaviour?

SK. Well I think with something like smoking, where it is known to be harmful, yes. Now if its something like whether you sleep with your boyfriend or not, I mean thats nothing to do with me, thats their choice, but smoking is a known killer, and I think therefore you are allowed (P) ..... because I regard it as such a serious problem, I think 'yes I can



interfere in that way'.

DK. Okay, but what about / what you were saying about the games playing was almost like 'some students should see the worth of other students, even though they are not particularly good at playing games', you should treat them as persons. That's to do with moral issues, that's to do with attitudes to other people, perhaps that's a bit nearer the example of 'you shouldn't sleep with your boyfriend'. Do you feel you are right to step in and teach this sort of thing? Some people might say, for example that your job should be to teach people how to shoot in netball....<sup>(1)</sup>

SK. No way, no, I think education is much wider than that, I mean you're educating them for life, aren't you? and I think that educating for life is far more than teaching the capital of France.....<sup>(P)</sup> I mean, how useful is that going to be to them?

DK. This leads me into another topic I wanted to discuss, the idea of teacher autonomy' or freedom. You said that you are given a fair amount of freedom to develop your own materials, in fact you were expected almost to develop your own materials. First of all, can I ask you, were you given a choice to teach the Health Related Fitness course or not?

SK. No.

DK. You're head of faculty simply said 'I want you to do this'?

SK. Yes.

DK. Given that situation, that you were presented with a framework that you had to work within, were you given a fair amount of freedom within that framework?

SK. Well, people had produced material / I think we all teach the same things but in completely different ways, because of the importance / because of the different importance one of us places on one aspect, in relation to another. For instance, as I've said before, I haven't got a great depth of knowledge and I don't think it's particularly useful to the children to know a lot of medical terms, in fact I think quite honestly if you go too far on the medical side it can be quite harmful, because in a way I'm self-taught, or I've learned by watching other people and I think Health Education, if taught wrongly is worse than not being taught at all. And therefore I do try to keep away from medical issues, apart from the smoking and things like that obviously, but

I don't go into them in great depth at all.

DK. So you get the freedom to teach what you think is important as being important for your teaching.....<sup>(1)</sup>

SK. Oh yes, yes.

DK. Given that you do see freedom as important, who should check on that / should there be any check on what you do, and on what you teach? And this brings us back to this issue of attitudes, who should you be answerable to for the attitudes you want to develop in students?

SK. Presumably it should be ~~Pet~~<sup>Pet</sup>, who controls the department, he's ultimately responsible for what we do, and therefore, if we have a problem, it's ultimately his problem as well, and so he ought to be the one who monitors what goes on.

DK. So, he's the first step in monitoring, but what about society generally, should teachers be more accountable to parents, or.....?<sup>(1)</sup>

SK. Oh yes, yeah.....<sup>(P)</sup>

DK. How would you set that sort of thing up.....?<sup>(P)</sup> You've just said that freedom in your own teaching is important.....?<sup>(P)</sup>

SK. Well you see I'm a parent myself, and I would hopefully, I mean never present material to kids that I wouldn't want presented to mine, and so to comply with those standards is okay for me. Now they might not suit all parents.....<sup>(P)</sup> but I think I've got a responsible attitude to my own children, and I think if it's good enough for them, it's good enough for the pupils.....<sup>(T)</sup>

DK. How important to the success of the school do you think this idea of 'teacher autonomy' is?

SK. ....<sup>(P)</sup> I think it's quite important, because I think a better teacher..... needs that certain amount of freedom. I think someone who is just prepared to have material given to them, I think would get bored eventually, because there's no chance for them to develop anything at all, is there? And so I think, because of the way we do operate here, you tend to keep, attract.....<sup>(P)</sup> better is the wrong word really.....<sup>(P)</sup> you attract more capable staff....<sup>(P)</sup>

DK. In the school generally?

SK. In the school generally, yes. And you keep the more capable staff. Now that isn't always an advantage.....<sup>(P)</sup> but I think it is important that the



headmaster or whatever isn't 'king', doesn't dictate, because he's a specialist in his own field anyhow, and if you've got a Geographer as we have, what does he know about the ten or eleven or twelve or twenty other subjects that are going on, I mean he couldn't possibly know that, and if he was to attempt to dictate the policy of each department, it wouldn't work, I don't think.

DK. This brings to mind something else I wanted to ask you about. You talked about the fact that you just happened to 'fit in' here. You also talked about "balancing provision" for the kids, that they should be given a fairly broad choice of activities. What this seemed to suggest to me was the idea of 'compromise'. How much is that (idea) an important feature of your working life...? It seemed to me that the process of 'fitting in' involves compromise.....? (1)

SR. No, well, I had been in a lot of schools on supply, and I just felt right here..... I found it difficult, controlling kids when I first came, because, well as you've pointed out, I control them via relationships, and there isn't any..... way here you can just go in and be ..... firm, because it doesn't work here, perhaps you'll know better as you'll have seen more lessons than me?

DK. Are you saying that this might be due to a lack of a structure or system in the school which supports the teacher's authority?

SR. Oh there is, there is a structure, but with this age group, anyhow, so many are disenchanted, the structure doesn't work for them. All right, so you send them out of one lesson, and they go to the year room, and they'll do their thing there, and then they'll come back to you on the next lesson, and then you just send them out again, but you know, where do they go to, you tell me?

DK. Adolescents in particular, do you think that it is a very specialised teaching group?

SR. I think so, yeah. Particularly when you don't actually get them until they are fourteen..... I think that's a problem for a lot of people. If you've had kids since they were eleven, and you grow up with them, then they don't suddenly, I'm sure change overnight from being third years to fourth years. But a lot of them come here from the high school with a completely different attitude to the one they had there, whether it's because / well.

it probably is because they change schools. It's an opportunity for them to rid themselves of a school uniform..... (P)

DK. Turn over a new leaf, almost?

SR. Yeah, well it can work both ways, somebody can turn over a new leaf and become 'good', and another very naughty, for others it can just give them the opportunity to think, well this is the last two years, I'm not interested anyway, I'll just work my way through it or, not work my way through it, which is usually the case..... (T)

DK. And do you think that the particular aspects of teaching that age group, do you think the programme here is particularly suited to that / do you think it's developed with that sort of customer in mind?

SR. I'm sure it has, yeah. Because a lot of the things we discuss, I mean I do have a lot of discussions, younger kids wouldn't be capable / I mean, it's not just imparting information that I think it's all about, it's about teaching them how to interact, so that when they get down to the Pub, and there is a discussion, they don't immediately dot somebody on the nose because they don't agree with what they say. I think they should be able to argue their point without becoming over heated.

DK. Is that something they don't get a chance to do in the school generally? SR. Oh I'm sure they do, in social studies and things like that, that's what a lot of what this school is all about. There are a lot of people here who aren't just (concerned) to teach the facts of history, but to give them an interest in Politics and today, rather than just what happened on hundred or two hundred years ago, and they relate what happened then to what it's like today, which I mean / going back to when I was at school, everything was taught in boxes, and if you learned about the French Revolution, you learned about those fifteen or so years in complete isolation from everything else. Whereas, that's one thing I've found here, most things are related to today and to other subjects and to other people.

DK. So relevance in fact, is an important idea in your teaching?

SR. Yes. And I think in the school in general..... that what they teach is related to the lives that those children are going to lead. .... (E)

DK. Going back to the idea of 'compromise', when it comes to you teaching a new course like Health Related Fitness, how far do you feel you've had to compromise, with say, ~~Let's~~, when he asked you to teach the course.....<sup>(P)</sup> did you feel you had to compromise?

SR. I don't understand what you mean.

DK. Well, you said that you weren't given a choice to opt out of teaching Health Related Fitness, now given that situation, did you feel you had to make any compromises, or was it a compromise to teach Health Related Fitness, or did you say 'I'll just go ahead and teach it my own way'.....?<sup>(P)</sup>

SR. I thought 'I'll go ahead and do it and I'll do it in my own ' (laugh). I think we all do, I think the one good thing about it is, we haven't been pinned down too much.

DK. Do you think it might have been just as successful if you had been pinned down?

SR. Eh..... I don't think it would have worked, honestly. Because, of our lack of knowledge in some areas. We wouldn't have had the time to get all that knowledge together, I mean obviously ~~Kevin~~ and ~~Paul~~ had thought more about it than we had, partly because they've been on courses, ~~Paul's~~ been away to America. Now he was there for a year, now how could he tell us, when he came back, what he had spent a year learning. And so it wouldn't have work, if everybody had said that we must all teach exactly what ~~Paul's~~ teaching, and in exactly the same way, it wouldn't have worked because we didn't have the depth of knowledge or experience to do it.

DK. Is that something, do you think, that everyone knew, sort of intuitively <sup>(1)</sup> .....

SR. Well I don't know, its never been discussed, but certainly, thats how I feel. You see, although its the thing you're interested in, its probably, what, percent of our course? A tenth, ten percent of our course. So there are a lot of other things going on at the same time as well. And as I've said before, I think the development of the practical side has been neglected, because this was new and this has absorbed our time. You know, as well as the lessons

we teach, I do take teams as well, I arrange all the boys fixtures, so theres a hundred and one things to do, and that is about a tenth of the time that we do teach.

DK. Proportionatly it takes up an awful lot more .....<sup>(1)</sup>

SR Yes.

End of Interview.

Key:

P= Pause.

E= Edit.

I= Interruption.

T= Trail.



DK We talked in the last interview, of how you felt different after a year in the school, and what this suggested to me is the notion of 'routine', and how 'routine' helps to ease you through the working day. Are you conscious of having slipped into a routine?

KL Well, I suppose I've become more organised, I think, yeah because I'm familiar with things and the general running of the day, so I suppose that's routine and that's made things easier. Although, I'm doing more now than I was before, so that's / I upset my own routine a lot by taking on an awful lot of stuff, and an awful lot of work, and it's not really a routine. No, I don't think I have (laughing), after saying all that, not so much. I don't know because, I do an awful lot, and so one day is just a rush from beginning to end (!)

DK And it's different from every other day?

KL Yeah I think so (!) Yeah I suppose, the lessons have become more routine, it's the other things that upset it all, like rehearsals or practices or whatever. So I suppose the lessons are more routine now.

DK So they've become more sort of day-to-day?

KL Yes, yeah, I find myself, like, my only two free evenings are Sunday evening and Monday evening, but I find I have to do all my preparation in those two days for the rest of the week, so I suppose that's, well I've sort of got into a routine, I suppose that's routine as well that I have to prepare everything, but once I've done that I can go in, and I don't feel that I have to prepare each lesson, most of them are just routine lessons, and I just get on with it.

DK How does routine work it's way into what you do? What is it's effect on the way you teach?

KL You mean, how does it effect my teaching? (!) I suppose it makes me more relaxed in a sense, I suppose in that sense it effects my teaching. But I don't think it becomes boring though, it doesn't mean to say that because I say it's routine, it doesn't mean to say I teach each lesson exactly the same, I probably teach the same material, but I don't think I sit down, I don't teach it exactly the same, so it doesn't become boring in that sense (!) in a way I use routine to improve each time, I mean I know where I've taught something before its, say worked well, I would use that again but, I don't think 'Oh that was a good lesson, I must teach it exactly the same', I think I'm always trying to improve so I don't think I let myself get into a rut really, by just teaching the same thing and so getting dull and boring, and routine in that sense (!)

DK Sue was talking about the school being a bit disorganised, now in a sense that could upset routine, constant chopping and changing and such like. Are you aware of that sort of thing? Perhaps you had planned to do some preparation in a free period and you're sent off somewhere (!)

KL Oh yes, that's awful, that happens all the time, it's really annoying. But then I'm always cross with myself for thinking / well, you shouldn't rely on doing something in a free period, because more often than not you haven't got time to do it in the end. I think that, yes, that definitely does happen.

DK What other things upset routine?

KL (!) I can't think of anything really. I think 'cover' is a big thing (!) I think it's not so much the school upsetting you, but it's just me trying to do too much in a short space of time, and you do get sidetracked, you're about to do something and somebody comes and asks you 'would you do this?' or 'can we go over this?', so what you originally had planned to do in that lesson isn't done. But not / we're lucky that our lessons don't get upset if the weather's bad and we're



not really affected by, or having to sit in a classroom, KL, 3/3  
so, facility-wise it's not too bad. Dance suffers that way because I don't have a set place to teach dance (I)

DK You're a nomad?

KL Yes, so that's a bit difficult, but I mean (P)

DK But that's almost a part of routine, isn't it?

KL Yes, it is now, I know if I'm teaching dance in the hall, halfway through a lesson a whole load of kids are going to wander through because they're going to drama (laughing), you know backstage, something like that I know is going to happen. And that does become routine, you learn to accept it, you just learn to adapt, it's annoying, but I don't know how you would get round it really.

DK You don't ever go into the cupboard for netballs and discover someone else had them out?

KL No, no nothing like that really. No, its quite good, although I suppose it must happen in some schools (P) I mean, you can get annoyed when somebody had the stuff beforehand and haven't left the stuff like you want it, that's the sort of thing that might happen.

DK Is there a change now in how you might react to problems like that?

KL Well I don't panic (P)

DK Would you have panicked a year ago, if you had gone to the cupboard and found three hockey sticks between twenty-three?

KL No, not so much panic (laughing), no I don't think I would panic, not that much. I had a dreadful lesson, this was fitness, the fourth years, I was using the projector, and I'd booked it (P) or thought I'd booked it, no, I hadn't

booked it, that was it, somebody else had booked it, and it was up in the room because Sue had just used it so I thought 'Oh, KL, 3/4  
I'll carry on using it'. So the film started and of course somebody came up and said 'we've booked that projector, can we take it?' So I had to rewind (the film) and let the projector go, and then ten minutes later they came back with it and said 'No, we don't need that after all', so really, it was a dreadful lesson but I didn't panic, I just laughed, and the kids thought it was quite funny as well. We only saw half the film in the end and then the projector wouldn't work. And I mean that sort of thing upsets your routine, I suppose (laughing). But I didn't panic (P)

DK So that something you might have found quite traumatic a year ago?

KL Yes, yeah, I think so. It was easier, because I knew the kids, but if it was a class I didn't know, it would have been harder (P)

DK You talked about standards of behaviour in students, last week or a fortnight ago, you know, what you would expect from them and so on, but what we didn't talk about was standards of performance. For a P.E. teacher, that struck me as being a bit strange, that you didn't talk about standards. Is that something that comes into your way of thinking about P.E.?

KL I don't know, I remember when, I was at college I used to / I think I expect an awful lot, and I think I've learned to lower my expectations of performance. I think after teaching practice / while I was out on teaching practice that was one thing we were told, was not be expect too much. I think with written work, I hate it when they don't write things out properly. Practically, in dance it's difficult because, it's not so much a matter of skills, because it's more creative so I don't think you can expect it as much. But P.E. (P) yes I suppose I do really, I have an aim for a lesson, lets say I would like them to (master) something or other, but if they don't, I don't seem to worry that much. I suppose I should.



DK Well the reason I've asked you this goes back to something we talked about last time, on what constitutes a successful Lesson and successful teaching for you. Is it that students can demonstrate to you ten-out-ten shots at netball from a set distance, is that successful teaching, or what is, if it is not performance, or standards?

KL Well if that was the aim of my lesson and it might be then yes I'd like them <sup>(P)</sup>, I don't know if I'd set something like that. I think there's more to it than just performance, there are other things that are involved, I mean I'd just be as pleased if they get on with each other, I suppose, I think enjoyment has a lot to do with it. That sounds a bit corny, doesn't it? (laughing) Well I think that's my philosophy and I would like them to achieve a particular level or a particular standard but that's not the be all and end all. It's getting them working together as a group or getting along with each other, I suppose that's the social side of it really.

DK Well that brings me into the next topic, which is what you do in the theory classes. I only watched a few of them (E) but it struck me that (E) you were trying to persuade them, through the knowledge that you were imparting, that it was a good thing to be fit. It is a good thing not to smoke, not to use alcohol carelessly, so on and so forth. Now the way that relates to the last thing we talked about is simply that, do you think that's a defensible thing for a teacher to be doing, not just simply transmitting knowledge or skills, which many people would see as the traditional role, but influencing attitudes and such like?

KL Oh I think that's very important. That's why we're here really. I mean, you definitely want to teach some knowledge and some facts, but in the long run you are preparing them for when they leave school and something like fitness and health, it's not going to be any different, it's going to be harder once they've left school. You're conditioning them in a way, into a certain way of thinking, or at least opening their eyes to what can happen to them, what it'll be like when they've left school, I think that's important, I mean, and often kids will remember

the silliest of things, we put loads of facts down and they'll probably remember something totally ridiculous so I think we feed them with lots of examples rather than just feeding them with facts, and discussing things and chatting and adding by-the-way did you know this / did you know that?', which stick in kids memories, then they learn more that way.

DK So you feel it's a defensible position to take (I) ?

KL Oh yes.

DK That teachers should try to influence students' attitudes?

KL Especially because there isn't an exam at the end of it, I mean, I suppose you can get away with it then. I think when you have to work towards an exam its harder because you've got to get the facts in there. But pupils themselves say they can remember a lot more just by discussing, and looking at their attitudes rather than just the facts.

DK This leads us into yet another topic (laughing), and it begins to help me tie things together a bit. An idea I've been developing is the notion of 'teacher autonomy' in relation to innovating, and basically, the idea is that unless teachers have a certain amount of freedom in their classroom practices then genuine change is unlikely to occur. Now this has ramifications into all sorts of different things it seems to me, some of which you have been confirming for me just now. For example, you were given no choice whether or not you wanted to teach health related fitness, but within the general framework (of the course), within the topic headings, am I right to say that you were given a fair amount of freedom to teach whatever you wanted within those areas?

KL Well, yes, I mean there is a scheme of work, you do have the areas to cover, but it is up to you how you want to go about this.

DK Do you think that sort of freedom is important?

KL Oh yes, I mean, I think you need guidelines, I know I definitely did when I came, and I needed the headings, I couldn't have come in and taught the course for six weeks, but no teacher can teach it the same anyway, so I think you always need that bit of freedom. You can always discuss with somebody how to go about, I know SAC may say 'I've taught this, this way' and although I may not have done it the same, her advice has been there, because you've got the freedom it doesn't mean you can't go and ask somebody, or teach it the same as somebody else. But I think it is important that you go about it in your own way. I think it'll mean more to you then. The only thing might be that you say well I've learnt it best this way and so I'll teach it this way, and the students might not pick up on it at all (T)

DK How important do you think that sort of freedom is to the success of the school in general?

KL I think it is quite important, especially in this school, I would have thought that most people would say that. I think it would be a very traditional school if it was to lay down the law and say 'you must teach this, this, and this,' and literally having a list telling you what to teach, you must cover this in that lesson, then I don't think the teachers would do it. I don't know if it happens, whether it happens in any schools. I'm sure it does but I can't see it happening here (I)

DK Yeah, I'm sure it does, you know, if its two o'clock on Sunday then everyone is doing Maths (I)

KL Oh I see. Well I can't see that happening at all in this school.

DK What is it about this school that would prevent that situation arising?

KL I don't know, I mean I suppose it's the same as any other school in that it's still orientated towards exams and that it still

has certain syllabi to cover (P) I think people's attitudes, I mean they've got so many individuals amongst the teachers, KL, 3/8 there are a lot of characters in this school, and I think the fact that it's so big, and several teachers are teaching in the same area (subject), but they couldn't all teach it the same, because there are so many of them perhaps teach in that area. Maybe it's just the size, but I think the feeling is that people are more interested in teaching in their own way, I think that's why they like it I think there is that freedom. But its a chicken and egg isn't it? because I don't know which draws which, whether the freedom of choice within their subject is why they come here or whether its something else (T)

DK One of the interesting things that comes out of this idea of freedom for me is 'accountability', because given that teachers' freedom is important in terms of the schools' success and your own success, then is there any point where someone should be allowed (interruption) ... is there any point where it might be correct for someone else to step in and say 'No, you shouldn't try to influence attitudes on this matter or that matter' or 'don't agree with you on this or that?' I mean, health and fitness might not be too immotive a subject, but alcohol begins to move towards that, maybe sex education would begin to move even closer? So, how free should teachers be?

KL (P) oh, well, I don't know (P) I don't think you really can draw the line, you've got to leave that up to the teacher I suppose, I mean in the faculty or department I expect there would be a general understanding that you can go this far or, with whatever you're teaching you can teach certain things in a particular way, maybe you have to be a bit stricter with something like sex education or alcohol.

DK What happens here?

KL Well I'm not aware of anything, any restrictions.



KL,3|10

DK Have there been any times when you've had to make compromises to fit in with what's going on?

KL (P) Not really. It is important to me, my job is very important and I do tend to throw myself into it, and it sort of takes over a bit. But I don't think I've had to change or alter really, I think I sort of merge in anyway. So, no, I don't think I've had to, although it is important.

DK So you've found it quite easy to fit into the various ideas and practices?

KL Yes I think I did really, I quite enjoyed doing (P&T)

DK Could you see yourself staying here as long as you have if you'd felt you hadn't fitted in?

KL No, I think I'd leave. I mean it is very easy if you are happy to stay in a place, but I don't think I could stay if I wasn't / I suppose it would depend on how serious it was, if I wasn't happy here, if I didn't get on with the people. I mean, I've spoken to friends who just don't get on with their heads of department, and just small things like that, they can make your life so miserable, I mean that's just getting on with people but even their way of thinking and (P) but ease is the thing, it's so easy here, it is relaxed, it's very different to a lot of schools.

DK So you haven't been conscious of having to make compromises to fit in with certain ideas or people (I)?

KL No, not that I can think of, it's just sort of happened, I'm sure that's because of the way the school is. I have a friend who teaches in a big comprehensive but there are some ridiculous things, it's a new school but they all have to wear there gowns and they have to do this, and its little things, like that that I just couldn't cope with I don't think. It's just very relaxed in this school, and that's made it easy to fit in. The general impression is that things get done, and

KL,3|9

DK Your left to your own devices?

KL Yeah but I do think if you step out of line, as it were, you would soon know about it. I don't know, it hasn't really happened. Yeah, I think somebody would let you know.

DK Who would you consider has a legitimate authority to tell you what to do and not to do, in terms of your teaching?

KL Well, I suppose ~~KL~~, but I assume your Head of Faculty would step in subject-wise or / I suppose it would be somebody higher up the school who would step in.

DK What about parents?

KL (P) Well I wouldn't mind them coming in, I mean they're free to offer their opinion, and I would take note of it but I, I don't know, if it was just one parent, I mean I would consider it and listen to them but I don't know whether I would act on it or not.

DK You don't think you would feel bound to act on it?

KL No, I don't think so, not if it was just one parent (P) I teach things the way I do because that's what I believe is right and although I'd listen to what somebody else advises or their criticisms if they don't agree with this and that, I think I would be able to defend my view and make my own point (T)

DK I'll leave that topic and move on to something slightly different. A few people I've spoken to already in the department have mentioned the idea of 'fitting in'. How important is it to you to fit in to what's going on in the department?

KL Quite important, I suppose, very important.

they get done well, but there's not an awful lot of fuss about it, day to day things happen anyway.

KL, 3/11

DK An idea that's related to what we've been talking about is something I've called 'translation'. Translating Kev and Phil's ideas into your own practice. So it's almost this 'freedom' thing again, how you've taken on board their ideas and translated them into your own practice. How consistent do you think the way you teach the Health Related Fitness course is with the spirit of what Kev and Phil have been talking about?

KL (P) Maybe you'd have to ask Kev & Phil, maybe they'd have to come and watch a lesson. Yeah I think maybe the way I teach things isn't quite what they anticipate or what they would like (I) :.

DK In what way do you think it might be different?

KL Just through my lack of experience, perhaps, compared with what they've got (P) I'm not quite sure really, it's quite a difficult one to answer (laughing) I would hope what I was teaching maybe what they would want me to teach. I think generally it is, especially at the beginning of the course, I think maybe at the end of the course, I'm aware that I don't teach it as well.

DK Have you not had some part in developing that (I) ?

KL Oh yes, oh yeah at the very end. Yes, I suppose that must be ... (inaudible)... I think I've become more interested in it, you know, I've become more interested in fitness, I've always been interested in keeping fit I suppose and diet and whatever, but I've become more aware of things, I suppose that's helped the way I teach things. Well yeah, I think I'm teaching it okay, my general philosophy is roughly the same as theirs. I don't think I've got the knowledge that they've got.

DK Do you think that's an important thing in terms of the way you teach the course?

KL I think so, but there again I can still discuss things with the kids, I've got a general understanding which perhaps makes it easier for them to understand. I don't think they do want to be bogged down with facts. And I can relate to them, especially because I'm younger, I mean it wasn't that long ago that I was in their situation really, so I think that maybe what I lack in knowledge I make up on (P)

DK Empathy?

KL (laughing) yeah.

DK or sympathy? (laughing)

KL (laughing) yeah, maybe that's true (P)

DK The final idea I want to talk about is 'commitment', the idea of 'commitment'. I've heard people say quite a few times that 'so-and-so is more 'into it' than I am'. What does that mean for you?

KL (Laughing) I think people say that because Phil and Kev were the originators of it all, they started it all off. I think it's not my first commitment to the school, my main commitment / whilst I say that, I enjoy teaching it, I think, yeah I'm committed to teaching it. But it's not my main love I suppose, but I think perhaps for Kev and Phil it was.

DK But what does it mean to be 'into' something?

KL (Laughing)

DK I mean, your main interest is in dance, so some people might say 'Oh Kev, yeah she's into dance'.

KL Yeah (laughing) all the time. Well I just spend a lot of time doing it and thinking about it (P) and getting others involved in it. So that's what it means. It takes up a lot of my time, it's my main interest, it's something I enjoy, and whilst I



enjoy other things like fitness and so on, I'm not as 'into it' (laughing) as I am 'into' dance.

KL, 3 | 13.

DK How does that work itself out in practical terms then, varying levels of commitment. Is that something that's accepted by other teachers?

KL Yes, I think so, because I don't think you can be too committed to everything, especially in something like P.E., it's not like / though I don't know, perhaps it is the same as other subjects, I mean if you're teaching history you must have a favourite part of history that you're teaching so (P) It's a bit like, I remember when I was revising for exams, with something you know you're really bad at, and instead of spending more time revising that, I just used to forget about it even more, and maybe that's just me, but although I know most about dance, I don't spend less time on it because of that. I spend more time on it maybe than I should. Perhaps with fitness I know less and I should spend more time on it, but I don't.

DK Obviously you've made a choice, a decision not to spend more time on it.

KL Yes, that's right. And sometimes, I mean, I'm aware that I ought to do this, and I put it off.

DK So in practical terms it works itself out into things like time spent?

KL Yeah, it is time spent, and time is pretty valuable (I)

DK How important do you think commitment is in terms of the success of your own teaching?

KL Well I think I'm a very committed teacher, so yeah, it is important.

DK Could you be successful without being committed?

KL No, I don't think I could.

DK Do you think that's the same for all teachers?

KL, 3 | 14.

KL No, not at all.

DK I'm not saying, do you think they think they're committed, but do you think being committed is a precondition of being successful?

KL What, how much commitment they put? (P) Yeah, I don't think you can be a successful teacher without being committed. I think it's as simple as that (laughing). I think some get away with it, and I suppose the more experienced you get, the less time you need to put in (P) but there are so many people who have been teaching for years and shouldn't be teaching anymore, because they've lost that commitment, and whereas now they can go and teach a lesson just because of their experience, they might not be doing it very well.

DK How does that commitment translate itself into your teaching, your interactions with the kids?

KL I think they pick up very quickly on how committed a teacher is (P) I think the more committed you are, generally, the more children will get from it (P) but of course if you're wrapped-up in the subject, then the kids will just sit back and laugh and let you get on with it, and don't get involved at all, but I think it's easy to spot when somebody isn't interested, it's just like going into a lesson and not quite knowing what you're going to teach, or you've just sort of ad libbing for the lesson and sometimes it works but very often it doesn't and I would say that wasn't a very good lesson and it's because I wasn't committed.

DK So commitment is more than just being interested in the subject matter, it's being interested in the kids themselves? (P)

KL Yeah I think that part of it is recognising what the kids are interested in, and I think that is part of being committed, not just knowing your subject but knowing how to get it across and thinking what the kids will get out of it. Actually I

KL 3/15.

think that is quite a problem, because sometimes when I'm interested in something and the kids don't find it interesting, then I get a bit frustrated. But then I blame myself, and I've just got to get round it and put it over a different way.

END OF INTERVIEW



October 1983

pg. 1/2.

DK What I'd like to talk about today is the history of the school, the history of the department, and your own personal history. So maybe we could start off by having a chat about when you arrived at the school, and in what capacity.

PC Well I think it was about eleven years ago, and that was Head of PE and on a Scale, it was a Scale 4 in those days because there were five scales, and that was really to take over the pe, which hadn't been extended or anything done really since it had been an all-girls Grammar School, (from) which it had changed round about two or three years before hand, and the existing Head of PE from the all-girls Grammar School had stayed in the school, but she had moved over to be Head of House, as it were, but she was still in charge of the PE until I got here. Then they appointed one man, ~~Frank Burton~~ but pe at that time really was just 'give them a ball and let them get on with it', it wasn't structured at all, it was very large groups, poor facilities, we had just one small gym, and a field down the other end of the school, no dri-pla, two tennis courts, no swimming pool of course, and that was it. So that was basically where we started about eleven years ago. (P) So I tried to get it structured in the fact that we had groups of kids and they would be doing such and such a thing, and we worked in blocks. The other thing that was still going on at that time was pe and games, games in that any member of staff who happened to be free at the time rather than specialist teachers. (I)....

DK So they were non-specialist teachers?

PC There was just the three of us at that time/ no sorry, four of us, there was the head of girls' pe, also appointed same time as I was, and the woman who had been head of (P) well its Hilary Ashford, who is of course still here, well she relinquished her head of pe role (I)....

DK But she stayed in the department?

PC That's right, so there were four of us, two men and two women, but we also had an awful lot of other people along with the games part of it.

DK What had been your experience before you came to Forest?

PC I'd been for two years immediately previous in an all-boys Grammar School in Devon, a thousand boys where on the games afternoon all they were offered was Rugby or X-country, that was it, all afternoon, and because I didn't play rugby, I became a star at teaching X-country (laughing). But there was no other option at all, that was all the boys got, so there were about three or four games of rugby and it started with the year team, and then the reserves, and then it went right down to the poor fourth game where the kids couldn't even hold the ball let alone play, and that was the/I tried to introduce soccer, the nearest I got was with the sixth form we used to pretend we were playing volleyball to start with, on the playground this was, it was all outside, there was no indoor facilities, because there was gym classes going on at the same time

86, 1/3.

in other areas of the school, so we'd play volleyball for the first three-quarters of an hour until all the other classes were set up, and then we'd start playing football (P) it really was soul destroying. Not just for us but for the kids as well.

DK So you didn't enjoy teaching there?

86 Well there was some excellent footballers there, in fact, two of the kids I had in the fifth year are now playing professional football, but (P) they just weren't allowed to play in school. The school wasn't allowed to have a team. And yet, some of the staff, we used to play Fridays after school, we used to have the gym and we used to play five-a-side football, and we used to play on the Sunday morning as well, not a staff team as such, but members of staff who wanted to, we used to play in a Sunday league (P) but you couldn't get through to the people at the top, it was very (inaudible) the public schools, and there was a senior staffroom on one side of the school and a junior staffroom on the other, and you weren't allowed to go into that. It was quite bad, I understand its changed a lot (T).

DK What kind of training did you do?

86 Well the five years before that I was teaching in Hertfordshire, and that was a secondary modern school, which I got a lot out of there, and three years previous to that I was at \_\_\_\_\_, in \_\_\_\_\_ which, you must have heard about (laughing). So that was where I did my training.

86, 1/4.

DK What sort of training was it, was it very practically based?

86 I was an awful lot of gymnastics, you know ed. gym was the thing at the time (P) but it was quite enjoyable, I certainly learned more on teaching practice than I did at the college, well the teaching practice was certainly the most valuable thing. I mean I'd had two of those and a child study in my other year, and they were very good, I enjoyed those. As I say, you learned a lot from that, it was actually better than college, you know you learned some things obviously but it was practically based, although having said that I seem to remember the swimming and the athletics, we went into a greater lot of detail about actual technique, you know, you're little finger goes in first (laughing), although probably I'm being cynical because I'm not a great swimmer anyway (laughing).

DK Where did you pick up your basketball?

86 At school really, when I was in the second year we had a six foot ten boy, who played for England, well he didn't play for England then, but / well he played for English Schools, but he set the tradition in the school which I think was basically what (T). another boy went to \_\_\_\_\_ actually, which has a nice grammar school, which \_\_\_\_\_, the England \_\_\_\_\_ now, he was in the fifth year when I was teaching, he was a talented all-rounder, basketballer,



PG. 1/5.

DK    soccer player, although not for the school obviously, yeah, he was quite a character (laughs) ....

DK    Can you tell me a bit about ~~for~~ when you arrived here, about the school itself?

PG    Well it was, it had a women    Head, obviously being a girls grammar school, for quite a time. The fellow who took over, the next Head, exceptionally good in theory, exceptionally good ideas but, putting those into reality, I'm afraid didn't work. There was a great deal of pressure from the village itself, you know having been an all-girls grammar school, and so on, immaculate school uniform, and they were never allowed outside school, unless they were doing some sort of good service work and, then suddenly seeing all of these 'boys', as it were, and <sup>some</sup> quite rough kids as well, was too much of a shock for the village to accommodate, and he had very liberal ideas this head and I'm afraid the students just didn't respect those liberal ideas and, went a little bit too far in some cases, there were no riots or anything, but its just the PR job the school went way down in the people's estimation. In fact, he left after my first year, he gave me another scale point, so he was alright, and a lot of other people in fact, and the school has to a certain extent been stuck with that, because those people now ....

DK    Have got nowhere else to go?

PG. 1/6.

