A Journey towards value-laden education.

Understanding teachers' perceptions of the social domain within the Maltese Physical Education context

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ABSTRACT

This study explores the social domain and the applicability of socio-educational content across Physical Education (PE) contexts. PE has been argued to contribute positively to young people's personal, social and moral development. Moreover, the subject has been projected as a vehicle for bringing across value-laden education and social skills. This research project seeks to add to the existing literature in this area by exploring how physical education teachers in Malta understand socio-educational aspects in PE. It examines the impact of one programme designed to promote social learning through physical activity, the Teaching Personal and Social Responsibility model (TPSR; Hellison, 1995), by looking into the implementation outcomes of this programme when employed by Maltese PE teachers.

Underpinned by an interpretivist framework, this qualitative study was inspired by empirical evidence garnered from my own teaching and coaching experiences. In particular, it was driven by a recognition that the focus on physicality in PE contexts often outweighs the educational potential embedded in the socio-affective domains as well as the contradiction between the celebrated social learning in current Maltese educational policy (The National Curriculum Framework) and what takes place in practice. Given this background, the first phase of the study explores the physical educators' knowledge, perceptions and position of the social domain within early secondary PE practices in the Maltese context. In the second phase of the study, a selected group of teachers (N=6), were trained in TPSR (as a value-laden model), which they later implemented over one academic year with students in their first year of secondary education. This, unpredictably, initiated an evolving community of practice (COP) which became embedded and instrumental in the outcomes of this research journey. The coding processes, driven by a Grounded Theory approach, led to the emergent multi-relational core categories. The captured experiences contribute to a deeper understanding of socio-educational aspects across PE as well as the pedagogical attributes of TPSR implemented across a traditionally-oriented PE context. This study contributes to the the very few studies reporting on school-based TPSR implementation. It also captures the participant teachers' perceptions and reflections across the implementation of TPSR, as an innovative model in Maltese PE contexts, and thus brings forward an original contribution to knowledge by focusing on the process of teacher implementation rather than the outcomes.

Findings across this study project the abstractness, differentiated understanding and application of the social domain in PE, together with the environments this is presented in, as powerful contributors to the de-valuing of socio-educational content. The lived experiences across TPSR implementation embedded within a COP, and the reflective practice enjoyed by the teacher-participants, supported a methodology ideologised by the Maltese NCF (2012). This experience facilitated a pedagogy of emergence and teachable moments and is proposed as a process through which socio-educational content could be brought across in meaningful ways. This thesis, framed within a constructivist approach, provides insights on the essential multi-relational aspects of education, which, together with an emergent community of practice (COP), are proposed as key contributors to meaningful education.

ACKNOWLEDGMENTS

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LIST OF ABBREVIATIONS

COP   Community of Practice

CPD   Continuous Professional Development

PE   Physical Education

TPSR   Teaching Personal and Social Responsibility

PSR   Personal and Social Responsibility

SITE   Student-teacher relationships, Integrating levels, Transfer, Empowerment

NCF   National Curriculum Framework

LOF   Learning Outcomes Framework

TGfU   Teaching Games for Understanding

IPES   Institute for Physical Education and Sport Studies

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Chapter One: Introduction

1.1   Introduction

At forty-two years of age, I embarked on this research study journey. It is a journey which started back in 2012 and whose paths have impinged in different ways on myself both as an educator and a parent, as well as a person. By looking at myself - where I started, who I was back then and what constituted my vision on education as my profession and reviewing my position now - I can appreciate the evolutionary aspects and impact this research journey has had on myself. This journey started with an understanding and finding of myself.

Following a collective agreement between the University of Malta and the Malta Union of Teachers in 2009, a PhD qualification became a requirement for persons with interest in teaching at University and for those already in a lecturing post. I had been employed as an assistant lecturer within what was, back in 1997, a programme for physical education and sport and then an Institute in 2003. My employment as a full-time assistant lecturer commenced in 1997, following some years of teaching at secondary level and completion of a Masters degree specialising in physical education. My professional responsibilities have since been mainly in the preparation of physical education teachers, working on and delivering study units focusing on teaching and learning, pedagogy and coaching, including practical components as part of the course programmes. Throughout my profession, I have always appreciated the need to better myself as an educator. I have always considered and still consider, myself lucky to be able to experiment in my work related to teaching and coaching with various research informed practices and pedagogies (Korthagen & Kessels, 1999). This environment, in sync with my research study journey, supported opportunities for constant all-consuming reflective practice. This drove me in the process of understanding myself and my work.

The reflective journey outlined in this thesis impinged on my practice in ways which made me question my work, my ways of relating to students, my methods of instruction, my focus and targets during my teaching. In doing so, I started to understand who I am, what constitutes my understanding, my philosophy, and what drives and fuels my pedagogical perceptions.

The reflective research journey helped me understand myself as an educator, as someone who is passionate about educating holistically (i.e. engaging students in the various domains of learning); an educator who views education as an experience which prepares, or should prepare, one for life beyond schooling. I understood the importance I always gave to being part of, and feeling part of a group and the way I valued concepts related to team-work and working in groups. I could now identify myself as an educator with a social responsibility orientation (Behets, 2001). Only after finding myself this way, could I answer questions such as: how come I chose to explore the social aspects in the game of mini basketball as a research question for my masters thesis?; why do I, during my teaching and coaching, find myself selecting moments arising during activities which relate to socio-educational aspects?; and why do I find myself, at times, going out of my way to please others? I could now, thanks to this journey, better understand my epistemic make up and describe myself confidently as a value-laden educator, as well as appreciate the contribution this understanding had on the progression of the research study.

Across my work, I feel I have developed a passion towards what is often considered a 'hidden' part of an educational curriculum (Margolis, Soldatenko, Acker & Gair, 2001). I share Dyson's (2014) concerns regarding the need to educate about PE from a much wider perspective, as well as Kirk's (2013) cocerns about the present educational value of this subject. I had always felt that socio-educational qualities were the least valued within teaching and learning and that these qualities deserved more attention. This personal reflection fuelled an intrinsic need to bring to the surface the devalued socio-educational aspects. Ultimately, this became the foundation for this research study.

1.2 A dire need to understand

Throughout my work as an educator, a personal disappointment (amidst many satisfactions) emerges during student teaching practice visits and across the students' overall professional practice. This disappointment, as I will explain, shows itself in practice as an unbalanced use of the learning domains outlined by Bloom (1956). Empirical evidence suggests that physical education (PE) practices seem to be framed mostly, if not exhaustively, within the physical domain with some limited exposure to the cognitive domain. The domain with the least exposure seems to be the socio-affective domain. This domain frames the socio-educational

content, which is the focal point in this study. This domain exposure imbalance which impinges on holistic educational experiences is shared across literature (Jacobs, Knoppers & Webb, 2013). Throughout my past teaching practice experiences, I failed to comprehend how student-teachers would not address meaningful teaching moments loaded with socio-educational value arising from the dynamics of the lesson. How could a student-teacher choose not to act upon actions in which a student provided help or support to a struggling peer or fail to reinforce, perhaps verbally, a show of good sportsmanship which took place during a game? My reaction to this passivity was to ask myself whether those moments were intentionally ignored or simply unnoticed? If these were selectively ignored, why so? How could these go unnoticed when student-teachers would have engaged in domain teaching and learning as part of their studies? Through student-teacher feedback, more often than not, those socio-educational teaching moments, which from my personal perspective seemed so evident and in dire need of focus, were not given attention by the young practioners in the teaching position. Across this research study, I found myself eventually being able to answer the questions as I started to understand and come to terms with the complexities within the web of relationships framing the student and teacher as learners, education and the environment engaging all.

The starting point of the research study necessitated the need to learn about the context as well as the applicability of socio-educational aspects of teaching and learning. This initiated an elaborate process of familiarizing myself with this area of education as well as trying to see what value this educational aspect holds. The research study concerns led me to delve into the educational policy driving local (i.e. Maltese) education. Locally, during the year 2011 (the start of my PhD journey) a revised National Curriculum (A National Curriculum Framework for All, 2012) was in the pipeline. This substituted the older version titled 'Creating the Future together: National Minimum Curriculum' (1999) which had driven education policy since 2000. My intent back then was to look into the future proposed policy. The socio-educational aspects of teaching and learning are given ample exposure in the revised policy and are documented as a main contributor in the overall educational journey. This, I felt, gave a deeper relevance to the study since it was now not just about my personal perceptions and concerns, but an issue of relevance to all within the field of education.

1.3 Background to the research

As a start point to the study, I began to explore a field of literature which looked at how the socio-educational aspects are or could be integrated, embedded or targeted for teaching and learning across physical education. Literature showed that enhancing social and emotional development was present across both elementary and secondary PE. Over the years, the implementation of strategies within elementary PE programmes, including teacher modelling, instruction, verbal praise and feedback, self-monitoring, goal-setting and rewards, have proved to be successful in, for example: enhancing moral judgment and intention (Bredemeier, Weiss, Shields & Shewchuk, 1986), decreasing unsportsmanlike behavior (Giebink & McKenzie, 1985), decreasing inappropriate and increasing appropriate social behavior (Patrick, Ward & Crouch, 1998) and elevating student leadership and independent conflict resolution skills (Sharp, Brown, & Crider, 1995). More recently, the social and emotional aspects of education together with numerous proposals and possibilities for implementation have been in the spotlight across Europe (Watson & Emery, 2010). The social and emotional aspects of learning (SEAL) programme (DfES, 2005) as well as the personal and social education framework for 7 to 19-year-olds (DCELLS, 2008a) emphasise the qualities of social and emotional intelligence. This literature, however, does not reflect the praxis within Maltese educational contexts. As argued in section 1.2, empirical evidence shows that the socio-affective domain seems to be the domain less visited in the teaching programmes of Maltese physical education teachers. This problem as indicated above, seems to be shared across diverse contexts where limited social learning experiences within teacher preparation programmes have been (and still are) commonly experienced (Templin, 1981; Dewar & Lawson, 1984; Evans & Williams, 1989, Curtner-Smith, 1999; Theodoulides, 2003; Capel, 2007; Jacobs, Knoppers and Webb, 2013). A number of factors could be listed as responsible for this lack of holistic educational experiences, which are not consistently brought across but are only individually catered for depending on subjective teacher beliefs and values - a discussion which will be taken up at a later stage (see chapter two, section 2.7). Drawing on this, the proposed study seeks to explore the challenges met in the application of this holistic educational target. In addition, discourse on value orientations and how this impinges on subjective practices is brought up at a later stage (see chapter two, section 2.7).

Across reasearch it is evident that physical education in international contexts, has progressed in ways which have tried to adapt this subject to the changing and evolving societal needs.

This is reflected in the progress and adaptations to the curricular models of PE across countries and continents (see chapter two, section 2.6). The need to move on and explore more 'social-friendly' educational pedagogies was a need which I felt should be studied and tackled with rigour. An education which celebrates the socio-affective qualities needed to be given a fair chance and PE certainly lends itself as a promising vehicle to carry such quality education (Kirk, Macdonald & O'Sullivan, 2006; Bailey et al., 2009).

1.4 The aims of the research

Sport, physical activity and physical education have been shown to contribute positively to young people's personal, social and moral development (e.g. Sandford et al., 2008). This research project seeks to add to the existing literature in this area, by initially exploring teachers understanding and application of the socio-educational aspects in physical education. In addition, it explores the potential of one programme designed to promote social learning through physical activity, the Teaching Personal and Social Responsibility model (Hellison, 1995) by exploring the implementation of this programme when employed by Maltese PE teachers. Coincidentally, my research journey came along in parallel with a new National curriculum framework which across its philosophy celebrates socio-educational qualities. This convergence offered promise and added value to the experiences this research could offer.

The need to understand the overarching philosophy in relation to the socio-educational aspects of teaching in physical education, necessitated looking closely at teachers' perceptions and practices on qualities pertaining to social aspects in their teaching practices. The need to understand and explain how educators look at these socio-educational qualities framed the initial research questions:

- What are teachers' perceptions on the teaching and learning of qualities pertaining to the social domain in physical education?

- How do physical education teachers implement these in their practice?

Varied levels of social aspects have, in foreign contexts (for example, the UK, USA and Spain) been integrated within the subject of physical education to meet societal demands and improve educational quality (see section 2.6). By exploring these models, their philosophical

foundations and their pedagogical intent, the thought of selecting a model with high socio-educational potential and implementing it in the local context was motivating as well as exciting. Hellison's work on Teaching Personal and Social Responsibility (TPSR) (1995) provided me with the pedagogy and methods to 'fit' the aforementioned void experienced by many during teaching practice, as well as the promise of bringing to the surface the socio-educational qualities. The implementation of TPSR promised an environment rich in potential, which would offer possibilities of exploring the practices and outcomes of this innovative teaching and learning experience. This phase of the research framed the second set of research questions, listed below:

- What are the experiences of physical ducation teachers during the implementation of a locally innovative model (TPSR) within their physical education teaching programme?

- How do physical education teachers fit TPSR into their pedagogies?

These questions promised an alternative and fresh perspective on TPSR which, across research, is more commonly explored in terms of its outcomes rather than its learning process. By looking closely at the way this model impinged on teacher pedagogy within a context which celebrated conventional and traditional PE settings, the outcomes of this study would contribute to the extensive field of knowledge associated with TPSR (Cecchini, Montero, Alonso, Isquierdo and Contreras, 2007; Escarti, Guiterrez, Pascual and Marin, 2010; Gordon & Doyle, 2015) as well as other related educational fields. The study would also provide new insights by addressing concerns regarding a scarcity of studies related to how teachers could facilitate value development in students (Camiré, Trudel & Forneris, 2012; Vidoni & Ward, 2009) and by focusing on implementation processes rather than outcomes (Jung & Wright, 2012). The capture of teachers' awareness, knowledge and perceptions and applicability of socio-educational aspects in the teaching profession, as well as their lived experiences in implementing the model, would provide a conduit to understand the values placed on socio-educational aspects across their PE practice. Also, within my empowered position as a professional teacher educator responsible for teacher preparation, as well as a researcher, this research experience would yield the necessary insights to impact, in one way or another, physical education preparation programs. The final research questions in

this proposed study are thus grounded in the outcomes of this study and involve exploring the 'fit' of TPSR within contextual PE and perhaps within schooling more generally.

- How would TPSR fit within the local (Maltese) PE setting?

- How would this fit within schooling more broadly?

- What are the contextual challenges in embedding this model within physical education programmes in schools?

The following section presents an overview of the chapters of the thesis. I seek to present content; however, I also attempt to present this in a way which reflects the dynmicity and chronology of my research journey.

1.5 Overview of the research

Following this introductory chapter, the second chapter presents a review of the literature concerning social learning and the socio-educational aspects of learning, more generally at first and then more specifically in relation to physical education. A discussion on the educational theories that frame the study takes place in chapter three. The evolutionary nature of the research study required me to examine concepts and theories which were not originally envisaged - this was both challenging and enlightening, providing me with deeper insights on issues and perspectives which eventually gelled to form the theoretical framework of the research study. This dynamicity provided me with a myriad of experiences which reflects the 'modus operandi' of doing research (Parkhe, 1993; Cook, 2009). Following this discussion of theory, chapter four delves into methodology and data analysis. It unpacks the main building blocks of research, presenting my ontological commitments, epistemological underpinnings and methodological approach, as well as the methods employed, research design and data sets gathered. It also provides a detailed presentation of the analytical process employed. The following three chapters (chapters five, six and seven) present the main data findings.

Chapter five presents the emergent findings that frame an understanding of, and support an explanation for, social domain perceptions and applicability in the teaching of PE. Chapter six explores the findings emergent across a TPSR implementation year with Maltese PE teachers, and chapter seven focuses on subjective differentiation, an emergent concept which,

as will be later explored, came across strongly and consistently in all phases of the research. Subsequently, chapter eight consolidates and discusses the findings in light of the research questions (above) and educational realities. This chapter also presents the evolving and emergent community of practice, which community echoed the foundations of value-laden education thus promoting a highly meaningful experience. The concluding chapter (chapter nine) explores, as far as possible, the plausibility of the third set of research questions. This chapter brings together a proposal for integrating teaching and learning methods which promise meaningful learning experiences. This proposal and recommendations are presented in light of my professional position and the impact that this research study has had on myself.

Chapter Two: Literature Review

2.1 Introduction to the literature review

My interest in the areas related to socio-educational qualities led me towards reading around literature with a focus on social learning and pedagogies relating to this field. Through this reading, I learnt about the meaning of this specific educational area and its progressive venture across education, as well as attempts to embed 'the social' within educational contexts in general and specifically in the field of physical education. This new knowledge helped inform the progression of the study and the planning of the different phases of the research. In the introductory chapter, I described myself as a value-laden educator. I did not fully, at that time, appreciate the exact meaning/position of values, socio-educational qualities or socio-affective aspects. I used these terms interchangeably. However, I knew I was, as an educator, value-laden. Literature helped me position these terms in the context of my thesis, as well as more importantly in my understanding of how they fit in my thoughts.

This review starts off by discussing value orientation. It then moves on to look at the learning domains and explore the position of the socio-affective domain, in particular. I learnt that the socio-educational aspects across literature are positioned within the socio-affective domains; a merge which would be explored further. The review goes on to look at educational value and popularity of this domain, discussed in light of past and more recent literature. This helped in bringing the socio-affective domain into focus and explore its position within PE. The challenges the physical educator faces in the application of socio-affective aspects, advance this review. Eventually, I move on to explore the ways PE has evolved so as to reflect and meet societal needs. This evolutionary path is yet to be taken in the local Maltese context. In conclusion, the review draws on the local (Maltese) National Curriculum Framework (2012), in an attempt to underline and make explicit the socio-affective aspects embedded within local educational policy.