PG    Thats right, and so they've got to the top of where they're going to and so ~~are~~ stuck there, anyway, that's another story. But really I got mine for the swimming pool which was just being built at that time. The Sports Hall was finished in the January - I arrived in the September - the Sports Hall was finished in the January/February time, and then the swimming pool was built that following summer, from the money raised by the people of .... and that was really what I got my money for, for overseeing a bigger area and having the swimming pool, and it was directly my responsibility for the first three of four years when it was open air. Yeah, but as I say that was basically / the ideas were good, it was all consultation - I'm not against consultation, providing you get something out at the end of that consultation, I'm afraid quite often we didn't - but he left and went to a larger school in .... Now I understand he's doing quite well but changed totally, has now become authoritarian rather than the other thing .... and we had a new head in, Richard Miller, who was very much the PR man and he built the image of the school up again, so thats basically (T) ....

DK    How did he go about that?

PG    By getting out into the pubs and into the villages, and talking to the women's service meetings and .... (I)

DK    He did, himself?

Ph, 1/7.

Ph Yeah, yeah. He himself, and he did a good job as far as that was concerned .. (interruption) .. yes, and so he did a very good job as far as that was concerned, he was a very charismatic character.

DK The reason I asked how he went about it was because I wondered if he used the pe department in a PR kind of way, with its grammar school origins?

Ph Not really. He was very much your working class fellow from ---, very much soccer orientated. He was quite for pe, but not necessarily as far as we wanted to go, so he was quite supportive, and in fact two of the deputies at that time were very good, who had been there when I got there, but who unfortunately left after he had been there about two years, so he did have something of a struggle as regards the pe, after they left, because the deputies who replaced them didn't have the same sort of feeling for it, understanding .... (T)

DK What was he like with the staff generally, was he out and about in the departments?

Ph He was initially, and once again his PR job initially was very good everywhere. Then after a time, and I suppose this applies to alot of people, after a time when he had made his initial mark, we saw less of him, and he was then doing PR jobs down at County Hall or wherever. So yes, initially he did a very good job, but you can talk to various members of staff, which I did for one of my dissertations on the changing role of the head, and some had very different views. Most were carried by him as a charismatic

Ph, 1/8.

figure-head but others were quite 'anti' which you wouldn't have necessarily appreciated without going deeper into it .... (P)

DK What do you think were the reasons for that?

Ph Well he was, I think most good heads are really, he was somewhat devious, if someone's devious and it works to your benefit, as it were, then you more or less accept it. But if someone is devious and it works to the detriment of what you're doing, and he did upset/ he could be very forceful at times, and he did certainly upset some members of staff by saying exactly what he meant, you know when the PR job was done, and he'd got most of them, then he sorted them out .... (P) and put things in order, or the order he thought should be, and he certainly did upset some people on a personal basis, yes (laugh).

DK What about the curriculum in the school when you arrived? Was it under development?

Ph Eh .... (P) it was obviously changing, it changed a lot from, the all-girls grammar to the comprehensive. We went, we were moving towards mixed ability teaching, and when ~~Richard~~ Miller came in, that was one of his big pushes initially, and Maths and English and everything was mixed ability, but then they reverted back again, after they'd tried it .... (I)

DK Back to setting and streaming?



PL, 1/10

PL We don't get it at all now, no. They're all completely mixed ability now, as far as we're concerned.

DK How do you feel about that?

PL Oh, thats much better. You can do so much more for them its the same in any classroom if you get / eh you usually get two or three out of your thirty or whatever, and you can control those two or three, but when you get thirty, like that <sup>(P)</sup>.... its very difficult ..... (laugh).

DK I've experienced something similar actually. We used to call them Rosla pupils.

PL Yeah, thats right, yeah. Raising of the school leaving age, yeah. They were / some were quite talented but only a very few, and so it was really <sup>handwork, especially last thing</sup> on a Friday afternoon.

DK Was there much negotiation over curriculum between you or the staff generally, and Richard Miller?

PL Not actually with Richard, he gave that to his deputies, and the deputies/we've had a big change in deputies and thats partly one of the problems, it can be good, but it can also be bad, but you don't get the stability, and somebody comes in and looks at it, from a different perspective, we need one perspective for a certain length of time so that you know where you're going, and we spent eighteen months on a curriculum working party with members from each faculty, and I was there, and we looked at what was going on

PL, 1/9.

PL Yes. It's not/ at the moment we try to keep them as long as possible unstreamed, although Maths do stream or band or whatever you call it as soon as they come in, but English try and keep them as long as possible, and I think they try and go to the, I think its the Christmas and Summer time, I'm not sure, but its nowhere near as long as it was, I mean, the whole idea was to keep mixed ability all the time <sup>(I)</sup>....

DK But don't they arrive on 'O' level courses?

PL The maths do, but the English don't. You see, they come in from I think five different High Schools, and of course, what one high school says about their students isn't necessarily comparable to what another says, they have different standards, and particularly important (inaudible) in French, they get graded in French.

(interruption) .. yeah, so the courses were developing and changing and I seem to remember it affecting us particularly with what they called a 'Newson band', the kids who had to stay on a year, the non-academic ones, and we used to have those Friday afternoon, all of them together up at the old gym, and it was <sup>(P)</sup>.... murder .... (laughing) ... we used to have to lock them in. They were just barmy, they really were, some of the kids, and they, with them all together, one was just a catalyst to the other <sup>(T)</sup>....

DK So you don't get that sort of thing as much now?

PL, 1/11

to start with, and then we looked at what there should be, and how we'd like to get there. But unfortunately, after eighteen months, there wasn't time to put that into the next years timetable, <sup>shelved again, and we never got</sup> so it was back to it. But now, and this is about four years later or five years later, theres another curriculum working party working again, but this time I'm monitoring what goes on there but I'm not involved in discussions because its, until you get far nearer the end your're really going over the same ground again, I wouldn't bother to go over the same ground at such length (laughing). Its annoying, its very frustrating and alot of staff felt quite upset by that. Once again there was discussion but nothing comes from it, which is a shame.

DK How much scope did the teachers in the certificate subjects have for curriculum development?

PL Well mostly tied to the syllabuses, there was a big change over, because it was all 'O' levels and there are now CSE's and then the CSE's started to come in, and the biggest change over really was the on the control of them, was getting the mode 3 's where you set your own syllabus, so that you really should be teaching what you want to teach, as far as possible anyway. I think that was the biggest change over really, which most departments were in fact doing. They were very shrewd if they just elected to carry on with the 'O' levels, or somebodyelse's CSE, and adapt it and mould it, what was there, there were certainly benefits there. There was certainly more thinking about what people were teaching, rather than just being spoonfed from outside, as it were, that this is what they should be doing. And departments could sit down

PL, 1/12.

together and think about what they were doing which was really good .(T)....

DK Can we go back to the department and the development of the department? Can you give me a sort of chronological bit of detail of who came in and who came out, and the sorts of effects that had on the department?

PL Well it started with ~~James~~ Connie and myself. She was head of girls pe and I was sort of overall head of boys pe and faculty.

DK You came in as head of faculty straight away?

PL Yeah.

DK So the faculty idea was there from the start?

PL Yeah, that's right. The school was based on faculties, and in fact still is now, although the present principal is trying to get rid of that idea.

DK On what grounds, whats his thinking?

PL Well the faculties are too strong, I think thats his idea.

DK So would that end up creating mens and women's pe departments?



PG, 1/13.

PG Well that's possible, but what he's really concerned about is not necessarily mens and womens pe departments, he's concerned about the actual faculty structure, he wants more across course teaching, and he wants teaching in modules, which I can accept to a certain extent although the faculty heads do meet regularly, fortnightly, and their meetings are, they're recommendations are quite strong normally, and it would be a shame to lose that input, but thats another matter (laugh). So there was Jane and myself, Hilary Ashford, who'd been here quite a while previously, and then Frank Burton he was the other one. Frank left after a year, or it might have been two, I think it was only one year, and then Kevin Edwards came, and after that the next appointment, I believe was another woman, because they needed an extra member of staff, so we went for a woman at that time, we realised that we were quite games based, and we were trying to move a little away from that and a bit more into the aesthetic side if you like, so we appointed a woman who would teach dance as well. She stayed two years I think, Gail Robbins, and then we had somebody straight from college and and that was Clare Brown. Now while Clare was there, and she was there two years, Phil Bayle, who was also teaching within the school, playing his drums and various other things, he was teaching some music in the school as well, and he was teaching a little bit of pe, and then obviously he saw the potential there and Phil didn't really know where he as going with his drumming, and so he came on to the staff a little bit more each year and eventually full-time with Geography as well he was teaching. Then Clare, oh no we had another one, and then Clare Brown came for two years, the first girl was for one year, and Clare was now for two years, and then Karen who is now in her second

PG, 1/14.

year. So we've built up the dance side and in fact retained the dance side its got better as its gone along, and now of course there is the and there has been for four years now, a separate dance course with the CSE/'O' level course, which is separate from the pe but it still comes under the faculty heading. So thats the basic growth of the place.

DK I suppose this next question brings two topics together, because I'm interested in how the department's teaching has developed, but I suppose that is very closely associated with how you see your role as head of faculty?

PG Not necessarily, but it could be (laughing).

DK Maybe we could deal with that one first, in fact?

PG Yeah. Well really, the / I came and it was opposed to really, a contrast to where I'd been, you know, I'd certainly been kind of, upset not to have really made any in-roads into the state of affairs at this all-boys' grammar school. (1)

DK Had you been in a promoted post there?

PG No, I'd been on exactly the same scale, I'd moved because the wife comes from \_\_\_\_\_. And the other thing was that \_\_\_\_\_ was going to be reorganised which I knew about, and I thought there might be a possibility of getting in there, but I didn't realise you'd have to have been there for about the last thirty years (laugh). I was somewhat naive as far as that was concerned. So really

Ph, 1/15.

it was in contrast to that and in opposition to that (P) did my ideas about pe etc. change. The other thing that attracted me to the job was the facilities which were being built at that time, and obviously I had some control over what went in there, so there was obviously a lot of potential there, and really I made the point that there should be no reason why the boys and girls should be separate to start with, for the vast majority of things, we retained that for about a year or possibly two years, and then gradually went until now near enough everything is mixed, boys and girls. But there seemed no point at all, to me, in having the boys pe department and the girls pe department that sort of capitulation, the separate entities you still have in a lot of places. Its a complete waste, we still have the problem with Sue Ripley wanting her netballs for netball and not appreciating

that they are exactly the same as the footballs, now we try and get round it by having netball for the first five weeks, and then we do football after that. So she might get some new netballs or we'll clean them up for her if the things are going on at the same time. So really my philosophy all along is to try and give the students something which they can hopefully enjoy, because my main object, for the successful teacher, is giving the students something they enjoy, that they're successful at, and those two things are very closely related, success and enjoyment. But if you can give them that, then fine. So we give them an option, or options, within a framework, always, they don't get complete freedom of choice, somethings they must do, and that has changed as we've gone along as well. So they're given some choice, hopefully they'll get the enjoyment and success, and they'll find something which they'll want to do when they've left school. Now thats our

Ph, 1/16.

biggest failing, I'm sure in pe at the moment, that okay, they could enjoy it while they're there and they could do quite well, but not sufficiently, or realised the worth of it to carry on when they've left school, that's the biggest drop off rate, which you see all over the place, its your Wolfenden gap and so on. So, yes, that was my, that was one of my main aims is to try to get kids to do somethings and carry on after they've left school and ours seems to be the ideal vehicle for that, in the community college. The age range, you know I prefer to teach the thirteen or possibly twelve to eighteen, but having to choose one of the other, this is the better end as it were.

DK

Yeah, because you have a problem with them arriving at fourteen don't you, and not knowing them very well, so it takes those two years to get to know them?

Ph

Yes, that right, although it can be fairly quick, and I think it certainly has some benefits in other ways in that you can re-educate them, as it were. I mean you've still got that possibility and they've got the possibility as well. Certainly in the eleven to sixteen school I taught in, it was nice to get the first years all in and make of them what you could, but the time they were sixteen it was just that it was somewhat frustrating that they left at sixteen, and you couldn't see them for the extra two years if they wanted to stay on .... (T)

DK

As far as the development of teaching in the department is concerned, how much have you played a directive role, and how much have you sat back and sort of overseen developments?



PK. Well I've obviously been involved every year <sup>(P)</sup> and we still get this, in fact it could be worse this coming year, in fighting for time. Now the curriculum worked out, the timetables worked out rather, not the curriculum, they don't work the curriculum out, they just work the timetable out, and that's usually started round about November, December because the High School gets the booklets of whats on offer, what people are going to have to do, round about January, so it's worked out very early. And every year there are various changes proposed and the cuts are made, and they nearly always come to P.E. first, or at least they used to (I)

DK What, financial cuts?

PK No, any sort of cuts, if somebody wants more teaching time, they say 'well where is that going to come from?', and so they look at P.E. because its non-examined, its not as important, well that's always been the basis in the past. Financial cuts come, you got to lose staff, well if they go from P.E. you won't have too many parents complaining, but if they go from English or Maths then there'll be a lot more complaints. Which I can appreciate - I don't accept (laugh) but I can appreciate. Yeah, so every year that fight is on. Now the other thing that brought things to a head is that we had the two deputies changed, Richard Miller the Head was ill at the time and the Deputy was in charge and it was suggested that P.E. became optional, as this would make things easier for everybody else, you know with more time available. So we did the opposite, in fact, and fought against that, and everybody had an extra period of P.E., and all the kids did CSE P.E.

DK Who fought against that?

PK. I did, yeah. So it was myself and ~~Tina~~ <sup>Connie</sup> really, the head of girls P.E., we went to initial meetings with the \_\_\_\_\_ group, which \_\_\_\_\_ ran, regarding the CSE, and I thought that there was some good ideas there, ... (inaudible) sort of hook, line and similar, as it were, but there was certainly sort of value there, and the other thing was that it would retain then, the amount of time that we wanted, and in fact it would give us a little bit more, and all the kids would see, and all the parents would see, and the rest of the staff would see that P.E. did have some meaning. Now whether that was the right meaning or not, I wasn't that concerned with what I was concerned with was seeing that the P.E. was there. As I say, I think it was for three years, all the kids did CSE P.E., there was about, well five hundred kids took the course, and then about three hundred and sixty of them took the exam, so we were the biggest exam department in the school (laugh), you know we went from nothing right to the other extreme <sup>(P)</sup> and I think that was particularly beneficial for our practical work, because we really had to go through what we taught practically and we had to, not justify it as such, but we had to get to grips with what we were teaching, so rather than 'well we're just playing a game today', there had to be a reason for playing that game and what you could include in the lesson. And so our practical teaching, I'd say, improved out of all proportion <sup>(I)</sup>!

DK So it became more structured and organised <sup>(I)</sup>!

PK, 1/18.

PK, 1/17.

PC, 1/19.

PC. That's right, there were lesson plans, there were schemes of work, for each activity that we offered, which was really good, not necessarily for people who were teaching it all the time because, after you've been teaching it for four or five years you find out what is good and what isn't, but it was very good for other members of staff who took that subject because we all teach everything, or near enough everything anyway, ... (P) so that was quite beneficial, and then the theory side as well, there were some parts of the theory that was good, that we thought were valuable, and they've been moulded and adapted and been changed, because we all worked as a team on those theory units, and KSJ was there initially, working on them. KSJ wasn't there initially, but came in later, and we changed with different peoples' inputs from that time on really.

DK So could we go back, just for a second, and / the CSE, this would be what, 1974-75?

PC Yes, I think so (P) ... possible a bit later .... (P) '76-77.

DK So what you're saying is that round about that time it was suggested that PE should become optional?

PC That's right, and in fact the school down the road, because these Heads get together you see, and the school down the road were offered it as voluntary, and made it optional. There's been, in fact now they've got no PE in the curriculum.

DK So as a way round that you .... (1)

PC We did the opposite, that's right.

PC, 1/20.

DK You managed to negotiate the time?

PC Yes .... (P)

DK How did you go about that?

PC The main reason I think we pushed for at the time was / by emphasising what the kids didn't get anywhere else in the curriculum and felt was important, in some places there is a push towards it now, that's 'lifeskills'. We did the First Aid Unit, which wasn't / well it was in fact a unit of the CSE, that's where its come from. We also did something on lifestyle, not as much as we do now, but we also did something on heart disease, we did smoking and drinking, which the kids didn't get anywhere else at that time, because we'd got together and looked at the whole curriculum and what went on and what didn't, so we saw where the gaps were, and we decided to plug them, and there's nobody who can argue against teaching those sorts of things to kids, and in fact we / you know, I had to talk at a Parents' evening about it, our PTA meeting, spoke to the staff generally about it, and everytime there was a fight for time on the timetable, once again it would be pushed in open staff meetings, faculty heads' meetings - that this is important, and in the end, we finally got through to people.

DK So how long did that take, that process?

PC From the seeds, as it were, it took about two, possible three years, two years really, until we were established. Because really I'm sure if people, if some of the deputies said 'Well, go ahead', but nobody thought we could manage it .....

[INTERUPTION]



PC, 1/21

DK We were talking about the process of persuading people that CSE was a good idea, how did the staff themselves feel about this at the time?

PC Oh, well they were quite enthusiastic! If they hadn't been then we wouldn't have got anywhere. Yes, there's no way that I could have or would have gone ahead with all that by myself. So it was really myself and ~~Sam~~ initially going to the CSE meetings with Len and other people, going back and sort of doing the ideas that had come through, and then we worked on that basis, and really, it was people's enthusiasm at that time. As I said, were were expanding the department as well, and everybody seemed to see the value of it. They went away and composed their own practical piece, theory was more of a problem and it still is, and its still developing, whereas the practical I think, occasionally you get another good idea that comes in, but basically once a subjects been taught for donkeys years then there aren't going to be many more things that you can bring in, whereas on the theory side, we're still learning all the time, which is good. But its not just a matter of learning, ~~the~~ ~~the~~ ~~the~~ but its putting that into practice, and not just your input, but everybody needs that input, and thats the / nearly always the sticking point. We had a very big push, one summer term where we had hardly any free time at all, we used all of our time so that it was booked, and they couldn't take us for exam cover or anything like that, and we had people from the Health Education Council coming in and giving us talks, so that we then had more knowledge, and could give those talks to the students, as it were, and work on various things .. (P)

We had a dietician in, and the First Aid lady came in with a

PC, 1/22.

PC resusitator, and so they were very informative. I think there was about three or four people came in, to instruct us, and to widen our knowledge.

DK How did the rest of the department feel about the extra work load  
 —→ that they obviously were taking on?

PC Well there were problems with the assessment, well not the assessment so much as the actual recording, and these were primed down as we went along, so that there was a minimum of recording, we did record things about four times which we seemed to be doing initially (P) .. and so, I looked at other departments as well and other faculties to see how they recorded things, because actually they had sort of similar things, they had assignments to do, and different parts to an exam, different modules, and how they were all recorded. In the end we got a record card, and everything was on that record card, which quite a few of the other schools are using now ... (P) but that was not our own brainchild so much, it was really from the other faculties jointly. Yes, there were never any complaints about doing the work which was great, you know there was never anybody who would refer to it or was brave enough, I don't know which (laughing), to object to the amount of extra work, and the only objections there were came along as were were actually going through it the following year and then we'd work on that to change it, to try and make it easier for all of us obviously.

DK When did you relinquish the Head of PE?

PC I haven't.

PC, 1/23.

DK So you're still, you've maintained that Head of PE/Head of Faculty title right through? So what were the extra scale points for, which Kew and Pidd have?

PC Well, Kew's was a strange case anyway, because he came on a Scale two, and his initial brief really was rugby and cricket, and athletics, none of which he liked particularly to teach, in fact he's only ever taken a rugby team once I think, that's one time, not a season (laughing). Cricket he's never taken, and we don't have any athletics matches, which is a shame, but then again it is a very short term. So he's always been put down as Head of boys' PE, and then, maybe as it was then when we had a Head of girls' PE, and I was Head of Faculty really to justify that Scale point as much as anything, so that's the / then Pidd got a point, he was on a scale two for his involvement with the Community (college), now once again it was written down as that, so that you could see what he was supposed to be doing, but he was responsible for quite a lot of things in fact, he had a far wider range of responsibility, in fact he could have had a point for his Geography and Geology teaching he did at one time, yes so that changed as things went along, he could have had a point for his music. He was drumming for the ROSLA kids as well at one time. They all came in and beat the drums up instead of each other, yes (laugh). Yes.

- -

PC, 1/24.

DK So what were the circumstances that caused you to abandon the CSE?

PC Basically the fact that they were going to cut our time down .. (I)

DK How much time did you actually have?

PC We had four periods a week. We started off four periods a week, three practical and one theory which could have gone into half and half, but we felt the practical was more important than theory at that stage. Then, our time was going to be cut, other people's time was going to be cut as well, but there was no way really we could get through the CSE and still maintain / so we thought 'Well, we'll cut down the theory component, we'll prune that down, and just deal with the parts that are important, that we feel the kids should know.'

There was quite a long passage on professionalism and amateurism and politics in sport which, was quite useful as a general background, but not necessarily for all children to know, now if they're interested then, fine, but if they're not interested then / well there's first aid for example, well all the kids should know that, they will all come across that. So that was one of the parts that went (politics of sport). So CSE became an option, and went into the option column, so the kids did four periods a week there, and we were left with three periods a week. So we had two periods practical, and one theory, and then they cut us down further, and made it into a, as we are now, the 'circus' .. (P) that one period a week was a bit of a problem in that fact that you didn't get much sort of recognition from the kids, really, and so it was just one period a week, whereas now we teach two periods a week, but only for five weeks at a time on this circus with PE and careers, and that's much



better, but it won't be like that next year, which is what's interesting at the moment. Yes, so that where we are now.

DK So it was even after you had established the CSE PE / it had run for how long?

PL I think it was three years that, I think it was two or three years that they all did it, and of course that's a two year course, so that could cover .... (P) .. three years, possibly four years, if three lots went through, I'm not sure if it was two lots or three lots, and the last lot, and the optional, there was one year when it was optional, they finished last year but now there's no CSE PE in the school at all. It's a bit of a shame, because certainly some of the kids benefitted but I think it's far more valuable what we're doing with all the kids now rather than just a handful, they get what they should .... (inaudible) ...

DK What sorts of problems did you have with the CSE PE?

PL .. (P) none really. You know, because we were teaching more periods, at the time they worked out capitulation on a sort of contact time, so I always put down that we were getting more contact time, so, we were getting more money, we also / I always made a big case for all the lunchtime activities that went on, and the school teams, so that's all contact time, so we got quite a reasonable amount of capitulation out of it as well, which helped our resources. Although of course we did have to buy quite a bit of stuff, for the theory component of it (CSE), so there was, yes, there was quite a big input there. But there weren't any, I didn't have any real

practical problems, it was more sort of theoretical ones of what we maintain, or retain, and what we, where we go from here. The problem that we've got to now is that, our practical is not being taught ... (end of tape)... we tend to take the easy way out, rather than come up with a mark for each individual kid at the end. I mean that where we are now, where we have been all along particularly from the CSE, and I think the CSE has focussed our attention on the individual kid, now it must do, because the kid had to do five different practical subjects, and they had to do five different areas in the theory side, so each individual kid had to be looked at in great detail, and justify the mark... Whereas now the individual kid in the practical can get lost, which I think is an awful shame, and we need to get back to looking at our practical, without going through all these big assessments, and all this writing down stuff, we need to spend much more time on each individual kid. Also the theory, what we actually teach in there is better, but because we don't have to record things, then once again you know, you can escape, the kid can escape because he hasn't got that need to go into so much detail with each individual, so yes, I think there is a danger of losing them because we're not an exam ... (P) factory (laugh).

DK So you decided after the CSE, you started to lose time for that, but it was, just to retain the theory component, as a Health Related Fitness type course?

PL Well ... (P) yes it's a little bit false, reading something and certainly if you listen to Kew and Wul, you can assume that this is the whole of the theory side of it, and in fact it isn't. Now

27. PA, 1/27.

the fitness has always been one part of the CSE, so it has always been there from the start .. (I)

DK So thats the stuff on 'Endurance' and 'Strength'?

PC And its been developed from there, mostly with Corbin's stuff, but its been developed from there, but we've always had a 'First Aid' unit, and thats still there, and that takes an equal amount of time to the fitness unit, but if you read the literature, it appears that the fitness is about 90% of it, where in fact it isn't. Now there's been those two units, then the third unit deals with lifestyle, and that is important, and that one has been developed from / originally it was just the smoking and drinking ... (interruption) .. and the lifestyle has improved out of all recognition mostly through the work offlul on that 'lifestyle'. 'Fitness' hasn't been changed a fantastic amount from when we initially started, we initially had the calipers and stuff like that, but the unit that does still need the work, the stuff we're working on now, which we did have initially in the CSE, which is 'Leisure Time', now we neglected that, last year but now we've got an extra unit in, feel that its important that it goes in, because to get back to one of my original remarks, it gives the kids something to do when they've left school, and the problems with carrying on with sport ... (I)

DK So that involves fitness clubs and leisure centres ... (I)?

PC Thats right, in fact Kew's been looking at the fitness clubs and getting lots of free fitness sessions (laugh). But yes, that unit really needs looking at and, as I say, we'd spent time in the CSE on 'Leisure Time', but we only glossed over it rather than getting

28!

PA, 1/28.

into the meat of it, we did it for the syllabus rather than for the kids, so thats where it needs to be now ... (I)

DK You say that the first 'lifestyle' unit had a lot to do with Phil's work on it, was he given any special responsibility for it, by you, I mean in other words, did you delegate ... (I)?

PC Yes, well no, I didn't delegate, we came up - and it was the same when we did the whole CSE thing - we came up with areas which we were particularly interested in, and what area, you know we worked in pairs, we always worked in pairs to 'gee' each other along and get feedback, and then when you had prepared to a certain stage, you took it to the rest, and then we discussed it, and then other people got their say, you know 'I do like that' or 'why can't we?' and it developed from there. So thats how we've worked and its Kew and Phil who have been doing the 'Fitness' and which has developed into the 'Lifestyle' one, more or less / the 'Fitness' really does, the thing thats overriding in the theory component is the fact that they're tested each time they come back to us which takes one lesson, and they record, and at the end of those two years they've got a record of their growth over those two years, which obviously they are quite interested in. None of the kids aren't interested in themselves, so you've got that (laughing) which is nice ... (P) Yes, so Phil and Kew did that, and at the moment, well Phil and Kew were doing part of the 'problem-solving' on the 'Lifestyle' but, thats got to be ready for November the eleventh and I doubt that it will be, I've got a small questionnaire and some literature from the Sports Council about this 'Wolfenden Gap', and Sue was doing something from the \_\_\_\_\_ (Area), whats available, where it is.



Ph, 1/29

and everything, and 'what is leisure time?' so basically to introduce it. Karim was doing the Fitness Clubs and also whats available at Forest, because a lot of the kids don't realise what goes on here in the evenings and the weekends, that the place is used all the time. As I say, Kar and Phil were doing a sort of problem-solving and trying to draw the whole of the course together, and give them (the students) something to go away with .. (T)

DK Just to draw things together Phil, for this one. What do you feel now about, you've got two new additions to the staff and you've lost Phil, and there's also the possibility that Kar may go at some point ... (I)

Ph Well, Sue's going.

DK Yes, Sue's definitely going so do you feel that will change the emphasis again in the department or (P) ..?

Ph Yes, its bound to, you know, different personalities, one of Phil's points which is quite right is that, we had stability for a long time and then you can get growth, but without the stability you can't grow, you know you might have spurts here and there but you can't .. (I)

DK So that was a period from 1976-77 through to when? .. (P) 1981?

Ph That's right, which was good.

DK How many changes in personnel did you have during that time?

Ph, 1/30.

Ph Well we had one, the dance one, used to change quite regularly, but the others, you see I was there all the time Kar was there all the time, Hilary was there all the time, and in fact Jane Corrie was there for an awful long time, she must have been there for about seven years I would have thought, which is good, you can get something out of that. But now with other members of staff in, to a certain extent you're alright because you can, at interview, you can to a certain extent get what you want, and from your job description because we all take a part in interviewing people, not like some places where its just the Head or him and the Advisers or something like that, but we got some problems this time because the fellow who we got came through redeployment, and who wouldn't necessarily have been appointed, the girl we've got is only temporary anyway, for one term to take most of my teaching, so really our next big appointment will be for Sue, and that one really needs carefully monitored, to make sure we get the right sort of person to carry on what the department really wants to do, and as I say, you get different personnel and the whole thing could be different, and I think if we all left now, it would be an awful shame to see it go back to 'give them a ball and just play a game', but it could quite easily happen .... (P) Although having said that, we're fairly well geared up now, and now we've got the room which was another thing we had to fight for, because we were teaching all over the place, but we've got a room with our stuff in, and with the RE, you know the RE are very keen on carrying on with the present arrangement, as we are, but the Careers want to drop out, and there's certainly going to be some fights for next year to see what happens. The other things is that there's no way we can continuing teaching the way we are, next year, because there aren't enough periods on the timetable.

PL 1/31.

PL Because the fifth year are smaller than the fourth year, they're not smaller but we have four groups at a time come down to practical from the fifth year, and only three groups at a time come down from the fourth year, so the fifth year take up twelve periods a week, the fourth year take up sixteen, now if next years fourth year take up sixteen periods, thats your thirty-two periods in the week, which is fine for the fourth and fifth year, but it leaves the sixth years with nothing at all, and thats the biggest area really that we need to work on now, the sixth year get a very bad deal, and they need to be / it needs to be built in very early on, and once again its timetabling that determines the curriculum, and they need to have at least an afternoon when they can have the use of the facilities, which means that someone else has got to lose out somewhere (laughing) it adds to the excitement every year, its never the same.

DK Well thanks Pake, that great, I think we'll stop at this point.

END OF INTERVIEW



DK Today I want to talk about and try to elaborate on some of what was said in the interview yesterday, and in addition to that, test you out on some of the ideas I've developed so far in relation to curriculum development in the department. What I want to talk about first of all is, maybe something which teachers see as a delicate or sensitive matter, but what I'm interested in, for want of a better word, is the 'power structure' in the school?

PK Yes.

DK Where power lies? how changes are implemented? could you explain to me how that operates in the school?

PK Yes, well it changes, from time to time, and you can't always see what's made that change. For example, when we had the previous head to the one we've got now, he was fairly strong, and near enough everything initially had to be channelled through him, and there was no doing something without his say-so. After he'd been here for two or three years - I think he was here for five or six in the end - but after that initial impact as it were, stamping his authority, he didn't make that many decisions after that and you could work round it by getting to the deputies or, in some cases, doing things yourself, and letting him know afterwards. Now with this head, the present head, the power structure is somewhat different. He initially came and tried to carry on with the consultative machinery that was set up, not that that always worked, but that was the apparent way that the place worked - this charismatic head that we had before had set up this consultative machinery, but he only used it if he knew what was going to come out in the end ... (I)

DK So in fact he was still in control?

PK Yes, that's why he was quite devious (laugh). But this one (the present head) tried to use that but still made decisions himself without consultation, so there was quite a lot of friction. Now we're back really to quite a lot of decisions not being made because we're into the consultation, and I think genuinely he doesn't know what sort of decision to make for the best because of staff opinion, etc. and so we're in a bit of a vacuum at the moment. Now as regard to, changes in the curriculum, we're really governed, I'm afraid, by exam commitments and by the timetable

structure. That is what blocks your work and what other people want. So if you have more time somebody else has less, and vice versa, so we're always ... (P) I presume that if the Principal (Head) definitely wanted it he could do it, but there are always excuses that can easily be made in this school, timetable is one of the big stumbling blocks, and because there's only really about two people on the staff here, out of about eighty, who know intimately how the timetable works, they can bamboozle you I'm afraid.

DK Is that information kept ... (P) secret?

PK No, it's pretty open, it's just / each kid is on an individual timetable, and obviously that's a hell of a procedure, and why it's not on computer I haven't a clue.

DK But if you took the trouble could you work that whole elaborate thing out?

PK I dare say I could, but that would take so much time and effort, that I'm not so sure whether I would be better off in the end.

DK Presumably the pressure for timetable time must come from somewhere?

PK Yes, well there are various pressure groups, obviously there are in any school, the parents, or the vociferous parents being one of them, you know we had the classic three years ago I think it was when the kids half way through their course, at the end of fourth year had to drop a subject, which caused all sorts of consternation from the vociferous minority, and in fact a lot of attention is paid to their feelings, because it's quite a middle class area anyway, which is somewhat sad because obviously the education of the most of them (students) suffers while we (listen) to the minority. But we cut down the number of options, and in fact that's what most people wanted. But it's nice to be able to work with both extremes, though how you do that without having a devisive system which is all 'set' and 'streamed', we haven't got to grips with yet. ... (P) so, I appreciate I haven't answered your question (laugh) but, the power structure is, well it's written down on paper as a sort of hierarchy, but it doesn't always work like that. So how does the Principal (Head) operate, does he consciously delegate certain people certain responsibilities and such like?

DK

PK Yes, ... (P) there's job roles and responsibilities written down

PK 12/3.

in some detail, but the deputies at the moment have got the idea that, this started about three years ago when the new deputy arrived, with the brief that there's no one person in charge of the pastoral side of things, they are all equally responsible, and that means you can't nail them, you can't pin them down, you know, his wasn't done this was your responsibility where do I go from here, so you can get passed on from one to another, and I don't agree with this corporate responsibility because there's nobody at the end of the line / well obviously the Principal at the end of the line, that's why he has taken more flak than he necessarily should have at the present time, because the deputies underneath are trying to disperse responsibility, and therefore jobs aren't getting done. The other thing too, is that people even though they can be working quite hard, doing quite a few things, they're recovering ground that's already been covered, because there isn't enough ... (P) communication is somewhat bad, and if communications are bad in a place like this then we're in a bit of trouble.

DK How do you operate yourself then as a Head of Faculty, how do you see the 'power structure' if you like, in the department?

PK Well it's a ... (P) if somebody comes along with an idea then we'll all sit down and listen to it, now whether we'll agree with it is another question, and we've had some quite interesting talks, we have a meeting every week, and it used to be in school time which was good, used to be in one period a week set aside for .... (I)

DK That was last year in fact?

PK Yes, and the year before, and the year before, and it was about forty-five - fifty minutes depending on which day it is, but they year they couldn't timetable it mainly because ~~Kaw~~ was on dance at the time, so we're meeting after school, which doesn't always happen because there's matches on or something else comes up but that's a shame really, because I think that continuity was important. And if anybody wanted to discuss anything, they just wrote it on the board and that came up the next time round, so things were immediate, but when it came to a big idea that was coming up, well obviously that took longer, and somebody would usually prepare something and give it to people and they'd supposedly have a look at it before the next meeting where it

PK 12/4.

gets discussed and we'd go over it. But the biggest, not arguments but dialogues really, have been concerned with how much emphasis should be placed on the fitness unit, and how much emphasis should be placed, well not on the individual as opposed to teams .... (interruption) .... and also how much effort and time we should devote to teams, because ~~Kew~~, not ~~Paul~~ so much, but ~~Kew~~ was very averse to teams.

DK Was that something he brought with him to the school or was it something which developed ... (P)

PK No, something that developed, and I think to a certain extent some of that is because he doesn't take any teams himself, and in fact I'd certainly agree, I mean it came home to me about eight years ago when I was on a sort of capitulation, this was for \_\_\_\_\_, we found out that one school was spending a thousand pounds a year, that was at that time, just on buses, and yet their capitulation, they were only getting about seven hundred and fifty pounds a year. Now that money was all paid .. (interruption)... where was I?

DK Capitulation, seven hundred and fifty pounds.

PK That's right, yes. And so this thousand pounds wasn't from their capitulation, it was raised by a fund or parents or whatever, but even so they were spending more on buses to take a very small percentage of kids to matches. So I had a look at ours when I came back, and we were spending about a third of our capitulation on teams, and there's been / I've made a conscious effort to limit the amount of capitulation we spend on transport for those few kids to twenty-five percent, and in fact usually its not that amount. Which I think is about right because at the most we get, on a really good year, we get about thirty percent of the kids taking part across the activities, thats the ratio, but you know I was amazed, a thousand pounds in those days is a lot of buses, and an awful lot of expense.

DK How important is the idea of 'negotiation' in terms of your role in the school, both with the administrative structure and with the staff?

PK Well its very important because this is / you're able to negotiate in this school, whereas in / for example in this all-boys' Grammar



16, 2/5.

School where I was we had one meeting per year with the head, and that was a formal meeting, no one else was allowed to speak in the room except the head, and the secretary sat there taking minutes and checking you off to see if you were in the room, and that was it, that was the only time / you could make an appointment to see him, but then you had to go through about three people before you actually got to see him and then you were lucky if you had five minutes, which is disgraceful really I mean communication was non-existent, messages coming down, but nothing going the other way at all, therefore you didn't have communication which was ... (P) whereas here, you can exchange dialogue, people are relatively easy to get to know and speak to, and that's the way we work. We work the same way in PE. See we've got our own room which is nice, nearly every break we're together up there, the one who's separate at the moment is Mary, because she is acting Vice-Principal, but I make an effort, even this year every break, I go up there and see what's going on. So yes, it's certainly negotiation rather than anything else.

DK Quite closely related to that idea of 'negotiation' is another idea that's come out of talking to Kw and Flid, and out of talking to Karan and Sul is an idea called 'teacher autonomy'. Basically it's how much freedom should teachers have over their own teaching, how much control should they have?

PL Well it depends what they're doing. If they're doing things right then they can have as much freedom as they like.

DK Okay, so who decides what's right and what isn't?

PL Right (P) well, I think really it should be / it's very difficult for example, we've got two new members of staff, and I'm going to have to, as soon as we come back (from holiday), I'm going to have to sit down and talk to one of them because on the practical side, they're just playing games out there, well to my mind that's wrong, that's not teaching, and that's the easy option out. The kids quite like it, but they're not learning anything, so they're not going to get any better at the games they're playing which I think is sad, and I think it's our job, to help them to get better, and to be able to play to a better level, and that's all of them, and that also works on the individual kid as well, to improve the individual's skill or knowledge or whatever. So, you know, the autonomy in the classroom is far greater.

16, 2/6

because quite often they are shut in their room and no one ever goes in and that's it. Now we do try and help each other as far as PE's concerned, if you're teaching in the sports hall, for example, you can't help being overseen by someone. Also with the two new members of staff, and ourselves in actual fact, we've volunteered to go into each others' lessons or to have that chance to, now some are very reluctant to take that up, and some others are far more willing, and when we initially started the CSE, because people were teaching things, and really teaching things that they didn't know much about, there was a lot of that, people coming down at lunchtime, 'how do we do this?' for example I had to learn about weight training and in fact weight lifting, because we did a weight lifting course at that time as opposed to weight training, and I found that really interesting and very useful. You know, so I went in maybe three or four times to the weight training room at \_\_\_\_\_ with Kw, and watched him during class times and I found that a very valuable inservice exercise and I say more people should do that, but they are reluctant to because they think "somebody's spying on me", or "what am I doing wrong?" and they feel under pressure all the time which is wrong, I mean we should hopefully be trying to help each other rather than damning criticism .. (I)

DK But at the same time you obviously reserve the right, from what you've said, to say "Okay, well here's the general framework which I think is acceptable ... (I)"

PL That's right, yes.

DK "You've got freedom within that?"

PL Yes.

DK How much of that, how much of the framework itself is negotiated between you and the teachers, and you and the administrative staff?

PL Really we would teach in / you know, provided you don't kill people, we could teach in PE exactly what we liked, as far as the hierarchy are concerned.

DK So in that sense, they are saying "You're the expert, you go away and do it?"

PL That's right, and once again to a certain extent we tend to do that with our own specialities down in PE, but obviously go for advice, or be given advice, on things that we're not .. (I)

5  
School where I was we had one meeting per year with the head, and that was a formal meeting, no one else was allowed to speak in the room except the head, and the secretary sat there taking minutes and checking you off to see if you were in the room, and that was it, that was the only time / you could make an appointment to see him, but then you had to go through about three people before you actually got to see him and then you were lucky if you had five minutes, which is disgraceful really I mean communication was non-existent, messages coming down, but nothing going the other way at all, therefore you didn't have communication which was ... (P) whereas here, you can exchange dialogue, people are relatively easy to get to know and speak to, and that's the way we work. We work the same way in PE. See we've got our own room which is nice, nearly every break we're together up there, the one who's separate at the moment is Mary, because she is acting Vice-Principal, but I make an effort, even this year every break, I go up there and see what's going on. So yes, it's certainly negotiation rather than anything else.

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PL Well it depends what they're doing. If they're doing things right then they can have as much freedom as they like.

DK Okay, so who decides what's right and what isn't?

PL Right (P) well, I think really it should be / its very difficult for example, we've got two new members of staff, and I'm going to have to, as soon as we come back (from holiday), I'm going to have to sit down and talk to one of them because on the practical side, they're just playing games out there, well to my mind that's wrong, that's not teaching, and that's the easy option out. The kids quite like it, but they're not learning anything, so they're not going to get any better at the games they're playing which I think is sad, and I think it's our job, to help them to get better, and to be able to play to a better level, and that's all of them, and that also works on the individual kid as well, to improve the individual's skill or knowledge or whatever. So, you know, the autonomy in the classroom is far greater.

PL 2/5.  
because quite often they are shut in their room and no one ever goes in and that's it. Now we do try and help each other as far as PE's concerned, if you're teaching in the sports hall, for example, you can't help being overseen by someone. Also with the two new members of staff, and ourselves in actual fact, we've volunteered to go into each others lessons or to have that chance to, now some are very reluctant to take that up, and some others are far more willing, and when we initially started the CSE, because people were teaching things, and really teaching things that they didn't know much about, there was a lot of that, people coming down at lunchtime, 'how do we do this?' for example I had to learn about weight training and in fact weight lifting, because we did a weight lifting course at that time as opposed to weight training, and I found that really interesting and very useful. You know, so I went in maybe three or four times to the weight training room at \_\_\_\_\_ with Kw, and watched him during class times and I found that a very valuable inservice exercise and I say more people should do that, but they are reluctant to because they think "somebody's spying on me", or "what am I doing wrong?" and they feel under pressure all the time which is wrong, I mean we should hopefully be trying to help each other rather than damning criticism .. (I)  
DK But at the same time you obviously reserve the right, from what you've said, to say "Okay, well here's the general framework which I think is acceptable ... (I)"  
PL That's right, yes.  
DK "You've got freedom within that?"  
PL Yes.  
DK How much of that, how much of the framework itself is negotiated between you and the teachers, and you and the administrative staff?  
PL Really we would teach in / you know, provided you don't kill people, we could teach in PE exactly what we liked, as far as the hierarchy are concerned.  
DK So in that sense, they are saying "You're the expert, you go away and do it?"  
PL That's right, and once again to a certain extent we tend to do that with our own specialities down in PE, but obviously go for advice, or be given advice, on things that we're not .. (I)

PL 2/6.  
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PL 1, 2 (7)

- DK Conversely being prepared to accept advice would also be a procedural thing that you would expect?
- PL Yes, that's right. Yes and obviously some people are more prepared and willing to take advice than others.
- DK So could we say then that you have a fairly large responsibility for what goes on in the department ... (1)?

- PL Yes
- DK and given that you acknowledge some people are more expert than others in certain areas, how do you go about defining the general framework of what's acceptable to teach and what isn't?
- Well in the past you see, it's come up from the practical CSE PE, and we all knew - it was very structured - we all knew what we had to get through to be able to give an assessment, because there's no point in my assessing them in one thing and somebody else assessing them in another, so it had to be quite tight, but now we are starting, particularly with two new members of staff, we're starting to move away from that and people are doing their own thing, now if they're own things good, then fair enough, but if it's / as I say, if it's just going back to looking at the whole group rather than individuals at some time within that group then it's wrong, and I think we do need to be brought back to looking at that, and that'll be one of the things on our next meeting, what we're doing in practical activities, so we're going through it that way. You see I won't go in and say "Well, we should be doing this" but I'll go back to where we were, and everybody agreed that was right then, so what are we doing now? and why have we moved so far away? so I'm trying to get these, or this one in particular new member of staff to ... (1)
- DK It should be an interesting discussion.

- PL Well, yes, that's right. I'm more interested to see what happens after that.

- DK I'm interested in the CSE PE, I think I've got <sup>time</sup> to ask you briefly about that? How much of that was provided for you, that syllabus and how much of it did you have the freedom to develop yourselves?

- PL The actual 'bones' of the syllabus, that we amended to suit us / the practical activity was written down, but they didn't tell you how to test the skills part of it they didn't tell you how to assess the game performance bit, and they didn't give you a rules test, because there was those three parts on each of the practical activities. So we did our own rules test, which we

PL 1, 2 (8)

amended and changed as we went along and cut out some of the rubbish and put in some of the essential stuff that had been left out. The skills test we devised ourselves, and the assessment was the easiest actually, the game performance, the most difficult part was obviously the middle, in any group more or less any / even with a little experience a PE teacher can tell who the best three are and the worst three, it's the middle ones that cause the problems, but that equates over the other activities.

- DK What about the theoretical part of the course?

- PL The theoretical part, once again there was the bones there but what we actually did, we started off, it had to be, what was it? fifteen hundred word essays or a thousand word essays the kids had to do, CSE (shaking head), and they had to do, I think it was, three of these and two experiments. Well we adjusted that, and it worked in two-fifty (250) word units, which was fine, far better for any person, let alone a CSE kid, so it was worked on 250 units so we gradually got out of it more of what we wanted rather than just accepting what was written down. Then in fact everybody changed to writing the 250 words, except for the ones who had really bright kids, and then it was harder for them (the teachers) in fact, but that was their responsibility.

- DK I've moved off the track of exactly what I wanted to ask you about CSE PE. You said yesterday that there came a point where the timetable allocation was going to be cut ... (1)

- PL That's right.

- DK .. and that forced a decision to abandon CSE PE as a compulsory activity. They were cutting your time, so why didn't the situation revert back to what it might to have been before the CSE PE? Why was it that you managed to retain ... (1)?

- PL Well because they couldn't argue about the health education stuff that we were doing, and there was no one who was strong enough to come up and say 'this isn't worthwhile' plus the fact we'd had two lots of parents evenings. I'd seen some governors, and so we politically did it right so that we were in a strong enough position not to lose that part of the course.
- DK So in fact you anticipated events and you manoeuvred yourselves into a strong position?



PL 2/9.

PL That's basically right, and each time there's a new deputy appointed, there going to be one appointed in January, well I'll make a point of seeing him after he's been here about four weeks and I'll give it to him hard about the lifestyle stuff, and health skills and how valuable it is, and so on, and so he's really, even if he's not on our wavelength, he knows what wavelength we're on.

DK How much do the other teachers in the PE department contribute to that sort of manoeuvring?

PL Well it varies, quite a lot of it and some good work has been done, although it was a bit chaotic, the last CSE lot that went through we had all sorts of teachers teaching the theory component, I think it was seven different teachers we had, a biologist, a mathematician, all sorts, and in fact they (the students) got a lot from that course, they learned a lot and since Ken and Jim have been doing the fitness testing, a lot of the staff have been tested on their fitness ... (I)

DK They've actually come down?

PL That's right, so they know some part of what the course is that we're doing and they've actually experienced part of the course. although ... (P) when I teach the fitness unit, they all go on a bike, but I know that the majority of others don't put them on a bike, so yes, once again it can look as if we're doing an awful lot more than we actually are, which I object to, and which we need to rectify because we could do still more, and more for the kids rather than / this is what we're doing as a department when we're not necessarily, which is sad, I'm afraid.

DK That brings me back to some other things I wanted to talk about. Something that came across very strongly from talking to Kw and Phil and Sue and Kara, was the idea of 'success', you know, much of what they said about their teaching either involved the idea of success overtly or else it was implicit in what they were saying ... (I)

PL You mean for the kid or for the teacher?

DK Well both for them and for the kids. A related notion to this is 'recognition', if you're successful, it should be recognised.

PL Yes.

PL 2/10.

DK Now it seemed to me that in the traditional PE set up, recognition tends to come through things like winning interschool competitions and such like ... (I)

PL Yes that's right.

DK Now obviously you don't have the same sort of structure here that allows this sort of thing to happen / or you do in some cases.

PL Well we do, yes.

DK So how does your department gain recognition, how do individuals gain recognition for the work they do?

PL ... (P) In all different ways really now for example, Sue is very games biased, teams biased, although she now admits that the theory component is good and should be retained, now she gets a lot of satisfaction from her cross-country lot. She doesn't teach them cross country, all she does is she gives up her time on Saturday mornings, takes them out there, gets the teams together, gets the kit together, they look all nice now with new vests and ~~short~~ written on the front, nice blue and yellow, she enjoys seeing them coming, they are a nice bunch of kids, so she gets her satisfaction that way .. (P) Kara obviously through her dance productions, gets her fulfilment if you like, her success that way. Kw and Phil get more

satisfaction from going out and giving a lecture on whats going on here, and get fulfilment that way ... (P) Philly basically is / well no we all still do get enjoyment from having a good lesson because you know when you come in at break and you hear "that was a good lesson today", which is nice, so you get success that way just by a lesson going well, and it can be exactly the same lesson which can go lousy with one group and be good with another, depending on not only their mood but your mood as well, at the time. So I'd say there are all different levels of success, from way down having success with one student, managing to be on top of him, you know everybody's got awkward students but if you handle him particularly well at that time then thats success but nobody else need know about that and then there's your school team winning the national championships or whatever at the other end of the scale. But its not the other end of the scale, its totally different, so there are all levels of success and everybody measures their own and each others success differently, which is no bad thing .. (P) What we're trying to do is to get



PL 2/11

away from the fact that you have a school team and they must win you know, I've been opposed to this for years, I remember going to an American Base and seeing down the end wall "Winning's not the main thing, its the only thing" and that really struck home to me that thats not why I was involved in the sport. I wanted to win, and I did my best to win without cheating - thats what particularly annoyed me about the basketball (on Channel 4 TV) on Monday night on TV "You must foul in there" he says - anyway. The philosophy of people taking part and getting what they want from it, and in fact that philosophy works with our Community College basketball team, because we've got three teams and one of them plays to win, and people don't mind sitting on the bench because they realize that the object of that team is to win, another team is young kids, and everybody gets a game, and takes it in turns to not play, because theres more players than we can accommodate and the middle team is social, and they don't care what the score is. All they want to do is to go out and have a bit of a sweat and have a drink afterwards, and thats ideal if people can play at their level and at their expectation, you find if that philosophy is worked out before, and you haven't got competing philosophies in the same team then I think thats ideal.

DK Yes, you actually took the school basketball team out of the school and set up a club?

PL Yes that's right.

DK Why did you do that?

PL No there is still a school team but its an extension of, because otherwise the kids would have nowhere to play, because there was nowhere in the area .. (I)

DK So it was a way to channel them into something .. (I)

PL That's right, and so the youngsters team now, they can play together even if they've left school, and people from outside the Community and that an ideal structure for any sport within the Community College, and thats what PL did, with my help and other staff's help here, and the team he used to play for Sunday morning, was a bit struggling for numbers, and we were struggling Sunday morning getting a team out, we were okay mid week, but the kids worked or played for a better class team on Saturday afternoon, so why

PL 2/12

stop them doing that, so we got the two Community College teams playing Sunday mornings with an amalgamation, which is still going quite successfully with staff and kids and people who have nothing to do with the club, which is as it should be

... (P) yes, so I think the philosophy is very important for any game or sport that you take on, whether you're going out to win at all costs, which I would never do, or whether you're going out to try and win, but appreciating that if you lose you could still have gained something, you know this is what amazes me, "we lost and thats the end of it!" but you can still achieve something even though you've lost.

DK You are aware though that that kind of philosophy isn't shared by all other colleagues in the PE profession generally .. (I) ?

PL Yes.

DK Which brings in again this idea of 'recognition', whose criteria of success should count for recognition, and what form of recognition should you get for your efforts?

PL I don't know, I think its based on once again why you're doing it, what you're doing it for, and our big thing should be that we're doing it for the kids, and not only the kids now but when they get older so that they're still taking part. Now the recognition really - and I think this applies to any walk of life - you're after is not being put up on a pedestal but is interest .. (P) and I think provided you've got interest, and people occasionally ask how things are going, and at least appear to be interested, then thats why with the first Head that we had was excellent, because he always used to make a point of coming down about once a fortnight or if we had matches he'd come out and that is actual physical interest, he was actually there watching, now the charismatic one came down once, he didn't even know where the fields were sort of thing, and the present one is a bit better, he comes down occasionally, so as for recognition, "oh, well, you're doing a fine job" I take all of that with a pinch of salt.

DK Yes, so that is only secondary ... (P) in other words you're in it for the kids and not yourself?

PL Well thats right, yes I think that is basically the way it should be, if you're a teacher you should be interested in kids, that is

PK, 2/B

why you start teaching, there's obviously financial gain but that shouldn't override your interest in the kids.

DK That's interesting, because as you say success comes in different ways for different people, and obviously people get a kick out of what they do, its something intrinsic to the activity, but it seems to me talking to some other people that they reckon that there is another form of success, the 'pat on the back' - type success, you're doing a good job, here's a scale point, type success, which is just as important... (T)

It might in fact be something to do with your position that you play that aspect of it down, the fact that you already occupy a promoted post?

PK Yes\_(Interruption)\_with personal relationships, and thats why the individual child is important when you're teaching that they're not just a mass, that there are individuals with that, you take an interest in that individual, you must do, otherwise you're going to lose out in the end, and that individual should get more from you, you know "what have you been doing with yourself" or "where do you want to go when you leave here" and all this and it works wonders for your relationships with the kids. Now you can get away with doing none of that, and just preach at them, but I don't think you get to them that way, not nearly as much.

DK So thats almost like a necessary aspect of teaching, you're more likely to be effective if your relationships are good with students?

PK Oh yes, definitely. But not just with teaching, anywhere, business or whatever.

DK Interviewing people!?

PK Yes, well that's right! because you can really put people off, if you don't go about it the right way.

DK ... (P) well thats all for now *PKC*, thanks a lot.

END OF INTERVIEW

(I) - Interruption

(P) - Pause

(E) - Edit

(T) - Trail



DK The first category then, teaching as an occupation ..(P) I've got four different sections here, the first one being 'teachers have histories' ..(P) can you make sense of that one? ...(P) what do you understand by that? ..(P)

SR Well, what I don't understand is "the time dimension is dynamic", do you ~~Karen~~? ..(P) what I do understand is that, you would assume that as you gain more experience, you will become a better teacher.

KL Yes, that's what I thought ...(T)

SR So I don't understand what this 'time dimension' thing is, I just don't understand that.

DK In a way, it's just another way of saying what you've just said, in other words ..(I)

KL You learn from experience ... (P) ?

DK Yes, that's right it seems to be that, in the way you talk about your teaching, there is an assumption that it doesn't stand still at any point, but that you are constantly striving to become better, and in fact, that seems to be the normal state of affairs. If you stop becoming better, then you're in a 'rut', and there's something wrong.

SR So you found from all of our information that we felt there's further to go, not just as individuals, within ourselves, within the school and the department, that there was more that could be done?

DK That's right.

SR So that's the right state of affairs really, because once you've achieved, you stagnate don't you?

DK Well, I'm not trying to make any judgements in that respect, not necessarily because I'm trying to be neutral, but just because my interest is different, maybe more theoretical, than yours. I think your probably right, yes ...(P) obviously you think that is the correct state of affairs or else you wouldn't have said that in the first place?

SR Yes

KL Yes

DK Well, that's the first one; the second one, 'teaching is achieving', what do you make of that one? ...(P)

SR There is an end-product?

KL Is it, the only way we can be measured is seeing whether our students have achieved anything or not? (inaudible)

SR I thought it was us, the teachers, who were achieving?

DK Yes, but ... (I)

KL But by them ... (I)

SR Via the student's achievement?

KL Yes, if they go away having learnt something then we've been successful.

SR I see, yes.

DK What I mean by this is that when you talk about teaching, it is never separated from having in mind some end/ I mean, I think it is a logical connection, people don't normally say that 'I have taught you something' without in some sense having achieved something. Is it possible to say 'I have taught you something' ...(E) (without some change having occurred). I think that maybe a contradiction .. (I)

SR It's not just teaching though, is it, I mean I think you can give as well, and ...(P) if you're dealing / I suppose it is teaching really (sigh) ..(P) 'teaching always reminds me of 'facts' and 'skills' and ...(P) dribbling at hockey, but there are other things which the kids ... (P+I)

KL yes, there are other things situations where we give them experiences where they get out of it .. (inaudible)

DK I've based this on what you have said and what ~~Bill~~ and ~~KW~~ have said, so I suppose I am using ('teaching') in a fairly wide sense ..(P)

KL I was saying earlier that it's the experiences they get, and not the skill level they achieve which is the most important thing.

DK Yes, and even there, there is an end to be achieved, there is an orientation to what you are doing:

KL Yes ...(P)

DK The third one, 'teachers teach everyday' is basically saying that there are certain things that you do occupationally, that becomes 'everyday' that become routine ..(P) I know that ~~Karen~~ found that one a bit difficult, when she sat down and thought 'well what is my routine?' ..(I)

KL Yes, (laugh)

DK "I don't have a routine' ..(I)



KL I think I do. I just make it hard for myself ...(P) KL+SR, 3.

DK And the fourth one is 'teaching is interacting' I think sometimes people forget that ...(P) I think this was brought home quite emphatically by you lot, when you talk about teaching, there is always 'the student' as well, you are always talking about the interactional element of it ...(P)

SR So in fact, you're saying there that we don't stand up and lecture, that it's a two-way thing.

DK Yes, well that's how you talk about it.

SR Yes

DK So in fact (for you), you're not teaching if you are just lecturing - you're only teaching when you get down to the face-to-face type (work) ...(E) When you put the four elements together in various combinations, from my point of view we get some interesting things.

One of the most important ones for me was that if you consider that 'teachers teach everyday' and that teaching is an 'achievement-orientated activity', then that explains something about the 'stress' aspect of teaching ..(P) I think this is something I've got from my own experiences as well as talking to everyone here, that teaching is quite a stressful activity in various different ways, its not always succeeding in formal terms, like producing (winning) school teams (for example) or producing students who are particularly enthusiastic, but even the success of getting through a day unscathed without having fallen out with anyone ...(E) and so on, can be seen as successful ...(E) so 'stress is an occupational occurrence' in teaching and so ...(I)

SR I think you're main stress in teaching is the commodity you're dealing with, its so unproductive, really.

KL Yes.

SR You know you can go to a lesson having perfectly planned it and the mood of the class is such that, you know, particularly for inexperienced people. So I think the greatest stress, initially anyhow, arises not so much in what you've achieved at the end of the day, but (rather), how you've coped, minute by minute. Because theres no constant factor, its not like you go into the office, and youre typing is there, and you type and what do you achieve? I mean alright the typewriter might breakdown, but you arrive at a class not knowing what's going to face you ...(I)

KL Yes

SR .. at that particular occasion, and I think if you sat down and said specifically to teachers 'what causes them the most stress' I think that would be it.

DK The unpredictability ...(I)?

SR Yes, the unpredictability of whats going to confront them in each particular lesson, and particularly with the less experienced.

DK Well, and thats ...(I)

KL With more experience that's likely to, that situation should be, might relate back to past experience ...(I)

SR I think ~~Ka~~KL's coped with it better this year than she did last year ...(I)

KL Yes

SR ... and I know I certainly did when I first started.

DK That's something which also comes out when we put the 'experience' aspect in, its about developing skills of stress - management, and perhaps (you learn) to manipulate your environment to make it more predictable ...(I)

SR Well I don't think its anything to do with stress I think I'm managing the kids!

DK Yes, but therefore learning to handle stress, its about developing interactive skills, and so learning to handle situations better, and you take away the stressful aspect of it, that's basically the line of thinking.

SR ..(P) Well I don't think / I don't know if I would agree with you on that or not. I think you've learned to ...(P) you've learned to handle the situation, you've learned to handle the kids, you've learned to present the right material and make the necessary changes to the material, and then as a result of that, the stress level is lowered.

DK Yes

SR ..(P) I don't think that you've learned anymore to cope with the stress, because you might get stress in another situation ...(P) DK But would you agree that one effect of experience is to make situations less stressful?

SR Yes

KL Yes

KL Yes, we just laugh at things (referring to the text of her research report) - (reading from the text) - "the kids thought it was funny as well" laugh.

Edit

KL+SR, 4.



KL+SR,5.

DK In this third section, what I was trying to explain is the situation as I see it in the department. One of the things I've noticed is that in relation to the development of the curriculum, from the CSE days right through to the present time, the curriculum has been in a constant state of transition. Within that process it seems to me that you place yourselves and others in certain places in relation to that development process. Both of you seem to see yourselves as fairly peripheral to the generation of the main creative ideas, and you've put people like Pål, and Kev as central to the creative aspects of what has been going on in this process. Now that's my interpretation of what's going on here, would you agree with that?

SR If you're talking about the health related fitness, yes

SR & KL

DK Yes, sure, which is the aspect of the curriculum that is being developed ...(P) although, I think it also includes the practical side, not because anyone's been developing that necessarily, but because no one's been developing that in a sense. What I'm trying to say is that in the process of developing the curriculum, Mike said it tonight, there's an excellent syllabus there for the theory, but none for the practical.

SR

DK So in a sense, the curriculum development that's been going on has been going on in that area, and certain people like yourselves see yourselves as peripheral to that, and certain seem to identify themselves as central to it. Now what I'm trying to understand is, how does that situation come about? How is this legitimized, how is it seen as right that Pål and Kev are central and others peripheral? That is what these key concepts (in section three) are used to explain.

DK

If I could deal with the idea of 'translation', basically what I'm saying is that 'how is it, given that certain people are seen as the generators or creators of ideas, and some people are seen as recipients or receivers of ideas, how do they translate other people's ideas into their own practice? Do they do everything Pål says literally? or do they somehow process that information themselves and come up with a reformulation of it? In other words do they translate ideas? What I've found is that somethings have been literally, the 'ideals', things like 'enjoyment', 'preparation for

KL+SR,6.

adult life', are things which are, seem to be fairly common in the department, these aspirations or ideals, but the way you go about achieving these ends seems not to have been translated literally. In other words, there seems to be a fair amount of flexibility about the methods you adopt, that is based as far as I can see on the second category, that teachers teach what they believe in.

SR I think as far as I'm concerned I've selected, rather than 'translated' but selected what I think is the right thing to teach; and then taught it in my own way ...(I)

KL I mean, it's not possible for everybody to go out and teach exactly the same ...(I)

SR And I've made the point as well that certainly Pål was far / he had studied the health related fitness in such depth that he had readily available lots of information that he could (use), and so in teaching one lesson, he could perhaps, if he was trying to get one thing over, he could spend three lessons on that where as I would only have enough for one.

KL That's right, yes.

SR In that way we have to select and adapt his ideas to suit ourselves in many cases because of our lack of depth of knowledge, which I think I've said before.

KL yes

DK So do you think this idea of 'selection' or 'translation', whatever you want to call it, is a reasonable ...(I)

SR And also, and I don't know if this came out in what I said, but certainly Kev goes into a lot of medical terminology and it's not that I don't know that, but I don't agree with that. I feel that it isn't our place, and in fact having spoken to doctors, they say that unless it's handled very carefully, then we could create a generation of stressful adults who are hypochondriacs, because they are obsessed by their own health, which is not too good for them. So I think Pål used to / he came over and said I think positive, and I think I would follow Pål's philosophies more than Kev's, in that respect. I think we should leave the medical side to the doctors.

DK So perhaps a little bit of knowledge can be worse than none at all.

KL + SR, 7.

SR Yes, but also its the way its presented, you know 'the diseases of this country are' and 'if you don't eat fibre', is the wrong way to do it. I think the medical side should be left as much as possible, so that the positive thing can happen, rather than the negative aspects.

KL Yes, well I agree.

DK The idea of 'compromise' ...(E) this comes out in what you've said, ~~Sum~~, where you see yourself on the periphery of the developments, so in a sense you've had to compromise certain ideas to take on others, and the way you expressed that was that there wasn't enough balance in the curriculum.

SR I think there is enough balance in the curriculum, but I think what I did say is that our energies have gone into developing that (HRF) side of it, but as far as student time, and practicals are concerned I think the balance is about right, I think its our time.

DK So its more to do with the quality of the work?

SR I think its our time, and we ought to spend more of the time sitting here talking about what happens in practical lessons ...(I)

KL ...Yes

SR ... and I think the health related fitness has taken our time, and the practical development has been neglected. And since we did the CSE PE, which was on well devised things, there has been very little talk, As I said to ~~Stuart~~ earlier, alright, I've suggested lets do gymnastics with the health related fitness thing, and lets relate one to the other. Now, we're doing that, but theres been no discussion as to what has actually been done there, so different people do different things and I think that is wrong, I think its all part of a whole.

KL Surely we could make the practical aspects demonstrate some of the theory side of things?

SR. I think thats where criticism can be levelled at all of us, because we haven't been insistent that this happens. And the people who are more interested in the health related fitness, I think that criticism can be levelled at them for not helping or insisting that it happens as well. I mean, you go and tell (the kids) one thing in the (theory classes) and then it just / certainly as far as I'm concerned I don't, well I try to relate it, but if we all pooled our resources it would make for much better lessons, and it would seem relevant ...(P)

KL + SR, 8.

DK There is one final thing I want to ask you before you rush off, and its to do with this whole exercise itself. Have you found this at all useful, me being in your class, talking to you about it, then writing this report?

KL Yes, I think it makes you think twice about what you're doing, you ask yourself why are you doing such and such.

DK So the payoff for your teaching is that you've become more effective ...(I) ?

KL Yes, and more aware, when you see something down in writing it makes you question 'did I really say that?' and 'do I really believe that?'

SR Yes, it makes you analyse what you're actually doing whereas, I'm a great one for just going in and doing it, it makes you ask yourself why? and what have you achieved?

KL And once you've said I believe this, this, and this, then you go in and do something else, you say 'well how can I believe that?'

SR And certainly as a department, I think that we could have all got together as a result of this and said 'well, let's do something about the practical'.

END OF CONVERSATION



DK. We talked in one of the previous interviews about your motivations for leaving ~~Forest~~ - are these the same now or has something happened since then to provide fresh stimulus for you to make the effort to leave?

KE. I don't quite understand, what do you mean, 'have my motivations changed'?

DK. You remember you said before that you were in a bit of a rut and you wanted out to find fresh inspiration....(I)

KE. Thats part of it, yeah, thats part of it, thats basically the same....(P) fresh inspiration, change, all those reasons are the same.

DK. What about Phil going, has that had any.....(I)?

KE. Not really, because the motivation was to go and work with\_\_\_\_\_. I mean I got Phil interested in that so he went in the first place, he got there before me, he was better qualified at the time. But the aim is to go and work with\_\_\_\_\_, really. As far as I can see theres no environment, or degree of that type, in this country.

DK. What about developments in the department, especially over this term, is there any thing happening there....(I)

KE. Development? (laugh). I'm not sure about the connotations of that word. You mean things that are happening in the department? Well I'm very disappointed the way things have gone in many ways, at the moment I hold the only scale point in the department, and after Christmas there will be no scale points in the P.E. department. ~~Phil's~~ official position is Vice Principal in charge of Community College....(I)

DK. and Sue will have left?

KE. Well Sue doesn't have a scale point for P.E. anymore, she is a division head, so nobody is paid any responsibility for working in the P.E. Department. In some ways its a bit naughty of ~~Phil~~ not to have got things organised a bit better, but there it is, and I'll try and help in as many ways as I can to keep things going and give them information

and give them ideas, and give them lots of references and leave them stuff. But I think ~~Phil~~ is keen to keep things going, but I think he's going to realise that he's got to put a lot into making it go, and certainly from the summer onwards get staff appointed who are keen and well qualified to keep things going or otherwise inevitably it will just change.

DK. How do you feel about the course itself, do you feel that its looking quite good?

KE. I think its looking quite good, I think its about six or seven tenths along the road, to where it should be. Theres still a lot more to be organised in the theory largely because some of it is just being taught for the first time now, and after thats gone through a couple of times and has been re-written....(I)

DK. This the second one?

KE. The problem-solving one.

DK. The thing you and Phil were working on?

KE. Yeah. And the facilities need to be developed yet, especially the multi-gym, thats a very important part of it.