2.2 Value orientation

Before my start to this study journey, I could not comprehend the plausibility of being an educator without engaging in value-laden practices. In reality, as suggested in the coming literature, and as I learnt, the application and transfer of values is dependent on factors which are not simply related to the self but are also dependent on external factors. This personal feeling is shared across the teaching community. Thornberg (2008) reveals that teachers often see value education as qualities which make part of a 'hidden curriculum', and which need little thinking about. Across his study, subjectivity and personal feelings as to meanings and practice of value education are evident. Values here seem to be attached to issues of classroom management and disciplinary practice in attempts to maintain environments conducive to learning. Thornberg (*ibid*) takes this further and points to the lack of a professional language as a prime mover towards the abstractness of values education. The need to clearly define these values is heartfelt. When reading about physical educators' value orientations (Jewett, Bain, and Ennis, 1995), it is suggested that such orientations are divided in five categories: *disciplinary master*y (where the focus is on developing proficiency in performance); *learning process* (which highlights learning how to learn as being central to the content); *self-actualisation* (which puts the child in the centre of curriculum nurturing and personal growth); *social responsibility* (which places physical activity as a vehicle to align students to societal needs and develop social responsibility); and finally, *ecological integration* (whose strength lies in a balanced curriculum which provides for the needs of the learner, educational context as well as social concerns) (see Chen & Ennis, 1996). With confidence, I position myself as a person with a social responsibility orientation.

Different curricula have their different outcomes and targets. Although one assumes that these are the focus of standardised practices within their respective educational institutions, research shows that this is not always the case. Evans (2004) argued that teachers' actions have their origins and history, and that these are constrained not only by school cultures but also political ideologies. Narvaez (2006) also stated that irrespective of whether moral education is put across through national curricula, these are embedded within the fabric of the class and within instructional practice. These concepts will be revisited and disussed in relation to emergent findings in this study, particularly with regard to those that relate to the notion of enculturation and its impact on educators.

Teachers' subjective educational value systems strongly impact the way they use their knowledge in their teaching (Thornberg, 2008). Further, Ennis (1994) showed how teachers' beliefs and knowledge impacted decisions taken on instructional and curricular approaches. Studies focusing on different value orientations among teachers reveal that these cause differences in curricular planning and student learning expectations. Ennis, Ross and Chen (1992) for example, noted that teachers inclined towards social responsibility (a quality which fits with my philosophy and pedagogical preference) see PE as a vehicle through which to help students become socially responsible. However, such teachers are also unsure as to how they can apply their values due to a lack of clear guidelines. In relation to value orientation and the implementation of Teaching Personal and Social Responsibility (TPSR), Chen and Ennis (1996) shared findings which showed that this lack of concrete guidance is a concern amongst teachers embedding this specific social responsibility framework. The need for a clear programme, as is available for other areas of learning, is requested. This lack of clarity is not shared equally between the various orientations, but varies between what are termed subject-centred values (disciplinary, mastery and learning process) and learner/social oriented values (Ennis & Zhu, 1991). This discrepancy in clarity and guidance between the various orientations may impinge in different ways on the work of an educator and, it could be argued, is discriminatory against educators with 'different' orientations. I will later return to this discussion and show how this contextual non-clarity in relation to formal and informal learning relates to the abstract nature of the social domain (see sections 5.5, 5.6).

It has been proposed that due to the impact teacher values have on curriculum delivery, this area of knowledge should be directed towards the main stakeholders within curriculum innovation for deserved consideration. However, literature around curriculum change, in resonance with findings from this study, suggests that change cannot happen unless curriculum is consistent with teachers' beliefs (Cuban, 1992). I will now explore the position of the learning domains across literature and then move on to have a closer look at the socio-affective domain as the area of learning which underpins my own teaching philosophy.

2.3   The Domains of Learning

For decades, Bloom's educational taxonomies (1956) have framed curriculum design and educational objectives (Dettmer, 2005). In 1956, Benjamin Bloom and his colleagues focused on developing a framework which looked into higher forms of thinking. This work led to the development of the three domains of learning: Cognitive (mental skills), Affective (feelings and emotions, attitude and self) and Psychomotor (manual or physical skills). This taxonomy was, over the years, refined and presented in hierarchal ways, starting from the simplest to more elaborate forms of thinking. This helped its appreciation and applicability. Originally, the cognitive processes were divided into six categories starting from knowledge, progressing into comprehension, application, analysis and synthesis, and then finally the more challenging ability of evaluating. The taxonomy was further developed by Bloom's former students, David Krathwohl and Lorin Anderson, who refined the work to reflect a more active form of thinking as well as to serve as a better tool for planning instruction (Anderson & Krathwohl, 2001). This hierarchal structure was similarly adopted to the affective domain. This included the manners by which we deal with emotional issues such as feelings, appreciation, dispositions, motivations, attitudes as well as values. A taxonomy was proposed (Krathwohl, Bloom & Masia, 1964), to reflect the progression from simpler feelings to others of a more complex nature (see figure 1).

Figure 1: Hierarchal structure of the affective Domain
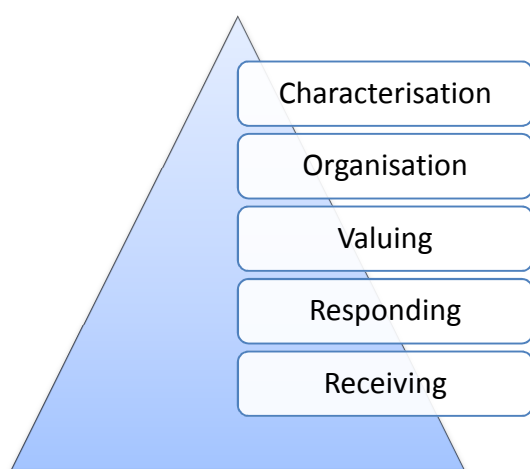
(based on the works of Krathwohl, Bloom and Masia, 1964)

The structure categorises feelings from initial (simple) *receiving,* which refers to learners' sensitivity to the existence of stimuli, awareness, willingness to receive, or selective attention. Progressively, *responding* refers to the learners' attentive capacity to stimuli as well as the motivation to learn. *Valuing* refers to the learners' beliefs and attitudes of worth, acceptance, preference or commitment to value. The learners' internalisation of values and beliefs (*organisation)* involves the conceptualisation and organisation of a value system. As values are internalised, these are subjectively organised according to priority. Finally, *characterisation* refers to the highest level of internalisation and reflects behaviours which portray generalised sets of values, as well as a characterisation or a philosophy about life. The way Krathwohl's work positions values and describes the process for their internalisation and characterisation, provided me with a better understanding of how subjective value orientations impinge on the educator's practice. I could now better appreciate not just the issue of subjective value orientations, but also further reinforce my position as a socio-value-laden person. All of this led me to consider how one could exploit this valuing process in ways which could help educators become more aware of these. As part of the valuing process, the final three stages of this hierarchy, i.e., valuing, organisation and characterisation, enlighten the discussion on the contributing factors which impinge on the extent to which social qualities pour into pedagogy.

The hierarchal outlook in taxonomy progression brought about concerns about an overemphasis on structure which could impact quality education. Bloom and his team recommended that this should not promote compartmentalisation and preferred to look at this structure as a flexible tool serving as a catalyst for stimulating educational objectives (Bloom et al., 1956). Dettmer (2005), in fact, recommended that teachers should refrain from adopting a step by step approach with taxonomies, but to use them openly and flexibly. She referred to the taxonomies never as a final product but as works in progress developed by the learning and teaching communities. This element of flexibility is explained in terms of parallel complexity and balance between domains (*ibid*). Rather than looking at progression in terms of moving up to higher conceptual levels, working across competencies of a similar level of challenge across different domains supports the concept of unifying domain exposure. This mindset complements several aspects identified earlier in the study as well as others to be met across the research. For instance, this concern regarding structure in taxonomy practice as a possible hindrance to quality education, as well as the call to embrace this practice cross-curricularly, flexibly and as a work in progress, adds to this

study's multi-relationality. Moreover, concerns regarding compartmentalisation of taxonomy practice come later into discussion around an identical perspective which relates to quality education across formal and informal education settings (see section 5.4). The need to push for *blended* rather than isolated pedagogies, in fact, comes out across the study's findings.

In practice, the hierarchal effect promotes tendencies to look at domains as separate, depending on the instructional targets planned. These could either look at integrating some level of affective practice or else have the affective qualities as the main target for instruction. Smith and Ragan (1999) argued that within any psycho-motor or cognitive target, there is always some level of affective element. In support of this, Martin and Briggs (1986) showed the high level of interaction and link between the cognitive and affective domain. Grounded in this interaction, most teachers, without knowing, are involved in different levels of affective teaching; a concept which will be further explored in light of socio-automaticity, an emergent concept from the study which embraces the social aspects in teaching (see section 5.2.3). Having looked briefly into the learning domains, I will now explore the position of these domains in physical education.

2.3.1   *The Domains of Learning in Physical Education*

In this section, I will present a brief overview of how the domains of learning are represented in physical education with a focus on the ways the socio-affective domain is interpreted, used and abused. Briefly, across PE the cognitive domain looks at intellectual development in learning about sport and strategies, as well as fitness concepts. The psycho-motor domain focuses on developing motor skills and abilities whereas the affective domain, generally linked to psychological as well as emotional well-being, captures the relationships between human movement and values, social behaviour, feelings and attitudes (Holt & Hannon, 2006). Further to this, within this domain, students learn about, for example, concepts of fair play, respect, self-control, sportsmanship, responsibility and motivation (*ibid*). Other perceptions include, more specifically: mental health, positive self-regard, coping skills, autonomy, moral character and confidence (NRCIM, 2002). Within this study, the volume of content embedded in this domain became my immediate concern. I recall myself thinking how could it be possible to have such valuable educational content under the umbrella of one domain, with so little attention given to it? One aspect which helped ease such concerns over

compartmentalised content, was the constructive integrating practice which brings together all domains. Physical education quality is improved in situations when teachers and learners engage concurrently with all three domains (Hansen, 2008). Echoing this, adaptations in pedagogy to reflect a multi-domain exposure framework, are thought to facilitate, amongst other experiences, a higher level of engagement. Kirk (2013), for example, argued that having teachers focusing on exposure through a range of domains offers educationally beneficial outcomes. He positioned the learning domains as the legitimate learning outcomes for PE and argued that learning must be framed within the different domains. This is echoed in the works of Dettmer (2005) who talks about developing human potential by unifying learning and doing, while experiencing it across a number of competencies within different domains.

Across the research, my understanding of the 'social' and its position within education started off as hazy, but eventually got clearer. Inconsistency in the use of terms to describe the aspects embedded within this domain came across vividly in literature. In the following section, I reveal this inconsistency as well as attempt to unpack the socio-affective domain.

2.3.2   *The Affective or the Social domain?*

Across literature, both the psycho-motor and the cognitive domains seem to have clear outcomes and objectives. However, within the affective domain, this clarity is not evident. For instance, Holt and Hannon (2006) outlined affective outcomes that portray defined and concrete concepts, whereas Hansen (2008) sees this domain as responsible for tapping the emotions of learners and point across learning experiences, thus perceiving 'affective' as a behaviour. In an attempt to draw domain boundaries, Hansen (*ibid*) states that social skills and social development are set within, but are not exhaustive of, the affective domain. Moreover, Pope (2005) points to the subjective nature of the affective domain as a main contributor to the lack of precision in defining its boundaries and highlights the way this domain overlaps with the qualities pertaining to the social. Similarly, this lack of shared understanding is also evident in the use of the term 'values'. Substantially, authors embed values to elements with a social make up such as respect, responsibility and teamwork (e.g. Camiré et.al, 2013; Camiré & Trudel, 2010). Jacobs et al. (2013) also highlight how different

authors relate differently to social and moral development, leading to disagreement regarding what each domain embraces.

The affective domain provides benefits to students engaging within it. Hansen (2009) lists these beneficial experiences as: listening and communication, inter and intra-personal skills, balancing needs, conflict resolution, accountability, self-confidence and helping others as areas woven within the dynamics of PE. What seems to be problematic is the fact that these benefits, surprisingly, trace their roots of origin to the backbone, or as described later in section 2.5.1, pillars of physical education (Redman, 1988). These same benefits are now being promoted as *choices* for teachers who apart from teaching physical skills, *may* opt to include and merge these in the lessons (Hansen, 2009). Interestingly, the affective benefits seem to have lost their grass root power throughout the years. This adds vigour to the exploratory aspect of this study. One may argue that the progressive development of PE seems to have impinged on the pillars of the subject in ways which changed the fundamental building blocks of the subject itself. In other words, it seems that PE evolved from a subject whose framework was grounded in affective skills, to one that progressively devalued these qualities and established other foundational pillars. Presently, as will be argued, there seems to be a reverse gear in terms of efforts to re-instate socio-affective qualities across education.

Bailey et al. (2009) and Kirk (2013) attempted to resolve the socio-affective boundaries problem by the way they defined the legitimate learning outcomes of PE as set within physical, cognitive, social and affective learning. This clearer domain position is made explicit in the National Standards for Physical Education (NASPE, 2004) which brings forward the *need*, as opposed to *the choice* of working within the affective domain in physical education. This, according to Eldar and Ayvazo (2009), gives PE programmes quality. Important outcomes within this domain are evident in standards 5 and 6 which relate to the learning outcomes of respect and responsible personal and social behaviours within physical active settings, as well as valuing physical activity and its potential for social interaction. Similarly, standards 4 and 5 of the U.S. National Standards for Physical Education (SHAPE America, 2004) explicitly emphasise the need to educate holistically by bringing in social interaction and interpersonal skills as part of the PE experience[1].

Continuous work on the learning domains targeting better applicability of practice, triggered the plausibility of adding on a new taxonomy for the social domain (Dettmer, 2005). The

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[1] See U.S. National standards for PE   https://www.shapeamerica.org/standards/pe/

rationale behind fitting the social domain within the taxonomy was due to the dynamicity of multiple interactive practices, which potentially promote positive social learning taking place within both informal and formal educational settings (Hanna & Dettmer, 2004). This echoed my specific interest in the social domain and related rigorously to my PE experiences as an educator which fuelled this research journey. Dettmer (2005) presented a model which looks at developing human potential across four domains; i.e, the cognitive, affective, sensori-motor and the social; with the latter focusing on socio-cultural aspects, interacting, enriching relationships as well as cultivating socialisation. The interpersonal competencies, which are perceived to allow school leavers to move into and be successful in work environments, include skills such as: being able to participate and contribute in a team, teach others, satisfy customers' expectations, practice leadership, communicate effectively, negotiate, as well as work alongside people with cultural differences. This fits the social content within this new domain, as well as emphasises the need for educational institutions to make sure that these social skills are embedded within their education curricula (*ibid*). In the coming section, by drawing on literature, I explore the different ways the social domain has been targeted for implementation within educational contexts as well as specifically within PE.

2.4 The Social Domain in teaching and learning

As noted in Chapter One, the implementation of educational qualities which enhance social as well as emotional development could be seen in elementary physical education. This is evident across educational programmes which included teacher modelling, instruction, verbal praise and feedback, self-monitoring, goal setting and rewards. Such programmes seek to, for example: enhance moral judgement and intention (Bredemeier, Weiss, Shields & Shewchuk, 1986; Gibbons & Ebbeck, 1997), decrease unsportsmanlike behaviour (Gibbons & McKenzie, 1985); decrease inappropriate/increase appropriate social behaviour (Patrick, Ward & Crouch, 1998); and elevating student leadership and independent conflict resolution skills (Sharp, Brown, & Crider, 1995). Throughout the years these efforts have evolved and are, as will be explored later, reflected in numerous educational policies. Social aspects (together with emotional aspects) of education together with numerous implementation proposals, have for the last decade or so been a focus across Europe (Watson & Emery, 2010). For example, the introduction of the social and emotional aspects of learning programme (SEAL) within the UK (DfES, 2005) and the personal and social education

framework (7-19 yrs) (DCELLS, 2008a), amongst others, are evidence of initiatives which have targeted noble characteristics of well-being and social and emotional intelligence. It seems that through the rise of pro-social physical education experiences, stemming from the drive to accentuate meaningful education, a promotional level of social behaviours within PE is enjoyed. Goudas and Magotsiou (2009) argued that schools are taking on more responsibilities of addressing the social and emotional development of students, where educational goals such as respecting others, effective communication, showing appreciation, playing fairly, cooperation and resolving conflict are given value. The present interest in re-exploring the social realms of education could be described as a reverse gear, which seems to be timely given emergent needs arising from cross-cultural communities. The need for social learning seems to be an area in need of prioritising.

In attempts to revamp the social and emotional aspects of learning, Webb et al. (2011) proposed three key themes (teamwork, fair play and leadership) and three key skills (conflict resolution, responsible decision-making and communication) which targeted social learning in PE and which were linked to curriculum goals that supported the development of creative thinkers, effective participants, independent enquirers, reflective learners and team workers. Although these themes portrayed an inclusive and a more holistic educational perspective and are generally considered within PE classes, there is a need to be more explicit in delivering such objectives. This need, in fact, echoes the findings in the present study, which show at one end the explicit social aspects of learning documented in national policy, and at the other, the equivocal ways these are looked at and implemented.