DK. To tie that into the theory work, you mean?

KE. Mm. Well you can't separate the two really, I see it as one and the same course, but thats the point I made the other Sunday ( Conference, 11/83) that one of the biggest limitations do change is the facilities you inherit, because if all you've got is hockey pitches and rugby pitches then you can't get a good indoor programme of individualised activities. And you've got to battle with the climate apart from anything, so the more indoor facilities for individualised physical activities you've got the better.

DK. How do you feel about the practical teaching in the Department?....(P) Speaking to Sue and ~~Phil~~, they've been saying that the practical side of the teaching has been neglected in terms of time. Do you feel that theres an area of development there, in terms of using hockey or gymnastics or other practical activities as a vehicle for teaching



KE, 4/3.

health related fitness and the ideas associated with that?

KE I lost you there, they think the practical teaching has been neglected, how?

DK. They feel that, well Sue especially has said quite strongly that she's convinced of the worth of the health related fitness course, but she says that in terms of the curriculum time that (the course) has allocated to it, she feels that more time should be spent developing the practical side of things which take up more time on the curriculum. She feels that the practical teaching isn't tied in to the theory course.

KE Well I hope she's speaking for herself.

DK. Well I think she is.

KE Yeah, well there certainly is scope I think generally amongst the department to bring in more health related fitness concepts. You've got people like ~~Henry~~ <sup>Haley</sup>, who is a Vice-Principal now and comes down (to the P.E. Department) about six or eight times a week, and basically gets a jolly good game of something going and that's it, a game of volleyball or a game of hockey or something, and doesn't really bring any health related fitness into it, even if its first stressing some of the flexibility work in a warmup.

DK. So what would ideally for you be the main emphasis in the practical work?

KE. Well the main emphasis is on providing the right course and the right options, bringing in the concepts and relating them to all different aspects of the curriculum is, secondary is the wrong word, over and above that a highly desirable thing, but its difficult to get health related fitness across and the worth of exercise and enjoyment and experiential learning, if you are basically stuck with activities that the kids don't want. They might get things if they've got a gym based course or if they've got weight training, badminton, short tennis, stuff like that indoors, but if they're stuck with hockey and netball you might have severe limitations just because of those constraints. I think we're very well off at ~~Forest~~ for facilities with the pool as well, when it works, but we get the mockers put on it every now and again, like I haven't been able to get into the gym for two weeks because theres been workmen in there, and then they chucked us out for mock exams, which I've been up

DK. Is that a common thing?

KE No, its the first time it ever happened, and without any planning as well, I got a bit of paper in my pigeon hole one day which was the mock exam timetable and, tough luck, the gyms out for exams.

DK. Why do you think something like that happened this year?

KE I think eh, when it comes to organising something they take the easiest course, and really it shows that some of the people in management honestly couldn't care less what goes on in P.E. I think as long as they don't have parents ringing up saying they're kids have been knocked about in P.E. and no complaints of any kind then they couldn't care less what happens in P.E. lessons by and large. Its sad that ~~Forest~~ P.E. is now more famous throughout the country than it is at ~~Forest~~ .

DK. That comes back again in a sense to how you gain recognition for what you're doing, doesn't it?

KE Yeah, it may well be that its not until its gone that they miss it, I don't know. But I hope it carries on as well as it can.

DK. I'm interested in this practical thing again because, in a way talking to someone like Sue, or even ~~Pete~~ <sup>Pete</sup>, they seem to feel that there are two different courses running within the P.E. curriculum, one is a theory course, one is a practical course, and what they're talking about is integration of these two things so that.... (P) I don't know, I think the emphasis they would like to have one the P.E. course is to teach skills, to teach something of the sporting experience, but to use that as a vehicle to teaching health related fitness as well. How do you feel about that?

KE. I'm going to say the background to the whole problem is firstly seeing things from their own perspective and secondly from the physical and time constraints of the timetable now at the moment, I teach the bulk of the health related things, I do the gym course, I do the weight training, when I do activities like swimming I make them very fitness orientated, and similarly with some other activities, now people like Sue and ~~Pete~~ tend to get the more games orientated parts because of the constraints of the timetable and even the geography (of the department), we rarely

KE, 4/4.



get any opportunity to look in at each others lessons, we're either free at the same time or teaching in different places.

Carol's been into some of my theory lessons and looked into some of the practical work, but nobody else has even gone along to other peoples lessons or even talked about what they're doing and why and debated it, and thats the things thats missing.... (P) (laugh), Pete has been asking me recently to write down what I do in the gym course and write down the weights course and I've told him about eight times. But from their point of view may be they don't feel confident in teaching some of the concepts and bringing them into practical lessons.

DK. So what you're saying is that it may be the nature of the activities they're teaching on the practical that works against this integration .... (I)

KE. Maybe, yeah, I mean when I'm teaching the gym based course its designed to get (across) how to exercise and also other aspects, to get kids at a specific age to enjoy what they're doing and have fun, and they'll want to come to the lessons and not like a few we get particularly from one high school who are a bit 'anti' in their attitude towards any sort of exercise and its the first chance you get to work against that, so .... (P) I mean they're going to have to take over the gym course, or else teach another course.

DK. Has anyone, apart from Pete, actually approached you and said 'what do you do in the gym course?'

KE. Not really, although I make it known what I've done, introduce things into conversation every now and again/Kate's asked and shes been interested, I've leant her a few books. Shes a good lass, shes very inexperienced and shes had quite a few problems, I don't know if the word 'discipline' is correct, but its problems in relating to some of the older kids and the presence to really get in there and get control of things but shes learning quite fast. But he's made a real effort to read up, partly because shes interested, and partly because shes had to, shes probably made the biggest effort of all along these lines.

DK. So how does she compare with say, Karen last year.

KE.

Karen's well organised as well, I've never had a chance to see what Karen does in her theory lessons (laugh), its not formally part of my job really, and on paper I'm a very junior member of staff. I offer help where I can, but I just don't have any timetable time when I can see her lessons anyway. I think Sue went to one of Kate's lessons because she had to give a probationary report and said she did it, very organised and a very good lesson, and she watched a whole morning blocked right through, so Kate's got plenty of ideas there.

DK. I'm hoping to talk to Kate next week.

KE. It'll be interesting to get her perceptions, coming straight in.... (P)

DK. I was going to say, the experiential learning thing you mentioned earlier, do you find that in trying to illustrate some of the health related fitness concepts in practical work, do you think that has more impact with the kids than some of the theory classes?

KE.

Well theres practical stuff done in the theory classes, so you can call that experiential learning, but yeah, in many ways it does. Its all very well to sit down and talk about cardio-vascular fitness and whatever, but when you get in the gym/I always do a lesson on jogging, and as soon as you mention jogging, they think they've got to run until they drop, thats their first impression of it, and they're quite surprised when they find out in simple physiological terms whats happening to their bodies, obviously doing it first is a much more meaningful learning experience than just sitting round in the classroom talking about it, so I think its very important. And similarly with weight training, the block they do on strength and muscular endurance is more meaningful.

DK. Is that an area that could be developed even further in the curriculum?

KE.

Well it could, whether it ever will be, because of the way the timetables organised and ideally you'd run those first practical teaching blocks concurrently with the theory blocks, so maybe you do a lesson and then go into the gym and do practical work, that would be great, but I don't think it will every be able to happen like that. The timetables too complicated for that, but ideally thats what should happen.

KE, 4/6.

KE, 4/5.



KE, 4/7.  
DK. So to have a properly integrated course you would really have to have an awful lot more control over how the timetables managed and such like?

KE Yeah.

DK. Something we've touched on already, but how do you see developments in the future, over the next year or so?

KE (P) I honestly don't know, to tell the truth. A lot of it depends on what this lad \_\_\_\_\_ whos coming in as a temporary teacher is like, it depends on how much effort Pete puts into keeping a grip on things, and hes applying (for jobs) elsewhere, and it could be at the end of next term Pete goes, Sue goes, and its a complete change, and anything could happen then.... (P) I'm going to try to make time to see the Head before I go, actually, to try to make a simple statement to him about what goes on in the department at the moment, and to say that if you want to keep that going, then you may have to do this (or that), this (might be) a danger, then its up to him, what happens..... (T)

DK. How important do you think it is for someone to take a responsibility, to say 'Well I'm prepared to spend time motivating other people, getting other people interested', is that.... (I) ..?

KE Well its very important, and again thats something for the school though, because nobody's going to take on responsibility unless they get something for it..... (P) and the department's been fortunate in that its had a lot of goodwill from people over the years anyway. A lots been done for very little pecunary or status-reward. So, I think if they want to keep it going, and expect people who maybe haven't such a burning interest in it, they're going to have to reward them. I hope they will go out of their way to appoint somebody who really is well qualified in the background knowledge needed to run it, and has an interest in developing things further, it would be good to see. It would be a shame if a unique curriculum disappeared.

DK. How much pressure is there on the timetable space this year, do you know anything about that?

KE. No, pressure may be more in terms of the organizing the timetable. You see, the Head wants larger chunks of time, and if that happens there is going to be a fight for time again. So..... (T)

KE, 4/8  
DK. If you had been staying on would you have got involved in that sort of thing?

KE Oh yeah. I've been involved in that sort of thing almost every year, virtually.

DK. How do you go about that?

KE You first have to keep on complaining, moaning, suggesting, making plain whats going wrong, so they're just forced to take notice of you.

DK. Are there certain key people in the hierarchy who you know are.... (I) ..?

KE Well all of them, I mean they take the easiest way out, they'll look at it and work out who's going to shout out the most if they take a particular course of action, and they'll go for the least shouts and so you have to shout. Its stupid really, its appalling management.

DK. So if you make enough noise, then they'll say we'll get less trouble from (someone else), so..... (T) ..?

KE Yeah, Yeah. And the first bit of shouting I ever did was when I, not long after I'd been there, when ~~R. L. L.~~ R. L. L. was appointed, and his references to the P.E. Department were the 'Recreation Department,' immediately he spoke of the 'Recreation Department', so I put him straight about that very quickly... (P) then he wanted optional recreation, and we had some interesting dialogues about that.

DK. What do you remember about that time, because that must have been the lead up to the CS.E?

KE. Well he had various ideas, the CS.E in fact we used to get our feet into the timetable and grab the time, that was the way we did it, we perverted the CS.E in many ways because we taught the health related aspects of it a lot, and we neglected the other aspects, and we told the kids we were doing it, and a lot of them got a bonus in a way in the exam, but it was a bit of a waste of time in many ways, and we went on from there. We had to do a lot of shouting and justifying of what we wanted to do, and when we started things we did them really badly at the start, and the most significant reason why was because we had to use staff who weren't interested, and we ended up



timetabled all round the school, and with a lot of people who didn't want to do it anyway. But we overcame those hurdles.

KE, 4/9

DK. I've spoken to Pete about this period, and he mentioned that he, and was it Jane Corrie ? would go out to courses and so on; was there much consultation in the department at that time, on what was the best way to retain P.E. on the curriculum, or was it the decision of only one person, say Jane Corrie who pressurised Pete, or what, how did it work?

KE Jane Corrie was quite an interesting character, she was about/she made Margaret Thatcher and Atila the Hun look like left wingers (laughing).... (P) She was quite an authoritarian, aggressive person, but if she decided something wanted doing, she got a little slice of the CSE and she'd go off to meetings because she thought this made her feel very important, but fortunately Jane decided to leave us, (laugh). We all cried like made when she went: .... (E)....But Jane never really made any (significant) contribution to things.... (F)

DK. So where did the ideas come from then?

KE From me. And laterally Phil at that time was part-time actually, and when he got going full-time he became very interested and so we worked as a partnership from then on. Those were the days.... (P)

DK. So you were quite happy to drop the CSE after.... (P) ?

KE Just let it fade out, yeah, we'd got what we wanted out of it.

DK. That was the curriculum time?

KE Yeah. We'd got theory lessons accepted and we'd got theory time. We were able to point out the worth of the health related aspects, and develop it from there. We were getting good noises back from other people like the officers from        - and so on, and the kids were starting to enjoy the courses and it was obviously worthwhile, so we were fairly well accepted by them. We worked on the staff pretty well, I mean we must have fitness-tested half of them at least, and they'd come down and they'd get very interested in their own fitness, and you get them on your side in that way when they see the worth of it.

DK. Has the momentum of that work (carried on)?

KE, 4/10.

KE A little bit, over the last few weeks I haven't done anything there and everybody's really busy, but I don't really know what to do, I've got too many other things on.

DK. But you had been doing some of this at the start of term?

KE At the start of term yeah, but not since. I talk to staff a lot, and a lot of them are fairly well informed actually. I mean we got cases like J....P..... our Drama teacher who was living on his nerves, coffee and nicotine, we worked on him for a long time, he was very, very resistant, but he's now packed in the smoking successfully, for several months, he's running, you know, we've really got him on a health kick, he told me the other day that he's drinking decaffeinated coffee. Which is quite good. But, he looks a different bloke, and I think we've had quite a big influence on people in the school, there have been a few hard nuts, who are so defensive about the whole thing that we could never approach. Its not that I'm a crusader, its just that its partly a political thing, but its just by word of mouth that it got around, because a lot of the staff are interested.

DK. In that respect, how important have been the conferences, where you've presented papers?

KE Well each time I've been I've talked about persuading colleagues, and you know I've actually had the Headmaster down when he was interested, but the trouble is that he's such an appalling manager, he doesn't know whats going on in the school in terms of general administration and organisation. 'Thats a good idea, I'd give you my strongest support' - which is not a lot.

DK. I'll finish off by asking you if you can give me some idea of the impact my presence might have had on the department?

KE Its been quite interesting, actually, in terms of the experimenter effect the Hawthorne effect, you certainly got Sue organised. I mean she/ every other ten minutes she'd been saying 'Blimey Dave Kirk's coming in my lesson'. I'm sure she really got her act together. I think she put on a show for you certainly. I don't know about the others.

KE, 4/11

DK: (E.) Sue & Karen mentioned that a report of the research written for the whole department might be quite useful, how would you feel about that?

KE I think the department would be, would accept each others comments in a good way, I think we're professional enough to get good use of it. I don't think such a thing would cause conflict. It must in the fact that you've interviewed people privately, so theres a possibility of it doing that, but I don't think it would, I think the Department as it is now would be able to use it constructively, and it would be very interesting.

END OF INTERVIEW.



DK. How has the term gone for you generally?

KW I think I've enjoyed myself more than I thought I would, in a first term. But there have been some lessons and some groups which haven't gone as I would have liked them to. I'm not sure how soon it was (to the beginning of term) when I first spoke to you, but from reading back in the diary I was very optimistic then, and I think I went through a patch in the middle when I was quite down, and now I'm up again. Now whether that's because it's the end of term (laughing) or whether things have improved I don't know.

DK. Can you give me some examples of the good things during the year? What sorts of things were enjoyable or successful?

KW I really enjoyed my latest fourth year theory group, probably because I'm much more familiar with the material, and I think I'm more confident in passing it on, and they seem to enjoy themselves, and I enjoy myself with them. I mean I'm not forever nagging them or attempting to discipline them. Why I don't know. Whether it's because they're a better group or whether I can put it over better...

DK. This is your second fourth year group did you say?

KW This is the third, yeah.

DK. So it's the third time you've been through the material?

KW I think probably they are a better group anyway, but certainly I've enjoyed that.

DK. What else are you teaching just now?

KW At the moment? Swimming, it's the first lot of swimming I've ever taught, and I'm enjoying that as well. I was a bit worried about swimming because I never taught, I did a little bit at College, but I was worried that I wouldn't be heard because I have problems shouting. But I do enjoy swimming. There seems to be less discipline problems, and I think that's my overall problems, is discipline and being strong, and there seems to be less in the pool, or easily overcome in the pool..... The thing is, with swimming, if they don't like it they would never have chosen it because it's

something which you either love or you hate, so they're all quite keen, and just the threat of having to get out and get changed is enough to make them work properly, and they enjoy themselves as well, we do some fun things ..... (P) I'm teaching volleyball as well which I think is my least favourite.

DK. Why is that?

KW I think because of the ability, a lot of them aren't very able, and large groups, and I first have a struggle motivating some of them, they don't really want to try.

DK. Do you think that's something to do with your own enthusiasm?

KW Well certainly I'm not very skilful at volleyball, I'm useless at volleyball (laugh), whether I don't know if that's the reason.

DK. Personally I always found it a difficult game to teach, I think any net/racquet game or net game is difficult because of the skills involved, you have to have a certain minimum level before you can play a game.

KW Yes that's right, and they just get bored those ones who can't get the ball over the net tend first to end up standing there with their arms folded and don't try because they keep failing all the time. But this new game, well it's not new, but (it's called) short tennis, with the short racquets and the yellow balls, and it's great, they love that, because you can get such good rallies going and you can really get involved in the game.

DK. How much teaching have you done with the short tennis, or has it first been a recreative..... (I)?

KW Yes it's first been with fifth years actually, really on a trial basis because the gym is being used for exams, we've found ourselves sharing two groups, and instead of doing weight training we've used the other half (of the Sports Hall) to do short tennis.

DK. So you haven't used it as a teaching activity?

KW No, not at all. It's just been a one-off sort of thing really, it's if we've not had anything to do (laughing), if a gym lessons planned and you can't use the gym. But it's certainly gone down well, I think it will be successful with the fourth years.



KW, 2/3.

KW, 2/4

DK. Have you taught other fifth year groups this year?

KW Fifth year volleyball, swimming.....(P)

DK. Have you had a fifth year theory class?

KW Yes, fifth year theory.

DK. How many groups of those have you had?

KW Three, But the first two have been on the same work and this latest one has been on a new round of work.

DK. What one are you on at the moment?

KW We're looking at Leisure and Leisure time.

DK. So this is the new module or unit? And how has it gone down.

KW .....(P) Well, I've quite enjoyed it, I don't know if they have. I know that other staff have expressed dissatisfaction in that they've run out of things to do, they've found they've gone through the work too quickly, and the group I've got aren't all that keen on discussion so I've tended to set them things to do looking at different sorts of graphs or, looking at things and then interpreting the relation. And I think I might have laboured the point a bit too much on occasions, but because they're not that responsive you can't tell whether they know what you're getting at or not. I mean, if you believed everything they said, none of them, or perhaps two, actually took part in any physical activity as leisure time activity, and the others first watch 'tele' or went to the pub, and that was about it.

DK. Is that unit still being developed, or is it as complete as the other units?

KW For me it is, the fifth year units, the first fifth year unit that I've/looking at smoking and diet and nutrition, I've enjoyed this a lot better may be because I've put more into it I think and I've actually found my own material, because with the other groups I've found, because I didn't know them very well and because I didn't teach them last year, I had a struggle with them, first getting on with them, and without my own work prepared, using the course work that had already been developed, I got a bit stuck on occasions. So I've preferred this unit.....(P)

DK. You say discipline has been your biggest problem, can you give me some examples of the problems you've had?

KW (laughing) well I did make a girl cry today, as you probably heard.

DK. Yeah, what was that about?

KW Oh, well you see, I have a problem in that I'm not strong enough, I don't make people .....(P) people who are reluctant to join in and give fake excuses I tend to believe, and I musn't you see (laughing).....(I)

DK. Who says you musn't?

KW Well its policy, you know. I mean, they've not got valid excuses, and once they've joined in they enjoy themselves anyway, its just a matter of getting them joining it.

DK. So you don't enjoy them and the like?

KW Yes well I do, yes but I obviously don't go far enough, because if they see SW, the next minute they're changed and doing it. So thats one area and this particular girl I was telling her she had to do something and she started crying! Although she might just be a very good actress, probably, was, But discipline in the other areas.....(P) well its just the way they behave, they behave with me differently to the way they behave with PW or KW .....(I)

DK. Is this only in theory classes or has it been the same in practical as well?

KW Its more I think/well fourth year theory is no problem, I don't know why its things like volleyball, swimmings O.K., yes its volleyball this term. But may be I'm expecting too much.

DK. So what would you put the students' misbehaviour down to, is it something to do with your own personality and the way you interact with the kids, or is it may be your lack of experience, or is it to do with the actual material you're dealing with?

KW I think its me in that I'm not strong enough, I don't go in there/my personality isn't strong enough at the moment, so that/and I give in, you know, they'll give some excuse for doing something and they'll say 'sorry' and I say 'okay then' which isn't enough, because they can say sorry until



Kingdom come and they'll still be doing it, if I just take sorry as the answer.

DK. Is the misbehaviour a problem you anticipated before you started (work) here?

KW. Yes. From teaching practice and from the other teaching I've done that's always been my problem.

DK. Have you had much help at all from the rest of the staff?

KW. Oh yes! They've been very helpful, in fact Sue has taken one of my volleyball groups this week because they just.... (P) I have an awful time with them. I just wish I could be a fly-on-the-wall and watch how she handles them, because I won't learn by not being there and letting her take them, but I think they might learn the way they're expected to behave by having Sue. So I mean I'm not just opting out by letting her take them.

DK. What do you think it is? Do you think she has a repertoire of techniques which allow her to handle kids better or is it something else?

KW. No.... (P) I think she has/well you see I'm useless at getting angry or pretending that I'm angry, I can't do it. On the occasions I have been angry, which have been few but which have been on really silly things and I wasted really that anger, once when someone kept splashing me in the pool and I got angry and shouted at him (laughing), and that had an effect, and if I could do that in other situations when I'm not feeling angry but when I want them to think I'm angry it might be better. But I'm useless at that you see, disciplining in that way..... (T)

DK. You say that your fourth year groups haven't been so troublesome, could it be an effect of maybe just knowing the kids?

KW. Mn. Well the fifth years know that I don't know them and that I'm new. Looking forward, well I'm not going to be here next year, but I keep saying to myself it will be nice when the fifth years have gone and I've got fourth years that I know, and that behave in the way I want them to behave.

DK. You have at least another term haven't you?

I've got until the summer, yeah. But you see I won't have the fourth years as fifth years unless something happens. But that would be nice, and to have some new fourth years to start with differently to the way I've worked with this lot of fourth years.

DK.

I'd like to move on to something else. Could I ask you, what have you been trying to achieve in your teaching? .... (P) Have you been working for anything in particular, or is it just 'head down and let's get through a day at a time' (laughing) ?

KW

I don't think I've actually put an aim up there and tried to strive towards it. Obviously I should have done. (laugh).

DK.

Lets say I was an inspector of your course at Forest and I was to ask you to explain to me the rationale for what you are doing, do you think you could respond to that at all, do you think you could answer it?

KW.

Only, I think, in the way I answered before in that I want them to enjoy themselves so that they'll go on enjoying themselves through physical activities when they leave school. And there's the social side of it as well, but I don't see that as the most important thing.

DK.

How do the two aspects of the curriculum come together for you, say in terms of achieving something like that? Do they compliment each other, or do you think they pull in different directions?

KW

Oh yes, I think so. And in fact we now/I'm using things I do in theory in the practical side in that, it's nice to know that they understand what you're talking about, and giving them valid reasons for joining in and doing these activities, knowing that they'll have done some of this work and so hopefully will understand some of it. In 'pop-mobility' next term, ~~Karen~~ and I are going to get the girls to take heart rates and do the exercises, and know why they're doing it, and using they're bodies, rather than just standing there in a regimented line doing all these exercises. And of course they will already have had the background to it as well, so I think that might go very well.

DK.

Can you remember back to when you started in the Department, did anyone actually give you any idea of what the aspirations of teaching this curriculum (at Forest ) might be?



KW, 2/7.

KW Well the thing I remember most was it was stressed that it wasn't competitive, but it was for individual development and not 'can you beat Jimmy at swimming a length' sort of thing.

DK Did you take that to be meant to apply to both the theory and practical sides of the curriculum?

KW Yes.

DK Have you found that this (non competitiveness) features in other teachers' teaching in the department.... (P) Do you think its a shared ideal?

KW I think so, yes. Certainly all the staff, well I don't know about Steve, because he's got a different background and he's new as well, so I really don't know what he thinks, but Sue and Pat and Kw all seem to feel quite strongly about that non-competitive side.

DK How far do you agree with that?

KW Oh, I agree with it totally.

DK Is it something that fits into your own.... (T)?

KW Yes, I was amazed when I came to the interview and I was talking to Pat about it and I was really pleased, because thats what puts a lot of them off.

DK And getting back to what I was saying, do you think you match up these aspirations with what you're actually doing? Do you feel you're achieving what you want to achieve?

KW No, not all the time, I must admit. You tend to fall into that sort of stereo type teacher role and have them competing quite a lot and showing people up, which is awful.

DK Where does that stereotype come from?, does it come from you?

KW Well I expect so, as its me who is saying it. (laughing).

DK I mean, could it be that the students expect you to behave in a certain way and you just perform to their expectations?

KW, 2/8.

KW ..... (P) I don't know.... (P) They certainly reinforce it, I mean when you pick somebody out for doing something daft, they'll think its great as well and there'll be cheers and things, so they certainly go along with you, they respond in the same way. Whether they initiated it or whatever I don't know.

DK What kinds of barriers do you think there might be to achieving an aim like treating students as individuals?

KW Well because of the size of the groups, especially hockey and volleyball, there are some that have thirty or so. Sometimes more, because if people aren't swimming they'll come over and join the volleyball group, so they haven't been working with the group so they don't know what's going on, so they'll need more time. Then you've got those disrupting the group who take a lot of time and attention, so a lot of other people don't get any time and attention at all.

DK Do you think the amount of contact time you spend with a student satisfies that aspiration of treating students as individuals? Could you structure lessons in such a way that individuals can achieve degrees of success within the lessons, themselves?

KW Well I don't know. I always go round and make sure that I see every person working, if they're working on small group tasks. Another thing that is difficult is if you don't know the names of all of them, if you've had them before, you'll know their names and you'll tend to pick on them, you know, compliment them or whatever because you know their names, so that also is a barrier.... (P) The thing is trying not to put them in a situation where they're going to fail or they're going to be humiliated or whatever, and in volleyball that happens a lot, maybe thats why its not a good game, although they did all choose it, they didn't have to do it. But in that situation where you've got four on each side or whatever and there's one person whos forever missing the ball, its difficult, it doesn't really do much for their confidence in that activity.



KW, 2/9

DK. Being a shared ideal in the department, has anyone come along and said 'well I've found that kids constantly fail at volleyball, here are alternative ways of structuring the lessons which might allow them to achieve more success', has anyone helped in that way at all?

KW No, well I've spoken to P & C about volleyball and the lesson content because I hadn't taught it before, and he did suggest a lot of small group work, but because my groups are so large, there aren't enough balls for one between two. If you could have one between two you could get a lot more done, but once you get one between three and more, there are two many people not doing anything. And that usually makes the exercise fail, it fails because those who are standing around doing nothing start to interfere with someone else, and then the whole thing just folds.

DK. You said that you find yourself often in the stereotype of the P.E. teachers role, do you find that the main thrust of your lessons is still the teaching of skills?

KW It is with fourth years, theres a lot of skill work, with fifth years its mainly recapping the work they've done before, and then games situations. I think the situation where the stereotyping occurs the most is in the gym when I've had to recently, because of the exams and everything, I've done a lot of trampolining and trampet work because we haven't got the space. And these are activities that a lot of people, its like swimming really, have this great fear about ...INTERRUPTION... a great mental block about getting up and doing it and its difficult to know how to insist that they get up on that trampolene and bounce up and down or not, and when they do odd things and end up on the wrong part of their bodies or upside down, its difficult not to laugh, which isn't really going to help them either. Though actually most of them laugh along with you.

DK. What I'm saying is that this ideal of treating students as individuals is quite a common ideal or shared ideal amongst the staff here; what I'm wondering is whether there is any special effort made to shape the lessons and the teaching in the practical (area) that caters for that ideal? Or is it just, maybe the ~~dissonance~~ you feel with that particular activity volleyball arises because you're teaching in a very traditional way, and perhaps the only way you feel you can treat students as individuals is to make personal contact with them, which can be difficult when you have thirty students each time.....(P) I'm only putting this out with a question mark.

KW Yeah, really I don't know whether.....(P) I think I'm just at the

moment getting through lessons as you said, trying to get the skills and things across without such thought as to the way I'm doing it (laughing). I take advice and ask for advice from the rest of the staff, which is the best way of doing things probably. But I don't think I've really thought about it. You see in swimming I make sure in that situation that its not races all the time or anything like that.

DK. And obviously some activities lend themselves to individual/things like swimming, trampolining, gymnastics.....(P) Do you think the theory side is geared up much more to treating the students as individuals?

KW Again, like today, I fall into the trap of measuring, flexibility we were measuring today. Because I only had two rulers, I was measuring everybody, so they were coming out and being measured, and that means that the rest of the group are comparing their results with somebody elses. Which is just what we don't really want them to do.

DK. But surely thats quite a natural thing for people to want to do anyway?

KW Well yes they would anyway. But those who really score low on the scale, the whole group is aware of it, whereas if they were measuring each other, may be only a few others would know.....(P) but thats only flexibility, all the other things they do test themselves (laughing). But I do stress that it doesn't matter what they've scored, its what they can do about the score, and what they can do before next year.

DK. Theres another idea thats mentioned quite frequently by others in the department, which is preparing the students for adult life through teaching them about health and fitness and so on, how sport can fill up their leisure time usefully. First of all, do you think you move anywhere towards achieving that ideal in your teaching?

KW I hope so, from the fifth years I sometimes wonder, with all the remarks that they come out with. But as long as with a few of them its actually sunk in and it comes back to them when they're out, in the outside world and they think about what they're doing. At the moment in the school situation, its difficult to make them worry about themselves because its all so far away the health problems. But at least they are getting the information and they are aware of it, whether they take it seriously is another matter. Certainly with the fourth years when I get some of them work to do on health education

KW, 2/10



they do actually write the sort of stuff that we tell them and you. KW, 2/11

DK. Does it worry you that it is very difficult to check up on that particular aspiration?

KW Well I ~~just~~ think that at least they're getting the information and its a lot more than what some other people/I mean when I was at school we were never told any of these things. At least they're getting it.

DK. The point is that ..... (P)

KW Yeah, once they're out there we don't know what they're doing.

DK. That's right, and so many people are keen nowadays to question the amount of money spent on education, and argue that teachers should be accountable for what they're doing, and we can check on this through exams. The movement to have league tables of exam results published was just one move in this direction. I wondered if it made you feel uneasy that it was very difficult to assess that particular ideal, or perhaps whether you thought that the ideal was so important in any case, that the problems in assessing its achievement were irrelevant?

KW It certainly doesn't worry me (laughing).

DK. But perhaps in that case you should be worried. It occurs to me that one of the reasons why the Department is soon to be short of scale points might be that very reason. Something to do with the status of what it is you teach here.

KW Yeah, I'm sure in other staff's eyes it isn't seen as very important but ..... (P) the only way if they're measuring their success, or value is by exam results, and thats the only way they can do it. Well we certainly don't want to go into that situation by examining. The only way we can assess the situation is by in ten years time going round the former students to see what they're doing, which we couldn't possibly do (laughing,)

DK. Would it be so difficult, it might not be.

KW Well on a small scale it wouldn't be, but who is going to do it?

I suppose you could pass on the work, or ~~Key~~ could have done it if he'd been here for (another) ten years..... (P) Perhaps we should educate the staff a bit more about what we're doing, I think a lot of them don't actually know what it is we are doing, and exactly what is going on, apart from those who get involved with the Departments. And without ~~Key~~, I can see we will have more problems, because he is the one who has made the contacts, and he does a lot more research and reading than the most of us, well I think he does.

DK. You've gone to a fair amount of his lessons this term, haven't you?

KW I did a bit, yes, I went to the first fourth year course.

DK. Did you find that helpful?

KW Oh yes, very. Yes, I was most impressed. Very knowledgeable, and I've used a lot of the things that he does and said with my group.

DK. Have you modified any of those things he uses?

KW No, well in fact I really don't go into as much detail as he does, because he's just got so much knowledge there on tap. But I'm using the books and things that he has suggested and each time I go through it I find that I can regurgitate more without having the little card there. But I certainly base a lot of it around his work, though I haven't seen any of the others teach you see, so they may work the same way, I don't know. I'd be interested to see ~~Key~~ because she seems to have some good ideas.

DK. So apart from seeing 's work there hasn't been that much sharing of ideas.

KW Not as far as the fourth years are concerned. I have spoken to Sue a lot about things she does with the fifth years, and I've got some ideas from her but with the fourth years I think most of us tend to adhere strictly to the syllabus. In fact ~~Key~~ is the one who follows it the least I think, because of what he's read, and he has the goods.

DK. How do you get on with the other teachers in the department?

KW, 2/12.



KW, 2/13.

KW, 2/14.

KW Fine, I think (laugh).

DK. I mean, do you feel you have fitted in?

KW Mm, yeah.

DK. And your quite happy about coming back next term?

KW Oh yes, yes (laugh).

DK. What do you anticipate for next term - or have you thought at all about next term?

KW Well yes, I have big worries/not worries, but one of the options is dance with the fourth years, which takes for me a lot of preparation, so I've already been talking to ~~Kem~~ about what she would like me to do with them, because its completely different to the fifth year dance that I've done. We're covering a new part of the fourth year health education syllabus, so I've got to do some work on that.....(T)

DK. What is that, First Aid?

KW First Aid, yes. Yes so I'm planning on doing lots of work over Christmas (laughing). But I'm looking forward to it, because its like a new role really, because I'm teaching the whole/I'll be teaching weights probably which I've not taught, popmobility which I haven't taught, some dance in a different way so that'll be new.

DK. At least you'll have some familiar faces coming back to you again, or will you?

KW Oh yes, I will.

DK. Is that something you find comforting, or distressing?

KW (Laughing) It depends who's faces there are! ....(P) I'm dreading some of the fifth year theory groups, the second one in particular.

DK. What kind of impact do you think ~~kt~~ and Sue possibly, leaving the Department, will have?

KW

Well I'll certainly miss Sue because she's, I'm really glad she's around, giving advice and she'll sort out certain people who are being difficult. So I'll certainly miss Sue I think the Department will miss ~~Kel~~ more than me as an individual, in terms of the theory (course), because his knowledge I think will be missed, in fact we were in learning last night how to use some of the equipment that hasn't been very well used, and he's been the only one who's known.....(T)

DK. Things like the skin calipers.

KW

Well no, its the thing for taking blood pressure, things like that....(P)  
Yes, I think he will be missed, but I'll miss Sue....(P)

DK.

Okay, well thanks ~~Kate~~, I'll think we'll finish there.

END OF INTERVIEW.

Commentary

Phase three of the field work process involved a continuation of phase two, widening the context of the study by sampling from Hilary Ashford and the Principal, Michael Williams, by talking informally to other teachers outside the P.E. Department, and by collecting documents, examining minutes of meetings, and so on. The main ideas, in relation to the innovation, which concerned me here were the increasing formalisation and objectification of the innovative idea; the processes of communication of the idea amongst colleagues both of which involved data collection from Steve Finney and a monitoring of the effects of staff changes on these processes. I also continued saturation and elaboration of earlier categories, concepts, and so on.

DK/5/84.



January 1984

8f, 1/2.

it, but I chose to go to \_\_\_\_\_, I wanted to go there.

DK Can we begin with you're training? Where did you train?

SF I trained at \_\_\_\_\_, 1969-72. The \_\_\_\_\_ it was then.

DK What kind of course was it?

SF It was a certificate of education P.E. course. I did subsidiary English.

DK Have you taught English?

SF Oh, I've taught many things since in schools, I've done English, Geography, French, Domestic Science, those are the main ones I've done so far. I did a bit of English, not very much. A year I think, mostly P.E.

DK What kind of influence do you think your course had on your teaching?

SF I was pleased I went to \_\_\_\_\_. I suppose a lot of it was the fact that reputation-wise it was good, we're talking about the late sixties when it was possibly at a second peak at the time, so it was nice to go there and I felt I was going to the best place to do a course I wanted to do, so I mean influence-wise it made me think I've got the best training I could have had to be a P.E. teacher. And I never go back on that, I still think now that the course I did is probably as good as, or probably even better to some extent, as the course that's being offered to the students now. Because it was a specialist teacher training course, I mean alright, I haven't got a degree which possibly I could regret. I mean I personally don't think that I need a degree to do the job I'm doing, but if I go for a job these days and people see you haven't got a degree. Other than that I've never regretted going to \_\_\_\_\_, and the course I did, I mean I was offered a place at \_\_\_\_\_ to do the same, well, a similar course with a degree at the end of

DK

What about your time at \_\_\_\_\_, were you involved in any of the sporting activities...?

SF

Yeah, I played soccer, and I played rugby for a year, you were pushed into doing a sport you hadn't done before, and I'd never played rugby before I went to \_\_\_\_\_. The school I went to was a fairly traditional soccer school, so I'd never even held a rugby ball, so I did a course in rugby and I used to play for the Collegiate fifteen. It was good fun. You know, a different sort of background after the game. Soccer is a game where you might have a quick drink if you're lucky and then you're off, 'see you next week', but rugby was always this continuing thing which was nice, I enjoyed that. In fact, since leaving college, I've played soccer for a few teams early on after leaving college, but I soon started to play rugby because it was more of a social thing. Unfortunately I suppose, I should have and could have continued my own soccer career, but I felt that I was doing a job, and I was doing so much of it in the school time and training teams and so on, that I wasn't able to give all the time that I should have done to my own soccer career. And I found it easier, because of the number of rugby teams that we could put out, I could play rugby every week without upsetting anybody. What would happen in soccer was, with the first team I played for when I left college, I wasn't able to train with them because of night classes and various commitments, but they were picking me for the team, because of my experience and because of my ability I suppose. And to me that wasn't fair, that I was walking in on the Saturday and playing in someone else's place who had trained. So, playing rugby I wasn't in that position because I could just walk in because they were always desperately short of somebody. And it's the same now, I mean I'm not getting old, but I'm old in so far as competitive soccer at a high level is concerned, a lot of people say 'you know, you should be thinking of stepping down', and that's true, but I still wouldn't play soccer because of that problem. If someone said to me now



Sf, 1/3.

'we're short for tomorrow, will you play?' I would say 'yes', I'd love to, but in fact at the moment I'm playing neither competitively myself. One of the main reasons for that is that I've come here, and the amount of work I've needed to do here, for my own benefit, has been much greater, so I haven't really had the time. I'm not regretting it, I'm enjoying the sport I'm doing with the kids, and in my own personal time.

DK Was that one of your major motivating influences for coming in to P.E.?

Sf I think so. Basically, my main influence was my P.E. teacher, he was a good bloke, he wasn't a particularly tremendous sportsman, he was good, well organised, and I enjoyed P.E. And fortunately, I had a talent, I was able to participate in most of the sports and to be fairly good. And so it seemed a natural progression for me, when it came time to look for careers/I was at a grammar school/to me the obvious thing was to do something I enjoyed, it was P.E., and I was able enough to get the 'O' levels and 'A' level I needed and so I went on from there. And of course, he was a big influence because I enjoyed the bloke, I mean if I'd been talented at languages I might have been a language teacher.

DK You say it was a grammar school, what kind of P.E. set up was there?

Sf It was a Jesuit College, but it put a very strong onus on sport. To them, sport was one of the big things. I mean, alright it was a Catholic Grammar School, but they didn't go in for the Catholicism that's normally portrayed on television, you know church ten times a week and all this, I'm still a practising catholic, but the reason why I'm still a practising catholic is because I went to a Jesuit College which didn't push religion at you. They said it was part of the course, and the put it through in such a way that it was very believable, what they did. And they all lived the job themselves, they were all nice people, they were all priests and there was a monk, but they were very

Sf, 1/4.

strong on the sporting side, and they always gave me a lot of time to go and do any sport I wanted to, and the teams. So I was fortunate that it was that type of school where I could go and train with a county team or go off for a week on a residential course - so it was just a natural progression for me to go on. The school was a soccer school, it was a small school, and I think that was one of the reasons why it did soccer, being a small school it couldn't put teams out in (two major sports). They did other sports as well, but they never touched rugby... (P)

DK What kind of teaching experience have you had, ~~Stave~~? Can you give me a chronological sequence?

Sf Yeah, I left college in 1971, I wanted to stay in \_\_\_\_\_ at the time, so I applied to the pool in the county, and they accepted me into the pool but there was no jobs. Then I got a letter saying there's a job going in a little Catholic school - all these connections you see, all us Catholics stick together (aside) - over in W \_\_\_\_\_, which is over \_\_\_\_\_ way, which was a Junior School, and they wanted someone to take a class but to be in charge of P.E., and not having a job, I went across and saw the bloke in charge, a nice headmaster, in a fairly large Junior school, and I said, 'okay, I'm prepared to come along and do this'. So what we did was I took over a class, that's what you do in these schools, you stay with your class for the whole time and teach them the whole common core thing, but because of the sport, right from ~~nursery~~ school age, they had a nursery there, right through to the eleven year olds, the top juniors, for a swimming lesson a week, a gym lesson a week, and a games lesson a week. The Head was dead keen on this, so when I took the P.E. classes, the teachers stepped in and did their specialist subject with my class, which was nice for them as well, so we were getting a bit towards the secondary situation. I enjoyed that. I mean, it was hard work, because never having worked with the little kids before, I'd been to day visits from college to see and work in the environment, but I'd never had to take on a class, and organise a maths course, an art course, an English course. I mean, it helped me tremendously, and I think it's helped



8f, 1/5.

me since, knowing I'm able to organise a course like that. So I did that for about a year and a term. Easter left, I still wanted to go and teach in a secondary school because I was trained for that, and I wanted to work with older children. A job came up over at \_\_\_\_\_ High School, which is over in \_\_\_\_\_. I phoned the Headmaster and explained who I was and he said, 'come over', and I went over and he said 'the jobs yours', he didn't even interview me. He just came in and said 'you're what we want, there's the job', so I stepped in from what I thought was a good primary school into a very good High School. It was a very traditional-type school. I think if they could have had a grammar school they would have wanted one. It was a secondary school and community college, but the staff there were all traditionalists, there were one or two innovators, but on the whole it was a traditional school, and it was nice to start teaching the secondary school age group in a school like that. I mean they had a uniform there, the whole P.E. course syllabus was laid out, the Head of P.E. there, well he's still there, is a tremendous bloke.:(I)

DK What size of department was it?

Sf When I arrived there were two males and two females full-time P.E., there were nine hundred kids in the school at the time, which is quite a big high school. Facilities-wise they had everything you would want - pool, sports hall like the one down here, tennis courts, nice fields, and it was great. The bloke, I got on well with the bloke, and the women came and went as they tend to do, they were alright. The bloke was fairly old for a Head of P.E. and the thing was, I mean now I know it was a mistake because what happened was, I liked the school, liked the staff, kids were nice, I was a couple of years there, and \_\_\_\_\_ who was Head of P.E and still is the Head of P.E. was thinking about retiring because he had a dicky hip, in fact he's had it fixed and a plastic one put in, and he was thinking about retiring so, with knowing that and knowing how

8f, 1/6.

good the school was I made the mistake of thinking I could be in here because I was, the Head said to me 'If he ever leaves here the job is yours' and \_\_\_\_\_ kept pushing me to get another job in the school where I could be promoted, because I was still a Scale one, then the fateful day when he applied for early retirement, got accepted, and we had all arranged what was going to happen the next term and he came back after the weekend and he'd turned it down. A job he'd got, a part-time job, had fallen through over the weekend, and so not having a job to drop back on to cover himself for cash he turned it down. So from that date onwards, you see, well I thought, 'now he's turned it down once, he's not going to retire now', I mean this bloke is fifty six or seven, so he's not bad, he's fit, so from that day onwards I've been looking out for jobs. Unfortunately, jobs are so hard to come by, so I was stuck there really.:(I)

DK That was really from what, the early seventies?

Sf Well, we said earlier, it was seventy-three when I went to \_\_\_\_\_, and I was there for/well it was the end of the seventies when he applied for retirement and turned it down, so from then into the eighties I was looking for a new job (E) ... so I mean, I was happy where I was, the money is important, but its unimportant, if you know what I mean? The job was the thing I was interested in. Now, after the job, the thing I wanted to be was in charge of a department, because there was ideas I wanted to put in and things I wanted to do, and I was able to do it, I did it when he was in hospital for a term, and I was a frustrated Head of Department basically. So I looked round for jobs but (there were) none! In fact I applied for one, and I didn't want it in the end. I got there, and it was stupid, to turn it down because I'm a frustrated Head of Department, but the environment and the situation wasn't what I wanted, so, I hope I'm still in a position where, if a job comes up and its not what I want, I have the nerve and the character not to take it. If I'm going to be a Head of Department, its got to be right, its got to be able to work. I mean, some people say 'well you're a coward,

Sf, 1/7.

should go in there and change it', but on this particular job, it was one of these things that could never happen I don't think.

DK So you stayed on a Scale one ...? (1)

Sf Yeah, from then on. What happened then you see was that I was over at the staffing had stayed up for nine hundred kids, but the number of kids had gone down, so it was a redeployment job. So I took that as an opportunity to get out really, thats what it was in the end. I mean I was still happy there, but for me to move from a one to a one, by applying to the county and moving to a one, it looks bad. Its got to look bad, you know ten years teaching and your still on a one and moving to a one. But when this job came up here where it was a redeployment situation, at least I can say that I moved across because I was redeployed and I've not gone from a one to a one to escape from a school. The thing is, when the job came up, and I looked around the area, and I know the school, I knew it when I was at \_\_\_\_\_, although its changed a lot since then, so I knew the area, and I knew Kew from his \_\_\_\_\_ days, then I asked around and came across to see what the school was doing, and from that anyway, I decided that it was the best move I could ever make. The turn over of staff is good here, so the chances are I might get a scale post. Not only that but coming into the school, and doing the course they do, its nice, and its older kids which is nice, the course in interesting, I mean the theory course is completely new to me and it was something I wanted to try because I found it interesting and getting a copy of the syllabus, it looked interesting.

DK Can I take you back a step, first of all, and ask you what kind of things were you teaching at \_\_\_\_\_?

Sf Yeah, it was fairly traditional I suppose, courses ranged from, well lets go through all the things I used to teach. Olympic gymnastics, some inventive gymnastics thats normally done at the early time of the year when the kids are all fresh in the school;

Sf, 1/8.

all the racquet skills, because we have squash courts there as well, plus badminton and tennis, common core skills and then individual (skills) as they get older; ball skills for rugby and soccer, and there is a good commitment to teams and extra curricular stuff; swimming, because there's a pool there, and we did lots of swimming, compulsory swimming, so every kid in school could swim; and basketball, cricket in the swimmer, athletics, softball. Virtually everything that we could offer. We didn't do things like lacrosse, we did mixed hockey, rounders, nearly all the things you'd expect a school to do as far as P.E. is concerned.

DK Did you have quite a heavy extra curricular commitment there?

Sf Well I, yeah, I ran all the soccer teams, we ran teams in the first, second and third year, and I trained them all, and I got staff to referee them when we had matches at home, \_\_\_\_\_ organised the rugby side and I used to help, we did a bit of each really, but I would do all the soccer, all the cricket in the school, all the P.E. staff helped with the athletics, and \_\_\_\_\_ did the tennis, he was big on rackets, and I used to help with the squash sometimes, badminton he ran the team. I ran the school swimming team and also, well I still am, manager of the county team, so / I'm not a swimming specialist, but we had a good school team and there was no one to look after the county team so I took it on and from then I got involved in County swimming.

DK So what percentage of time were you spending on extra curricular work?

Sf Well, kids weren't bussed in there so I was working three lunch times and two nights a week, and the Saturday mornings. It wasn't particularly heavy, and lunchtimes were so much longer than here that you could have a lunch and a practice. It was your own time, but I enjoyed it.



DK The first topic I would like to discuss with you is the management structure of the school, if you could give me a brief outline of that structure, how the school is run, and so on.

MW Well its a big question to start off cold and give you a neat, concise answer. Quite a bit of that can be provided by the documentation, of course. We've got whats called an 'executive', for lack of a better term, a term thats been passed on from my predecessor, which consists of the Vice-principals and the senior staff, who each week meet formally, and we meet informally in the interim to discuss what is going on in our plans for the future. We have a 'co-ordinating committee' which consists of that group plus representatives of the Pastoral and curricular staff, and also representatives of the open staff meeting, the open staff meeting in this place is quite important, that consists of meetings of any staff who wish to appear at the meetings to raise questions, make proposals, and is quite an effective and positive organisation. Those two bodies relate to various other groups such as the meetings of the Faculty Heads, the meetings of the departmental heads, and various sub-committees such as one which is looking at the points structure in the school at the moment, one which is looking at the curriculum, the curriculum working party is a continuing group which is meeting every fortnight to look at curriculum change. ~~Apart from these - well~~ <sup>but.</sup> These groups overlay the basic structure which consists of, ~~I suppose you could put in terms of a hierarchy, which is me, and~~ <sup>MW.</sup> the Vice-principals, the pastoral heads and the curricular heads, and staff in their various roles as class teachers and form tutors. So it's possible to draw a hierarchical arrangement of the management structure of the school which would look very conventional. ~~So that is, in a nutshell, what the organization consists of.~~

DK Are you, in saying that it looks very conventional, in fact suggesting that it does not operate in a conventional fashion?

MW Yes, it begs all sorts of questions. Filtering through this hierarchical structure, which is a sort of formal extent organisation, are numerous conversations that take place between me and individual

heads of departments, between me and individual members of staff in their various capacities, say as class teachers, or as people with ideas to contribute to the institution, and so on. And ~~it gives~~ <sup>raises</sup> the crucial ~~point of~~ <sup>issues of</sup> the management of the school, focus upon conversations of that sort. ~~and~~ The developments in the P E department probably illustrate that as well as any other situation that has arisen. When I arrived ~~Phil Bayle~~ <sup>Phil Bayle</sup> came along and said he was interested, ~~as I would~~ <sup>be able to</sup> ~~be able to~~, in the general emphasis in the PE department on Health and Fitness, and their inclination to put competitive sport of a conventional nature in the context of a wider perspective.

So I had numerous conversations with him, and by and large encouraged ~~the PE department~~ <sup>them</sup> to go ahead with the reforms that they were anxious to put forward. That sort of conversation which takes place in here (Principal's office) at some considerable length, is typical of the sort of conversation that really, I suspect, determines the policy of the school and the work of the departments to a greater extent than what is discussed in the formal meeting which take place in the formal structure that I've described.

DK So there is alternative consultative machinery outwith the formal structure of management?

MW Yes, it would be accurate to say that.

DK How would you describe that machinery, is it an alternative, or is it complementary?

MW Complementary. The formal structure, ~~I guess~~, operates to deal with those things which affect a large number of people, they're to do with the co-ordinating and linking process of the school. As I say, the heart of the operation is what goes on in individual departments, organised by small teams of people who are encouraged, I hope not discouraged, by the conversations they will have had on an individual basis with me and the Vice principals. ~~The consultative processes~~ <sup>I think</sup> ~~are~~, The formal consultative process tends to be part of the controlling overall supervisory setup, and is essentially non-dynamic, the dynamic and developmental, growth capacity of the school arise from these individual conversations between the professional who knows



MW, 3

exactly what he's doing ~~and~~ <sup>in his own area</sup> and me or the vice principal who entered into this professional discussion and negotiation, and makes a decision as to how far to support it, in whatever way I can, through resources or, making my own views available, ~~but~~ <sup>and</sup> being generally encouraging and supportive.

DK So that's how you see your role in the management of the school?

MW Yes, I would say that is the essence of the management of this place. And I assume, the essence of management in most schools, although there I may just be talking out of my own experience as a Head in ~~my~~ previous school, and as Deputy Head in charge of curriculum, and at the school before that as head of faculty introducing a lot of curricular innovation. All of the real work took place in individual or small group conversations with the people who are actually going to implement the decisions or developments.

DK How far does the support which you can offer go towards offering teachers incentives to develop curricula?

MW Well here it's been very difficult, because when I arrived there were, for example, no points available, whereas in my previous school I probably had about twenty-five points available, which obviously constitutes a lot of potential incentive. Here it has not been possible.

DK How do you account for that?

MW ~~Well~~ It's simply because all the points had been used and since I came the numbers have been static, and the Local Education Authority hasn't offered any more points since I've been here.

DK Do you feel that the use of points before you arrived was perhaps indiscriminate?

MW No, no, just used as any Head would use them, to reward the people who were in the institution at that time. No, I've no objection to the way they've ~~being~~ <sup>been</sup> used, though obviously over a period of time one could see, if you'd been able to erase the whole organisational structure and start from nothing you would do something quite a bit

MW, 4

different, and offer rewards, encouragements to people who were ~~but any point can be made in individual and committee change.~~ working in certain ways, in certain areas. The other, most obvious type of incentive is the ~~financial one, in terms of~~ <sup>capitation</sup> capitation and resources for the departmental work. Capitation has remained fairly constant and like most Heads I would say that we don't have a lot of money available to us. Beyond that one is left with, ~~hopelessly,~~ encouraging people to go ahead and do what they want for their own personal and professional satisfaction, and that is about eighty to ninety percent of the ~~whole thing.~~ <sup>incentives available</sup> I make the assumption that people will work hard and develop their areas of expertise in the curriculum because they wish to do it, for their own personal interest... So much of my conversation is designed to encourage that. Occasionally I am able to make particular observations, and I suppose in doing that (how important it is I really don't know) to suggest that they will receive my approval, that I suppose could be important in various ways; ~~and~~ they might think this could provide ~~them with~~ a good reference in the end, or perhaps just a general feeling that the boss thinks it's a good idea and that's nice, and therefore you're on the right track, and have a general feeling of encouragement. As I suggest, ~~this is unifunctional.~~

DK Would you say that your staff in general is fairly well motivated, in those terms, of professional development and personal satisfaction and such like?

MW Yes. I certainly would. A tremendous amount has gone on in the two years I have been here, ~~from~~ <sup>and it has taken in</sup> a very wide range of areas, as is indicated in an appendix to the philosophy and aims (document) which you are welcome to have a look at. For example in profiling, there's a profiling working party incidentally ... (I)

DK Is this student profiles?

MW ~~Student profiles,~~ Yes. Study skills: we are part of the Schools Council project, and a lot was going on in that area which has been implemented in the curriculum. We're a TVEI school, ~~that is well~~ <sup>that is</sup> the extra resources of course have been tremendously valuable, that was unlooked for, that was just a stroke of luck, it wasn't anticipated, but ~~it has~~ <sup>given them</sup> ~~be~~ very happy to take advantage of ~~the~~ <sup>these</sup> resources that ~~come~~ <sup>have</sup> our way through ~~that~~ <sup>type</sup>. Careers and guidance counselling, there have been







Sf. 1/9.

DK When you were there did you have any special responsibilities with the timetabled time, the curricular activities?

Sf Well no, not really. It was planned, \_\_\_\_\_ and I would sit down at the end of a school year, and we'd try and go over how the year had gone and how we could improve courses, but as I say he was a good bloke, he would never actually said/you know, it wasn't a 'fait accompli' he never actually said 'This it it', we would always sit down as a staff, or \_\_\_\_\_ and I mostly because the women were always moving round, we would sit down as a P.E. department and work out as best we could what had worked well between us, we used to follow virtually the same lessons, there was no changing every five weeks like we have here, so there would be about a half term on basketball, and we'd both be doing the same things with the classes so we knew what was going on. We would sit down and work out what had gone well, what we could improve and what we could drop if necessary and pull in in its place. So I suppose I was given a free run, if I thought I could do a / or justify a course in say - softball, in fact we did do softball, and if I could justify a course in softball, and we could get hold of the kit, \_\_\_\_\_ would say 'Alright, we'll do a six week block on softball'. I was given a free run, although if he'd wanted to say 'no' he could've done, but he never did. If he thought the course was a good idea we'd do it, so I was given a free hand to do what I wanted to do, which was nice, although I wasn't in charge, but that didn't matter to some extent, although he was getting the money and the scale points for the job, we were doing the job between us.

DK What kind of views did you have about P.E. before you have about P.E. before you came to Forest?

Sf (P) ...

DK What would have been your aspirations in your teaching if you had been at that time asked to reflect on them?

Sf I suppose really my main aim was / if I could get kids to do a course and enjoy it and want to continue it when they left the school, that was one of my main things. That's why coming to Rawlins and seeing the course they do was nice for me. I'm quite committed now three nights a week to community college classes with adults, so it / I always believed that school should continue into adulthood, and with Community Colleges now you can continue in school to some extent. Now fortunately in P.E., there's more choice for extra / for recreative activities. In fact, kids that I taught at Winstanley are coming back to my night class, so it's a continuum now, its on going, and that was my main idea. Obviously, we're trying to put over certain skills, because its pointless going out there and trying to get them to enjoy themselves without teaching them a particular skill. Teaching them skills, getting them to enjoy it, and me enjoying it as well, I mean I wouldn't do something I didn't particularly enjoy, it would be pointless. I couldn't put over my 'oar' if you like, if I couldn't enjoy the thing how could I do it, and then hopefully they'll continue in later life and it will be of help to them, which I'm able to do here as well, although I've not been able to teach on the community college side here yet, well I live too far away really, but it seems as if they do that sort of thing here, that we're all in the same sort of ideal. So if was an easy step for us to come in here because the ideals seemed to be the same. The theory side of it was an extra fact in that slot, in fact I've started doing the theory side with my adults keep fit, I'm bringing parts of that in now, blood pressure, and tell them about diet and smoking.

DK Would you say then that from your days at \_\_\_\_\_, have your aspirations altered at all since you've come to Forest?

Sf No, I still think my main aim is to get people to learn something, to enjoy it, and then hopefully continue it later.

DK So you hope to enthuse them for physical activity, for sport, so that they'll continue that into adulthood?

Sf. 1/10.



SF Yeah, for recreation, and to continue for ever. Coming here has enhanced the courses I'm doing, its given me another 'gee-up' if you like, because I was doing a course I've been doing for a while and its been enjoyable and they've been getting a lot out of it, but I've got it running like this now, because I've got the course set up. Now I've come here and I've had extra information given to me so I've been able to talk to people with greater insight. Before, I could tell them about diet and about smoking, but now I can specifically tell them reasons why because the course is teaching me as well, I mean I'm learning more all the time because of the course. Which is good, because at \_\_\_\_\_, I had the courses set up so that I could walk in there and know what I was going to teach and there was not very much change. So you tend to sit back and just do your job, and even though you're enthusiastic, you're not going upwards yourself. Whereas here, I've come in and its given me a little kick and now I've got more enthusiasm. So its helped me a lot, hopefully I'm able to help the kids as well, but its helped me tremendously coming here. Its made me think a lot more about what I'm trying to do in my own job, and its given me a lot of enthusiasm, its great. The day at \_\_\_\_\_ I did with Pete last week (HRF conference, DES, ., 1/84) which was really good, and I can't wait to do some more. That was working purely with adults, and adults who are in P.E., so it was really good, I really enjoyed it.

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DK Can I alter the track of the conversation - theres a lot you've said that I want to pick up in a later interview - can I ask you what you think about teaching in Forest, and what you think of the school generally?

SF

Well, experiences Ive had in other Upper Schools, my own feeder school from the High School, and the school I live near, I know, I know ..(inaudible)..., and I know staff round the place, and seeing them as a general thing/and thats another thing when I came here obviously I'd asked around what the school was like and people said it was quite a good school, so coming with that in mind and then looking round the place, I would tend to agree with them. I mean, I wouldn't have worked here if it had been a C \_\_\_\_\_ College or a

B \_\_\_\_\_ College, I wouldn't have come here, because seeing the way P.E. goes on there. Now things are changing there, I know, but from what I know about those schools, I couldn't have worked there, because P.E. is pushed under the table a little bit, and kids do it if they want to. And thats not for me. I mean, its fairly well organised here, in a way its traditional in as much as they're trying to maintain a level and a standard, which is important. If you don't get standards, its pointless trying to do a job, if they don't respect you in some ways, and respect what you're trying to do, then you're beating your head against a brick wall. So throughout the school, discipline-wise they're doing the best they can, they're doing a lot to keep the school on a level par which doesn't go on in some other schools, so thats quite important and you've got back up if you've got any trouble, so thats important to me. The P.E. course here, I think its well organised, its a good course, we do quite a lot of things well, which again is fine for me because I'm working in an environment which I'm used to, its conducive to what I'm trying to do, so thats quite good. And all the staff seem to be trying to do their job as well, so all along the kids haven't got a chance to slack off and come slouching into your lessons, it happens now and again, you'll always get the odd idiot no matter where you go.

DK What about the students, are they that much different from what you were used to in the High School?

SF

Yeah, they swear a lot more, and they tend to express their opinions a lot more, but they're slightly older kids. I mean, they've only come from High Schools the same as I've been teaching in, but I suppose for them they've left the little school, they've come to the big school

Sf, 1/13.

they're older now, and they don't have to wear a uniform. So their attitudes change. I think the students are good, they're lively, and if they don't like something they'll tell you, I don't mind, as long as they do it in a nice way (laugh). If they do that, if someone says to me 'I think this lessons boring, sir' I'm quite prepared to accept that if they can give me reasons why its boring. In the High School the kids would never dare say that because the staff are more oppressive in lessons.

DK Do you have much contact with the staff in this school? The staff generally?

Sf Well I try to, I know we tend to hide down here, but I try to get up to the staffroom, but you see one reason is I'm terrible with names, I'll always remember a face. Now in the High School, it was smaller and everyone went to the staffroom, whereas here everyone hides in little rooms, so when I go up to the staffroom, I don't even know half the staff when I get up there. But whenever there's a staff 'doo' I try to get along to that, I mean I was on the door for the disco at Christmas, and I'm trying to organise this day trip to Calais, and get people to go on that. The problem I've got is that I live so far away, I can't just get up and go round to the pub and meet someone from the staff. But thats a problem I'm trying to solve, like last night and the night before I came across for parents evenings, and I hung around afterwards and had a chat and a pint with some of the staff.

DK Turning more specifically to the P.E. curriculum, how has it filtered through to you whats going on and what is expected of you here?

Sf Well basically by asking people what they expect me to do. I maintain that if I'm a P.E. teacher, then I should be able to teach almost anything in P.E. Obviously you're going to have your weaknesses, which is something you have to put up with in practice and improve on, but I was quite prepared to come here in whatever/because when I came to see ~~Pete~~ about the job, I said 'well I'm prepared to do what you want me to do', I thought the theory side might be a problem but we could sort that out later on, but practical-wise, I can go in and do anything, you know, 'what do you do?', and he explained about how the options works and how they change every five weeks and I said 'well fine, I'm

Sf, 1/14.

happy to do that, and I'll teach it to what level/I mean I've been teaching at High School level, but I was trained to teach anybody, and I've been working with adults for ten years'.

DK So have you felt quite comfortable with the practical... (I) ...?

Sf Oh yeah, I've had no problems with the practical. I mean obviously I think what needs doing here, which we haven't got, which I think would be a nice exercise to do, would be to sit down somewhere/whether we all do it, or whether I start and do my side first, but obviously I've got an expertise in the outdoor side of things like football, rugby, the swimming, I mean I would say that I'm competent to teach anybody in those areas, but what they haven't got, and they didn't need it before because of the CSE course, is an actual written down curriculum which you could follow. So I could come in new to the school, and you want me to teach basketball, 'what do you want me to do?' and they'd say 'well here is the course, try to cover that if you can', we haven't got that.... (I) ...

DK So there is no course syllabi?

Sf No, but I think its because the CSE course has been running where they've not been able to do things in that way. Whereas what they need now, and its only been a year since they stopped doing the CSE, isn't it? what they need now is someone to sit down and write out a scheme of work for soccer, when you do soccer, these are the things you try and cover, and I would put in there, this is what I've done, I've found this works. Now for basketball, ~~Pete~~ would do it, or ~~\_\_\_\_\_~~ would do it. And ~~Wiley~~ would do the same for Hockey, and ~~Wiley~~ would do the same for dance, and so on, and then we would have a syllabus which we haven't got as yet. I mean I know what needs to be done because ~~Pete~~ has told me, but that needs to be committed to paper so that when new people come in, I mean the theory course is great, that is one reason why the theory course has been so easy for me to drop into, the fourth year work is so well structured, in terms of what they want you to do, and they've got all the references, I think ~~Ku~~ or ~~Wiley~~ probably did that, so I can take that away with me, and the books, and I can read through it, and mug up on it, and I can walk in there confident in what we're doing.

DK Have you followed that syllabus fairly closely?



Sf I've stuck to it yeah. The first group I had, because we get Sf, 1/15. three fourth year groups in the first team, I followed it to the law, the second time I deviated slightly because of things I'd found which hadn't gone right, the third time I found I could walk in there, and not off the cuff because I had to plan what I was doing, but the third time I went in, and I could talk to them in my own way, so it was nice and smooth, and obviously the course got better. But the course was such that I could do that.

DK So that was the physical fitness unit?

Sf Yeah.

DK So you haven't taught the first aid course yet?

Sf No we're doing it now. In fact it started this term.

DK Do you find that you're back at the same situation as you were when started last term?

Sf Well not so much because I've done firstaid, so at least I'm a bit more 'au fait' ... (1) ...

DK So the subject matters no too unfamiliar?

Sf I mean, yeah, I know what I'm doing. Obviously I need to check, because we work on a film and then a lecture in lesson time, so I don't know the films and I've got to pick people's brains, and people have actually made notes from previous years, so its been nice to be able to read through those. Its almost impossible to be able to see the films before the kids do, almost impossible, because of time. So I have to work on the notes, and I know what the film is about, and then in the second lesson, we can take the film to pieces, because they'll have made notes as well. So thats not much of a problem. Another problem in the fifth year course which is a bit awkward because a lot of it is unknown stuff is in a sort of transitional phase, the course we're doing with them where we're working on leisure time and stress and....(1)

DK What about the first 'lifestyle' one on 'nutrition' and 'diet'...(1)..?

Sf Eh, yeah, the first part of the fifth year course has been fairly well done, thats all been documented, and theres been references and things, but the others you see, they're ongoing, I think they'll be changing all the time, its going to take, because its a new thing, it'll

take a year or two.

DK Well I haven't been up until now because the courses have been asked to be done by Kate and Sue and people, no doubt the next time round Peter'll probably say to me 'well you've done the thing now, where do you think you can put a course in there, what can you do?' I've been looking at a few things, and some of the (sessions) have worked quite well and some haven't and need to be padded out, I mean I have some ideas that I've drafted out that I could put in if necessary, but we'll probably have a meeting about that...(1)

DK Is there much communication about these matters?

Sf Yet I think so. I mean we meet religiously every Monday night, for twenty minutes or half an hour where we can talk over any problems. And then sometimes Peter might say 'well we want to talk about this point specifically for the whole half-hour, and then other than that, anything I've found I'm struggling with, we can get down at break times or lunch times and talk about it.

DK So theres a fair amount of informal communications?

Sf Oh yes, I think so, and theres a chance to pick people's brains.

DK Have you had much chance to sit in on other people's lessons?

Sf No, no chance at all, I mean, I've got the least number of 'freers' in the department.

DK So thats a function of the timetable more than anything else?

Sf Yeah, unfortunately. Like, for instance, Kate wants some help with canoe work in the pool, so I got the canoes out and got them cleaned up. Now the boats are not canoes as such, so we can get round the legal problems of people like Kate, who's got a Bronze Medallion but no qualifications in canoeing, she can use them in there. Anyway, I'm going to give them a scheme of work that I would do and the same for snorkling. I suppose an offshoot of me running the country swimming team was me being sent on various swimming courses. I think swimming is ideal, especially in later life. I mean I would even push a claim that swimming should be made to some extent compulsory in the school, because all we get down there on options are the kids who can swim, not the kids who can't swim

DK

So its different from your last school in that you're not getting to teach them to swim?

Sf, 1/17.

Sf

Well when they came to me at the age of eleven, the Junior Schools used to use our pool as well, so most of the kids could swim fortunately, but it was good because I could have maybe just four kids at the most who couldn't swim, so I could work on them. But I reckoned that by the end of three years at \_\_\_\_\_, every child could swim, even if it was only a length. And I think that is really good. I mean, we are an island after all, and most of our holiday time is spent by the coast. The problem with the options here is that we only get the kids who can swim. Now okay, at fifteen or sixteen they're going to be a bit embarrassed if they can't swim and their notes can, but I'd be quite prepared to do some remedial swimming. I'd be happy to do a fifth year course were all the non swimmers could come together and do a compulsory course, and make it nice for them, you know. But that's something that needs to be talked about later on, when the time comes. You know, we do a compulsory gym session which is linked to the theory course, and we do a compulsory weights session which again can be linked, so I think there may be a chance to do the same with swimming... (I)

DK

Have you been teaching on either of these courses?