2.5   The Social Domain and Physical Education

Reflecting on the early development of physical education as a taught subject, development of character was a main objective within the subject's remit (Solomon, 1997). One may argue that such focus on character formation has, overtime, embedded the affective domain as the most important domain to teach (Hansen, 2009). In resonance with what was discussed in section 2.3.2, this shows that the main objective behind the rationale of PE was specifically framed within personal rather than physical development. One can thus

appreciate the claims made regarding the suitability of PE as a vehicle to teach the social aspects of education (Chen & Ennis, 1996; Miller et al., 1997; Escarti et al., 2010).

Rink (1998) argued that PE not only has the unique opportunity to enhance learning in the various domains but may be the only subject which taps simultaneously into the psychomotor, cognitive and social domains. Additionally, the characteristics pertaining to the PE lesson and its structure merit a context which encourages pro-social behaviour. Such characteristics include, amongst others, context and content adaptability, activities which allow monitoring of improvement and correction as well as measurable products, rules and routines, visible performance and exposure to competitive situations (Eldar & Eyvazo, 2009). The pro-social interactive potential between teacher and students that PE contexts enjoy, is argued to be responsible for the assumption that social and moral education lie at the centre of this subject (Bailey, 2006). Contrary to this assumption, Bailey et al. (2009) echo Armstrong and Biddle's (1992) view that since no generalizable conclusions can be elicited in terms of credible monitoring and development of socio-moral aspects in physical education contexts, then this responsibility should not be claimed unreservedly for the discipline (Jacobs et al., 2013). This argument will be revisited later in the thesis, in light of findings which support the need for bringing across this domain of learning in cross-curricular, as opposed to compartmentalised, ways (see sections 9.2, 9.5).

Clearly, rigorous work has been done in relation to *integration* of the learning domains across PE settings. This is evident across elementary physical education studies (Wall & Murray 1994; Gallahue, 1996; Graham, Holt/Hale & Parker, 2012; Corbin & Pangrazi, 1998) and post-primary settings (Garn and Byra, 2002, Mosston & Ashworth, 2002). However, this rigour is not reflected in the *implementation* of such domains. Specifically, the social domain, remains generally lacking in quality, depth and structure and depends on subjective beliefs, abilities and perceptions (Jacobs et al., 2013). It is difficult to accept that this lack of detail/quality in social domain implementation practices is associated with a subject whose foundation is grounded in personal development.

By now focusing on the subject itself, I can explore the ways by which social aspects of education have been embedded within the educational remits of PE. Efforts at making more explicit the social qualities within the PE experience are seen in the concept of educating through the physical (Eldar, 2006, 2008) where efforts in exposing learners to concrete examples of these qualities are viewed in scripts or short teaching segments used across

lessons. This example is one method which could explain the lack of tangible practices which help make social learning in this context more visible, explicit and manageable. I will later return to this argument about the concept of concretising the social aspects of education in PE since this emerged as a key concept in this study.

The social benefits gained from physically active experiences, are gathered within the development of positive interacting abilities which, as a consequence, result in overall personal and social gains. The PE environment which necessarily promotes social participation and collaborative work arguably promotes certain skills such as personal and corporate responsibility and cooperation. These are seen as beneficial for the overall development of the individual (Bailey et al., 2009). Additionally, within the sporting environment, Fraser, Côté and Deakin (2005) argue that the physical education environment provides ample opportunity for developing qualities of respect, empathy, assertion, responsibility, cooperation and self-control. Social development, as a potential concept, frames a magnitude of programmes both outside and within school contexts, with specific aims. Within schools, the teaching of socio-moral education through PE has been accentuated through the use of teaching models which have at their heart innovative use of instruction, celebrate collaborative and cooperative work and link schooling to the outside world (Penney & Chandler, 2000). Across cooperative learning (Dyson & Casey, 2012), social learning outcomes are evident in the development of interpersonal skills and relations, including the ability to listen to others, share ideas and develop collaborative understandings (Casey & Dyson 2009; Dyson, 2001). Across such cooperative pedagogy, social skills in the form of working as a team, developing positive relations, showing care, respect and encouraging supportive learning, despite being viewed as qualities which take time to develop and have no specific timeframe, are extensively evident across literature (Bayraktar, 2011; Hastie & Casey, 2010). In the following section examples of pedagogies and models of relevance to this area of study are looked into in some detail.

2.5.1 *Value added Physical Education: Seeing the 'social' in PE models*

Studies show that the merge of social qualities within constructivist styles of teaching is plausible (Garn & Byra, 2002, Khandaghi & Farasat, 2011). However, Quay and Peters' work (2008) brings out the dilemma of overlooking the potential PE has for personal and

social contributions. Their work presents an attempt to 'nest together', rather than separate, the various teaching models across PE, keeping the social qualities in focus. This work challenges educators to shift from a reductionist and disconnected focus on skills, fitness components and fundamental motor skills tightly bound within curricular designs, to innovative pedagogies having personal and social components at heart. This pedagogical shift reflects a number of implemented PE designs with promising outcomes. The 'nesting' concept is reinforced by highlighting the benefit of complementing skill development and providing more worthwhile experiences for students. This 're-thinking' about making the PE experience more holistic fitted well within a framework where traditional practices seemed to be linked more to generating ego-oriented climates and tended to be associated with boredom and negative attitudes (Hall & Earles, 1995).

Provision of high quality PE has been the discourse and target for research across the globe, and yet, there seems to be a lack of consensus around a common understanding of quality physical education, as this is all subject to a variety of agendas and multiple contextual factors (Penney, Brooker, Hay & Gillespie, 2009). Pill (2004) describes quality curriculum PE as a programme which is aligned with curriculum and standards frameworks, a programme based on student-centredness, developmentally appropriate and individualised needs, integrated approaches and student choices. The need to have programmes linked to community initiatives is considered a priority. This approach, which encourages hands-on learning built within schools and organised around cooperative problem solving is shared by a number of scholars (Patton & Griffin, 2008; Smith, Wilson & Corbett, 2009).

Concerns regarding the appropriateness and long-term goals of PE curricula evolved through the doubtful effects of such in the preparation of young people towards active lifestyles (Evans, 1990; Locke, 1992). A major concern (Kirk & Macdonald, 1998) seemed to be that PE within schooling, although providing the environmental capacity for social relationships, may not necessarily match the situations which occur outside the school gates, hence transfer value is limited (*ibid*). Attempts to induce meaningful experiences and 'communities of exercisers' (*ibid*) through physical education have been made through the health-related fitness form of PE (Whitehead & Fox, 1983) and Hellison's social responsibility model (1995), which together with the Sport for Peace curriculum (Ennis, 1999), enable students to become involved in engagements through which they learn to be accountable for their actions, and develop an ethic of care, social responsibility and just negotiations through a

sport medium. I will later elaborate on the notion of transfer value, authentic and meaningful educational experiences as an emergent concept across this study (see sections 6.5.4, 9.4)

Progressive pedagogical adaptations in PE, as already implied (see sections 1.3 & 2.6), reflected the efforts made in promoting meaningful physical education experiences. By briefly exploring the pedagogy woven within the fabric of these PE models, a better understanding of the ways social aspects were planned for teaching and learning is captured. Teaching Games for Understanding (TGfU, Bunker and Thorpe, 1982) for example, apart from crossing the paradigm between skill-based learning and game-oriented practice, embedded amongst others, concepts which celebrated collegiality and higher levels of interaction. These were later further celebrated in the roots of Sport Education (Siedentop, 1994) whose strengths lay in successful transference of empowerment and responsibility. The educational qualities of empowerment and responsibility, originally surfacing in the Sport Education model, were taken to a higher level of scrutiny and became the pillars of the Teaching Personal and Social Responsibility model (Hellison, 1995).

Putting the student at the centre of educational experiences was a milestone in progressive development of PE experiences. The systematic and progressive ways the spectrum of teaching styles (Mosston, 1966) embraces student empowerment pours into PE pedagogies. The spectrum of teaching styles reflects a shift from teacher-centred approaches towards constructivist methods where students become the focus of teaching and learning as well as shifts the role of the educator. This shift is evident in the Sport Education structure in which student empowerment in responsibility, decision taking and linking education to realities feature strongly. A role shift from that of a director at the beginning of the programme to a facilitator allowing students the achievement of personal and social goals is recommended (Kirk & Macdonald, 1998). Progressive adaptations to the ways PE was being delivered, from traditional behaviouristic approaches in which mechanical processes were common practice, to the adaptation of constructivist viewpoints inducing spontaneity and unpredictability within schools (Light, 2008) helped take the subject from practices which lacked motivation to more enjoyable experiences of active education (Wallhead & O'Sullivan, 2005).

The TGfU approach (Bunker and Thorpe, 1982), sport and movement education and, later, the empowerment of the learner (Light, 2008), promoted a more holistic approach to teaching (Rink 1998, NASPE 1995). TGfU catered for the desired move from a monologue (teacher

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directed) to a dialogue during which active participants integrate the mind through discussion and the body through action (Light & Fawns, 2003). The move from structured, pre-planned skills isolated from the game concept towards the inclusion of a multi-faceted continuous process of change taking place within evolving landscapes of activities, were highly recommended for the re-shaping of PE (Azzartito & Ennis, 2003). TGfU brought about an emphasis on active learning while highlighting understanding, decision making and game adaptations to suit the needs of learners (Kirk & Macdonald, 1998). Implementing new frameworks which included desirable social issues within teaching pedagogies proved to be successful across different settings. Carlson and Hastie (1997) argued that student-led instructional tasks helped increase the frequency of cooperative levels, thus leading to more positive socialisation within educational environments. Improved social behaviours following interventional programmes within educational settings are evident across literature (Cecchini et al., 2007; Hellison, 1995; Escarti et al., 2010). Furthermore, implementation of fair play behavioural interventions resulted in increased frequencies of positive peer interactions (Hastie & Sharpe 1999; Vidoni & Ward, 2009).

The concept of empowerment and student-centred pedagogy emerged as a pillar in the implementation of TPSR, a model which, as will be seen, could not be effectively implemented without a student-centred approach. Empowerment and its impact on the overall pedagogy and environment, mirror the positive and enjoyable experience constructivist pedagogies portray. Sport Education promised potential in bringing across teaching experiences grounded in the social domain of learning as it has shown to increase levels of interaction and cooperation between students. It allowed for qualities of personal and social development to occur (Pope & Grant, 1996), however, the level at which Sport Education empowers students was seen as a probable challenge to the fit and appeal of this model within Maltese physical education settings. TPSR, presented a better balance in terms of what it had to offer. Its content and pedagogical outlook promised a more favourable contextual fit. The next section looks more closely at TPSR and presents a concise review on experiences working with this model.

2.5.2 *Teaching Personal and Social Responsibility*

The TPSR model is described differently by various scholars; as an influential humanistic and social development model in physical education (Siedentop, 1996), a way of promoting life skills (Hodge & Danish, 1999), and a disciplinary and behaviour management tool (Pangrazi, 2001). The birth of the model came along as a result of hostile teaching and learning environments and through working with unmotivated children as well as a need to transmit character building values. An amalgamation of fitness and physical activity together with elements of taking personal and social responsibility started off a promising educational package which challenged the notion of integrated approaches to teaching and learning. Hellison's output on TPSR followed other works by Noddings (1992) and works in the area of after school programmes. TPSR was originally seen and valued as pertaining to classroom management and behaviours; however, its use spread to schools and a variety of communities who were not necessarily poor in wealth but in values (Hellison et al., 2000). Growth of this teaching and learning model within the educational paradigms is evident in studies carried out as from its birth. The model developed over more than thirty years of fieldwork and has been identified as an examplary physical education model (Petitpas et al., 2005) which has been reviewed in an abundancy of texts written by many scholars (Wright, 2009). TPSR is considered to be a highly influential instructional model in physical education pedagogy (Kirk et al., 2006). The model reflects established criteria within youth development programmes as it targets building on youth strengths, competence and mastery, emotional, social, cognitive and physical competencies and youth empowerment (Escarti et al., 2010).

TPSR is considered to be 'one of the best articulated models' which targets the promotion of responsibility in PE (Beaudoin, 2012). The evolution of the model is reflected in the ways it has been adapted, changed and shaped to fit the different subjective needs of, for example, youth workers, programme leaders, sports coaches and educators (Martinek & Hellison, 2016). The main targets of TPSR focus on helping students take responsibility of their own well-being and contributing towards the well-being of others. This model has been implemented over time via diverse approaches, namely through: community based programmes such as beyond the ball programme; assisting schools as in the get ready programme; and, school partnerships such as Project Leadership and the Youth Leader's Corps programme (Martinek & Hellison, 2016) The qualities which stand out within TPSR

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are ones pertaining to the affective climate (e.g., leader support and opportunities to take responsible roles) and these seem to give this educational programme an advantage of sorts over other sport and non-sport oriented programmes (Kahne et al., 2001).

2.5.3 TPSR studies

Research on TPSR implementation has largely been within extended day programmes, after-school projects and high school sport, as well as in coaching clubs with adolescent youth (Jung & Wright, 2012). Research evidence on TPSR implementation shows improvements in a number of areas, including: self-control, effort, helping others, self-worth, self-direction, team work and cooperation, communication skills, interpersonal relations and sportsmanship (Hellison & Walsh, 2002). Responsibility outcomes such as perseverance, leadership development and emotional control have also been reported as outcomes arising from TPSR engagement (Pozo, Grao-Cruces & Perez-Ordas, 2016). TPSR implementation has been shown to be particularly successful across programmes targeting improved behaviours with 'underserviced' or marginalized/vulnerable youths. Certainly, studies show that responsibility -based programmes can have positive effects on areas of self-control, effort, helping others, teamwork, communication skills and responsibility (Cuthforth, 1997; Kahne et al., 2001; Gordon et al., 2011). Moreover, Escarti et al., (2010) described TPSR as an effective teaching instrument, one which brought about structure in teaching methods and promoted responsible behavior by students, who eventually start relating to one another in more positive ways and progressively resolved conflicts more maturely.

Hellison's model, therefore, has proved to be a viable and effective pedagogical tool for teaching physical education (Buchanan, 2001; Cutforth, 2000; Georgiadis, 1990; Hastie & Buchanan, 2000; Gordon, 2007; Hellison & Martinek, 2006; Mrugala, 2002). Encouraging results show successful transference of TPSR goals on participants' behaviours within school environments. These are experienced in, for example: self-control, effort in class, self-esteem, violence prevention, class reprimands and reflective practice. However, when reading about TPSR implementation in school contexts, a need for a more holistic and broader experience of TPSR comes across. Indeed, Wright et al., (2010) argued that transference to a single domain (schools) is only one important life domain which allows for TPSR enactment. Results from this study *(ibid)* show the need to involve the whole community, including teachers teaching other subjects within the same school, for the

probable acquisition of more encouraging results. This becomes essential particularly due to the short time frames physical education teachers have within schools (Escarti et al., 2010). As discussed later (see sections 5.2.5, 6.2.4), this concern was also shared by teacher participants in this study.

Despite the appealing potential of TPSR for educational benefits in schools, only a few studies have implemented responsibility models within physical education itself (Escarti et al., 2010). In the past decade, however studies on TPSR within PE settings and schools have increased. This aligns with the accentuated interests in the field of youth development (Martinek & Hellison, 2016). However, few studies have looked at young children - specifically pre-school participants - whose sensitive stage in personal and social development aligns well with the outcomes of this model (Lee, 2009) and this remains an area for potential research. Nonetheless, TPSR's potential has been recognised by schools across the globe. Within the United States, for example, it has been implemented within physical education programmes in both primary and secondary levels (Wright & Burton, 2008). In a study carried out by Wright and Burton (2008) in a high school class, TPSR positively impacted both student behaviour and learning environments. Likewise, in Spain, improvements in respect and students' self-control in conflict resolution have been reported (Escarti, Guiterrez, Pascual, & Llopis, 2010). Most research studies on TPSR explores the impact of TPSR programmes on youth and focuses on the main TPSR outcome, which is the transference of values (e.g. Schilling, Martinek & Carson, 2007; Walsh, 2008; Wright & Burton, 2008; Wright, Li, Ding, & Pickering, 2010). In the past decade, researchers have started to show an interest in TPSR implementation processes across various contexts (Pozo, Grao-Cruces & Perez-Ordas, 2018). A few case studies have looked at individual experiences in TPSR teaching (Wright, White, & Gaebler-Spira, 2004). For instance, an interest in embedding TPSR within school settings inspired Paul Wright and colleagues (2010) to study educational impact across the implementation of a Tai Chi Tiger programme at high school level. Implementation processes as briefly explained below, reflected pedagogies which necessitated pre-action reflection and planning. The methods used to emphasise respect for the rights and feelings of others were modelling respectful communication and using verbal reinforcement, stating defined expectations and discussing the importance of respect. Students evaluated success rates in self-control. Programme leaders focused on students' personal bests, improvement and mastery of skill, avoiding competition and peer comparison to bring out the quality of self-motivation. Skill

improvement as well as instructor encouragement towards improvement were also experienced. These eventually led to self-directed activity and, reportedly, fun. The quality of caring was promoted through leadership opportunities, which included working in pairs and providing constructive feedback. In this programme, transfer of values outside the gym was carried out through discussion, structured reflection and self-report. Across this implementation, overall behaviour improvement was reported by students who felt that the programme helped them do better at school. Such findings are not confined to high school students, however. A similar study which implemented TPSR across one academic year in a primary school showed improvements in self-efficacy resulting in improved self-control and resistance to peer pressures (Escarti et al., 2010). These improvements were related to the intrinsic reflective processes and the positive feedback provided by participants within the programme. This study also targeted exploring whether the implementation of the model would help the teacher improve the overall teaching practice. Results indicated that the structure of the model itself helped in working towards a more systematic way and allowed for attainable short and long-term goals. It also provided opportunity for personal refection on teaching methods.