Sf

Yeah, oh yes. I've done the gym work. I mean Kev told me what he did, and I thought that sounds like what I do with my classes that I ran at the High School, so you know common core skills where your teaching your activity through little games. Weights, I've done weights myself, on multi-gyms which has been easier for me, I know all the different weights and pulls and pushes and things, and working in this environment where we've got bars and things, its the same thing really. So I'm doing quite a lot of the weight training now, that Kev did. I suppose I am and I am doing most of it, I am doing a bit more than —, probably because he's a probationer. I don't mind that, I quite enjoy the weights. It would be nice if we had our own multi-gym but maybe thats something that'll come eventually. I am a great believer in using weights, although I know its not everyone's cup

of tea, whereas most people enjoy swimming... (P)

Sf, 1/18.

DK

Okay Steve, we'll finish this interview here, thanks very much.



January 1984

sf, 2/2

DK I am interested, first of all, in how someone coming into the department at ~~Forst~~, like yourself, picks up information about what has happened before you arrived. What I'd like to ask you is what do you know about how the curriculum has developed at ~~Forst~~? For instance, who are the key figures, as far as you are aware?

SF Well, ~~Phil Bayle's~~ name comes up a lot. He seems to have been the one who innovated the whole thing originally, I mean I met him a few times before I actually got to the school, but not to sit down and talk to about the curriculum. But his name features a lot development-wise. ~~Kevin Edwards~~ seems to have been the next one, the main pusher of the course, he was always keen to talk about it if you wanted to talk about it. So they were the main ones, it appears.

After listening to ~~Pete~~ give his little lecture at the University the other day (DES Course - Jan 1984), it all made a lot more sense to me because I'd never heard the whole story of why it was done, I'd just come in to teach it because it was there. So I suppose ~~Pete~~ must have been in the background helping, because he's Head of Faculty anyway. The main names seem to be ~~Phil~~ and ~~Kew~~, as far as the course now is concerned. The theory side anyway. The practical side seems to be ~~Pete~~, ~~Henry~~, and ~~Sue~~, you know they seem to be more keen on the practical side, and ~~Phil~~ and ~~Kew~~ seem to have been the main pushers for the theory thing.

DK You actually had personal contact with ~~Kew~~ whereas you didn't have with ~~Phil~~...

SF (nods agreement)

DK ... what sorts of things was ~~Kew~~ involved in that has made you aware he might be a key figure in developments?

SF He seemed to / well anyone like myself or ~~Kate~~, she came the same time as I did and is completely inexperienced anyway because she is a probationer, so she spent quite a lot of time talking to ~~Kew~~ about the theory course. We were in the staffroom at the same time, so I'd be on the other side of it, listening to what's going on. He was always keen to talk about developments in the theory

side, so it seemed to be him who was pushing it more than anybody else, so it obviously seemed to be ~~Kew~~ who was a main instigator behind the whole thing, really.

DK Has anyone gone so far as to claim 'these are my ideas'?

SF Well no, no one ever actually came out and said that, but ~~Kew~~ seems very, he comes over with a presence, because he knows what he's talking about. He's good like that anyway on that particular course. When he talks you listen, because, it might be that he's a very good salesman, but you listen and think 'well that's sensible enough'. So, always in that subject, he is the one who has the knowledge, and from what other members of staff have said, it's always been ~~Kew~~ and ~~Phil~~, so you automatically assume that as he's there, ~~Kew~~ is the one you go to.

DK So it's the expertise in the first place that has impressed you?

SF Yes, he seemed very confident in what he was talking about, and he was very at home with his subject which gives you the impressions that he was in on the start of it all, and he knew all the problems and wrangles that were likely to go on in the future.

DK Having worked with ~~Pete~~ for over a term what kind of role do you think he has played in this process?

SF Yes, it's a problem that one, because although ~~Pete~~ is there, he's there so little time at the moment he's on this secondment (Vice-Principal, Community College), it's difficult to know what exactly he'll do when he's there full time. All I can go on again is the talk at the University, where he outlined the reasons why they implemented the changes in the curriculum, he seems to have been the person who has had to go to the boss and sort it all out, because he's Head of Faculty, I mean he's the one who gets the chop if it goes wrong, so I don't suppose he would have allowed himself to be pushed into anything which he didn't think would work.

DK What sorts of reasons did ~~Pete~~ give in his talk for the changes at ~~Forst~~?

SF He said the main reason, although whether it was tongue in cheek, because he was talking to an audience of people, but one of the main reasons why they thought about changing the curriculum in the first place was because they were going to make PE optional. So he went on from there, 'we had to think of some reason for justifying PE, so the CSE course came along, and then from the CSE course, and

sf. 2/3.

pull having been to the States and got the theory thing sorted out, its just gone on from there. No ones actually told me why the CSE course became defunct.

DK This is something I wanted to ask you about, what do you know about the CSE course that ran at ~~Fewat~~?

SF It seemed that everyone who did PE did the CSE course, I sat back and thought, 'that would be a lot of work' staff-wise. I don't see how they could have found time to do any sort of real work with the kids other than getting this CSE across. That possibly is one of the reasons why it became defunct, and why they modified it, I mean obviously if a curriculum is going to develop, its got to go somewhere, and from your first innovation things have got to change. I suppose the natural progression for them, and I don't know why its gone that way, because no one's actually talked about it, it seems to have gone from the CSE, which involved lots of paper work and hard work on the staff side, to this theory course which is a nice compromise, where you're getting a lot of information over. Now whether it will become a CSE or an examinable subject eventually, it could well do, there's no reason why it shouldn't I would have thought, it would be a good exam course.

DK So no-one has said very much about the CSE?

SF No, not at all really. I keep finding papers around that were CSE papers which people still can use for subject work, but no one's actually sat down and talked ... (I)

DK So some of the resources from the CSE have found their way into the present curriculum.

SF Yes, that's right. There's so much work in a CSE that you can pull out the bits. The practical-side, like for instance,        and ~~Kaw~~ have arrived, not really knowing what to teach in certain areas, so we've been able to give them the CSE course and say 'that's what we were doing on the CSE if you cover that you'll do alright'. So in a way its like a scheme of work.

DK Related to what we've been talking about are the aspirations that the department might have for its students in PE. Has anyone come along to you and indicated what those aspirations might be?

SF No, not as such. I mean, I would get the impression from the way the PE staff go about their job, and the way they try to motivate that I would think that their ideas are fairly close to mine.

sf. 2/4.

They want to get maximum participation, but not in such a way that the kids are going to hate it for the rest of their lives, you know try to persuade people to do various things and keep them happy, not make it so hard that they're going to hate it, in the hope that they will continue doing it when they leave the school. I mean that seems to be the main aim of it all / there's also the getting over of certain skills to people, I mean its nice to have an International in your school who you've helped along in some way, I mean it gives you a nice ego boost in some ways.

DK So no one has come along and tried to communicate any of the aspirations that might exist in the department?

SF No, I mean, when I went over in the first place, last school year (1982-83) to talk about moving over, I talked to all the staff, I suppose it was an informal interview. I mean, I had to make sure I wanted to go and work with them, but it worked both ways. It wasn't an interview as such, I mean the job was mine if I wanted it, but I suppose they could have always said 'We don't think he's going to fit in here', so I presume in talking with them, it was very informal so I can't remember exactly what was said, but obviously they said enough to me, and I said enough to them that the two parties realised that we could get on together and work within the same ideas.

DK From what you said in the last interview, it seems to me that you see the curriculum as comprised of two separate parts. Would that be fair to say?

SF It is yes, I don't think it does comprise of two separate parts, but because you've got a practical content and a theory content, its difficult to link them together because one, you're out in the field or in the sports hall, and another you're in the classroom, and I think the kids tend to think of it as different things. They call it various names, well 'PE theory', 'lifestyle'. Even ~~Pak~~ and ~~Kaw~~ used to argue about what the course should be called, and no one yet has told me what it should be called. Now ~~Haley~~ calls it 'lifestyle' I think, somebody else calls it 'Health Education', ~~Kew~~'s always said it should be called 'PE theory'. Now I would have thought ~~Kaw~~ would have called it something like 'lifestyle' but he and ~~Pak~~ used to go on about it, it was always



SF.2/5

in fun, but no one has really told me what the title of the area is so...<sup>(P)</sup> As far as the timetable is concerned, its down as 'PE theory', so thats what I call it, its the theory of PE, but when we do the gym course, in the fourth year, this compulsory gym section in the Old Gym, the idea of that course is to link, directly link the two courses, where you talk about it in the classroom, and then you take them to the Old Gym and you say 'Now these exercises or these games link up with the work you do there.' Now that's the only time that I can see, where you mention that in particular. You could say that for everything that you do you could do that for Basketball, if you are doing these things all your life when you play with a team, its linking back to there, but you don't say it. Again, I think the course is still going through a transitional or developmental phase so no one really knows yet whats going on. There's no one really sat down and told me 'you've got to link these things together', now because of that my mind's automatically said 'that's theory and that's practical', and once thats gone in my mind, thats it. In the weights we can do that (mention theory work), because we can talk about muscle groups, and how to keep trim, and its easier with weights than say basketball.

DK Do you think that there may be some ideals which appear in both, or are relevant to both the theory and the practical components?

Sf In what way?

DK In other words, are you aiming for different things in these areas? Or are there consistent ideals that pervade both of them?

Sf Well I think the ideas behind both things to me are the same, you know, to keep your body fit, basically, I mean the idea of doing your basketball or tennis when you leave the school, you get some leisure time out of it, but the main thing is it keeps you fit, whether its mental fitness because you're relaxing or physical fitness, and the theory course links directly with that, and all the time you're saying to people, you've got to think now, prevent it now from happening later in life, by doing these things, so there's a common core there. Although whether I put it across as strong as that, the difficult thing about the theory course is that all the time you're trying to say 'we've got to try to do these things, because in later life this or this could happen'.

SF.2/6

and with the theory course, the kids at that age, they want to smoke, they want to drink .... (I)

DK They want to experiment?

Sf Yes, they / its experimental, whereas on the practical side, they can see that what you're teaching is of direct relevance to what they're doing, they can play better with practice, whereas in the theory course you're saying 'this could happen' ... (I)

DK So what you're saying is that in the practical, the 'pay-off' is much more immediate?

Sf Yes, well thats the way I see it, I mean thats what comes across to me. Whenever I start a thing, I always try first of all to look at it from the other side, lets try and look at it from the kid's point of view, who are in the process of discovering all these things, and theres a bloke up there telling me its bad for me, but he probably did it when he was my age, and its a problem. If I could say to him we can whisk your body on fifty years and let you see it then that would be OK, but otherwise its just like religion, you have to believe what you're being told.

At this age, at fifteen and sixteen, when they don't want to believe in adults. I mean, I run a night class, but these are all men, the youngest is twenty-five and the eldest about fifty-five, and I've been using more of the PE theory side with my fitness stuff, and it works with them. Now may be its too late for them, they are already overweight, and have smoked too much, but at least they're thinking about it. I've got one bloke who has stopped smoking. Fifty a day and he's stopped smoking and he says now that the reason why he stopped was that I took his blood pressure, which was high, and I showed him all the facts, and he realised after one session in the sports hall that he couldn't run about like the others could, because they'd been doing the course for a while, and it made him think. Now whether its to late for him now I don't know, maybe it'll help him live a bit longer or be a bit healthier. But with kids of this age, they don't think they're going to die ever, at fifteen and sixteen, who does?

DK What are you saying then about the theory course, you're saying something about ....(I) ?

Sf What I'm saying is, I'm a great believer in the ideals behind it, and I'm working hard to get it, but I'm not quite sure that we're

getting through to as many people as Kev says. Now, well I'd <sup>Sf, 2/7.</sup> argue, as I know he would as well, if one kid leaves the school, stopped smoking, or thinking about his diet then we've succeeded with that one, whereas before (with a traditional programme) you'd probably get none.

DK What you seem to be saying is that it's maybe better to put people 'in the know', rather than leave them in a state of ignorance?

Sf I think so, if we keep pushing it at them, and talking to them about it, eventually we might get through to them. I'm not trying to put the course down, I'm just talking round now, of problems for the course, I mean I think we should be doing it, it's a good course, and even if we only get through to one person, we've succeeded in some sense.

DK This leads me into a topic that has arisen in most of the discussion I had with the others in the department, it's this idea of 'success'. Underlying a lot of what you're saying is a concept of 'success', and it seems to me that teaching is an activity which you could describe as 'achievement-orientated'. To fail to achieve is to have failed to teach. First of all, is success an important part of your teaching?

Sf Yes, I mean I hate lessons where we do things where I don't achieve what I wanted to. I think it must be the same in any job, if I don't achieve what I'm setting out to achieve, then I probably won't enjoy it as much. Now the kids might think it's great, they might get their success, and I'm happy about that, but if it's not what I wanted to do, then I have to think about how I can achieve the aim I had, I'd have to modify.

DK So one form of success for you would be the intrinsic satisfaction of a job well done ... (1)?

Sf Yes

DK ... what other forms does success take for you?

Sf .... For me personally? I just want the kids I'm working with to achieve what I want them to, and as enjoyably as possible. I mean that's one of my main things, if they're enjoying themselves, then the learning will come later on.

DK What I'm thinking of here is, one of the things you said in the last interview was / we were talking about your move from \_\_\_\_\_ to ~~Forest~~, and you said that 'moving from a scale one to a one looks bad, it's got to look bad'. Now that seems to me to say

something about success and brings in maybe the idea of reward and such like.

Sf. Yes, you see basically I want to be in charge of a department, and there's no way that someone will employ me from a one to a three, which tend to be head of department jobs. The only reason I want to get on to a scale two / alright possibly, in a place like Forest you're given the job description and you have an area you're in charge of, and I thrive on responsibility, and so I need to get the scale two to get the scale three basically. The way things are at the moment, you've got to climb the ladder, and that's the problem I've got.

DK Do you see scale points as the proper reward for teachers who are successful?

Sf Yes, I mean at the moment scale points are seen as points for responsibility, so if you're on a scale two or a three it's because you've got extra responsibility. But it's unfortunate I suppose, in my case, I'm an example, I think that I'm a good teacher and that I'm successful in what I do, but I'm still on a scale one. Now if the system changed and someone could say 'I think he should have a scale two because he's doing a good job', that would please me no end, because I think I'm doing a good job. And you go in some schools, and maybe even at Forest, although I haven't sussed it out yet, but people have got scale points, positions of responsibility, but they don't seem to do anything extra for it. So they are in a position to move up the ladder. But it would suit me if they were giving points out for people who do a good job, because I think there are a lot of people doing a good job, but they've been stuck on scale one for a long time.

DK What other sorts of rewards can you get from teaching, besides satisfaction and scale points, especially when scale points at least may be hard to come by?

Sf I enjoy working with lots of people, you know, I / and I like the company of the other teachers, I like working with young people.

DK What about professional recognition, your colleagues estimation of your work, is that important for you?

Sf Well, I wouldn't like it if people were to talk about me and say I wasn't very good, I suppose most people wouldn't anyway. I



suppose all the time / when I'm working in the sports hall / *Sf, 2/9*

working in the place I worked before, you were there with your group, and you tended to be on the field, by yourself, or in the sports hall by yourself. Working here, you see, you tend to find you have two or three members of staff working in the same area, beside you, and it made me think at first, 'Hey I wonder if they're listening to what I'm saying', or 'I wonder if I'm doing alright?' But then I thought well, I'm doing a job here, and a good job as far as I'm concerned, so why be worried? I mean we've all got our own styles. And then it didn't worry me any more, though it did in the first few weeks. You know, getting together and talking about me when I'm not there. Or perhaps they do, that wouldn't be such a bad thing, if someone was to say 'Did you think you taught that right?' At least then, I'm aware of the problem, and I think I would be more prepared now to do the same with someone else. But the atmosphere at Forest is such that you can do that with people, which has opened my mind a lot more to working with other people ... (P) But I'm quite happy with my ability, and I'm confident that I'm doing a good job so I'm not bothered about other people being there.

DK How do you know that a lesson has been successful?

SF Em ... (P)

DK What sorts of things tell you that a lesson has been successful?

SF Well, the kids seem to be enjoying themselves, and they're working well, they're not just sitting around / but I mean, the kids here soon tell you if things aren't going well. You know, 'I'm bored with this', but if you can keep them working and they want to keep working. At Forest you get a good 'thermometer', if kids don't come to your lessons for a couple of weeks, you know there's something wrong with you! Although in PE you tend to find you get the habitual skivvers anyway, but you soon know when people don't like something, they don't turn up, and so that another good way of telling (that you're successful), that kids are always there, and they're working quite well. I think most of the things I'm doing at the moment are quite successful. I've only had things go wrong once or twice, where I've tried something and it didn't work, so I think that was when I tried to use a lesson that had gone well in the High School, and realised that it doesn't work in an Upper School. We change the groups every five

weeks, so you don't get a lot of time to, for them to start getting bored with you, which is good in some ways. The way they like the courses here are five weeks, intensive course, then move on, which is quite nice. They don't get bored and so I don't get bored either.

DK So you can make a fairly accurate estimation of your success from the feedback you get from the kids?

SF I think so, yeah. I think its something which is just there, you just seem to know, if its successful or not, or whether or not I'm picking up things like people talking when I'm talking, and not paying attention or, every time you turn your back they stop working, I think you pick these things up all the time.

DK How would you measure the success of what you're doing in wider educational terms? Okay, cues you pick up from the kids may tell you whether or not you have been successful in the class room, but the kids enjoying themselves doesn't justify what you do. How would you defend what you teach to someone outside of the school?

SF Mm.... (P)

DK For instance, one major aspiration you mentioned was that students might continue sport on into adulthood. How might you measure the success of that one?

SF Difficult one that because I suppose you don't always see people when they've left the school to make an assessment like that. You know, its one of these things where you hope you're doing a good job, its like, I suppose, any other subject in the school, you can't guarantee that the things kids do at school will be useful to them after after, even things like say, woodwork. Now they might become very skilful and occasionally do some, at home, but there's no way you can know that. For the majority of kids, its something that you can only hope will happen, when you throw them out into the big wide world, there's very little feed back to know that you're gaining success.

*Sf, 2/10*

SF, 2/4

DK Is that an issue that worries you at all?

SF Well, I've never really thought about it to say that it worries me. I just think that I'm doing a job, and I'm putting it over in such a way that I hope, again its all hope, that they'll continue to think about it. I mean, if I have an impact on one or two, through what I teach, on their lifestyle, I don't know if thats a good success rate, but if I would do that, then I think thats success. But I don't see how I could know that, unless they come back and tell me. All you can do is hope you are doing a good job, and enthusing the pupils enough to continue (E)....

DK What I'm asking you is, how does this strike you? I mean, if someone comes along and applies a similar criteria of success to what you do, as other subject areas in the school curriculum, that is that there is a change of behaviour, say they passed an exam or whatever, they went into the course with no knowledge, they came out with some, is it appropriate to apply that sort of criteria, or is there another way of judging the worth of what you do?

SF Well I mean, you could always get round that by doing CSE PE if you wanted to, but (E)....

DK But would that really get at the heart of what you want to achieve though?

SF Not really because I think a CSE course takes in a lot more. I mean, there are kids in this schools who could never pass an exam in their life, any sort of exam, but as far as I'm concerned they can achieve something, successfully, in PE. Because they're trying hard, they may be learning skills, they can improve, and if they listen, may be some good will stick in, but you just don't know.

DK I'm trying to work this one out for myself at the moment. I think that if the PE department at ~~Forst~~ was to attempt to justify or defend what they do in terms of changing attitudes or behaviour, then they are on a loser, because as you say, how can you test that out? Maybe the best thing you can claim is to say that the information we are putting across here is so important, that its better that people are made aware of it, rather than be left in a state of ignorance. And then its up to them to make a rational decision or choice of whether to make use of that information or not. How would that strike you as a defence of what you do?

SF, 2/12

SF Well, as I said earlier on, thats in fact what we do, we hand out the information to all of these people, now if one person takes it all in and it has some effect, then great. But we can't make them listen, we can't make them believe. I mean once I've done a lesson or two in which ever area, I'll probably get a few Health Education pamphlets out, and I never give them all one each, I say 'there are the pamphlets, if you want one, take one', but I'd rather you left it, if you'll just throw it in the bin'. And most of the kids seem to have the sense to do that. A lot of kids don't ever take anything. I mean its go wider implications, in education as a whole at the moment, lots of kids turn off, just switch off, and they're sitting with kids in lessons who want to get on, and we're stuck with a problem where often we may have more kids who don't want to listen than those that do. And that can spoil any lesson, not just in PE. In the practical lessons its hard for the switched-off kids to influence the others, because they're always active. But in the theory, in an enclosed classroom, is easier to disrupt things. So its not just a problem for us in PE but thats a problem in education as a whole. The number of kids who when they walk into a classroom just switch off, they just don't want to be there. And thats the case in every subject, you can walk round the classes and see it, the vacant stares, and the teachers would be as well talking to a brick wall. Some of them can't even tell you what the lessons been about. But this is where the practical work is helpful, even in the theory lessons a lot of its practical, and at least they're likely to remember more if they are involved and interested.

DK Its interesting what you say, because I suppose this concern for involvement and pupil interest relates to trying to influence attitudes/ its not just transmitting knowledge, you know the 'empty bucket' model where the kids head is empty and the teacher's job is to fill it up with facts. You seem to be trying to do something more subtle, it seems to me, in trying to alter attitudes, in other words you're trying to convince them that what you believe about health and fitness, they should also believe.



sf, 2/13.

SF. Yeah.

DK Do you think that you have the right, as a teacher, to attempt to alter student's attitudes and beliefs?

SF I think as far as health is concerned, I think I would be justified in doing things which influences them to take care of their health (E). If I think I can extend someones life by twenty years, or even a few years by saying and doing certain things, then I believe I would be justified in doing it. I mean, its not as if I was trying to alter their religious views in some way.

DK So you think there are certain things you don't have a right to touch on?

SF Oh yeah, I would think so, I wouldn't like people to start poking around at my religion.

DK What about something like sex education?

SF Well again, I would be quite prepared to run a course on moral or sex education if I felt there was a need, and I was competent to cope with it. But I don't think I can at the moment, I mean its something I don't think I'm trained to handle, I haven't even thought how I might go about something like that. But that's a tricky situation whereas something like looking after your body you've got the facts behind that, and I feel competent, I believe in facts, and I've read round the thing, so (I).

DK So you are prepared to attempt to influence attitudes where you believe the topic to be well-founded?

SF Well I think so, I mean I believe we've forgotten alot of things we should know about diet and so on, I mean we're still animals which don't take the exercise they need, we eat the wrong things, and so I feel justified in going to people and saying 'look what you're doing to you body, you ought to change what you're doing' I'm quite happy to do that, and I believe I'm doing the right thing. Otherwise, if I didn't believe it, I wouldn't do it. I couldn't go and teach something which I didn't believe in myself, I couldn't do it, because I'd be lying really.

END OF INTERVIEW.

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so that developments like those you've just outlined can take place, is there a danger that teachers or departments could head in directions opposite to achieving the sorts of educational aspirations you have for students at Forest? Or is this where the management structure would apply a controlling influence or a steering function?

MW When you're mentioning going off in other directions, what might you be thinking of?

DK Well, I'm thinking of a situation where one department in the school, say Humanities may emphasise, through its teaching, certain educational aspirations, say co-operation, which run contrary to other departments teaching, for instance, if the PE department were heavily involved in promoting competition.

MW Well if that happened, I don't think our formal decision-making structure would have any effect at all. I just wouldn't think of using that structure to deal with that sort of problem. The conflicts would be reconciled and the different initiatives co-ordinated through the individualised, small group type of communications system that I've described.

DK What lies behind my question is, given the degree of apparent teacher autonomy that seems to exist in the school for curricular development, how common might the educational aspirations of each department be?

MW Well, that's very difficult to tell in practice, as it affects the students. There's a strong commitment in Humanities, for example, to giving the students quite a lot of freedom, freedom of individual expression, to some extent freedom to behave and react as they see fit. Maybe in design, because of the nature of the staff, they will treat the kids in a slightly more formal way. But having said that, not all the Humanities staff operate in exactly the same way towards the students, and not all the design staff treat the students in the same way, and in terms of the way students pick up ways of going about things, say the degree of individual initiative, the amount of personal exploration work they do, is probably very much the same in Humanities as Design. In English conceivably things might be a bit more formal, in certain aspects, it might have something to do with the nature of the work, because they have a very heavy examination

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burden because they run two examinations in the same period of time allocated to everybody else, which <sup>seems to</sup> formalise the teaching staff. Does that answer your question?

DK Yes, I think what I'm getting at is, if a department wanted to develop certain ideals that you felt ran contrary to the school's general philosophy, in terms of the educational outcomes that students might gain through being at Forest, how would that sort of situation be dealt with?

MW By my talking to the teachers concerned, and/or the Vice-Principal talking to the teachers concerned. It wouldn't surface in a committee.

DK So in fact what you're saying is that, although these things are open to negotiation, you reserve the right to veto certain developments if you feel they run contrary to more general ... (I)?

MW Well the word 'veto' is fairly strong ... (P) I suppose at the end of the day it might come down to that, things have never got so far where I've said 'No, I'm not having that, that is a bad idea'. Its so happened that all of the developments that have come through, without exception, I have approved of, they've all gone in the direction I wish to go in. Now whether that's a happy chance, or whether I just happen to have come to a place where everyone is thinking along the same lines, I'm not sure. <sup>without knowing it. Perhaps people don't bother to come to me with ideas they think will reject.</sup>

DK This is something which has struck me, being in and about the school generally, that many of the educational aspirations the PE department hold seem to be prominent in other areas of the school also. This is what prompted me earlier to ask whether you felt there was a common ethos in the school.

MW I think there is a common ethos. <sup>and</sup> ~~You see,~~ how it spreads, how it develops is very difficult to say. It might conceivably be the case that people have generally picked up ~~from me~~ what I want, from what I say, and through the production of this 'philosophy and aims' (document) although what sort of effect that had I don't know. I just put down in black and white all the things I'd been saying to different



it people at different times, and ~~that~~ was looked at by the staff, so that might have been a unifying factor, which has caused everybody to think along the same lines in the school. I just don't know, I wouldn't make any extravagant claims ~~or any great claims~~ for that document ... (P) Its a very hard question to face up to, I think there has been a tradition in the place, its a place with ideas, although thats been more obvious in some areas than others. Certainly when I came, some areas were labelled as 'progressive', others were labelled, 'stick-in-the-mud', 'conservative', but actually from what I've seen since I came, theres been a fair amount of developmental work in different areas of the school. I think some people just adopt formal stances, its not so much a matter of what they do, but its how they express themselves at meetings and so on, I think people make official noises, on the record, which cause them to be labelled, certainly when I came, possibly from the way I style my comments and so on, early comments I made seems to have led some people to think I was about to reintroduce a grammar school. I had just made a couple of observations which were taken clean out of context, and maybe because of the style of my speech or whatever, they have said 'this isn't ~~fair~~', alright, but it didn't bother me tuppence, because I obviously knew that in the course of time they would perceive that I was in favour of what they were doing, and in fact it eventually came out, and ~~indicated in that document~~, as ~~being rather critical of practice~~ <sup>that</sup> which I thought was ~~unthinking~~ and ~~conservative~~, things had not moved on quite as far as people reckoned they had. Therefore, I think some people were offended that I was criticising this progressive institution, which might have been less so than it made out to be. Though I never actually used those words. *To answer your question explicitly I'd say there is a common ethos in an important section of the staff.*

DK In a sense then there may be some institutional momentum ... (I)

MW I would say so, it would be fair enough to say that.

DK ... which helps to foster certain attitudes towards change and so on?

MW Yes, I mean always you're going to get, certainly at this time of year, people saying 'you know, we musn't forget the examination classes, they've got to pass the exams, and I say that myself, that with five terms to push people through their 'O' level and CSE,

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that's bound to loom large during much of the year. That's one of the problems we have as a fourteen to eighteen establishment, that you are running a bit of an examination crash course, and that tends to lead people to take up what would generally be described as 'conservative' stances. But that's just part of our normal operation, we have to live in the real world, where kids have got to get real examination results. In terms of discipline and treating students, now there quite sharp divisions between peoples' attitudes. In some areas they want a very strict authoritarian stance taken by the senior staff, including me, and they tend to operate that way in the departments, whereas in other areas they want something nebulously called 'leadership', but they are much freer about it. But that I suspect, when you actually look at it, is not so much a difference between large groups of staff say in Design and Science, opposed to large groups of staff, say in Humanities, it comes down to certain individuals with certain personalities which need certain styles of operation to feel comfortable in. We just go down the middle, in that sort of issue, well I say 'we go down the middle', a lot of people think we're very progressive and liberal here, compared with other institutions ... (P)

DK Could I take you back to something that we touched on earlier. I was talking about the sorts of incentives that teachers could be rewarded with in developing their work, you mentioned that you consider scale points to be an important form of reward, do you see the present lack or shortage of scale points as a problem?

MW Yes very definitely. There are a lot of staff here who really deserve higher scale points than we've got to offer, and there are a lot of staff here who really ought to be somewhere else, I can't offer them promotion internally and they should be looking elsewhere. Thats one of the difficulties of the place, and it was the case in my last school too, that people were very happy and comfortable, and they look elsewhere and don't see anywhere as good as ~~for it~~ .. Here there is a happy atmosphere socially and an active atmosphere professionally, so they don't particularly want to leave. I think once people stay more than four or five years they become disinclined to move, especially if you're not moving up the ladder, I would think. Maybe there I'm just talking from my own experience.

MW, 10



MW, 11

DK Is there something you can do to compensate for this lack of scale points?

MW Well, because of the number of people on secondments, it has been possible to rotate people through different sorts of jobs, and that's fine, but it's only a temporary palliative, it doesn't solve the long term problem, how we can do that I'm not quite sure. We're thinking as, I suppose, many staff in other schools are thinking, about job rotation, job development and enrichment. Swapping pastoral staff into curricular roles and vice versa. I think more practical, it comes down to encouraging people to become involved in additional extra areas. In that respect TVEI coming along was a boon, because that's provided a whole range of new opportunities for five, six or seven staff. That's a tremendous advantage; ~~it gave a lot of incentive to a lot of people who, I wouldn't say were~~ 'running down', but ~~certainly~~ it opened up opportunities that weren't there before, and we are profoundly grateful for that.

DK So there are agencies outwith the school that can help in this respect?

MW Well, I don't know that they exist anywhere else, TVEI is a one-off there is nothing <sup>of use</sup> ~~else~~ the authority can do. I think we are left now to our own devices, really, and to sort it out internally ...(P) Yes, I'm racking my brains while I'm talking to you, it comes back to just finding ways to get people to be happy in themselves, to be interested enough to develop ~~and change what they're doing~~, to try and extract some intrinsic satisfaction from what they're doing.

DK Does the lack of reward in terms of scale points create instability in departments by encouraging people to look outside for new jobs?

MW Well people haven't been looking outside the school for jobs at the rate I would have expected. I don't know what effect the lack of scale points has had in that respect, I suppose you might argue, as you're suggesting that the lack of scale points will encourage people to look out side and therefore de-stabilise the departments, and I would assume that would have been the case, but it doesn't appear to have been.

DK I am thinking particularly of the PE department at the moment. I MW, 12

would have said that after a fairly long period of stability, where the people who saw themselves as central to the innovative process remained constant, there has been a sudden change over in personnel, and I would think that the general feeling amongst them now is that the courses that are being taught have been destabilised. The philosophy behind the courses is being questioned because, confusion has arisen due to the withdrawal of personal contact with people like Phil Bayle.

MW Well Phil and Kevin's departure obviously makes some difference, but I'm not sure what difference it is. That might seem a curious sort of observation. I don't know that it had a lot of difference in the work that students are doing. The philosophy is not being articulated publically as it was, although as far as I'm concerned that's neither here nor there anyway I'm not one for going round shouting my mouth off, well I might do publically, but certainly internally, it makes no difference to me, that people go round spreading the word and reading from the bible, as it were, spreading the gospel and the truth. The work is going on now, I suspect, as effectively as it has been over the last three or four years, you know, Phil and Kevin were the innovators and they did a very good job ~~within the margins of~~ the institution, selling it, with articles and ~~having~~ <sup>giving</sup> talks, but even that aspect is being carried over, and Peck is off to       , or is it       , and so it carries it on. Of course Peck has overseen that development all the time, and approved of it and encouraged it. It hasn't been necessary for him to go overboard himself, to bang that particular drum or preach that particular gospel. But what has been done in the department, by people who, as I say, have not been preaching the word, Peck, Wiley and now Steve Finney, is pretty much the same as it always has been, and is ~~probably~~ being done just as well. I ~~would~~ <sup>would</sup> guess.

DK I was thinking more in terms of, not the actual work that's done, because I think there has been little change in that respect as you say, but I was thinking more of the actual process of development itself, is undermined in a sense. Because the people who, after all, put the time in, did the extra work producing resources, reading up, and providing references, really providing a sort of support service for other members of staff, have withdrawn.



Hw, 13

MW I think all that went into the devising of the materials in the first place, with regard to which everybody chipped in. I don't think that withdrawal will really make that much of a difference. I was thinking that there are two responses, one is that if you've got a development which is now operating satisfactorily then that's alright, you don't need any further development. So if you've got to where you want to be, the thing will run on. Now if there is to be further change, and I think there will be further change because there ought to be further change, which is to expand the PE department into a Recreational Studies department, that will come, as a result of the sorts of discussions I mentioned originally, that will come in negotiation between ~~Pete~~ and ~~me and Hilary and me~~ and Stan and me, and I actually think that that development will take place ~~faster, yes certainly~~ as fast as if Phil and Kevin were here, indeed if not faster.