2.5.4   Challenges in 'schooling' TPSR

While the section above highlights some positive outcomes from TPSR interventions in school contexts, it is important to note that it is not always straightforward. From a different perspective, Wright and Burton (2008) shared some challenges for researchers/practitioners in looking to implement TPSR within a school context. Their study highlighted student motivational levels and settings with large student numbers as key difficulties. Interestingly, the differences between school and after-school settings provided discussion on issues related to the effectiveness of formal as opposed to informal education. Gordon (2010) also discussed the motivational levels of 'in school' and 'out of school programmes'. After-school settings are described as 'fun' and 'enjoyable' whereas school settings are often seen as 'boring'. Findings in this study expose the difficulty some students encounter when trying to implement the 'effort' goal within such 'boring' environments rather than in environments which are fun-filled. Lee and Martinek (2009) further elaborate on the teaching methodologies adopted within both settings. Whereas in an after-school setting more importance and exposure to group and cooperative teaching is experienced, a 'separated

desk' culture emphasising test performances frames school settings. Here, the setting is competitive and individually-oriented, with a 'mind your own business' philosophy. This perhaps echoes the problematic nature of compulsory physical education settings, which need to deal with the diverse abilities of students in highly populated classes. Such a setting offers challenges which are not experienced in smaller, more motivated after-school groups (Wright, Li, Ding, & Pickering, 2010).

Martinek, Schilling and Johnson, (2001) have argued that the core outcome of TPSR, which is transference of the learnt values, presents the most formidable challenge. Since the main outcome of TPSR is the eventful transference of the levels in other contexts, this has been a popular area of focus on the TPSR research agenda. Walsh, Ozaeta & Wright (2010) reported that not much success was achieved in transferring values such as goal setting, respect and caring. Similarly, Gordon (2010) noted that although improvements in TPSR qualities were reported across the various levels, evidence of transference to other settings was lacking. Walsh et al., (2010) pointed at programme duration as one possible reason which could hinder transference. The study (*ibid*) recommended that as from the start of TPSR implementation, relational time, continuous and ongoing conversations on the potential transference of the TPSR targets are necessary methods to use. This, alongside discussions on how involvement in physical active settings can help to meet such goals may positively impact transference as participants learn to understand goal setting in meaningful ways. Further focus on transfer of levels highlights the need for programme developers to evaluate, understand and reflect on possible barriers such as school cultures, combative values and problematic family life. Lee and Martinek (2009) suggested that prior to studying value transference the ways students perceive such values is a crucial and determining factor in need of exploration. In their study, cultural similarities and differences, and how these impacted students ability to transfer after school programme goals to school settings, were explored. Interestingly, in this study, subjective value orientation also became a prominent topic of concern in my eventual understanding of how teachers in Malta viewed and applied social learning in their PE classes. Lee and Martinek (*ibid*) worked on trying to accentuate the transference and internalisation of values learnt within after school settings. They proposed an introduction of a mentoring programme and accreditation structures, which offer one-to-one long term mentoring in after-school programmes, supported by a provision of assistance to both parents and classroom teachers. This collegial and relational approach saw an increased effort in trying to further integrate values taught within outer physical active

settings. Parent-child nights and mini-club sessions held together with parents, helped share the work and goals of the programme for possible further ownership of the programme targets, hence, value transfer. This need to improve the overall experience of TPSR was also experienced in the reflective discussions amongst teacher participants in this study, as will be discussed in more detail at a later stage in this thesis.

2.6   Factors hindering social domain applicability

Methodological issues seem to have hindered the progression of the encouraging initiatives in bringing across social and emotional learning. These issues surfaced due to a lack of specificity of what terms such as emotional intelligence and wellbeing are, as well as how to validly measure them (Watson & Emery, 2010). Literature suggests that for positive good character trait outcomes to be effectively transmitted through physical active environments, meticulous planning and structure is vital (Patrick, Ward & Crouch, 1998; Tjeerdsma, 1999, Goudas & Magotsiou, 2009) and that through simple active participation, such goals are not realistic (Shields & Bredemeier, 2001). This need for reflection and appropriate planning for these qualities is not evident in practice. As seen in section 2.2, teachers often unknowingly engage in experiences loaded with socio-affective qualities which they would not interact with unless they feel these are valued.

Furthermore, within the varied curricula, a lack of uniformity in social qualities leads to subjective interpretations and subjective pedagogies (Jacobs et al., 2013). Unquestionably, teachers run their idiosyncratic teaching styles. Subjectivity is thus not only reflected in teacher practice but strongly experienced in the diverse student backgrounds and educational settings with varied educational priorities. This brings about incongruency in social qualities. I will return to discuss the issue of subjectivity since this was a powerful emergent concept in the implementation process of socio-value-laden education. As I will later bring forward, in the process of this quality of education, it is not simply the subjective perceptions of educators which complicate matters, but the subjective ethos of the schools as well as the people administering them (see section 6.4.3).

I have earlier presented the positive outcomes of non-traditional pedagogies which reflect higher levels of student empowerment and constructivist environments. However, this does not come easy. Getting students to engage in, and appreciate, cooperative and collaborative

learning offers its challenges. For instance, research shows that identity congruence does not come along without effort. Hughes (2010) argues that group social learning depends on the openness of the individuals within a group hence the possibility of group social learning may only be possible once individuals are open for negotiation. Social identity, operational and knowledge related congruence are areas which determine successful group cohesion and acceptance. Studies show that social status, for example, plays an important role in group dynamics and decision making within groups. Attractiveness, economic status, athletic involvement and personality seem to have an effect on determining who is heard or silenced, and even have an effect on playing time (Brock, Rovegno & Oliver, 2009). Moreover, Hughes (2010) states that successful cooperation depends on willingness to share knowledge and constructively interact with it. Although peer constructive interaction is encouraged within constructivist styles of teaching, its value may be undermined as knowledge presented by the tutor is considered to be of higher value than that of students, hence, the identity construction devalues peer knowledge (Fairclough, 1995). Parallel to this, throughout the TPSR experience in this study, students initially struggled when they were empowered with roles traditionally belonging to the teacher. Despite all PE efforts and adaptations in pedagogy seen across TGfU (Bunker & Thorpe, 1982) Sport Education (Siedentop, 1994), TPSR (Hellison, 1995) and other models reflecting modernisation and innovation, Jacobs et al. (2013) elaborate on the unclarity as to what should professional physical educators teach and why should they teach it. Their argument strongly defines the lack of training teachers receive in strategies targeting facilitation of social learning in a world in which multicultural contexts bring about the need for the teaching and learning of such qualities. Webb et al. (2011) drew on the teaching and learning in 2020 Review (Department for Education and Skills, 2006) to bring out the potential in the need to integrate social learning, presently a neglected area, within educational contexts. The review looks upon social learning as an area proposed to be at par in importance with other traditional educational outcomes such as numeracy and literacy.

Unfortunately educational priorities have negatively impacted possible progression of the subject across the globe. Ha, Wong, Sum and Chan (2008) describe support provided by schools as insufficient. A challenge which mirrors findings in this study is how the lack of scheduled time for physical activity and PE impinges on the quality of PE. The limited time scheduled for PE undoubtedly impacts the prioritisation and selectivity of the teaching content. I argue that this accentuates the prioritisation of the psychomotor domain as well as

adds on other challenges. Literature suggests that social qualities are implemented only if people in charge are able to generate environments which foster social development (Cecchini et al., 2007). This evidence echoes findings in this study and weds subjectivity and environmental impact: two emergent concepts with a powerful hold on the teaching of the social domain.

2.7 A need for alternative pedagogies

The previous sections have explored the position, progression as well as the implementation of the socio-affective educational aspects in PE. It is evident that this social aspect of teaching and learning is an area which is as present in research as much as it is embedded in educational curricula. As will be seen in the following sections, social aspects through different perspectives are very much embedded in schooling agendas. One may argue that this inclusion should add value and rigour to this aspect of teaching and learning, even more so if this educational aspect is prioritised and forms an integral part of education policy frameworks. As pointed out in earlier sections (see 2.3 & 2.6), curricula grounded within constructivist theories tend to offer teaching and learning environments rich in opportunities for participation, taking responsibility for personal and social actions together with facilitating participation by others (Rovegno & Kirk, 1995). Over the years personal and social responsibility have developed well established roots within international curricula and through applications of policies. For example, two of the seven standards within the National Association for Sport and Physical Education, NASPE (2005) are: demonstrating responsible personal and social behaviour in physical active settings; and understanding and respecting differences among people in physical active settings. Parker and Hellison (2001) suggest the use of TPSR to address such standards as social responsibility is grounded within such targets. Reference to responsibility teaching, for instance, is embedded in benchmarks across a variety of Canadian curricula as well as social inclusion in England is practised within sport education, TPSR and sport for peace.

In Malta, the National Curriculum Framework (NCF) (Ministry of Education, Employment and the family, 2012) which is the focus in the last section of this review echoes these objectives. The NCF aims at implementing social quality practice within educational policy as it proposes;

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"The adoption of a socio-cultural/constructivist approach to learning, where learners are provided with opportunities to make sense of new knowledge in a co-operative context, allowing them to interact with the teacher and the other learners..." (NCF, 2012, p.11)

In light of this, although physical activity is central to PE, the need for professionals to move away from prioritising the physical domain and provide learners with environments which promote personal and social development is a much felt need. Dyson (2014) takes this further by stating that perceiving Physical Education programmes with just a physical active agenda harms the future potential of this subject. Hellison (2011) argues that given the active and attractive nature of PE which automatically brings about interaction and emotional experiences; it is the medium through which life skills and values can be brought across. However, the planning and practice of PE seems to side line the exploration and acquisition of desirable social quality learning outcomes (Vidoni & Ward, 2009). Standards of excellence have been set and targeted for hopeful acquisition through academic writing and through prescriptive modes of communication however, attempts to make such targets possible through the implementation of humanistic research are far lacking (Martinek & Hellison, 1997). Humanistic research was already in practice, although in its' initial stages in the early 70's during which time the psycho-motor domain dominated physical education. The national standards of education (NASPE, 2004) brought about an attempt at the inclusion of affective and cognitive domain outcomes targeting a physically educated person who respects self and others through his/her personal and social behaviour in physical active settings. If teaching PE through the various domains is more effectively carried out through contemporary trends in teaching physical education, then the need to amend and re-direct local physical education pedagogical qualities so as to make it meet the needs and demands of our students is an issue needy of attention (Kirk & Macdonald, 1998). Within and across educational institutions where physical education remains traditionally set, lacks innovation and change, and functions within a low status setting, this need to revisit educational value becomes a priority.

2.8   Social aspects in the Maltese teaching and learning context. A look at the National Curriculum Framework

> *"Development of social skills and graces needs to be a regular part of the curriculum at all age levels"* (Dettmer, 2005, p.77)

One may determine educational value and priority by examining both content and frameworks which inform contextual education policy. The application and delivery of this written policy is another matter which will be discussed at a later phase of the study. This process is revisited since the gap between what is listed as educational outcomes and the methods by which these are set for learning evolved into a debatable concept across this study.   What seems to be of paramount importance at this point, is what, in terms of educational agendas, is documented in policies framing contextual education. The legally binding document which frames Maltese educational policy, titled 'A National Curriculum Framework for all' (NCF) was targeted for implementation between 2013 and 2026. This framework encapsulates the 'Learning Outcomes framework as well as the learning and assessment programmes at all levels from pre-school up to compulsory education' (p.xiv) across all education institutions including state, church and independent schools in Malta. This document which brings together educational policy, in contrast to other foreign contexts (for example the UK) is the document which frames education across all contextual educational institutions, hence '*national'* and *'for all'*.

The purpose of looking into this document is to elicit issues, time phases and content relating in one way or another to social qualities and also look into how these are proposed for instruction. This section scrutinises this policy, in order to trace and elicit the educational targets related in some way or other to the social aspects. Before attempting to unpack the policy, it may be beneficial pointing out an overall view of this document which view is embedded within what it envisages and promotes. The NCF envisages a more attractive educational experience which instils a drive towards ongoing learning. This is described within the policy as a paradigm shift from a prescriptive curriculum towards a framework based on learning outcomes which allows for internal flexibility and attractiveness to lifelong learning, and also, a 'move away from stand-alone subjects' (p.xiii), to learning areas, diverse pathways to ensure success in life and beyond school.

The document promotes an overall educational experience which moves away from 'traditional curriculum structures' that may 'restrict learning' and seem to compartmentalise knowledge (p.xiii), is more related to the world outside the class and to teaching and learning experiences which highlight cross curricular, thematic, inter disciplinary and collaborative approaches. This is noted in the way the learning areas are weaved together within a number of cross-curricular themes (p.39). As from the introduction of the document, it is immediately evident that, from the ten presented targets the NCF aims at, four of these are directly related (in different ways) to the social aspects of learning. The first aim looks at 'encouraging children and teachers to work together and learn from each other'. The fourth aim targets 'providing quality time for social interaction, non-formal learning and peer activity', the seventh aim presents 'helping children to regard social justice and solidarity as key values in the development of the Maltese society' and finally the tenth aim proposes 'requesting teachers to regard children as Malta's future workforce and therefore ensure that positive attitudes towards excellence, commitment, responsibility, flexibility and entrepreneurship form part of the learning process'. It is noteworthy to remark that amongst the suggestions and recommendations made to this draft policy in the consultation period, there seemed to be a concern on 'how the proposed reforms will impact the Personal and Social Development subject' (p.3).

The document forwards twenty-one conclusions which shape policy. Since this document is framed within a holistic vision of education, viewing these conclusions independently and isolated from their context may not reflect the holistic philosophy these are set in. Since my target is to look at how this policy reflects social aspects, I will summarise the conclusions which reflect this target. (*For further engagement and a fuller appreciation of the Maltese NCF, this document can be viewed online;* https://curriculum.gov.mt/en/resources/the-ncf/pages/default.aspx). A number of these conclusions refer to social aspects. The conclusions, which eventually fed into the final policy, and which I qualify as social in make-up, are here extracted from the document for clarity and conciseness.

Table 1: Conclusions extracted from NCF

Conclusion 03 (pg. 8)	The aims of education as…(iii) Learners who are **responsibly engaged citizens who are able to secure social justice** in constantly changing local, regional and global realities
Conclusion 04 (pg. 9)	The learning areas being; Mathematics, Science and Technology; Health and Physical Education; Religious and Ethics Education, Humanities, **Education for democracy** and Visual and Performing Arts
Conclusion 05 (pg. 10)	Learning to Learn and **co-operative Learning, education for diversity** as cross-curricular themes…
Conclusion 15 (pg. 16)	Colleges and schools are encouraged to carry out summative assessment directed to assist teachers and students to obtain an indication of the development of knowledge , skills, competencies, attitudes and **values achieved** in different Learning areas…

The document establishes the knowledge, skills, competencies, attitudes and values learners are expected to achieve throughout their educational experience (p.21). This educational pathway is divided in three routes which progressively carries the learner across the initial early years cycle into the junior years and finally across the secondary years cycle. A number of outcomes for each developmental stage were identified. The tables below list these outcomes and show how these outcomes pertaining or in ways related to, social teaching and learning are to be addressed. For the purpose of focus and an understanding of progression, these are presented in three separate tables pinning the Early years, the Junior years and finally the Secondary years.

Table 2: The Early Years Cycle Outcomes

1. Children who develop a strong sense of Identity	• Developing a sense of independence and autonomy • Develop responsibility in the face of challenges
2. Children who have a positive self-image	• Develop positive attitudes which enable initiative taking • Believing in themselves and fully aware of their potential and capabilities
3. Children who are socially adept	• Ability of establishing relationships with others • Develop empathy, respect and acceptance of different points of view • Develop an awareness of the notions of fairness, a sense of justice and non-preferential treatment • Learn how to collaborate with peers and adults with diverse backgrounds and needs
4. Children who are affective communicators	• Children who are capable of using different forms of media for communication.
5. Children who nurture positive attitudes towards learning and become engaged and confident learners	• Children who develop positive dispositions to include enthusiasm and motivation, curiosity, questioning, concentration, perseverance, imagination, ability to accept alternative suggestions and criticism

The aims related to social competencies across the early years time frame seem to focus on the development of collaborative and cooperative competencies which eventually advance and promote other skills. As the document proposes, across the early years:

> *…children increasingly gain awareness of others and learn how to live and grow with others. Children experience and deal with turn-taking and sharing activities, ideas, thinking processes and achievements that help them develop positive and authentic relationships. In so doing, children learn what it means to respect others, value each other and develop a sense of community. Together, children have to resolve conflicts as a result of their learning…* (p.48).

Explicit reference to the development of personal and social skills is made across the junior years (see table 3 below). Here, the aim for learners is to successfully develop their full potential as lifelong learners. The document states that within this time frame:

> *Intrapersonal and communication skills are developed to bring about positive self-esteem, self-confidence and self-awareness. A totally integrated approach across the curriculum enhances these skills within the affective domain in order to develop the children's capacity to build solid relationships with self, peers and adults* (p.51)

Table 3: The Junior Years Cycle Outcomes

1. Learners who are capable of successfully developing their full potential as lifelong learners	• Children who are confident and are able to establish effective relationships with other children and with adults • Children who are able to value, appreciate and interact with their immediate environment
2. Learners who are capable of sustaining their chances in the world of work	• Children who are able to take initiative and are capable of working independently and collaboratively
3. Learners who are engaged citizens who are able to secure social justice in constantly changing local, regional and global realities	• Children who value and respect difference whilst recognising similarities

The secondary years are portrayed as reinforcing years. Here students mostly consolidate and further develop the personal and social skills met across the previous elementary and junior years (see table 4).