DK That really leads into another topic I wanted to touch on, in the context of ~~Leat~~, what kind of contribution do you think physical education, or recreation can make?

MW Well, the essence of my own philosophy <sup>(e)</sup> it comes down to my own personal beliefs and how they might be fulfilled through PE, starting with the assumption that you've got to focus on the future 'real life needs' of the individual student. Obviously a lot of that time is going to be spent by the students on their own, with opportunities for recreation, leisure, personal growth and development, and I think one of the things that the PE department can do is to open their eyes to, and give them experiences of, the enormous range of activities that they might engage in in the future. That's what education should be about in all aspects, and what it has ~~regularly~~ <sup>singly</sup> failed to do, I don't think people have looked beyond the classroom to where kids are going to be in their real lives, when they leave school. So I think our push in PE so far, which has been to look to health and fitness, in other words the carryover effects of what has been done has been entirely desirable, and which has had my fullest support. But I think there's still a lot of things we could be doing in the Department for the minor sports, for example, and Drama, Art, Music, obviously we're drawing in a lot

Hw, 14

of other people there, to prepare students / to enable students to lead more enriching and fulfilling lives in the future. The answer is a fundamental one like that. That's what PE should be about, and that's why 'Recreational Studies' has to look beyond the traditional PE syllabus, which is to do with developing a high level of expertise in say soccer, or rugby, hockey, netball, which is of direct value to a very, very small number of kids when they leave school, I mean I think it has been an appalling waste of resources, with so much time and money spent in such a limited area. But I speak as one of the lucky ones, I mean I lived for sport when I was at school, I was in rugby teams, swimming teams, athletic teams, and I continued to benefit after I left school, but I was one of the minority / I went to a school with a very strong sporting tradition, but the numbers who went on to play afterwards, would it have been twenty? maybe 20-25 at most, in fact not even all the members of the 1st XV, much vaunted whilst at school, the carry over there was very, very slight indeed which maybe illustrates the point I'm making.

DK So the focus you seem to be suggesting is for a 'Recreational Studies' department which will look beyond the classroom, and look beyond the present, and on into the future?

MW And for the vast majority, to the great majority who've not been catered for in the past ..... (end of tape)

DK .. I think one of the problems with the term 'Recreational' rather than 'physical' education, especially for physical educationists is that this term suggests that there are no educational aspirations which can be achieved through a medium of physical activity. Is that how you would use the term 'recreation'?

MW ~~I'm referring there essentially to the content, as it were, of PE, or call it what you will. Within the context of that content, then~~ I think that PE has got a tremendous amount to contribute by way of developing team work, self-discipline, <sup>as how they think if they could</sup> themselves and realise that they can ~~push themselves to the limit~~ and gain tremendous satisfaction from it, and through that grow individually <sup>as people, and particularly in self confidence.</sup> The ~~medium would~~ <sup>of PE can</sup> be used to achieve the things that are written down in

our own philosophy and aims, responsibility, for other kids in a team; or observing rules in a swimming bath; initiative; real commitment to others, if you're playing in a team, then there's no good playing only for yourself. So I mean these are general educational values which can pervade the whole of PE I think, I mean in the past people have seen these operating most satisfactorily through soccer, rugby, hockey, netball, or whatever. ~~Given that~~ They can equally well be developed through other sports.

DK Given the way you would like to see the PE curriculum in the school develop in the future, would you see it maintain its current status as a compulsory activity in the curriculum?

MW I'd certainly wish to see it maintain its status as a compulsory subject, yes. It's very important, in fact I think it should become more important. That's my own personal view, and I think that would be carried through in practice. The amount of time available to PE, stroke health education, I think is likely to increase. Yes, I certainly think / I'm spending quite a bit of time at the moment working out possible activities for a summer playscheme, and there what I'm trying to do is to inject some resources from the Borough to develop ~~in the villages~~ holiday activities. What I really want to do is to use that as an impetus to development of sport, social, recreational and cultural activities in the villages, as free-standing self-generating activities. But I think really in school we ought to be doing that job, not bringing the kids in and making use of the great 'palace' we've got here, the sports hall, all the equipment we've got, but really pointing out and demonstrating to the kids is what matters when they go home, what are they going to do there, once they get home? that's what matters.

DK What you're suggesting is extending the school's community function?

MW Yes certainly. That is really getting towards what I think we should be doing. Unless the communities and individuals have got some form of self-generating growth, even just an inclination to go on doing things, ~~and there's things~~ they can do on their own without being buttressed by the structure here, that's what we ought to be doing, and without that we are failing in our responsibilities. When I left

MW school, well I taught for a while and went to University and so on, so if I wanted to play rugby, there was always twenty-nine other people to play with, but I can't do that / well I suppose I could in the town I live in, but I can only do that at certain times of the day. I can rustle up twenty-nine other people at K..... Rugby Club or S....., but that is not generally available to most people. You've got to ~~be able to allow~~ <sup>make it easy for</sup> people to take part in recreational activities, but without the buttress of a tremendous organisational structure.

DK What sort of role would the PE department at Forest play in that kind of scheme?

MW Introducing students to a very wide range of activities, and helping to establish those activities <sup>which are</sup> in the communities when the kids go home. Okay, in some respects we fulfil that function locally, because those who live in \_\_\_\_\_ come and use this place, so it has that local function. But it doesn't operate in the surrounding villages to the same degree. They're about eight or nine miles away in A\_\_\_\_\_, but there they are left to their own devices, we've done ~~nothing~~ for them.

DK Or indeed it could be worse. You could have provided them with a vision of the sorts of activities that are available here, but they don't have the facilities to do these things in their own environments?

Exactly.

MW Yes, ~~it really ought to be / we are talking about teamwork, initiative, and responsibility, getting groups of students from the different villages, and say 'what we want you to do it sort out your own recreational activity in your own villages.'~~ <sup>if we could do it to get</sup> I mean, we ~~will be~~ <sup>should</sup> ~~monitoring~~ <sup>try and</sup> to make sure something ~~is~~ done, there could be that degree of compulsion, but that should be done by them, we could contact adults in the villages too, and help them to get involved in these activities. I would spread the concept of sport and recreation much broader. ~~mean~~ Obviously there's climbing and walking and cycling, I would say that cycling is very important, ~~it~~ <sup>mean</sup> it literally opens up new vistas for people. I would also



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go to minor games, snooker, billiards and so on. People sometimes think I'm pulling their leg, when I mention snooker, but there is tremendous satisfaction to be gained in terms of skill, the dedication needed to achieve a high level. Its as demanding as many other activities, like shooting, fishing, and so on. It would be nice if more people were engaged in sports like these. I think if we organised ourselves we could open up tremendous new areas for many people ...(P) and holidays, in terms of recreation, what do we encourage kids to do during holidays? We have some documents from the curriculum working party, its called 'Adventure Holidays', and this sort of thing is fantastic, what a rich world is opened up by all of these things, the syllabus there is so much wider that what we offer here at ~~Forest~~, for example, Brecon Beacons National Park, canoeing, pony-trekking, sailing, archery, rifle shooting, hill-walking, orienteering, what are we doing here to induct kids into that sort of activity. They can do most of those things around here, in fact they can do all of them. ~~But to encourage them to go off in the holidays and do those things, starting off at Brecon, and then hopefully doing it on their own.~~ That's an example of what I mean by recreational studies, and is part of what we ought to be doing under the auspices of the PE department. In other words, a very much wider concept ... (P) I think ~~Paul~~ and ~~Karin~~ took things on quite a long way but we still have a long way to go .... (P)

DK I think that an appropriate point to finish on, in fact. Thank you very much.

END OF INTERVIEW

P = Pause

E = Edit

I = Interruption

February 1984

DK What I'm interested in is a sort of historical perspective of the school and the department first of all. Maybe the best way to start would be to ask when did you arrive at the school and in what capacity?

HA 1967, as Head of girls' PE in a school which had just gone comprehensive, and had taken lads in for the first time, that was the first year. So in fact we had in the school, second and third year girls, and fourth, fifth, sixth and seventh year mixed. Predominantly ~~fourth~~ girls who had all passed the eleven plus.

DK What did the department comprise of at that time?

HA Two of us, a head of PE, who was a man, and me in charge of girls' PE, and PE was/although considered by the Headmistress it was at that time, as a very important part of the school because traditionally it was your games, and if games teams did well then the school was doing well and, what went on on the games field reflected in her view, what went on elsewhere in and out of school. (interruption).. so, in fact, all the kids were timetabled for PE, but they came in quite unmanageable groups you didn't know until the first lesson of every term how many kids were going to come, and at that time we had to fight for our rights, we had to fight to get other people to come in and help us. Maybe they'd give us eighty or ninety kids, and they all used to arrive at the gym as I say at the beginning of term, and we used to have to sort them out.

DK Did you teach them as single sex groups at that time?

HA Not completely, there were some things that were mixed, like hockey for instance, that was an easy one to mix, but most of the other traditional things were done. Also on the timetable at that time, and this was tradition, the third year girls had

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HA, 2

dance, and we had a pianist in, twice a week, and I used to have to teach dance whether I wanted to or not, along with the pianist, and that went on for a couple of years until really the system that we began to build up couldn't cope with that, it was a tradition from the old Girls' Grammar School, but the groups became mixed, and kids had no dance background, or there boys in that group to be considered at the same time, and it really become not a very viable proposition. We did all the traditional things with the kids, very much governed by the Head at that time, who wanted to know everything that was going on, and part of my brief when I came here, although I was married with two very small kids, was the worry that my kids might take me away from the school at any given time, and I should think the number of married women who had ever taught in the Grammar School before me must have been countable on one hand. So I was a new sort of phenomena, and we had to take the kids swimming after school, that was another part of the set up, this was compulsory, from my point of view that it was 'Swimming Club' and I had to do it, and the clubs and societies which had been going on in the lunchtimes at that time, she wanted carried on in that way, and we used to have to report every Monday morning to her on how the kids had got on during the weekend games, and she wanted records kept, teams and goalscorers, and all this sort of thing, and it was very tightly controlled. It wasn't until we, the PE chap and I began to find our feet a little, and say 'this is ridiculous, she must understand that the school is no longer a Girls' Grammar, and our commitment is going to be in different areas', and we talked her into lots of different things. She was very supportive of us, at that time, and of the boys, the amazing thing was, she was crippled, and she would turn up every Saturday morning at all of the home fixtures, and she would see the Rugby teams and the soccer teams, and the hockey and netball. Well we've never had that since, I've been here now, this is my seventeenth year, and there's only been a couple of occasions during that time that a Principal or Vice-Principal has come to the playing fields to watch the matches. But with her it was important.



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HA, 3

DK So you arrived just as the school ..... (1)

HA changed.

DK ... changed, what had been the situation in the department before you arrived?

HA Well the chap who was in charge of the boys' side was appointed at the same time as me, he in fact came from \_\_\_\_\_ which is now our feeder high school, which at that time was a bi-lateral school, it was a Grammar School with a Secondary Modern stream, and he was Head of PE and there, and with the change/a lot of the controversy surrounding us becoming an Upper School centred around which of the two schools were going to become the Upper School, and there was a lot of in-fighting going on which I only read about in the newspapers, and lots of the staff from \_\_\_\_\_ were offered jobs here, so a lot of the staff did come up with the kids at that particular time and he came up as Head of PE, and the reason I was appointed as Head of girls' PE was that the PE woman before was pregnant and had left. And so I took over her job. I mean I do/because I'm local and I am interested in whats going on in local schools and what's not, I do know that prior to my coming there were two PE women who were fully responsible for the whole PE set up, and there was a very strong tradition of good games playing in the school, and they did do some dance and gymnastics but games was the thing they were noted for around the county and around the catchment area ..... (P) So, the idea behind the PE bloke and me at that time was to see how much we could integrate. He was also a drama specialist so when I did my dance, he would come down sometimes and help with the drama aspect of the dance, which was very good actually, there was quite a good link, and we did work fairly closely together on all aspects of PE. Very limited facilities of course, we only had the Old Gym as an indoor area, the Hall and Foyer were there which were used for assemblies at that time and as a dining

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HA, 4.

room, and in fact I did do dance in the Hall which was kept locked and very pristine, and nobody went through the door unless it was opened, etc. The playing fields were where the all weather pitch is and that tennis courts now, in fact two very nice grass hockey pitches, very good standard hockey pitches with a cricket wicket in the middle, which was also very pleasant, and a third field which was down at the bottom fields, where the athletics track and the cinder area is. Well kept up and well looked after in those days.

DK What was the time lag between the school going comprehensive, you arriving and the Upper School being established?

HA It was established at the same time, I mean that was the whole idea, that this would be an Upper School, and it was called 'Forest School' immediately the change over, and as soon as all the kids had gone through to fourteen, it was called 'Forest Upper School'.

DK What had it been called before?

HA ~~Forest~~ Girls' Grammar School ..... (P) or the Girls' Grammar School. And people referred to it as 'the Grammar School' for years and years, and even to this day, local people refer to it as the grammar school.

DK So in fact, the Upper School was established at the same time as the comprehensive?

HA Yes, yes. I mean, it wasn't in name, but that was the whole idea, that this would be the Upper School, and would be the High School, and they would be our biggest feeder High School.

DK What sorts of changes in the school curriculum generally took place at that time?

5.

HA (P) HA, S.

..... Well, obviously it was very traditional when it was the Girls' Grammar School, and we still had a lot of the staff here who tried to maintain the traditional subjects, with their traditional attitudes towards the kids and the subjects. What we did bring in in fact was a Remedial Department which was obviously needed and necessary, and what was established, may be not immediately but certainly within the first few years, was the setting of the kids in the school and we had, for instance, from fourth year upwards, 4CCE one, and two, 4CSE one and two, and 4R, which was the Remedial band, so immediately the kids could see which category they were in, so kids were actually put together according to ability, and obviously the problems then began to arise, I mean they had never had real discipline problems in a school like this before, and they could deal with them through detention and maybe occasionally getting the parents in, but here we were setting up a system which seemed to be the one that everybody wanted at that time, and it was the only way I think people doing the timetable could see it working. So there was no mixed ability teaching or anything like that.

DK Even in PE?

HA In PE, yeah. They came down in their GCE groups. But the point I would like to make about that is that PE has always been mixed ability, the fact that they were brighter kids coming at the same time didn't mean they were more able, in fact, the kids who probably did get more out of PE were the four remedial groups which had more PE, because at that time they (the administration) seemed to think that because the kids couldn't do anything else, they could do PE. Certainly, the discipline problem was the most acute, because nobody was used to problems, I mean even myself, I'd taught at \_\_\_\_\_, which was the first purpose built comprehensive in \_\_\_\_\_, but even then they were streamed, or setted, or banded. So, we had all the staff had come from traditional grammar school backgrounds, I can't think of any who had taught in a secondary modern for instance.

6.

HA, b

We were aware that kids like this existed in secondary modern all over the land, but we lead a sheltered existence, we didn't know about them until they were here in front of us. And it was a shock, it was a shock to everybody who taught them at that time, because we thought you could discipline them with detention, or with telling off, and we actually had a late detention bus every Tuesday night, that's how people thought it should work. Miss \_\_\_\_\_ (Headmistress) stayed for a couple of years, but she was due for retirement anyway, and I think she possibly would have gone sooner or later, because I think she found it quite a strain, the ethos of the school in the village did of course change completely, with these 'loutish lads' getting out of lessons and going into the village to cause trouble, but to the villagers it was a culture shock. We then had a chap called ~~Bent~~ <sup>Bent</sup> who came, 1969-ish I think he came, young bloke, early thirties he had come from a middle school down in Sussex. He was going to be the 'whizz kid' that the school needed, and he had a pretty rough ride, he tried to bring in lots and lots of new ideas, a slightly more flexible approach to the kids, which again because of the staff wasn't going to work, because as I said we were all pretty traditional in our upbringings and outlook. But he did in fact appoint quite a few, I suppose, 'trendy' 'with-it' staff, your sociologists of this world, I think the interesting thing about all those, and I can remember them all just thinking about them, they lasted no longer than he did, which was quite funny because it was in the era when the long hair came in, and a lot of the kids reaction to it was well it's alright for us to have it, but not for them', because funnily enough the kids still saw it as 'us and them'. With these young trendies, I mean he brought them in to stir the staff a little bit, that I am sure of, and at that time there was no system of appointing staff which involved the rest of the school, he appointed them and that was it. I suppose in many ways they did have a lot to offer, at least you could see a difference in approach, and so for a lot of us it probably did some good.



HA, 7.

DK Can I take you back for just a second ~~history~~, because you talked about your own background as being fairly traditional, even though you had taught in a comprehensive - where had you been before you came to ~~Forest~~?

HA Eh, \_\_\_\_\_, again pretty traditional, an extension of an All-Girls' Grammar School is how I would describe it. Now I found that hard, because I had been to a co-ed school, funnily enough with a lot of staff who treated you as adult and grown up, and I thought life was always going to be like that, it was protective. Then I went to this extension of an All-Girls' Grammar School for three years, which I loved, I loved every minute of it, but I think I was the lucky one in a group of girls who had all come from Girls' Grammar Schools (laugh). And so things like chatting up boys, and having boys in the common room was not strange to me but to the other girls/they were a little bit withdrawn. Then I went to \_\_\_\_\_ which was a brand new school, and they had two years of eleven plus passes, very very highly motivated kids. In fact, although they had come from this one area which was \_\_\_\_\_ in \_\_\_\_\_ they were reputed to be the highest eleven plus passes in the whole county for that year, so they really were a good academic lot, but at the same time, and this is the thing that swayed me towards comprehensive education, was the fact that the kids who came in at fourteen, from \_\_\_\_\_, who had all failed their eleven plus, and had not \_\_\_\_\_ opened that year, they would have all left school at the end of that year, at the age of fifteen and gone out into the big wide world. And, we didn't have any hockey then, which was my game, so I had to keep the netball going, and in my netball team, all seven girls who had failed their eleven plus, all went on to University or training college to teach or whatever, and that to me was an eye-opener and I thought, 'those kids could have been on the scrap heap', because they would have thought 'I'll just go and get a job', although they may have been a bit more interesting than most. But that was the telling thing for me and the system certainly proved itself with those seven kids. So I taught there for

HA, 8.

two years, and then I left to have my family, and then I came back, I just had five years off, and I came back here in 1967, to a changing system. And having been at \_\_\_\_\_ in a new and changing system, I enjoyed being part of something new, it was a challenge I thoroughly enjoyed. So coming here was just an extension of that challenge, if you like, and this place has changed enormously. People say to me 'You've been here forever!' but nothing has ever been static. I've had four heads, and each head has brought a completely different experience and an aura to the place. Obviously all of them brought new ideas, and it's been such a developing place that it's been very interesting to be in.

DK Can I ask you when did ~~Pete Gaudes~~ arrive, and what were the circumstances which brought his arrival?

HA Right. I think it was 1970/1969 the PE bloke left, and went onto do something else at another school, Boys and Girls, and ~~Frank Burton~~ who is at \_\_\_\_\_ now, he's head of PE there, he came here to be head of boy's PE, and he worked under me, I think for a couple of years, I can't be too specific about the dates ..... (I)

DK Was that a rise in scale for you?

HA (P) Eh ..... yes, very much so. In fact, if you want to know about my promotions. I came here on a scale two, having/the whole scale system had changed between my time at \_\_\_\_\_ and starting here, we had five scales when I was the \_\_\_\_\_ and in the first year everybody started on a 'Grade A' it wasn't called a Scale One, then you moved on to Scale One, and there were five scales, so you went through promotion according to what-ever responsibilities you took on, and I was given at the end of my first year at \_\_\_\_\_ my first promotion, which was something quite new, although there was a lot of money about at that time, but to get an 'allowance' is what they called it was something quite phenomenal, so I was quite pleased about that. Coming here, the job was offered as a possible Scale

HA, 9.

Two - under the new system - and I was cheeky enough to ask for it, and got it. And again the money was being flashed about, a new school and plenty of money for refurbishing, etc. And when the PE chap went, he was on a (Scale) three at that time, I took over his scale three, it wasn't necessarily a Head of Department, but it was the next promotion up, and before I was actually finished being Head of PE, I was appointed Scale Four, and then there was another scale, scale five, which I'll come to in a minute.

DK Was the faculty system already in operation at that time?

HA Yes, within certain faculty ties, I mean although we were a faculty, there were only two of us, and so to call us a faculty was a bit of a misnomer. I mean, there was a large Humanities faculty, a large English, large Design <sup>(P)</sup>.... So, ~~Fred Brent~~ the new head was appointed, and I think he was here for about a year, and I was doing a lot of pastoral work, and possibly, because I was 'nearer the kids' as it were, teaching PE as much as anything, although the other women on the staff were a lot older than us - about my age now (laughing) - and in many ways had lost touch with what kids are all about, so I had a lot to do with the kids, just incidentally, and the buzz must have come through somehow that I was working with kids outside of normal time, and giving them my time, etc., and ~~Fred~~

~~Brent~~ then asked me to become 'Head of House', which was a scale five appointment, and he was into the pastoral system and the fact that because we had existing houses, we should build the pastoral system on the house system, and although each house did have a 'Head of House' at that time, they were no-one in particular, it wasn't a paid job, you'll run the festival and you'll keep the kids together for this event, and it was mostly inter-house sport. So the house became something different, it became a unit of the school that was dealing with the kids pastorally. Again, the mix was right through the school, you had a house on a vertical system, and ~~Fred~~ ~~Brent~~ stuck with that and he appointed four new Heads of Houses, and four deputy Heads of Houses, and we had a bit of pastoral time. When I say 'a bit' I mean about three periods a week, which was nothing. So I became this Head of

HA, 10.

House on a Scale five but prior to asking me to become this, I then questioned 'well what are you going to do about PE?' (E).... and he then said that we will advertise for a new Head of PE, because we've got the numbers now, and also then we needed another woman, and that's when ~~Pete Gardner~~ came in, and he was appointed on a (scale) four Head of Faculty then, this was just prior to the move down to the other end, to the sports hall, that was in the process of being built when ~~Pete~~ came for his interview <sup>(P)</sup>....

DK So that would have been about '71 maybe?

HA Yes that's right, early '70's <sup>(P)</sup>.... So there were four of us then, a Head of Girls' PE who was appointed, and me when at that time went under her, which was quite funny but it didn't bother me, it never has done, but I was very much involved in the pastoral system, which was developing very very rapidly, and the school was beginning to revolve round the pastoral system at that time. ~~Fred Brent~~ didn't stay very long, apparently, although we didn't hear this in school, there was a lot of noise from out of school saying it wasn't tight enough and there were parents complaining that their kids weren't getting the best deal, that academically we weren't doing what we ought to be doing, and strangely enough it was during that time we had our worst ever exam results, and they were really quite abysmal, they went right down, and people blamed the system, blamed the intake this, that, and the other, but it wasn't those things, I think it was just the transitional period when folk just weren't pushing the kids I suppose, 'we must allow them to make their own progress', and funnily enough its gone the other way again, its become a sort of exam factory, and must achieve results in order to be credible. So anyway ~~Fred~~ went on his way, and ~~Richard Vickers~~ was appointed, and we had a group of kids in school at that time in this 'L' band or it was called 'R', Remedial, and then it became the 'L' band after the chap who took them, and they really,



I wouldn't say ran-riot in the school, but they certainly gave everybody a hairy time, and there were about twenty of them I think, all very low ability, and all the local villians as well. The system had put them all together. Now the first thing that ~~Richard Miller~~ did was to spread them all round the school, and apparently when he came for his interview he said 'A weaker man would have turned and gone straight out through the front door', but he was quite a character, and he obviously liked a challenge, and he'd come from Humber-side, so it wasn't as if he wasn't used to tough kids. So he did a lot of integrating of these kids at that time, he actually did cane fifteen boys all in one fell-swoop, although he wasn't a 'caner', I mean he was a man with a great heart and a lot of care for kids, but it got to the stage where he thought something had to be done, 'we've got to let everybody know we mean business here, and then we'll start again.' It was funny, that was the turning point, there was a lot of ill-feeling in the staff about that, we didn't think we were in a caning school, etc. and those who thought he'd done a good job on it and more or less gave him a vote of confidence, and then new ideas began to come from him. He wanted the faculties to be broader, if you like, he wanted them to be aware that kids with less ability didn't necessarily have to be in a remedial group for the rest of their (school) lives, and he thought that the pastoral system was really just holding the ends together, and something would fray and the whole thing would burst, and he wanted, and this was quite obvious from the beginning, a year system, to do away with the houses, and the year system ran side-by-side, so we had a horizontal pastoral year system, and a vertical house system, and you never knew which you belonged to at any particular time. I mean he just put all his ideas down and he got the people in who he thought might be most interested in it, and really set the basis for what we've got now.

DK Can I bring you back to the Heads later on because I'm interested in how they have managed the staff and managed the curriculum in the school, but if I can leave that for now and come back to focus on the department again. The point where you moved into the pastoral post, what happened there, did you spend less time in the PE Dept. over a period of years, and more time on the pastoral work..(I)?

HA Since then, yes. Very much since then. As my role has become bigger in the school I've taught less. When I first became a year head, I should think in the mid-seventies, ~~Richard Miller~~ said if you're going to do this job then you must have time and what he did in fact was said you are the head of a small school and these five hundred kids are yours the four division heads within the year are yours, and the twenty tutors are yours and you're responsible for the running of that, and if you're going to be responsible for that, then you can't be teaching all the time. As I've come off more PE and in this last year come off even more, hopefully to go back to teach some more next year I might add. ~~Kevin Edwards~~ came after ~~Frank~~ went, ~~Phil Bayle~~ came as a part-timer and then became full time. We had an Inspection of PE, science and ...(P) I think the school in general, and it was thought that there was no aesthetic things going on, we were very games orientated, which we were, we were very competitive ...(I)

DK When was the inspection?

HA Oh ...(P) middle 'seventies, ...(P) I should think ~~Kevin Edwards~~ had been here about a year or eighteen months.

DK ~~Law~~ arrived in '73.

HA '73, yes, so it would be '75ish.

DK What was the outcome of that?

HA The outcome was that in PE we were concentrating too much on traditional games and that we weren't giving the kids a wide enough spectrum. Gymnastics we touched on, but nobody particularly liked it so we shunned it when we could. There was no dance in the school at all, and everything we did was competitive, and we were I should think one of the most competitive groups of individuals at this time, including ~~Kevin Edwards~~, which was really quite amazing in retrospect. So we said, well yes we think all these ideas are wonderful but we need a dancer and then the hierarchy said right, we'll get a dancer into PE so we appointed somebody to do PE and dance, we wanted an all-rounder as opposed to somebody who is particularly specialist, and dance got off the ground, and

that then became an exam subject and I mean the dance side has grown and grown. We all decided that perhaps we ought to do more on the gymnastics side, and everybody in turn took gymnastics as an option, so we began to answer some of the questions that were asked at that time.

DK What was Peck's role in managing the department, especially with someone like yourself who had been head of the department?

HA I personally don't find it too difficult to take orders from people, although there are those who think I do, and he was a chap who immediately gained respect because he is so well organised, and he knew what he wanted and he had some ideas of his own to do with the options, and this sort of thing, and also it had actually been pointed out to me my being such a strong character could be difficult if I wanted to be, but I was quite happy for him to organise us, and he organised us as a complete department, it wasn't just the boys and have a little say for the girls, very much he was in charge of the girls as well, and also in charge of the head of girls PE, who again was a pretty strong character herself ...(I)

DK This was James Gann?

HA Yes, who made her presence felt but, I don't know, there's just something about Peck, because of his organising ability, the respect that you had for somebody like that, its easy to do. Now having said that, and you will probably have picked this up from Saul and other people, Peck was a problem in that he didn't see the things that we thought important, as important, and you know, he taught his subject and he did his extra-curricular things at that time, which was probably more then than now, he wanted to do it because he wanted to do it, and not because it had been suggested, and there was always, there has always been some feeling in the department, with Peck there, with whatever women that's been in the department, because its been a very hard working department, this has been the thing thats been so marvellous about it, people have been unfolding in what they were doing for the kids, and you only need somebody to be less enthusiastic, and ...(P) I think it was a deliberate ploy on his part, I mean people said he had a mystifying personality but I don't think it was, the more you pushed

him, the more he backed off, and the less he wanted to do because you were pushing, and he had to think that he'd thought it up himself, in order to want to do it.

DK So what does that suggest for Peck's role then?

HA Peck had a hard time with him.

DK Did Peck initially try to say to Peck this is what I want you to do, go ahead and do it?

HA Yes, very much so, in fact he actually sat down with him a number of times and said look you're not doing this, you're not pulling your weight you're not getting down there on time and so on. This rubbed off to this end of the school (administration) because we were unhappy about it, and we were unhappy in that other staff in the school were being asked to do things in the PE department and we didn't feel that all of us were doing it, and we want to expand. That was always difficult, that was always there, it never disappeared that sort of feeling, that uneasy ...(I)

DK Peck has said to me that, from his point of view, his view of management has been one of co-operation and negotiation ...(I)

HA That's right.

DK ... and has been keen to get things agreed amongst the group, rather than force things through himself, do you think that is a reasonable ...(I)

HA I think that is a pretty good, a pretty good summing up actually, but in many ways he was lucky, because we all wanted what he wanted. Now maybe if he had had half a dozen really difficult characters his methods might not have worked, but I think they did work because of us, you know, we worked as a department, we were a group of people who made an impact on a school as opposed to what PE is generally, the poor relation in the school, and because we were all working our little socks off, and the Health Education came in much later, but prior to that we made our presence felt in faculty meetings, again prior to Peck coming you went



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a faculty meeting and you sat there, and really there was nothing for PE to be there for, the impression was that you were the poor relations, and we'll put you on the timetable if there's room. That's going back to the early days when eighty or ninety kids would turn up for two people to teach, because we were the last things they thought about, and ~~Pete~~ really, because he's got this organized mind, began to sit down with the chap in charge of the timetable and say, you know, you can't do this, this is unfair, why should we have 44 kids each when that department has only 30? and he got the thing right, if you like, that PE is important on the timetable, and he said well if you send us kids in classes bigger than 30 then we won't teach them, and for once they began to think about PE as well.

DK That leads us nicely into something else I wanted to ask you about, which was the CSE in the PE department. Can you recall the circumstances which brought the CSE about?

HA ... (P)... It was first of all put in an option column / what was asked for, when the system got going, and we had to offer more things to more kids across the wide ability range, every department was asked what else can come from you which can be put in this option column? and ~~Sam Corrie~~ in fact was probably the main instigator of this, maybe with ~~Pete~~ because the pair of them taught side by side with this first initial group, and they must have thought the kids were getting something out of it, it was a very, very mixed ability group, I mean some kids were never going to take the exam anyway, because they could hardly read or write, but they did PE because they thought it was another three lessons of PE a week which was going to be practical. I think some of them were amazed to find that there was such a lot of theory in it, and ~~Tama~~ and ~~Pete~~ used to go to all the CSE meetings, and over the period of a couple of years it became I suppose a sort of watered down PE course to start with, certainly from the theory point of view they watered it down, I mean you didn't have to stretch your imagination too far to be able to teach it, although the specific elements you had to have some knowledge of, like History of sport, politics, and this sort of thing, and ~~Pete~~ and ~~Tama~~ did build up the resources for that small group and then the hierarchy were going through this trauma of thinking well, how important is PE to the school?

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and we discussed it as a faculty and said, well if we come up with a scheme whereby all the kids do PE theory, or do CSE PE, then its got to be important enough to give us the time on the timetable, and it really was sort of a dual role, how important is PE going to be, and is there something we can say about PE which will make them sit up and say well, if we're going to be putting kids in for an exam, are we going to have the time to do it? ... (I)

DK Sorry, but - at the time there was a threat to PEs place on the timetable, the CSE had already been running as an option?

HA Yes, it was in the option column for a couple of years I think.

DK So that would have been around '72-'73?

HA No it was later than that, it would have been around the mid-'70s.

DK So the CSE became compulsory? How long did it run for?

HA This is the first year we haven't had it at all, so we had 2 years prior to that so ... (P) I should think that '79, '80 was the last year everybody started the course, and it was then that we had all the cut-backs in education and we had to lose staff and in order to accommodate the timetable, all kids had to drop an option in the 5th year, and PE was one of the first things that the administration said right, they can drop that, so I mean that wasn't our decision, that was a decision made up here (in administration).

DK So as a compulsory course it ran for how long? 2 or 3 years?

HA I should imagine, we had 2 lots going through, so it would be 4 years.

DK So that was from mid to late '70s into the early '80s.

HA Yes

DK Did you teach on that?

HA Yes I did, we all taught on it. In fact when it first started it was quite funny, what we did was we all did our own research on a theme, and

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we had to teach that particular unit to all the groups, so in fact the staff rotated ... (end of tape) ... so we did the rotating round having done our own research, and then we suddenly found that it wasn't working. What was happening in fact was that you'd set kids work, because you were then going to another group for the next 4 or 5 weeks, and you couldn't pick up the work you should have done. So after we did this for twelve months, we decided that it would be better to have one group for the whole of the course in PE theory, and teach them everything, so obviously we had to start spreading our brain power a little bit. In the practical options, you kept a practical group for a period of about 6 weeks, to teach them the basic skills and do all the skills testing.

DK So the way that it was organised was that you were given an area and asked to develop that ... (I)

HA Yes

DK So it was the whole department who were involved in this?

HA Yes, that's right. We did in the following summer, come in for more than a week, and sat down and worked together, we'd all decided what we were going to do, and we reappraised the whole course, because again, although we were teaching everybody, none of us were mixed-ability classroom teachers, and we could all produce work which was good for the top end down to the middle, but we had no idea of how to motivate the less able, some of whom were capable of doing the exam. So we went off and we made pamphlets, and we put it in such a way that the less able kids could understand, and that's when we produced all of our fancy pamphlets and course work. But that was a combined effort for the whole department, and everybody worked at it, and I think there were 6 or 7 of us in the department at that time.

DK How successful do you think the CSE was?