> *Personal and social skills are developed at this level to ensure that students complete the five-year cycle equipped to handle an ever-changing social reality. The fundamental values of family, respect, inclusion, social justice, solidarity, democracy, commitment, care, love and responsibility are strengthened during the Secondary years of education* (p.58)

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Table 4: The Secondary Cycle Years Outcomes

1. Learners who are capable of successfully developing their full potential as lifelong learners	• Young people who acquire personal and social skills required to handle and ever changing social reality • Young people who uphold fundamental democratic values and promote social justice • Young people who respect individuals of different beliefs
2. Learners who are capable of sustaining their chances in the world of work	• Young people who are able to communicate confidently and effectively in different social contexts • Young people who are motivated to adapt to the changing needs of society through self-evaluation and on-going training • Young people who are able to establish and maintain innovative enterprises both individually and in collaboration with others
3. Learners who are engaged citizens who are able to secure social justice in constantly changing local, regional and global realities	• Young people who value and work in favour of a democratic and inclusive society • Young people who act in favour of the common good, social cohesion and social justice • Young people who make and adhere to commitments

(NCF, 2012, p. 21-23)

The document explicitly defines the roles of the learning areas. Without doubt, social competencies are strongly embedded within a number of the listed roles as well as reflected at various levels within others (presented in bold below). Across the learning area of Health Education that document proposes that students should:

- *Actively and enthusiastically participate in activities to develop important physical skills in   an enjoyable way.*
- ***Learn the skills and rules of collaborative play, sportsmanship, leadership and competitiveness.***

- *Participate in teamwork and develop team spirit.*

- *Begin to appreciate the importance of a healthy body and physical well-being.*

- *Become aware of and appreciate the changes that take place physically as they grow.*

- *Experience activities that encourage social interaction, promote self-awareness, reflective behaviour, decision-making processes and consequential thinking to develop the necessary skills of emotional and social intelligence.*

- *Begin to become aware of the importance of a healthy mind and body.*

- *Understand the importance of nutrition and eating in a healthy way.*

- *Discover their strengths and weaknesses.*

- *Learn to understand and manage both positive and negative feelings.*

- *Develop the important dispositions of active thinkers and learners especially during key transitions.*

(NCF, 2012, p. 55)

Students are expected to bank these social competencies progressively as they progress from early years into the junior and secondary years. Students should commence secondary education as students who would have developed, amongst others: responsibility in the face of challenges, positive attitudes, empathy, respect and acceptance, an awareness of the notions of fairness, a sense of justice and non-preferential treatment, enthusiasm and motivation, perseverance, ability to accept alternative suggestions and criticism. Further to these, students are envisaged as able to establish relationships with others, able to value, appreciate and interact with their immediate environment, able to take initiative and are capable of working independently and collaboratively. The document further identifies three aims through which educational targets are transferred and reinforced:

1. *Learners who are capable of successfully developing their full potential as lifelong learners.*

2. *Learners who are capable of sustaining their chances in the world of work.*

3. *Learners who are engaged citizens who secure social justice in constantly changing local, regional and global realities.*

Respecting diversity and valuing difference mirror the constructivist framework of this policy. Within this document, these qualities are valued for their need to build a 'stable and strong society' using dialogue to meet this target. Social cohesion is targeted through

'voluntary work schemes, multicultural schools, a strong civic sense and non-discrimination in schools' (p.60). In conclusion, the NCF celebrates: learners who are responsibly engaged citizens who are able to strive for social justice in constantly changing local, regional and global realities (p.xiv), the development of the learners' capacity to nurture values and learn key skills and competencies required to establish long term quality of life as personas and as citizens (p.xiv), examinations and assessments based on a pedagogy that is student centred, inquiry based, integrated with cross curricular themes (p.xv) and continued up skilling and re-skilling of educators competencies which requires a professional development structure (p.xvi).

Finally, I felt that bringing in the teacher challenges embedded within this policy are essential since such issues are emergent in this study and thus merit discussion at a later stage (see chapter nine). Across this policy, amongst other roles, educators are asked to:

- *Re-examine their perceptions about students' entitlement*
- *Create a vision and inspire others*
- *Work collaboratively and collegially with other practitioners*
- *Demonstrate commitment and resilience to implement meaningful change*
- *Provide for on-going professional development of staff*

Undeniably, the NCF echoes the importance and vision of a holistic education. The various social aspects are unquestionably embedded. They are neither hidden nor masked. The work was designed with the learner at its fulcrum without side-lining the importance of the key practitioners, thus a document which is holistic in philosophy, student centred in approach and value-laden in quality. This document should provide guidance, support and finally a framework which drives quality education. Only time could inform how much of and which prescribed outcomes would eventually and successfully accompany the student as he/she climbs the progressive ladder of education. The educational content is documented as learning outcomes. The educational value of the social aspects is reflected in this policy. It is the practice and methods by which these outcomes are brought forward which are now in need of exploration. This exploration sets the ground work for the proposed study.

2.9 Conclusion

A body of knowledge related to the content and applicability of the domain under study was presented in this chapter. Reviewing such literature supported my ideas and beliefs on the social domain and exposed me to ways this domain has been looked upon, used and integrated to help meet educational objectives. Evidently, the social qualities in general as well as more specifically across physical education, have been and still are on educational agendas. Unfortunately, the vigour by which these qualities are documented does not reflect the same drive in practice. This lack of resonance between what should be and what is done, evident across literature and supported by empirical evidence fuelled interest in exploring this dilemma further.

New knowledge and understanding gained from this initial research phase served to inform the forthcoming phases of the study, while supporting my thought processes and paving the way towards making the essential links between who I am, my research interest and educational theory. This was the start towards understanding the essence and need of congruence between myself as a researcher, the research itself and the works of theorists, whose works provided the frame work for this study. The coming chapter proposes a theoretical framework which supports the study, a framework which unconventionally, across the progression of the study, became dynamic and evolutionary.

Chapter 3: Theoretical Frameworks

3.1   Introduction

In supporting an interrogation and understanding of myself, this study has helped me identify and align myself as a person with a 'social responsibility' value orientation. This intrinsic orientation fuelled my interest to research a body of literature grounded in social teaching and learning. My prior knowledge and awareness on the learning domains was framed in Bloom's educational taxonomies (1956) which works led me to explore a broader body of knowledge such as the three dimensions of learning (Illeris, 2002), as well as the works of Peter Jarvis (2012) on social interaction with specific interest in the social domain. Qualities which pertain to the social domain are qualities which are framed within experiences which celebrate amongst others, collaboration and cooperation, and are deeply engrained within interactive experiences. These learning experiences embed the construction of social realities, which are not constructed independently from their social environments but within shared systems of meaning (Berger & Luckmann, 1966). Socio-constructivism, a position which looks upon knowledge as a result of shared social interaction and language use (Prawatt & Floden, 1994), was identified as a position which fits well within the study and reflects my philosophy on education as well as my epistemic stance and ontological commitments. The exploration of socio-constructivism led me on to discover a myriad of connections with the works of many theorists in the field of education. For example, Hellison's work (1995), Teaching Personal and Social Responsibility (TPSR) was the model which promised the better fit within the study's design, thus this value-laden model added to the theoretical concepts of this study and as will be seen, evolved from a model selected for implementation to a pedagogical method with extensive educational potential.

It should be noted that the theoretical framework of this study is evolutionary and thus, unconventional in nature since it is not solely embedded and supported by my pre-conceived, understanding and knowledge of established theories. As the study progressed, it fed into other emergent theories which became embedded within the conceptual framework. As depicted in figure 2, the progression of this research study led me towards an exploration of a teaching model which sat well with the nature of the pre-conceived concepts and furthermore, an exploration of other educational theories.

Figure 2: An evolving progressive conceptual framework
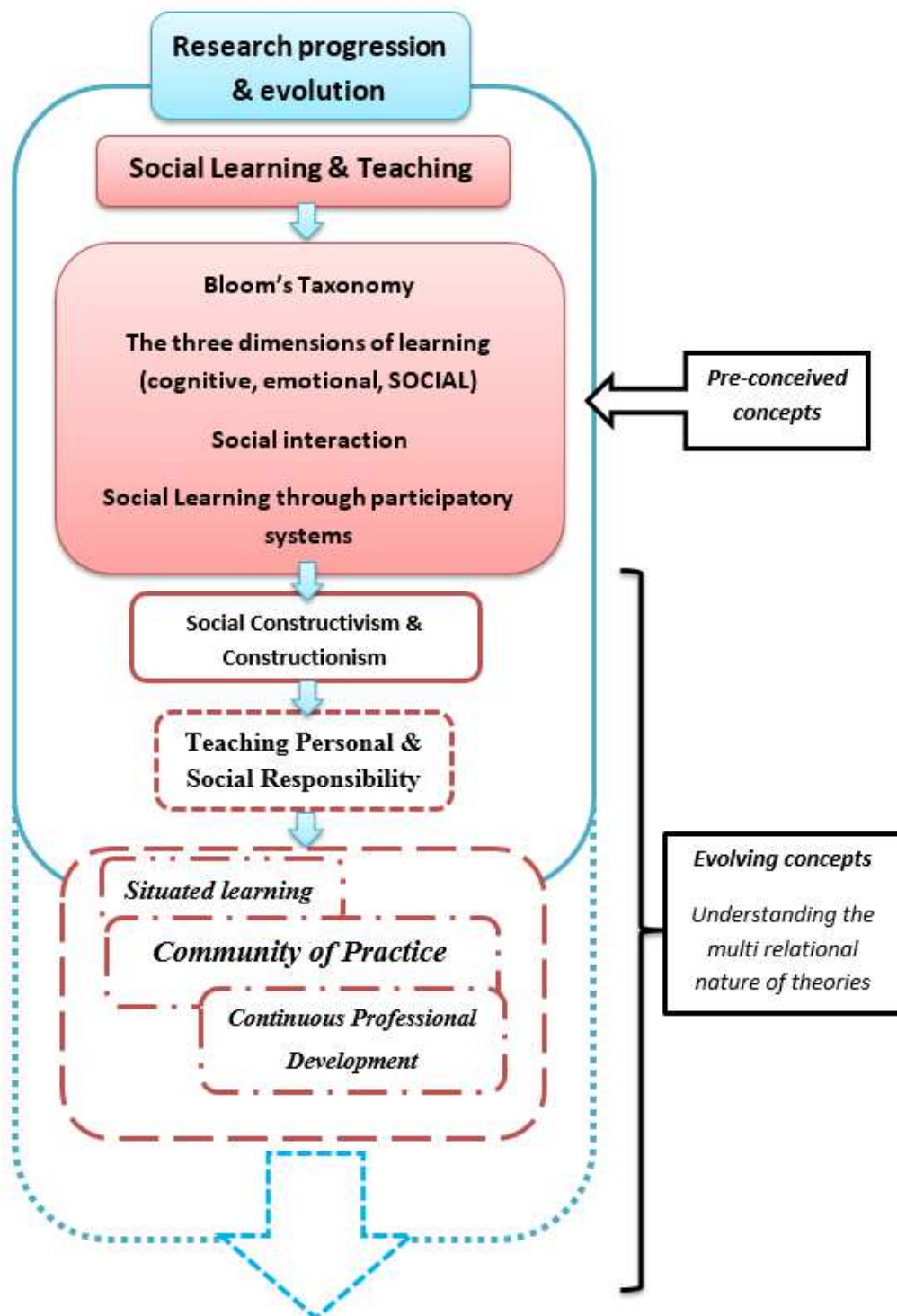
This scaffolding of theories not only better informed my thinking but also strengthened the methodological connections and overall framework of the study. Socio-constructivism led me to the works of Etienne Wenger (1998) on Communities of Practice (COP). This unreservedly echoed the methodology and praxis ensued across the different phases of the

research. Initially, the interpretation of principles framing the evolving community of practice related superficially to the socio-constructivist perspective within which the research sits. This is how I evaluated the relationship at the planning phase of the study. Here, the community of teachers came together for teacher training on TPSR and later met on a number of occasions to discuss their TPSR implementation experiences. However, progressively, this relationship evolved into a more authentic one which provided me with insights on the power of this community and the fulfilling experiences for all within. This practice avidly celebrated the applicability of theory as well as the evolutionary enriching experience of discovering new theoretical relationships. This community of practice, which developed and evolved within the praxis of the study kept me intrigued in moving into the exploration of further educational concepts which emerged across the community's interactions. This echoed the complex nature of the educational experience and the web of relationships we came across between theories, practices and what lies in between. CPD as an example, came into the scene as an emergent concept. In light of the needs to improve CPD quality and ultimately efficacy, across the COP experience I could not withhold myself from looking at ways as to how these two emergent concepts could be brought together to enhance ongoing professional development. A deeper exploration into COP, introduced me to the theory of Situated Learning (Lave and Wenger, 1991) which embraced my understanding of the progressive involvement and engagement of the teacher-participants within the TPSR experience.

I will now outline the salient theories which support this study starting off by visiting Illeris's work (2002) on the dimensions of learning with an emphasis on the social dimension. The social theories of learning framing this study look at aspects from socio constructionism and constructivism and delve in some depth into Wenger's enlightening work on Communities of Practice (1998), as well as Lave and Wenger's Situated Learning (1991). An example of the dynamic and evolving nature of this research lies with the exploration of the relationship between COP and the emergent concept of continuous professional development which concept made its way into my reflexive experience. The dynamic, evolutionary and intertwined nature of this research path discourages a segregated attempt of discussing these theories. Thus, I will discuss these in relation to each other and to the study. This method, I feel, in relation to the work ensued, mirrors and fits the multi-relational aspect of these theories.

3.2   The Cognitive, Emotional and Social Dimensions of Learning

According to Illeris (2002), all learning happens through a multi-dimensional process which brings together the cognitive, the emotional and social dimensions. The interplay of these three different dimensions which in teaching and learning realities are inseparable, make up the learning process. Their interconnectedness induces a tension field of learning which emphasises the dependability of each dimension on the learning process.

The cognitive dimension relates to and is made up of the skill and meaning contents of learning. The emotional dimension captures the psychological energy transmitted by emotions, feelings, and motivations. The intricate, relational aspect of these domains is evident in how the emotional qualities and strength attached to a learning experience determine the impact the learning experience has on the learner and the recall ability and applicability of this same experience later on in life. Interestingly and more relevant to the study at hand, the strength of the social domain in the learning experience comes out since both cognitive and emotional dimensions of the learning process and the interplay between both are dependent on the social dimension. This dimension (which constitutes an essential part of the framework of this study) as well as the external conditions of learning, are presented by Illeris (2002) as two interactive levels: direct or indirect interaction with others (social situations), as well as the overall enculturation which influences interaction itself (societal situations). Both the interplay and importance of interconnectedness between these dimensions is evident in the dynamic process of learning, in that if the interactive action in the learning process is not of the necessary quality or character, distortion in the learning process occurs. This emphasises the process and the essence of the relational factors between the content for instruction and the learner. This process-oriented emphasis is in fact often mirrored across different concepts in this study (see sections 4.13, 6.3.1, 8.8, 9.4). Across the TPSR implementation phase of this study, the interactive quality evolved as a point of pedagogical focus. Inevitably, TPSR brought along a need for quality interaction for effective implementation. This challenged traditionally set pedagogies and modes of interacting. This necessitated an exploration of interactive qualities as well as a need to gain insights on the domain framing the research study, the social domain and learning within it.

3.2.1 *The Social Dimension of Learning*

The roots of social learning can be traced back to the works of Albert Bandura (1977), who drew on Piaget's work and placed significance on the close social relationships or ties for learning. This interest led to the development of the theory of vicarious learning which highlights the intricate un-measurable, un-registered cognitive processes which are not specifically targeted for instruction but which, nonetheless, are as much part of the learning process. I argue that these un-measurable and un-registered processes within social learning, make up the crux of this study and are the essence of the learning process. Later on, I refer to 'meaningful educational experiences' which embed this intricate cognitive process and which are, as Illeris (2003) projects, essential to the effectiveness of the learning experience. The subjective perceptions on this aspect within the learning process may be the reason, or one of the reasons why social learning has not yet reached the academic status it may deserve (*ibid*). In light of this problematic scenario, looking at this educational potential as part of 'learning within a social context' (Jarvis, 2012) rather than 'social learning' may qualify this content across the present education practices, including within the Maltese context.

3.2.2 *Social Interaction*

Jarvis (1992) argues that learning occurs in a tension field between the individual and the social. Within this tension field, learning is experienced in different ways. Initially at a young age through internal acquisition processes, the learner internalises and transforms the then viewed objective and external 'culture' which sets the learners' environment. This is referred to as socialisation during which an individual acquires societal norms (Illeris, 2002). (I will later on expand on this concept of socialisation and refer to it as enculturation). Across this study, this process, comes across as one with limited educational value, a process which reproduces learners and learning environments rather than induces creativity and innovative contributions to society. When learners develop higher cognitive abilities, they start to interact with this culture and respond to it in different ways. Jarvis (1992) emphasises the social perspective and the active role the learner plays within it.

Illeris (2002) talks about the interactive process of learning as well as the social and societal dimensions. He argues that in reality separation of these processes is impossible unless for

analytical purposes. This mirrors the challenges I came across when discussing systematic as opposed to emergentist pedagogical approaches and their relation to meaningful educational experiences and the multi-relational aspects framing all this (see sections 5.1, 9.5). Whereas the cognitive and emotional dimensions of learning are rooted in an individual's genetic make up, the social dimension is rooted in the societal, historic contexts within which the individual lives. This strengthens the needs to provide both the time and environments for social learning within educational institutions and life experiences more generally. The intricate connections between the individual, the surrounding material and social surroundings form the totality of interaction, which linked to other learning theories impinges on the formation of identity (Wenger, 1998; Cote & Levine, 2014).

Illeris's views on the actions of interaction help in the understanding and appreciation of the complexity of teaching and learning within the social domain. He explains that learning processes start off with *perception*, where a new unexperienced happening takes place. The individual hence develops a perception on this new experience and is then registered. *Transmission* then involves the interest of someone who wants to pass over something to an individual, thus influencing him/her. Both perception and transmission can be included in experience. Here the learner is not simply receiving but is an actor participant and so benefits more from the interaction. A common interactive experience related to pre-schooling is imitation where the learner copies others as they perceive them. *Activity,* another form of interaction sees the learner engaged in seeking influences to be used in specific contexts of the learner's interest. The most general and extensive form of interaction is *participation.* This form frames the implementation phase of this study which engaged teachers in interactive processes with students as well as colleagues in their school settings. Interaction as a collective experience is the grass roots of social learning theories.

Wenger (1998) refers to practice never as an individualistic action but depicts it as a doing in a social context where all practice gives structure and meaning to what we do. Supportive of this, Jarvis (2006, 2007) argues that people learn in social situations through a combination of lifetime processes which continually change the person. In this sense 'human' and 'social' seem to be presented as inseparable, which further substantiates the social characteristics and needs of the human being. Illeris (2009) draws on the interaction dimension and brings out its strength by arguing that such interaction actually initiates the process of learning.

Illeris (2009) adds on a second process which he refers to as an internal psychological process of elaboration and acquisition. Contemporary learning theories seem to point towards the involvement of both processes if learning is to take place. Much of this discourse falls in line with Gardner's (1999) multiple approaches to understanding. This aligns with the belief that numerous individuals seem to learn more effectively within group settings. This efficiency comes along through possibilities of assuming a variety of roles, observing others' perspectives and regular interaction, thus the strength of interaction itself is echoed in the foundations of the social theory of learning. By challenging the understanding of commonly used terms such as knowledge, knowing and meaning, Wenger (1998) proposes a social theory of learning which is in itself based on social interaction. Knowledge, as opposed to the socially constructed meaning of the word itself reflecting institutionalised teaching is put across as meaning competence in doing or performing an action. In this line of argument, an athlete who skilfully performs a task is knowledgeable. Similarly, a person who is respectful to himself and others around him is knowledgeable. This same athlete or respectful person, through their experiences and engagement in the world achieve the 'knowing'. The outcomes of respect and skill performance in a game reflect the 'meaning', which is viewed as an ability to experience engagement within the world as meaningful. This shapes the framework of TPSR as well as reinforces the outcomes of teaching and learning about responsibility. The practice as opposed to the outcomes, become the point of pedagogical scrutiny. A key element which becomes visible within this framework is the importance given to engagement, to participation and practice, to interaction and to experiences which attach the learner to real life experiences.

Theorists in social learning argue that our behaviour is dependent on the nature of situations in which we find ourselves. This indicates that behaviour is specific to situations and not embedded within personality traits which induce behaviours that can be irrelevant and detached from the social surroundings. This behaviour shift, and the way this relates to students' surroundings emerged as a debated concept between the research participants in this study. From one perspective, the fact that students adapt their behaviours to suit the environments they face (see section 6.5.4) shows applicability and adaptation abilities, from another, this could be seen as challenging in terms of the genuine or superficial nature of educational experiences and engagement of students. Do students behave in certain ways in specific environments because they are expected to? If students adapt their behaviours depending on their environments, would this mean that we are educating effectively or

superficially? And if so, how can we educate more genuinely? I will return to this later in the thesis, in light of the emergent concept across this study on genuine and superficial engagement (see section 6.5.4).

3.3 Social Constructionism & Constructivism

As stated earlier, I choose to position this study within a socio-constructivist framework. Epistemologically, this meaning making theory highlights the importance of human interaction and its impact on learning and proposes that through social interaction individuals create and construct new understandings. Social interaction is the medium by which knowledge is constructed (Vygotsky, 1978). Since this study explores both content and application of social aspects of learning and also looks into the learning environments conducive to teaching around this area, this position confidently frames this study. Furthermore, constructivism within education is characterised by collaborative and experiential learning, problem solving, and enquiry grounded in active engagement within an environment which empowers students. This constructivist framework echoes both the philosophical and pedagogical pillars of TPSR.

Yet again, the evolutionary aspect of the study impinged on my reflective practice in ways which challenged, to a certain extent, this positionality. As much as my work enjoyed a comfortable socio-constructivist position, the qualities emergent both across TPSR pedagogy as well as from findings, led me to question the holistic appreciation of this position across the different phases of this study as well as more generally. I felt that a rigid socio-constructivist position did not resonate holistically well with the overall evolving, dynamic, multi-relational nature of this study. My objectives in this study were to explore the understanding of social domain aspects and lived experiences across teaching and learning situations which celebrate social qualities. Although the group and collegial perspective was always the target, some findings led me to unintentionally explore the impact of subjective differences and how these impinged on educators and students. I was thus driven to dedicate focus and energy on the individual and not on the collective. In light of this reflection, both constructivist and constructionist approaches in support of this study seemed to be meaningful and appropriate in various contexts as a framework. It then transpired to be more appealing to look at how both constructivist and constructionist perspectives fit and shape the

study's framework. This, again, embraces the multi-relational aspects which frame the praxis of this study.

Social constructionism, for instance places the most interesting part of learning in the relationship the internal constructs have with the social domain, yet it does not deny the learning processes which occur within the individual. The link between learning and society and the ways these draw upon each other, is explored more deeply within the two main areas of this research study; social learning and responsibility.

My view on social learning, which frames the research setting, brings together interactive experiences taking place in groups and environments through which individuals learn about social qualities. This is echoed in the works of the Flemish researcher Danny Wildemeersch (2007) whose perception on social learning influenced the study's framework. Wildemeersch looks at social responsibility and its global need, a key concept in this study and TPSR. He draws together the external social and psychological conditions and argues that social learning takes place within participatory systems, which work around action, reflection, communication and negotiation. These concepts are lived and enjoyed across the data gathering experience within the evolved community of practice. Wildemeersch (*ibid*) defines social learning as:

> *combined learning and problem-solving activities which take place within participatory systems…operating within real life contexts and thereby raising issues of social responsibility* (p.39)

Wildemeersch's perspective on social responsibility moves beyond the individualistic self-responsibility as in responsibility for one's own learning, but looks at the external societal responsibility, looked upon by many as essential in a variety of contexts. This perspective captures a fundamental eventuality of the present study since societal responsibility as seen features strongly in the NCF. This wider social perspective in terms of learning allows for selfless social responsibility perspectives which may or may not be, developed as part of socialisation. This selfless perspective on social learning embedded within the concept of social responsibility, are in fact engrained within TPSR (Hellison, 1995). In terms of learning social responsibility, Wildemeersch (2007) refers to experience, transmission and activity; all three concepts embedded within the pedagogical make up of TPSR and framed agendas for discussion and reflection across the community of teachers within this study.

Whereas social constructionism places the most interesting part of learning in the relationship these internal constructs have with the social field, constructivist approaches to teaching, inspired by the works of Dewey (1916/1966) as well as Vygotsky (1978), emphasise the quality of the mixture of personal knowledge and activity through social interaction. Here, cognition is seen as a social process in which a mixture of personal knowledge and social interaction happens (Prawatt, 1996b; Davis & Sumara, 2003). Lave and Wenger (1991) define this as learning through participation in the practices of communities. Physical education literature portrays constructivist strength as an ability to create authentic experiences which are necessary to link physical education to learners' lives (Cothran & Ennis, 1999; 2000; Ennis et al., 1999; Fernandez- Balbooa, 1997a,b in Azzarito & Ennis, 2003). Literature also shows that the main evaluation tool in determining the success of a physical education programme is by seeing how the same programme reflects contemporary society. It seems that through the combination of appropriate pedagogies, reflecting student centred styles and community practices within environments providing meaningful experiences for students, social skills and social learning scenarios are possible.

3.4   Teaching Personal and Social Responsibility

As seen earlier (see section 2.4.1), PE pedagogies within, for example, sport education, cooperative PE as well as TPSR, have, within their frameworks embedded aspects pertaining to the social domain. The various pedagogies within these models echoed my personal interests in different ways, however TPSR was the model which aligned significantly with the social demands and inconsistencies I observed across my work with student-teachers and teachers more generally. Within a general traditional based PE culture (Maltese), I assumed that adopting a model which projected major pedagogical novelties to be unwise due to a possible overwhelming impact on implementation. I knew that any model selected was innovative and would bring along challenges. This model promised an educational climate which would necessitate a transition from a local skills and games dominated PE experience to an environment built within a socio-educational framework, a framework which celebrates the devalued 'soft' skills this study targets to revive. Following a scrutiny on methodology, structure, adaptability and contextual issues of the various socio-laden PE models, TPSR was

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the model which seemed to capture more holistically my needs as well as my research targets.

TPSR challenges traditional teaching concepts and gradually empowers the student within an environment which allows the learner to indulge in value-laden outcomes. This value rich pedagogical model which puts learners first, is highly relational, starting with a focus on the active body eventually shifting to an emphasis on life, human decency and self-development. It projects a gradual shift of responsibility and planning through gradual empowerment (Hellison et al., 2008). TPSR is also deemed to be in line with post modern pedagogy, constructivist approaches and situated learning as the qualities within it; namely student empowerment and student-centred approaches are geared towards holistic education (Wright, 2009). This is an appealing concoction of qualities which fit well within this study's framework but yet, undoubtedly predicted challenges.

Jackobs, Knoppers and Webb (2013) reminded us that learning around socio-educational aspects could only be achieved if this is planned for and taught by the teacher. This notion is extensively supported (Bailey, 2006; Bailey et al. 2009; Coalter, 2005; Donnelly, Darnell, Wells & Coakley, 2007; Vidoni & Ward, 2009) and seems to be provided through what Wenger (1998) refers to as mutual engagement. Here, irrelevant of diversity and homogeneity, the planned sharing of practice and social engagement presents an environment open to learning. This constructivist perspective together with supporting data from the implementation of the personal and social responsibility model (Buchanan, 2001; Cutforth, 2000; Georgiadis, 1990; Hastie & Buchanan, 2000) fuelled and reinforced the idea of taking on this model for implementation.

A major pedagogical novelty TPSR posed was student empowerment. Hellison (1995) argued that letting go of full class control in an attempt to follow innovative models is a struggle in itself. This was initially viewed as a major concern in terms of its impact on the implementation experiences; however, given that pedagogical impact was a sought experience in this study, this helped change the way I perceived this concern. TPSR promised experiences of gradual empowerment, decision taking, social interaction in which student-centred pedagogies feature with some form of control, and more importantly, elements which have at heart social skill development. TPSR seemed to be a model which held the necessary tools, vision and potential to generate through PE, an awareness on the strengths of the 'social' within applied pedagogy.

TPSR is a theory in practice because it is a framework of values and ideas that are constantly being tested in practice, even now, 40 years after its inception (Hellison, 2011, p.8)

The philosophical convictions of this constructivist model are grounded in four qualities which Hellison (2003) categorises as: *Integration*, in which responsibility levels are integrated within physical activity and need to be seen as relevant elements of the lesson; *Transfer*; which induces teachers to think of relating responsibility experiences to the outside world; *Empowerment;* which gives students possibilities of decision making and experiencing the outcomes of such decisions; and *Teacher Student Relationships*, which focus on positive and respectful interaction. In summary, TPSR targets respectful and meaningful interactions within groups which value each other's opinions. In fact, fun, enjoyment, interaction with caring adults, a sense of belonging and being within a safe environment are qualities which reflect the main targets for TPSR youth programs (Hellison & Walsh, 2002). The model includes components which reflect the power of the subject of physical education as a vehicle for teaching not only physical activity content but values and life skills (Hellison & Martinek in Kirk, Macdonald & O'Sullivan, 2006). This, together with data on outcomes of TPSR and its implementation across various contexts, further reinforced the plausibility of this pedagogy as the tool by which socio-educational aspects could be put across.

3.4.1 *The structure of TPSR*

For many years TPSR was considered alternative in its approach to physical education and marginal in its approach to scholarship. However the model has not just endured but thrived (Wright, 2009)

As from the onset of TPSR, the responsibility factor was given priority where the various values (which frame personal and social responsibility and thus teaching and learning social qualities) targeted within the model, are embedded across four levels. These levels were not treated as absolutes but as qualities which needed to be experienced by students (Hellison, 2011). In the early stages of the model development, a limited number of values helped the process of implementation. Two values related to personal wellbeing, these being; *Effort and Self-direction* and another two focusing on social wellbeing, *Respect and Care for*

others' rights and feelings were selected as the values to integrate. This framework offered specific qualities targeting the acquisition of both personal and social responsibility. Hellison (1978) refers to the initial levels as 'loose progression' or 'awareness levels'. This early version of TPSR offered guidance and help in lesson planning and helped students focus on respect and motivation and understanding that self-direction and helping others were values of higher quality (Hellison, 2011).

TPSR was designed as a framework which allows for flexibility and adaptability. This is evident in the ways TPSR has also been effective when merged with other teaching models, for example Sports Education (Gordon, 2009). This supports the flexible and adaptable qualities of the model, qualities which were highly appreciated during the TPSR implementation phase. The intentions were never for it to be implementeed as a model which is rigid, or highly structured as this would diminish its humanity. Hellison (2011) presented the levels as '*social constructions which simply means that they can be modified in all kinds of ways as long as the underlying principles of TPSR are honored*' (p.45). This quality provided contextual appeal since pedagogical innovations in implementation were expected. The levels I visit below (see table 5) offer the targeted areas and content of the model. Although the model shows evidence of gradual development from level 1 to 5, this does not reflect value development and value aquisition in this specific order, in fact the model's intent was never to beurocratise the teaching of values. Value transfer does not happen in this way or in this order. Hellsion (2011) stated that this pre-determined structure allowed for planning, guidance and individual attention, however, in light of educational concerns, the model brought about queries regarding the effectiveness of its teaching and learning. Hellison and Walsh (2002) spelt out their concerns in terms of the differences between intrinsic and extrinsic performance of values. Whereas, for instance, within TPSR, the values which educators and practitioners of the model target to teach are instructed, listed, proposed and predetermined within programmes, consequently they become what Sherman (1996) in Thorenberg (2009) referred to as 'studentizing' i.e; socialisation into rules and routines. This dilemma between the pre-determined, structured values and their lack of application appeal, and the values discretely embedded within programmes emerged as a powerful concept which evolved through a discussion around structure versus flexibility and the way these impinge on educating. In fact, the shift from studentizing (as a conventional teaching and learning approach) towards a method which targets a more meaningful educational experience was lived across the structural and pedagogical

adaptations carried out by teachers implementing TPSR in this study. This innovative perspective which looks at accentuating meaningful TPSR adds to the broad body of literature around value education. This concept became the focus of my reflection in my proposal for a way forward (see section 9.4).

Table 5: Levels of Responsibility

Level	Descriptors
1. **Respecting** the rights and feelings of others	Self control, right to peaceful conflict resolution, right to be included and to have cooperative peers
2. **Effort** and **Cooperation**	Self motivation, exploration of effort and new tasks
3**. Self Direction**	On task independence, Goal setting progression, Courage to resist peer pressure
4. **Helping others** and **leadership**	Caring and compassion, Sensitivity and responsiveness, Inner strength
5. **Transfer** outside the Gym	Trying these ideas in other areas of life, Being a positive role model for others, especially yonger kids

Hellison (2011, p.21)

The first two levels are judged to be essential characteristics for establishing a positive learning environment. Literature around implemented TPSR programmes suggests that working on these two initial levels is necessary. Williamson and Giorgiadis (1992) revealed how their efforts in focusing on diminishing aggressive behaviours towards participants in an after school basketball programme had to be initially tackled for possible progression of the programme which progression became only possible after diminishing (not extinguishing)

the levels of physical and verbal abuse. Level three and four encourage independent work, helping and leadership roles. The last level attempts to bring together all the values into other settings and environments outside the immediacy of the PE lessons. The various levels and outcomes of the model which framed the TPSR implementation plan for this study are briefly presented below. This, in support of the brief overview of literature presented in this section, provides a snapshot of the tacit objectives and the esessence of the model necessary to appreciate the ways TPSR relates specifically to the conceptual frameworks and methodology of the study.

3.4.2 *TPSR levels*

Level 1:   Respect for the rights and feelings of others

At this level Hellison's (2011) intentions are to work on three components: *Self control, peaceful conflict resolution, and the right for inclusion.* Controlling one's mouth and temper are targets which are concrete and possibly measurable. Learning to respect others is initiated by attempting to control selfish behaviours and by trying to become more sensitive to others' needs. Peaceful conflict resolution can be seen as an introduction to democratic practice and principles. Inclusion and participation by all, irrelevant of skill, gender, ethnic backgrounds or sexual preferences are essential qualities recommended in game play and group interaction. Hellison (2011) argued that students lie along a continuum on which ends are two extremities; total lack of respect towards each other on one end and full respect at the opposite end. Hellison et al. (2000) proposed two modifications within this level. They argued that students need to be given voice on how this responsibility is to be fulfilled and in negotiating issues which may arise as well as their need to stand up and show belief in all that one cares about.