HA I think it was very successful. I think it was successful in two ways it gave the kids a goal to aim for which, from the departments' point of view, it certainly made us sit up and take note. I mean we had been teaching, most of us at that time, for 7 or 8 years, you teach off the

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cuff you know, you go into a group and think 'what are we going to do today', it was very much as the inspectors saw it, there we are 22 kids, as long as we've got a set of bands and enough hockey sticks and a ball, we'll go off and teach that. I don't think there was a lot of skills training going on, in fact I think we would all agree that it was minimal, we were a games department, occupying kids in leisure time pursuits, and the kids who rubbed us up the wrong way were the ones who sat out and wrote.

DK So in fact writing was a punishment?

HA Yes and still is of course. From that point of view I think we all had to sit up and take a bit of notice, and I think it did us all an awful lot of good.

DK Were there any problems with the actual running of the CSE course?

HA ... (P) .. I suppose the biggest problem was when we got towards the end of the 5th year, when you decided who was going to do the exam and who wasn't and although the kids could decide for themselves whether or not they wanted to do the exam, it was a case of what do you do with kids, then, who don't want to do the exam? Do you make them sit through a theory lesson week after week, or do you think of something else? Again, we had to sit down and think 'where do we go from here?' and what we came up with, within every division, there would be between 20 and 25 kids who didn't want to do the exam, so four of us stayed on the course, and one extracted these kids and they had an extra practical lesson of PE per week, which worked and that was purely recreational. At one time / yes, another problem, and this was a major problem, was because we couldn't always be timetabled for PE, there were times when there would be groups without a specialist PE teacher, and lots of staff were roped in at that time to do the theory work, and it was either that they were roped into doing the theory, or the practical, because it had to be structured, and they had to be taught skills and tested on skills, and only a gymnast could go in the gym, sort of thing. So there was no point in having all these people coming to do the practical work, which had happened under the old system you know if you could blow a whistle you went out and helped with football.



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We said they had to fill in on the theory work, which created a lot of problems, because we had quite a lot of 'dead wood' people who just didn't want to do it, to start with, and we were having to take those people at a different time from the faculty meeting and say 'this is the topic for the next five weeks, and this is what we've found out about it and you may need to do a bit more research', but unless it was given to them on a plate, they really didn't want to know about it at all, and that was the worst period of time for the course, and we said if we're going to carry on doing this, we want to teach all of it, you've got to timetable us in for all of it, and they did arrange it timetable-wise in the end, which was a great asset.

DK The CSE came to an end as a compulsory subject ...(I)...

HA Because again cutbacks in staff, pressure on the time table.

DK Meanwhile, ~~Paul Bayle~~ had arrived in the department, ~~Sam Ripley~~ had arrived.

HA Yes, well ~~Paul~~ and ~~Sam~~ of course arrived during the CSE PE time, I mean they were in the department at the time, and actually teaching the course, yes.

DK You mentioned the problem with ~~Kew~~ when he arrived, did that continue right through the CSE?

HA No he seemed to do that alright, although / I don't think I was aware at the beginning that he didn't like doing it, but maybe he didn't, but he did sort of fall-in and there was an effort from all of us, I never got the feeling at that time that there was any animosity towards the course. I think what he, and ~~Paul~~, were obviously trying to do was to develop the Health side of it, and it looked at one time as though the theory of PE would have to go, but we said 'well, there are aspects of this CSE course which all of the kids should have all of the time, which was the Health Education, Fitness for life side of it, which we'd only skated over, but obviously those two went into it in much greater depth and came out with a lot more information for us as a department, and I think I'll be quite honest, if it had gone off the timetable at that time it wouldn't have bothered me and I don't think it would have bothered ~~Sam~~ either, and I'm not too sure that it would even have bothered ~~Paul~~, but ~~Kew~~ & ~~Paul~~ were proving the point, you began to think

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well perhaps there is more to it than just going off and playing games. I think what we all dreaded was that we might revert back to what we were doing before, which was just taking the balls and sticks out and just looking after, and we'd got this credibility for the department, and although I don't think it was actually said, I think we all felt that maybe we ought to keep something of the theory. So as I say they did most of the research into it, and the educating of us, if you like, although I think what was strange was that I had in fact done Health Education at college, way back in the late 1950s, and we did much of this, not in such depth and what not. It was not strange to me. In fact I taught it at \_\_\_\_\_, it was a part of my training.

DK So there's been something of a full cycle ...(I)

HA Yes and its come back again, so that side of it didn't actually worry me like it probably worried other people, I had a 'biological' background anyway so talking about respiration and digestion and these things didn't fill me with great horror.

DK What were the circumstances then / the end of the CSE, it had tapered off, and ~~Paul~~, and from what I can gather other members of the department, negotiated to retain, first of all an extra period ...(F)

HA Yes

DK ... and then manage to get the theory lessons onto the circus thing, what sorts of things were happening internally in the department at that time, in terms of, well you mentioned that Jim and Ken started a sort of educational process if you like ...(P)?

HA Yes. I think it was / what was actually happening was that we were all beginning to sit up and take notice a bit more, you know, we were being fed from the media, the Health angle, and we didn't need convincing that kids ought to know about these things, and it certainly wasn't being done anywhere else on the timetable, and there was also things going around the school at that time. I mean we were talking about 'life skills' and we were talking about ...(P) the sort of skills kids ought to leave the school with whether they were manipulative

ones or whatever, and in fact we did a big splurge at that time in the whole school with all the staff involved, on what skills are you producing in your department which will be an asset to these kids when they leave?' and each faculty was asked to produce this document and we did it exactly the same as others, we said well, these are the things that we think we ought to be working at.....(I)

DK When was this, would this be towards the end of it? ...(I)

HA This was at the Richard Miller, prior to this principal coming. So that would be 3 or 4 years ago late '70s to early '80s, it was certainly going on, we didn't have Richard Miller for a year, and it was certainly going onto something else, but what is interesting is that Mike Williams is very interested in the development of skills, and what we had to do in fact was to go back over what we had done before, which / I think he thought it was something new, and in actual fact we had done it before, and talked about it before, so we still thought that there ought to be an element of the theory there, the Health Education, and we couldn't fit it into practical / although, again in the department, I'd say probably only Lew at that time, quite happy to give up a practical session a week for this. I felt very strongly about it, and so did Sam and Jamal before that, if the kids wanted PE, they came to do the practical work and if you were to ask them the majority would say that they want to do practical and if they had to give up something it would be theory. Certainly I felt strongly enough because I would have felt exactly the same when I was their age, and it was difficult to convince Lew that that is what we should be doing. Because he felt so strongly about it, I think this is how the negotiation within the cycle came, because Peck was seeing both sides if you like, which again is the good manager, isn't it? If there had been a fight for it, I would have said 'out the window goes the theory and the kids do the practical' because that is after all what they want to do, what the kids want to do.

DK How big an influence do you think Bill Bayle had in the process?

HA A lot, because ...(P)

DK What kind of role did he play?

HA Well Phil was the saving grace in the whole thing, had Phil not been there, I think we would have stopped it, because it was not just that Lew was paranoid about it, his personality was such that it got everybody's back up, we bristled as a department when he made suggestions that we weren't doing what we should be doing, when we knew we were working our socks off and he was going home at lunchtimes to have his cheese and whatever, while we were working away. But if it hadn't been for Phil I think the thing might have fallen apart, I mean Phil comes over as this easy going bloke but he's very knowledgeable and he's got that way with him and although there's times when I thought 'he's so disorganised it just isn't true', he was about 6 weeks behind in everything he did, because that was Phil, you learned to accept it and it was a departmental joke ..(I)

DK I heard the joke about the filing system

HA Yes well he'd still be working on it if he was here now. It was his personality that did it, within discussion groups he was sensitive enough I think to realise what a bolsh! group of individuals we all are, but that one had to have a convincing argument, its no good banging your fist on the table and saying we've got to do this because .. I think in the end Phil's way of doing it was to make us think that we had thought of it. That was the good thing about Phil, and he was the credible one if you like.

DK So in a sense he injected many of the ideas into it?

HA Well yes, in fact much more knowledgeable than Lew really.

DK Of course he did have the advantage of his year ...(I)

HA Yes his year in America

DK What were the circumstances surrounding that?

HA I think he was just cheesed off really, to start with I think he, again its this thing in teaching where everything is static and I think he saw the only way out was to go to America, certainly there wasn't a way out in this country at that time, there were no jobs going, and I think he went because he was fed up, and I mean he'd been around a bit



with his group, and he'd done interesting things, and he obviously ~~HA~~ 23 realised that there was more to life than teaching at ~~Forest~~, where he could have literally stayed for ever, some of us have.

DK Was that, the trip to America and coming back with lots of fresh ideas, was that a resource that the department used readily, or ... (I)...

HA Yes very much. In fact it was quite funny because we wanted another PE teacher and we'd advertised and we were interviewing and we'd heard the rumour that he was coming back to England and that he'd be looking for a job, and in fact he was practically interviewed over the telephone 'you're coming ~~Phil~~, aren't you' - we had to say to these people that the job had been filled which was very unprofessional but it was a case of better the devil you know. But nevertheless, we knew what he had to offer our department and we knew he'd be looking for a job, and we knew he'd been a good bloke while he was here, it was in many ways, I suppose just looking after a fellow colleague. As I say he came back and because his knowledge was that much wider he was able to put it over, he brought books back with him he had some American ideas and it was very interesting what was going on over there compared with what we were doing was really quite different, not necessarily better, but he certainly made us feel at that time / but again if that had been ~~Kew~~ who'd gone over and come back, well for one thing I don't think we would have wanted him to come back, but at the same time we would probably have been more reticent about listening to him than ~~Phil~~.. (P) I think the thing with ~~Phil~~ is one always knew, you knew that he had the kids' interests at heart whether it was the big band, or his little group or whatever it was he was doing around the school, it was the kids that were important. Now, I'm quite sure that it was the same with but he was more austere, he found it difficult to bend, and the kids found him pompous and he came over in this pompous way yet he had a heart of gold ... (P)...

DK What kind of influence do you think ~~Phil~~ had on ~~Kew~~'s ideas, ~~Phil~~ actually talked about how ~~Kew~~ changed quite dramatically over the space of a year or so.

HA Yes he did, and from the competitive athlete, and I know how bloody-minded athletes can be to suddenly being this different human being, it was a phenomenal change, we just couldn't believe it in the

department, and it was as if it all happened overnight, it probably all did. But I'm sure / because they spent a lot of time together, and they were such good friends, I am sure that ~~Phil~~ had a very, very strong influence on ~~Kew~~, and certainly when things were getting strained in the departments, we'd say - 'for heavens sake tell him ~~Phil~~!' and ~~Phil~~ would do precisely that, and as many occasions told ~~Kew~~ how the department felt about him, which ~~Let's Gardens~~ had tried to do but hadn't got through.

DK I'd like to take you away from that for a moment, and come back to the point you mentioned earlier, about different heads and how they managed the school. How have changes in the curriculum of the PE department been reflected or paralled changes in the school curriculum or the school management?

HA .. (P) .. I suppose really, if you look at it, they probably have, I've talked about Miss ~~-----~~ and how she saw PE in a traditional light, as a means to an end. ~~Phil~~ was very much that all kids were the most important thing in his school, and therefore whatever one did one had to do with an eye on the kids, but it rebounded if you like because the discipline was too lax, the kids, whether it was PE or any other area of the school, didn't have the knots tied at the ends of the ropes, and kids need guidance and firmness, regardless of what we think about freedom, etc. I think they had too much to play with at that time, and I think the staff felt also at that time, because it was an expanding time for all of the curriculum, new ideas were coming, new staff were coming in, and things like drama were coming into the curriculum, design expanded, and so there was this expansion under ~~Phil~~ then ~~Richard Miller~~ comes, who is a man totally committed to comprehensive education in every shape, way and form, and believes there is a structure to go about everything, and the appointed a lot of, what one called 'whizz-kids', but they're all still with us now, and he was in many ways a management man, and he was very much a delegator, he 'sussed' out who he could delegate to, and he understood the complexities of man probably better than either of the two before, and in appointing people, you could almost see him ticking, and thinking eventually that man will be a division head or a head of faculty .. (I)



DK I wonder how much of the development of the curriculum in the PE department was due to the free reign that teachers had, would that have been a result of Richard Miller's management?

HA I think so, yes. Very much so. Terrific autonomy he gave to the faculty heads, and you know, they had to prove their point and faculty heads met even more regularly than they do today and policy was made for faculties within the faculty meetings.

DK Was Rick quite heavily involved in that process?

HA Yes, very much so, and listened to as well, because he is a man of conviction ... (P). The faculties were important at that time, as was the pastoral set up as well, and under Richard Miller, he gave you this autonomy, but if you were doing a bad job he would come and tell you, but if you were doing a good job you got your pat on the back. He came at a time of course when there was money, we were very much an overstaffed school, we were able to put all our things into practice because we had the staffing and the money, and we had the ability to promote people within the set up, and because it was an expanding curriculum in every way, shape and form I mean things like common-core humanities came in, and you've got to convince staff that they should do humanities as well as geography, history and the rest. The whole idea of common core of subjects was expanding at that time and instead of only two common courses being maths and English,

eventually practically every department in the school had a common core area, and still has really. So this was all a result of Andrew and his ideas and involvement, that everybody should be involved / at the same time, if the staff think they're making the decision, well you can't come back at the man, can you? He was a manager of the best sort, and he'd be quite prepared to stick his neck out if he thought what you were doing wasn't / I suppose ultimately wasn't good for the school, attracting the right sorts of comments, so it was his style, and he went off to University to do this schools council project 'what's best in comprehensive education', and we appear, apparently, on just about every computer in the land now. I felt he'd done his job, and I'm sure that's why he decided to retire early, that he could see that the next phase of education wasn't for him. So you get someone like Mike Williams who is into evaluation

and management in a different sort of way, and aims and objectives and what not, and although as I say we've always had these, they've not been at the top of the pile, I think he's had difficulties since he's been here, he's a different sort of person, completely and utterly, he is like your managing director of a company, as opposed to Richard Miller who was the foreman on the shop floor. Having said that Mike is still a man of idea, but they're different ideas, and what he's having to contend with is the fact that the staff are Richard Miller's staff, who very much revelled in the autonomy they got from Richard Miller and to expand. The number of people who have gone on from this school to become heads, or heads of department is phenomenal. There aren't many of us left from the old time, but we're here for other sorts of reasons. It was definately a spring-board for going elsewhere, and I think that the staff who Richard appointed, and who are still here, could go and take on anything. This man has come from a pretty traditional background, and eleven to eighteen with kids at the lower end who need a tighter hold, and it seems to come people who come here that the kids are walking around doing exactly what they want, well they're not. We know that now, but I think that he found that difficult, and the fact that the faculty heads had so much say, and that the individual staff had so much to say, but that was all part of Richard Miller's style.

DK Just to finish off Henry, can I ask you what you see for the future of the PE curriculum at Forest?

HA I think what we've got should be maintained, but how long it can be maintained will depend on us as people, and when change comes about in the department, as there is going to be, new people will inject new ideas. I think that we will reach the stage over the next couple of years where things will start to sag again, and that would be very sad, I think, and one needs new ideas pushing in. I mean, Health and fitness is an expanding area at the moment, and maybe we will need someone to come in and say this is where we should go. Having said all that I will never think that the practical side of PE is not important and certainly I'm not into the realms of thinking that all kids should play competitive games, I left those ideas behind



HA, 27

years ago. I think we've got it right with the things we try to do with the kids, and maybe things like a multi-gym for example, will give us room for expansion. I certainly don't think we're static, but we could become without some care ... (P)

DK Well, thank you HA, I think we could finish there if there's nothing else you want to say?

HA No, I'm fine thanks.

END OF INTERVIEW

? = Pause

I = INTERRUPTION

E = EDIT

/ = CHANGE IN MID-SENTENCE

March 1984

1.

SF I've read through the (two interviews) quite a few times and marked a few things. Basically, it wasn't so much me elaborating on what I've said, but you mentioned that we could possibly discuss something between us, and the thing I thought we could have talked about more was the thing about justifying our subject in the school, and the other bit that followed on from that, about altering students' attitudes. These were the only areas that I thought we could talk some more about, but I haven't planned anything to say.

DK Do you think that what has come out in the interviews are a fair representation of your views at the moment?

SF I think so yes. It's made me think a little more about justification of the subject in the school, and as you said last time, do we justify what we do in the same way as an academic subject, English or French or physics? I mean PE doesn't fit into that, does it?

DK You see, I think it becomes a crucial practical issue for someone like yourself, someone in your position, because we are in the business of talking about scale points and promotion and how your work is judged in the wider context of the school and the education world. You're running a course which I mean, it doesn't conform to standards that many other subjects do, that is to say you don't have an examination, you don't have a number of exam passes, you don't have that sort of status, although I don't believe that if PE was an exam subject it could ever have the same status as maths or English anyway. So what I'm saying is that, at the present time, the way I see it is that you have great difficulty even in claiming success for the course as it is - how can you, going by the aspirations that you have, which are to encourage kids to lead healthier lifestyles now and in the future? So I think it is a crucial problem for you lot, and I wonder how well thought out it has been, especially for someone like yourself, how do you publicise your efforts to the administration, other teachers and students, parents and so on?

SF Yes, you see, in my previous school I used to always publicise any results from teams. Now that's only a small percentage of the kids who are taking part, but at least you could see ... (I)...

2

DK It gives the impression that you are busy and working well? SF 3/2.

SF ... that's right, and we were busy working, but they could see that there was something going on other than between nine and four. They don't seem to do that here, and I said to Pak - I think I'll try and do this, and he says - well, the way they do this briefing sheet some people don't even read it - but I'm still going to try it. I noticed that \_\_\_\_\_ put some rugby results from the last games on there, and I think it's nice that the kids who are taking part, that's acknowledged by others around the school. But this is true what you're saying, we're stuck on the end of the school, most of the staff up there don't even know we exist down here, it's always been the same, that the PE department get the raw deals, because I still think if a lot of people could do away with PE and take more time for their own subject, they would happily do that, I suppose everyone is the same with their own subject / if I was planning the whole curriculum for a school, I wouldn't say, - we won't do maths because I don't like maths, I think we have to sit down and say - well, which things do we need - and try to get the basics in, and obviously I would include PE in that. But again you see, if the Maths teacher or the physics teacher is non-PE orientated, hates games, hated it when he was at school, he tends to think of it himself in his own experience.

DK PE traditionally has been competition orientated, hasn't it?

SF Yes

DK Now it might be that side of it that he doesn't like, it might be the competitive thing where if you're no good at something and you're constantly failing, then it can't be a lot of fun. You can see why some people might be hostile to that sort of PE curriculum .. (P) .. Do you think that the PE curriculum run here might be the curriculum for the future generally?

SF I think so, yes .. (P) .. I think we might get a move to more courses being organised away from the school. I mean, a lot of kids in this place are turned off by the buildings, you know, they are in a school,



SF, 3/3

and from my experience of taking kids away from the school environment as soon as you get them away from the school, you can run your PE courses and the kids love it. Even though it might not be competitive in some ways, the best examples is the outdoor pursuits type of thing skiing and so on. I know there are problems of cost, and when can you do it, and how many can you take, but those courses work, and it's a pity we couldn't organise something like this for all the kids in the school.

DK So you're saying that poor motivation is something to do with schooling?

SF I think it is. Kids these days, because they are allowed to think for themselves and voice their own opinions, and we encourage this to some extent, they turn off as soon as they come into these buildings. School is compulsory so we don't want to know sort of thing, and a lot of kids react against this (compulsion). So you get more success with them by taking them out of the school.

DK In a way this issue relates to something I wanted to talk about. Do you think that a course like the one here could work in other contexts, like \_\_\_\_\_ for instance?

SF Yes, I think it probably would. That's reminded me of something as well, I wanted to talk about doing this course at a Junior level. I think it possibly would, the kids there are fairly nice, and being younger they tend to have more enthusiasm, and the course I think would be great for them.

DK Do you remember we talked about the class you do with your adults, you said it helped to be able to point to their problems directly, like being overweight, having high blood pressure, smoking too many cigarettes. When kids are sixteen you said 'they don't think they're ever going to die ..'(I)

SF That's right! that's the big problem.

DK .. so how would it work taking it back to an even younger age group?

SF Yes, well I suppose with the younger kids, they compensate for that with enthusiasm, it's a new thing for them, and they're going to

SF, 3/4

listen a lot of the time, and again, the kids here (at Forest) still enjoy measuring and evaluating their own bodies, so that would be there. There's a big difference in enthusiasm between a High School and a place like this. I think teachers who have only taught in an Upper School should have a go down there sometime. I mean I enjoyed it down there, although I like working with the older kids.

DK Why do you prefer the older kids?

SF I think it's a case of maturity. I offset lack of enthusiasm with being able to work with students as young adults. I think my style is more aligned to working with them as a friend in some ways.

DK This thing about focusing / you said that kids here still like to measure and evaluate themselves, do you think that focus / do you think there is a focus in the department on students as individuals? ..(P).. If the ethos is there, is there enough emphasis?

SF I think we do the best we can in the circumstances. I mean, we have problems given the sheer number of kids we have in there sometimes, and you've always got your people who are not interested, but I think we try to work with students as individuals rather than as whole groups. I mean I take the kids in one at a time and do all the measurements with them.

DK You see, what I'm wondering is, could you get over the relevance problem and the lack of enthusiasm by saying 'look, here is you're body, and we want to think about you as a person, how good is your endurance, your flexibility, are you overweight?' this sort of thing, I know this is done to a certain extent. Do you think it's done enough, to focus in on them? It seems to me that it's one topic adolescents, in fact anybody, will be interested in, and that's themselves.

SF Yes ... yes I see what you mean. I try this, I think we all do, it's done to a certain extent. It's always the same. The kids who aren't

interested in anything, it doesn't matter what you say to them, they're not going to listen. The good kids will be responsive anyway, but it's not them we're particularly worried about anyway I mean they're always going to be aware, its the kids who, because they're turned off education they're the ones who don't listen to anything, anybody tells them. The good kids will listen, because they're just interested in life in general. But its the kids who won't listen who worry me!

DK What kind of impression do you think the kids get of the courses they're taught? You said before that you put yourself in their position, if You were a student now, how would the courses seem to you?

SF Well, obviously I always enjoyed PE. It would be great for me, because I love it. But if I knew how to deal with those kids, throughout the school, I'd be in charge of education throughout the County, because nobody knows, its a national thing isn't it?

DK It sounds like an argument for de-schooling.

SF Yes, for some of these kids it probably is the answer, I still think some of these kids would work better in another environment I don't mean just hide them away, but I think you maybe get more success over at a place like \_\_\_\_\_, which is a reform centre. Okay, they're captive, but they do get success over there. But I don't know the answer to that one at all, I wish I did.

DK Coming back to the topic we were discussing earlier, when we talked about publicising you're activities, again it was back to putting team results on the briefing sheet, but if you see a Health Related fitness based PE course as the curriculum for the future, how do you publicise that, the nine till four work?

SF Yes, well thats been done a little bit by Kew and P.U.L., because they've been getting all the staff down, and doing the fitness testing with them ...(I)

DK Has that been going on since they left?

SF Well no, it hasn't. You see, the problem I have at the moment is, I don't feel competent enough to take a member of staff in there to do the test in case I do it wrong. I don't want to do it wrong and put them off. P.U.L. could do it and again, its getting hold of P.U.L., he's up there and around and about, he's hard to get hold of. Kew tried it, unfortunately this was one part of the whole course I didn't know anything about, he was doing it after school and in his own time, and I didn't know much about that. So we never got it together for him to show me how to do the test, we left it too late. The only one who knows the procedure now is P.U.L., and he learned it from P.U.L. and Kew, so its third hand now. But I'd like to be able to do it, because we can get the staff back down here and they're keen on it.

DK So thats one way of publicising your activities, which is offering a service to the staff?

SF Yes, that's right, and the staff can see what's going on then, and from that we can say, well we do all this with the kids, because otherwise they are never down here except for a test.

DK To approach this from another angle, what do you think the reputation of the department is in the rest of the school generally? Is that something you pick up when you are up in the main staffroom?

SF Yes, well I don't suppose people would talk about the PE dept. if I walk into the room so you wouldn't pick that up. But from the staff I've made friends with, they don't seem to have said anything like its nice to have someone pleasant in the department, I've not had that, so before I came there has obviously been no animosity.

DK Are there faculties in the school who have the reputation for being high-flyers or innovative or whatever?

SF Well, the whole staff seem like that to me. Everywhere you go there's committees and meetings, I've never seen a place like it: I'm still taking stock of what goes on. You're invited to many of



the meetings, but I miss a lot of them because I'm doing other things. But they do publicise everything and you get copies of the minutes in your pigeon hole. Which is good, and it seems as if there are lots and lots of people doing a lot of work around here.

DK That reminds me of something else that came out of the interviews, in fact, I've actually noted down here what you said, it was in the context of your own sports career, and you said "At the moment I'm playing neither myself" - that's soccer or rugby - "one of the main reasons for that is that I've come here and the amount of work I've needed to do here for my own benefit has been much greater" Now that interested me because you said that the extra work was for your own benefit. Do you think you could have come here and got by without putting in any extra effort at all?

Sf ... (P)... possibly on the practical side, I mean the work I'm doing here is the same as the work I was doing at the High School, its just with older kids, and I've got the information at the back of my mind I don't need to go away and look it up, its stored there ... (I)...

DK It's at your fingertips?

Sf Yes but the theory side of it and other things as well, not just PE. I mean I'm trying to read up a bit on the school, they've got a brochure down there. But a lot of it is the theory stuff, I'm doing a lot of reading for that. Again, its like a computer memory bank, but there's nothing in there, I need to fill it up.

DK But given the privacy you have in the classroom you could go in there everyday with the text book sitting on your lap and reading one lesson ahead of the kids ... (I)...

Sf I could, But I think, the kids pick that up, if they know you're not 'au fait' with the subject, that's when you start to get problems because the kids can sense somehow if you're not confident enough and they'll start to play up.

DK So why is that important then, is it a matter of having a comfortable professional life in the sense that you don't have any trouble ... (I) .

Sf Well no, its, like the thing I said about taking the staff down to do fitness testing, I don't want to do it wrong and put them off the whole thing, if I'm going to work on the theory side, I want to make sure that what I say and what I do is correct, I mean I don't want to say to a kid that the treatment for a severed artery is a tourniquet, and then for him to find out that that's completely wrong. He'd think I was an idiot! After you've been an idiot once ... (I)

DK Is it important for you professionally not to be thought an idiot?

Sf Well not so much that, I mean that was just an example. I want the kids to know that what I say they can believe and trust, so that I came over as professional and that they'll listen to what I'm saying and act on it.

DK So how much work / lets say you have to do a fair bit of reading initially to fill up the 'computer banks', when does that stop, ' I know enough, I don't have to read anymore '?

Sf Well, I don't think you ever do that, I've gone through all those books upstairs, its been like doing homework, and studying for an exam again, now I've been through these, and all I'll do is just top up now and again. I think its an ongoing thing, and it just needs topping up all the time.

DK So the incentive for you to do extra work has been a professional commitment to what you're doing in terms of other people's opinions of you especially the students?

Sf Yes I think I wouldn't be frightened to say at a Monday meeting that I think we should do this, and I think the staff would listen. I wouldn't go ahead and do something innovative without checking with the others first, if I set something up, there's got to be a follow up, like this canoeing for instance, I'm a qualified canoe instructor so I can do some canoeing. But before I started doing

it I talked with P<sub>4</sub>K and he said - nobody else can do it Sf,3|9  
 apart from you - which would have meant that only my fifth year swimming groups could do canoeing and this would be unfair to the rest of the fifth year. We've sorted that out now, because the 'bats' are allowed in there and people with bronze medallions can work with them, like K<sub>4</sub>K. and I've been doing a little bit of work with her on how to handle the basics. So things like that, I mean I'm always keen to try something, but I would check with the other first.

DK Do you see yourself making a substantial contribution to developing the theory side of the course?

Sf Yes, I would hope I was able to do something now. When I came, K<sub>4</sub>M and S<sub>4</sub> were being encouraged by P<sub>4</sub>K to do their own work, preparing one of the course blocks, and obviously it was fair enough, P<sub>4</sub>K said - 'you've just come into the place, you don't know much about it', so I've worked through virtually a year now, so I would think that I'm coming up with some ideas, they're there, so next time we have a meeting about the theory course, and P<sub>4</sub>K wants me to contribute to one the the blocks, then I'm quite prepared to put some ideas in especially the fourth year work. I mean its a fairly good course, but little things could be changed. But the fifth year work is the ongoing one, and there's all sorts we could do on that.

DK Where does your own interest take you though, if you felt you had a chance to make some contribution, does it take you into the theory, or the practical or both?

Sf I've found it easier to work in the practical side obviously, I've got more experience there. Although whether I'll say the same thing in two years time I don't know. But there's no way I can know this theory course well in one year, its impossible, and I've not had the experience and benefits of having K<sub>4</sub>W and P<sub>4</sub>J to help. K<sub>4</sub>W for a short while and P<sub>4</sub>J never, and these were the people who had all the experience and were prepared to talk about it, which is unfortunate. If any courses come up, I'd like to go and

have a week-end's intensive work on it, and I'm sure that would help me a lot. But obviously at the moment I feel I can have more of an impact on the practical side, but I would<sup>so</sup>'be loathe to have a go on the theory side, put a course in and see what they think.

DK Actually there's something I have in my notes here about Jim. Talking to K<sub>4</sub>K seems as if she spent a fair bit of time watching his lessons and talking to him, and she seems to have picked up a lot of his ideas verbatim almost. You don't seem to have done that, and one of the things you said in an interview was that timetabling was a problem ...(I)...

Sf It was. I think there was only one time during the week when I could have seen one of K<sub>4</sub>V's lessons, and inevitably when you've got one time, there's other things you've got to do, you know. I've been trying to set up this weight training course for about a month now, but you see K<sub>4</sub>W, the way he worked it was to get a bit of card and write a few ideas down, and I've found and I think --- the same, its alright if you're with them all the time, and walking round telling them what to do, but we thought they need something more, so what I've got now is I'm photocopying pictures of weight trainers doing their exercises and putting this on a bigger sheet, and covering it with that plastic stuff, and so they've got a big picture of the exercise. I've been doing some other things as well, it was fortunate that K<sub>4</sub>K was able to get in, she had a few more 'freest' and she was able to see K<sub>4</sub>W work.

DK What you're saying there suggests that K<sub>4</sub>W didn't document what he did particularly well.

Sf Well, on the weight training course, K<sub>4</sub>W used to do most of that work, and I don't think he documented it at all ...(E)...

DK What about the gym-based course?

Sf I never saw him actually working that, he said he did a lot of work from the little book on new games, and he did some simple circuits based in the gym rather than the weights room.



DK So he didn't have any documentation there either?

Sf I haven't seen any, no.

DK Is that in contrast to the fourth year theory course?

Sf Which is well documented ...(I)...

DK How is that documented?

Sf Well the syllabus is laid out, week one, week two and so on, with all the information and the references you need, you could virtually / well in fact I did, I was given the syllabus and two books, which is what the work is based on, and it was just a matter of reading through the aims behind the course, it was all laid out, a breakdown of the subject matter, then an outline, week one this is what you cover, week two and so on. A few ideas and tips like before talking about weight, have a look round the class to check for the 'fatties'. You read the references and just go in and do it which was a help for me, because as I say, the first time when I wasn't quite sure what was happening, I got these things and read them before I came into the school, and so I felt more confident when I had to teach it. The question you asked me about where would I have an impact, I would think that for *KW*, he would have an impact more on the theory then in the practical. I think he would have agreed that if he was allowed to be here on a scale three or whatever, being in charge of the theory side, and although this is separating <sup>the theory and the practical</sup> slightly, he'd be quite happy to do that, I'm sure he would. That's where his aims and interests lie. ..(P).. mine are still more towards the practical, because thats where I've got the experience I suppose. So on the weights at the moment we've got some cards and some ideas, and its ongoing. But it will always be like that, I mean someone could come in tomorrow and say 'what are these daft pictures' and chuck them away. I mean, people work differently ...(P)

DK Well, I don't have anything else to talk about.

Sf This thing about the course being done in a High School, the chap you brought in, he was saying he was thinking of running it, you know the bloke from \_\_\_\_\_?

DK Eh, \_\_\_\_\_?

Sf Yes, he was saying that if he ran the course the way we do it / he said to me 'would you start the course at a younger age?' and I said 'the younger the better' ...(I)

DK He's thinking that he'll have to present it differently. He doesn't think the classroom work will go down that well initially. He thinks its got to be all experimental stuff, lots of practical work, trying to illustrate the ideas through practical work.

Sf Yes, well I mean the fourth year course is very practical, we do a bit of talking with them after the first bit / but I suppose again it must have been the same here when they first started, going into a classroom for the first time. But at least they had the CSE course ...(I)...

DK They had experience on that, that's right ..

Sf .. so they've been in the classroom, and they know a little bit about it, but I suppose starting any course where you got to say 'right, into the classroom', 'Oh, boring, wet-weather lessons'. Because you've got to take it from there, he said they did wet-weather lessons in classrooms, and he thought that was another way to introduce the course, use the wet-weather lessons, pull out a few simple facts then give them a practical session in the classroom, try the situps, try the pressups, and get them interested that way. I said to him that the kids can't see forward to when they are fifty, but if you start them at eleven and keep giving them the ideas, something will stick in.

DK You'll develop an attitude.

Sf That's right, and the younger you get them / I mean really you could start it in Junior school, some very simple stuff, I mean why not? I mean, kids can turn on the TV now, look at that

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programme last night, 'You're life in their hands', did you see it?

DK No, I didn't.

SF Where the chap had the arteries to the brain sorted out. He'd had a heart attack, and they discovered it was the arteries to his brain, so they went in there and cleaned them out, and five weeks later he was right as rain ...(E). Now the kids can see that, and they asked him 'why did you think you had that problem?' and he listed them 'I was overweight, I ate too much and I smoked too much, and the kids see that, all the time its on television. So get them while they are interested.

DK And there is a whole popular movement growing up round aerobics and jogging and pop mobility?

SF Yes, that's right, awareness of body. There's a body-scanner in \_\_\_\_\_ where you can have a medi-scan ...(E) but I think we should get them as young as we can. I'm quite prepared to go into the Junior Schools with a workshop ...(P). a travelling road-show, it would be good fun.

DK Right Sure, thanks very much.

END OF CONVERSATION