Level 2:   Effort and Cooperation

At this level, students experience programme content in a positive way. Learning to get along and cooperate with others is a main objective. The need to improve one self, physically, through effort shown in activities is a concept which targets level 5 components; transferibility outside the play area and within real life situations. Level 2 focuses on self motivation, exploring effort and trying new tasks. Provision of minor tasks which require

some form of decision taking by students caters for motivational increase in an environemnt free from being hassled, made fun of or criticised. Also at this level, students need to be made aware of different meanings of success. Through this awareness, students with task involved or ego involved orientations develop internal personal standards which could function for them. The aim here is not of outperforming their peer, but of self-improvement and trying to be the best person one can be (Hellison et al., 2000).

Level 3: Self Direction

Although self-direction is vital in personal growth, it remains a student choice to take or not (Hellison et al., 2000). This level encourages reflective choice and an increase in responsibility for sudents. One major concrete transition from level 2 to this level is evident in the empowerment of students in working at a task without the usual accustomed supervision. This is referred to as 'on task independence' (p.38) where students can (actually) establish attainable and measurable goals and targets to follow. For this level to become possible, Hellison et al. (*ibid*) argue that respect towards other's rights and feelings is a pre- requisite.

Level 4: Helping others and leadership

Just like self-direction, helping others is another choice to make since appropriate group function is only possible if a number of students embrace this choice (Hellison et al., 2000).

As opposed to the first level where simple cooperation is the target, level 4 takes on higher and more demading goals. Here objectives amongst others are having students handing out positive contributions to the group. The process at this level requires the complexity of moving from helping others towards taking on leadership roles during which time students contribute in whatever ways they can towards a positive experience for all.

Level 5: Transfer outside the Gym

> *Outside the gym cannot be explored until the first four responsibilities are being practiced in the gym* (Hellison et al., 2000, p.40)

Level five portrays a different scenario. Hellison (2011) recommends that transfer of values is to be supported by brief discussions held during awareness and group meeting talks and by doing so giving the students time to think about the relevance of the levels and their applicability outside the gym. Students are here encouraged to volunteer examples of how they took responsibility in specific incidents and situations.

The selection of TPSR as part of the research framework was not a decision taken at the onset of the study. As mentioned earlier, the theoretical concepts of this study were not solely pre-conceived. Figure 3, captures the journey towards this developmental theoretical framework. It traces the progressive path towards the formation of the pillars of this study. As this depiction as well as figure 2 show, initially this study was framed by the works of theorists on areas related to social learning. Progressively I was enriched as much as I was contemplative with the discovery of a model which was in sync with the purpose of the study since this model: captured and brought to the fore front the social aspects I felt were missing across physical education and education more generally and provided a systematic structure which still allowed for flexibility. The theories discussed in the initial sections of this chapter lay the primary foundations for this study, however, as the study progressed, other theories, which embraced my socio-constructivist position, poured into the evolving framework. As much as the pre-conceived theories and the evolving ones lay the foundations of this study I feel that the thought processes lived across this journey were fundamental. A progressive and systematic approach initially guided my conceptual journey, however this evolved into a more flexible reiterative experience. This echoed the strong aspect of multi-relationality experienced across this study. The coming sections explore the evolved theoretical concepts in light of their relationship to this study.

Figure 3: Developing a theoretical framework; A multi-relational, dynamic evolutionary journey
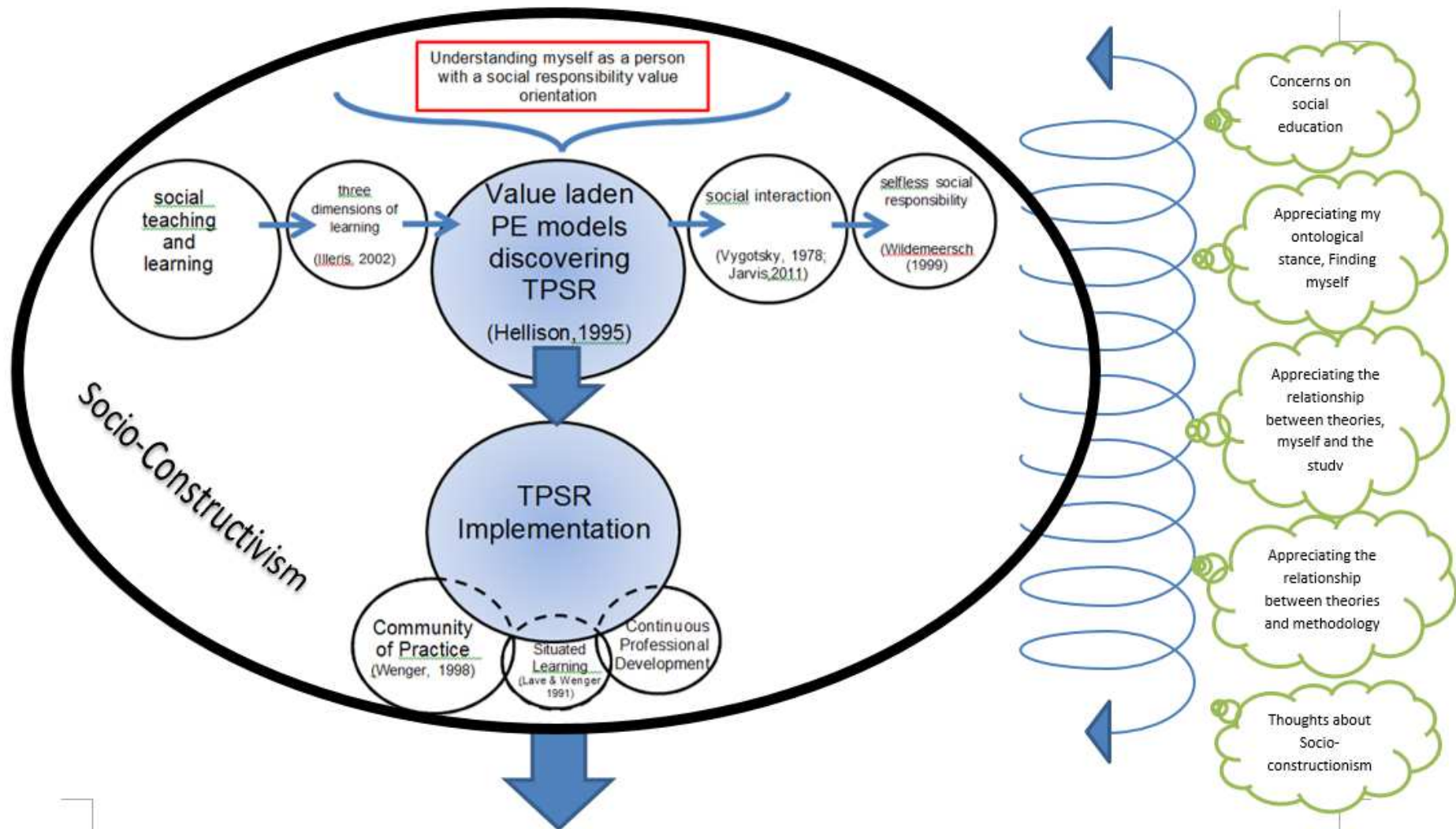
3.5   An evolving framework: Discovering a Community of Practice and beyond…

The works of Etienne Wenger (1998) on Communities Of Practice (COP) provide a comprehensive theory of social learning which narrows the gap between the individual and the social dimensions of learning. More alluringly, this work celebrates a selfless, collegial perspective which resonated with this study's targets. Further to this, COP led me to the social theory of situated learning (Lave & Wenger, 1991). The impact this experience had on ourselves (the research participants and myself) as professional educators led me to reflect on and look into discourse on continuous professional development (CPD). This fuelled a reflexive experience on COP as a plausible innovative CPD prospect for personal and social responsibility teaching and learning. I will return to this proposal more specifically in the discussion chapter.

Communities of Practice as a theory of learning was lived across, and embedded itself, within this study. The power and energy emerging from the community of physical educators who shared time in discussing the implementation of a socio-value-laden model (TPSR) across PE teaching was a moving experience. Its impact led me to explore the reasons behind this positive power. The magnitude of engagement, reflexivity and concern on contextual education experienced within this community, moved me in such a way that I could see the potential such a community setting had on the educator, professional development and overall educational experiences.

Etienne Wenger (1998) prioritises the social context; the grassroots of this study. He points to four main conditions of learning, these being: being community, practice, meaning and identity. Whereas the first two clearly relate to the social context of learning, meaning and identity are more specific to the self; however, Wenger still adopts a social perspective to these. Wenger brings forward how the social dimension of learning is linked to community and practice to create meaning and identity (see figure 4 below). A social theory of learning integrates in a deeply connected way meaning, practice, community and identity to characterise social participation. Across this study, social participation was fundamental. This was a key concept practised within the community of professionals throughout the data-gathering phase, as well as between the students and teachers throughout the implementation phase. The intricate relational aspects between practice, community, meaning and identity consolidates the potential a community of practice offers as a catalyst for social learning.

Figure 4: A social theory of learning
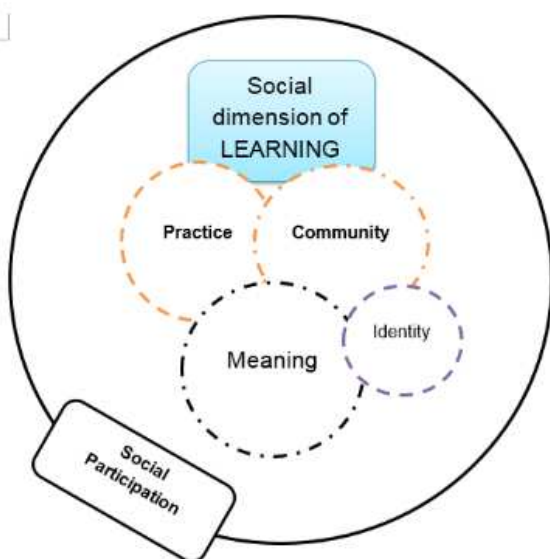
Across the evolving COP setting, I could appreciate more fully my position in the research study, specifically within the COP as an initiator of discussion, yet as much of a learner as the rest of the community. The relationship between myself, the study and the participants engaged in the COP became a reflexive priority. It was my role to engage with the community in ways which would not impose my conceptual representations. My role within this community was later further consolidated through my familiarisation with Lave and Wenger's theory of situated learning (1991), which theory I explore shortly in section 3.5.2.

The COP experience across the implementation phase of the study converged the intricate relationships emergent in interactions. This celebrated learning not simply as the delivery and transmission of a factual body of knowledge, but as a syncronisation of multi-agents involved in the interactive processes to make the learning experience more effective. In this respect, Lave and Wenger (1991) refer to a 'potential curriculum'; which is not prescribed but developed within a COP. This strongly echoes concepts emergent from findings in the study which give value to pedagogies of emergence. As Lave and Wenger note:

> *Learning itself is an improvised practice: A learning curriculum unfolds in opportunities for engagement in practice. It is not specified as a set of dictates for proper practice* (1991, p. 93)

The socio-relational development between the community of practitioners across the TPSR meetings progressed together with their understanding and knowledge of the model. This community, unlike any conventional apprentice model, was not driven or instructed by a

master (although at times guidance was expected and was provided by myself), neither were the participants expected to learn the specifics of practice through imitation or observation. Participation in this case was the way of learning, 'of both absorbing and being absorbed in – the culture of practice' (Wenger, 1991, p. 95) through which, eventually, practitioners could make the culture of practice their own. This COP experience celebrated un-conventional pedagogies as a means towards teaching and learning. Rather than replicating performances or acquiring knowledge instructed by others, participants practised centripetal participation through interaction, sharing of ideas and practices. This was the medium through which a learning curriculum emerged. It is to be noted that Wenger's (1998) own vision of a curriculum goes beyond a list of subject matter and content and he argued it should be more like an 'itinerary of transformative experiences of participation' (p.272). Participants progressed in their TPSR implementation by talking about and within practice. This essentially drove our practice. Thus, the COP itself, through sharing of experiences, became the place of knowledge. Furthermore, the power and potential of social interaction within the praxis of this study echoed the way this same interaction supports the development of identity (Wenger, 1998) as well as the re-visited position on the roles of teachers as educators. This gives social interactive experiences undeniable educational value.

3.5.1 *Social interaction and the formation of identity*

Wenger (1998) talks about an 'identity of participation' (p.136). The essence of hands-on experiences or as better referred to, engagement in practice, allows participants to discover the relationships between participants and the world. This engagement allows for an exploration of abilities of engagement, the ways of participation in activities and also an awareness of knowing what one can and cannot do. Wenger (1998) argues that social experiences are the experiences essential for identity shaping and that the mutuality of such engagement and the recognition of each other as participants gives life to our social selves. In essence, the social experience itself is the learning experience which impinges heavily on the development of the person. This essential relationship between social interaction and the formation of identity qualifies the social qualities expressed in the NCF (see section 2.8) as educationally essential and valuable. Wenger argues that we cannot become human by ourselves and that our identities, although unique in ways, are shaped and belong to communities (p.146). The strength of social interaction is reflected in the formation of each

individual identity which is built from layers of events of participation in complex interweaving of participative experiences, a complexity which is referred to as a 'nexus of multi-membership' (p.159). Wenger goes on to propose that we tend to develop communities of practice not because we do not value freedom or individuality but because 'identification is at the very core of the social nature of our identities' (p.212). This advances social interaction as a medium and foundation for education.

Wenger describes the school playground as the 'centre piece of school life' (p.269) and of school learning. Here students participate in continuous forms of negotiability, identification, meaningful forms of membership and empowerment which give meaningful interaction relevance to student growth. Mutual engagement brings along environments which reflect tensions and conflicts, jealousies and cliques, all constituting to shared practice which are considered normal within what Wenger (1998) refers to as 'sustained interpersonal engagement' (p.76). These actions are all forms of participation and although some might argue that these are negative interactive moments, such moments may (in fact) need to be experienced. From this perspective, all qualities of interaction and social behaviours become acceptable and essential components within communities of practice. 'Learning involves a close interaction of order and chaos' (p.97). Taking this perspective, one may argue that the educational relevance of educational institutions is therefore not measured by the content of the teaching, but the experimentation of identities of student engagement (p.268). Illeris (2009) argues that today's youth are highly engaged in processes responsible for identity development as this secures navigation within society. However, only practices considered to present 'usable contributions' for this need are practices youth would attend to. These practices would need to be in harmony with individuals' personal needs, interesting and challenging (p.18). The concept of meaningful education in fact became an agenda heavily debated within the community.

Within the COP, through an understanding of the relationships happening in practice and how these constituted each other for learning, weaknesses and hindrances to the learning experience within local schooling emerged. For example, a lack of collegiality and working in isolation (see section 6.4.3) stood out as challenges towards a holistic implementation and application of social learning. Another challenge, termed as subjective differentiation (see chapter 7), describes the subjective teacher philosophies and how these differences impinge on the efficacy of social learning.

In contrast to learning as a process of internalisation, this study promotes the increase of participation by teachers and students in communities of practice. Learning is thus focused on the dynamics within active participation, which brings to attention continuous renewed relations between persons, their actions and the social world. Within this concept of renewed relations, interacting communities become essential for the reproduction of future communities since reproduction is looked upon as bettering the status quo through acting on present conflicts and concerns. This multi-dimensional active process motivates student engagement in seeking out information in relation to the task performed, personal capabilities and the environmental conditions (Kirk & Macdonald, 1998). The social interactive elements feed into the creation of continuous experiences needed for learning.

This process of betterment feeds into enculturation. This, as much as being a reflection of the social world could also, as this study implies, be a hindrance towards generating meaningful learning. It is across these multi-faceted relations lived across this journey that learning within this theory is presented. Again, the learning potential in social settings set me further in exploration for a better understanding of why such social contexts, lived across the study, are educationally meaningful. I found a helpful and enlightening explanation for this in Lave and Wenger's (1991) theory of situated learning:

> *...learning, thinking, and knowing are relations among people in activity in, with, and arising from socially and culturally structured world. This world is socially constituted; objective forms and systems of activity, on the one hand, and agents' subjective and intersubjective understandings of them, on the other, mutually constitute both the world and its experienced forms* (p.51)

3.5.2 *Situated learning*

Reflexivity guided me towards Lave and Wenger's work (1991) on Situated Learning and the theory of Legitimate Peripheral Participation (LPP). What was immediately compelling in this theory of learning was the way it brings to the forefront the 'multiple interconnections with persons, activities, knowing, and world' (p.121). In their work, Lave and Wenger situate this theory from an apprentice perspective which describes initial active participation (thus peripherality) prior to the eventual full immersion in practice at a later stage. In view of this study, apprenticeship neatly relates to the group of professionals including myself who

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were introduced to the philosophy and practice of the socio-value-laden model of TPSR. Across the full academic year of implementation, it was enlightening to capture the ways these professionals moved from peripheral participation to a deeper immersion in practice. However, although this progression from a peripheral location to a more central one was in a way experienced across the implementation phase, the variance in the way participants related to this learning experience, thus the diverse positions within the community of learners between peripheral and central positions, made this learning experience more holistic. Lave and Wenger (in fact) frame peripherality not as a lack of participation or a means of disconnection from participation but rather as an opening and "a way of gaining access to sources for understanding through growing involvement" (1991, p. 37).

Lave and Wenger contextualise LPP in a number of apprenticeship realities (which celebrate a non-didactic mode of teaching and learning) and discuss its fit within these practices and the way each scenario impinges on the learning processes. Immediately, realities brought forward echoed TPSR discussion and implementation experiences. For example, it is argued that the impact on learning is distorted where participants engaging in practice-based learning face non supportive environments such as authoritative pedagogy where a philosophy that learners should be instructed is imposed (Lave & Wenger, 1991). Environmental impact, (in fact) was a powerful emergent concept which more often than not was described as in conflict with educational needs (see section 5.4).

Interestingly, the strength of informal learning in relation to LPP comes across in experiencing regular realities and knowledge which are not mandatorily set on the learner but are experiences which are present for anyone with interest to engage with. What is learnt in this context is holistic and goes beyond the learning of simple content and measurable knowledge (often adaptable to school settings but detached from life experiences) one would expect from conventional teaching and learning practices. Engagement within the learning experience is not forced, thus it is not superficial but authentic as it is self-paced and intrinsically selected for interaction. Engagement within practice or peripherality are components which reflect the difference between 'lessons which are about the practice but take place outside' the practice as opposed to lessons which are 'part of the practice and take place within it'. These reflect the principles behind the hands-on philosophy of models-based practices such as TPSR. The fact that the educational process forming this pedagogical philosophy draws on actual participation gives this educational process what Wenger describes as 'epistemological correctness' (p.101).

The critique for learning experiences which are detached from realities is echoed across this research journey. This study calls out for accentuated authentic educational experiences. Lave and Wenger argue that schooling tends to allow students legitimate participation, however they are kept from participation in the real world since institutionalised learning 'sequesters' (a term used by Lave and Wenger to define disallowing access to all aspects of learning) learning experiences resulting in a 'folk epistemology of dichotomies', for instance, between "abstract" and "concrete" knowledge' (p.104). This relates closely to an emergent concept in the study which explores encultured practices as well as the positive impact on teaching methods when teachers open up to new pedagogies.

The interactive aspect of this theory unquestionably situates Lave and Wenger's learning theory within the framework of this study. Irrelevant of the way LPP is defined, this is not looked at as a structure, but its focus lies in the ways of acting in the world under the multi-varied environments and conditions. Through the teaching and learning of social aspects across physical education, this learning context was situated. The evolving relationships between the research participants across their immediate environments, their encultured practices and knowledge, celebrated the concept that learning does not happen in a selected and situated pre-set environment, but is experienced across dynamic multi-interactive social practice. The interactive potential for learning is a medium generated across this study over two specific phases: the implementation phase and the data-gathering setting through the COP experience. Interaction, as the medium for learning, is a major component in this theory. Lave and Wenger celebrate this experience and engagement in practice and look upon this as a 'condition for the effectiveness of learning' (p.93). A fruitful and effective learning environment is presented in the ability to create a co-participative environment which provides for learning. Within the COP experience, the interchange of roles taken on by the participants including myself, echo Hanks's (in Lave & Wenger, 1991) interpretation of legitimate peripheral participation;

> ..*it is an interactive process in which the apprentice engages by simultaneously performing in several roles-status subordinate, learning practitioner, sole responsible agent in minor parts of the performance, aspiring expert, and so forth-each implying a different sort of responsibility, a different set of role relations, and a different interactive involvement* (p. 23)

Wenger's (1998) design for learning portrays the theory that learning cannot be designed but 'belongs to the realms of experience and practice' following the negotiation of meaning (p. 225). The shift towards a negotiation of meaning implying mutual interaction may give an impression that learnt outcomes may not be the outcomes planned for learning. This, apart from resonating with the evolutionary element across this study which exposed me to unintended educational concepts, highlights the notion that learning is an emergent ongoing process which cannot be performed only through a conventional understanding of teaching. Situated learning as a theory does not primarily intend to be confrontational towards schooling and the way we know it, however across this study I could not hold back from bringing to the surface the contradictory and conflicting methods of learning and the differentiated meaning of learning itself which is contextualised in local schooling. Lave and Wenger (1991) discuss this fundamental difference between learning and intentional instruction, a lived experience shared across the community of practitioners as well as throughout the implementation phase. The learning potential explored and experienced across the methodology in this study echoed the notion that education is not just situated in schooling alone and that there is a need to theorise about the forces shaping the immediate relations within a social environment.

The outcomes of the evolutionary interactive and reflexive COP and LPP theories went beyond my expectations. The monthly meetings, school visits, feedback reports sent to teachers, supported by sporadic communication through social media, generated an ongoing reflective practice which strengthened this community of practitioners. The energy, positivity and high level of engagement were evidence of exemplary professional practice. The thought of having such practices shared amongst professionals within various schooling institutions fuelled my interest to explore COP as an effective professional pedagogy for teachers. The thought of seeing TPSR as a pedagogy that could help address the social learning needs as well as a prospective tool to ignite a communities of practice approach within schooling led me to explore the literature around CPD more carefully.

3.6 Moving into CPD

Although literature on CPD is extensive, the works of Armour and Yelling (2004, 2007) and Armour and Duncombe (2004) amongst others, as well as the works across the Maltese context of Bezzina and Camilleri (2001) helped me further appreciate the multi-relational aspects not solely of social learning but of the learning environments more generally. The contrast between my perceptions and experiences of traditional CPD and what was taking place within the lived community during the study provided examples of practices that could positively impact fulfilling and rewarding CPD programmes. For example, collegiality, working together on the same targets, sharing experiences, exchanging perceptions on students' behaviours and encouraging others were all elements which featured strongly within this community of practice. Interestingly, these positive outcomes emerging from this community not only aligned with qualities which are the backbone of TPSR, but are qualities which CPD literature proposes as potential tools through which social learning could be accentuated.

3.6.1 *From 'Traditional' to 'reform' types of CPD*

Smith (2003) describes traditional CPD as being largely outside context and as being externally designed courses. Literature shows that although much change was recommended for CPD, doses of one-shot in-service packages taking place outside school settings, as opposed to active professional learning within collaborative experiences (Armour & Makapoulou, 2006), remain commonly used (Connolly & James, 1998). These one-shot traditional CPD structures, although seen by some as opportunities for potential learning (Armour & Yelling, 2007; WestEd, 2000), bring about a consistent negative impact. Makopoulou and Armour's study (2011) clearly differentiates between CPD's which target knowledge transmission and others which enable active engagement, a reflection already highlighted across Wenger's work.

I could not hold back from comparing the levels of engagement experienced throughout the study's evolved COP and the ones generated across traditionally set CPD experiences. One highly criticized feature of traditional CPD structures is the lack of voice of the key players within the learning experience, the students and teachers. Traditional CPD skill transfer

sessions disallow critical engagement in practice and reduce the professional status of a teacher to that of a technician (Makopolou & Armour, 2011). This may be considered as a minor problematic scenario when compared to more complex long-term problems resulting from constant use of un-reflective and transmission-oriented methods serving the short-term goals of providing professionals with the skills for immediate use (an unquestionable resonance with the concepts of authentic and superficial engagement across this study). These methods negatively impact teachers' learning since they disable the ability to generate one's own ideas and knowledge and rely on others' expertise for provision. Verma (2010) refers to this as teachers being 'effectively de-skilled' throughout their educational careers.

CPD has at heart personal, moral and political dimensions of teaching as a profession. Professional development of a more holistic nature, such as dealing with differentiated learning, managing behavioural problems in class, motivating non participants and personal and social development, is less commonly available to the more traditional types of CPD. Good practice is critical, reflective and developmental, hence democratic professionalism within a professional learning community celebrating sharing, discussing and disseminating good practices, are qualities supported in literature (Keay & Lloyd, 2009).

Heider (2005) brings out the problematic scenario that schools traditionally promote teacher isolation (a concept emergent in this research study) rather than interdependence. Teachers are working within closed groups and within limited boundaries. Although, evidently, school settings do impact professional development both positively and negatively, research evidence suggests that in cases where professionals have developed what Korthagen and Vasalos (2005) call growth competence, the ability to keep developing is not hindered. This reflects the magnitude of subjective differences in perceptions towards continuous development within varied contexts.

Keeping CPD school based, within and as part of the educators loading, would necessitate the professional educator to indulge in what Duckworth (1997) refers to as classroom ethnography. This would mean being able to look with 'fresh eyes' as this would give teachers a better and deeper understanding of how classrooms function and which processes hinder this. This experience was lived across the TPSR meetings. Discussion, focus and time allowed participants to move across and within experiences and relate these not only to their subjective contextual environments but also relate to them, to education in general and life outside school. This allowed a shift from traditionally-based CPD (a framework which

describes the local professional development practice) focused on knowledge *for* teachers, or knowledge *in* practice, towards a focus on knowledge *of* practice. This portrays the need to reverse the position of the teacher from a passive consumer to an active agent responsible for personal development thus, a move from peripherality, to a more centralized role. This shift necessitates drawing on Vygotsky's development of socio constructivism (1978) in which the benefits of collaborative efforts, as discussed across the social learning theories, are immense in terms of effective learning. As already explored, the notion that learning is an active/creative process involving interaction with others and with the environment (Wenger 1998) is echoed and further magnified in an idealistic approach by Armour and Yelling (2007). They talk about reconceptualising the relationship between physical education teachers and CPD. Here, it is argued that the CPD agenda should be the result of a collaborative effort bringing together professional educators and is based on students' needs, a syncronized fit within the teaching and learning of TPSR (Armour

3.6.2 *Effective Professional Development*

A large body of research portrays what and how CPD should be like, moving onto more student-centred ways of development while celebrating empowerment. For example, CPD is to be seen not as solely cognitive engagement but as Day (1999) argues, teachers need to be emotionally engaged otherwise CPD is not helpful. This concept echoes discourse met earlier regarding the interactive patterns within COP as well as authentic, as opposed to superficial, educational experiences. This also supported my proposal towards a more meaningful and holistic educational experience (see chapter 9).

Different external bodies such as NPEAT (1998) and NFER (2001) identified a number of qualities which reflected non-traditional effective professional development. Such qualities, listed below, relate to and show evidence of moving away from traditional CPD programmes in an attempt to reform CPD methods (Garet et al., 2001; Darling-Hammond & McLaughlin, 1995). Interestingly, all the qualities presented below are emergent concepts from the TPSR meetings.

- A focus on student learning
- Identification of one's own training needs and autonomy in deciding which areas to improve in
- School based in-training
- Collaborative problem solving
- Continuous and on going
- Evaluation of multiple sources of data
- Provide opportunity to link to theory
- Focused on improved student learning
- Appropriate delivery by appropriate expertise
- Appropriate challenge and up to date practice
- The nature of activity
- Opportunities for collective participation
- Activity duration
- Focus on content knowledge
- Active learning integration with other learning activities

Garet et al. (2001) argued that it would be effective and enlightening to address the impact, rather than simply identifying the qualities of CPD on teachers and learners. In this study, the impact was the point of focus. However, whereas in the above literature qualities for effective CPD were pre-determined, the same qualities in this study were emergent through the development of a COP. The power of practice as opposed to conventional styles of teaching and learning come through the collaborative and cooperative outlook towards CPD (Guskey, 2002; McLaughlin & Zarrow, 2001; Franke et al., 2001; Liebermann & Miller, 1999). Here the necessity of focusing on experiencing the impact rather than trying to change attitudes by traditionally informing and telling approaches, is highlighted. This practical, hands on student-centered pedagogy was the method which could effectively and efficiently support teaching and learning around TPSR.

Back in 2001, Bezzina, drawing upon Louis et al. (1996) proposed the need to develop a professional development culture through sustained practice. This targeted the shifting of the educator from working in isolation into a community of practice having collegiality at its heart. This collegial practice allows teachers to develop into what Constable (1995) referred to as extended professionals. This shifts the traditional responsibilities of professional educators from passive to active participants with a voice in the development of whole school

policies and planning. Survival of this professional community as supported by Constable (*ibid*) is dependent on five qualities seen in table 6.

Table 6: From passive to active professional educators

> ➢ Shared norms and values
> ➢ Reflective dialogue
> ➢ De- privatisation of practice
> ➢ Collective focus on teaching and learning
> ➢ Collaboration

3.6.3 *Continuous Professional Development within a Community of Practice in Malta*

As noted, the implementation of a responsibility-based model (TPSR) within physical education programmes necessitated scrutiny, thought and reflection, as the model was locally innovative and was being delivered within a context where CPD is traditionally low key. The TPSR training for the study's participants may, from a traditional perspective, be viewed as framed within a conventional CPD context (a modular approach). The start of this endeavour may be recorded as being the TPSR seminar delivered on the 26th of July of 2013 by Dr. Amparo Escarti. Determining the closure of this CPD experience would, however be in conflict with the overall vison of this study's philosophy as well as CPD literature itself since, primarily, teacher training was further enhanced and continued throughout a full year following the planned training period and secondly and simply, the term 'end' could not possibly comply with the notion of a teacher as a life-long learner. In light of this, I am tempted to explore other avenues of research resulting from this journey, for example, it would be enlightening to follow up the research participants and see how much of the TPSR educational experience and journey is yet, still embedded in their practices.

The ways CPD and COP came together across this study supported the multi-relational components lived across the different research phases. This also echoed the qualities recommended by scholars for effective responsibility based CPD programmes. For example, researchers have proposed that these programmes need to be continuous and long-term

planned, connected to the class as well as inclusive of informal collaborative learning (Armour, Makopoulou, & Chambers, 2009; Darling-Hammond & Richardson, 2009) . The informal environment, together with the group dynamics created the bond between this group of professionals who looked forward to meeting every month for a couple of hours after school for a rewarding experience of collaboration and intense debate. This continuous development in TPSR learning supports Beaudoin's (2012) critique on the effectiveness of 'one-shot', short workshops in bringing about change in teaching practices. What may be of most satisfaction is that all this took place within a context where perceptions on CPD, generally traditionally based, are unfortunately negative; where work related issues outside the school context are viewed as out of place; and where a culture of collegiality and professional support is far from perfect.

The longitudinal outlook of this study looks at implementation. This allowed me to live and experience elements which according to literature, school settings are not conducive towards. For instance, I experienced participants; making time to try out the practices discussed, engaging in regular interactive meetings allowing for the sharing of ideas and concern for quality, appreciating differentiation and adaptability considering the teacher, students and school backgrounds, reflecting on the self as educators as opposed to reflection on the content delivered, appreciating opportunities for experimentation and systematic observation. All such qualities resonate with the idealistic view of what desirable CPD should be like. Practices experienced within this community do resonate and to some extent advocate for the positive outcomes emerging from proposed CPD structures. The sharing of in-depth discussion and experiences and capturing the overwhelming enthusiasm shared around a common goal provided me with such a positive experience that will undoubtedly frame my future collaborative works with educators.

3.7   Conclusion

In this chapter, I presented the theories which frame this study. As seen, these theories were initially framed within works directly related to the social dimension of learning, value-laden education and social interaction. The evolutionary nature of the study challenged the notion of a pre-conceived rigid framework and through its progression, interacted and engaged with other theories in ways which celebrated a more flexible, reiterative, multi-relational outlook.

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This aspect patently supported a socio-constructivist approach which fuelled a reflexive journey throughout the TPSR implementation phase. Moreover, it further substantiated the overwhelming multi-relational aspects and dynamic nature of the study. When looking back at figure 3, I can appreciate the intricate relations between the allocated theories and how these relate with my philosophical underpinnings as well as with this study's overall methodological fit. The latter, in light of the research methods selected for this study and methodological approach taken, are discussed in the forthcoming chapter.

Chapter 4: Methodology

4.1   Introduction

This chapter presents a progressive discussion which brings together the philosophical and pragmatic aspects of the study by reflecting on how my philosophical dispositions fed into the methodological structure. The chapter starts by re-visiting ontological and epistemological issues and shows how these led to the location of an interpretive research paradigm. Consequently, I bring forward reasons for qualifying this study as educational action research, which due to the specific needs and evolving characteristics of the study, allowed for a shifting positionality across the various phases of research. This, as will be seen, mirrors the dynamic and progressive aspects of this study. A detailed account of the different phases of the research design which include ethical considerations, chronology and intended targets will follow. Justification for the selection of data sets as well as a reflection on the study's challenges and limitations are also presented. After an illustration of the research design, a discussion on grounded theory and its fit within the methodological framework is presented. The final sections of this chapter look at data analysis. The analytical processes ensued across the different phases of analysis are made explicit through descriptions, figures, diagrams and supporting appendices. The emergent core categories are finally introduced as the main blocks for discussion in the subsequent chapters.

4.2   Ontological commitments and epistemic stance

> *Not too many of us embark on a piece of social research with epistemology as our starting point...we typically start with a real-life issue that needs to be addressed* (Crotty, 1998, p.13)

During my immersion into reading around research paradigms and inquiry, I became intrigued with epistemological and ontological issues. Being able to relate to these concepts necessitates a stance which goes much deeper than simply recognising these as essential building blocks for research. Crotty (1998) argues that throughout the process of research, at any point, we pour in assumptions related to human knowledge and experiences from our human world. Only through un-packing these assumptions would one be able to understand

what the research is proposing. Being able to reflect on, relate to, and comprehend my ontological commitments reinforced the purpose and meaning of the intended research.

My understanding of ontology led me towards reflecting on a number of questions used to investigate ontology itself; the characteristics of the physical and perceptual world, how reality is looked upon and people's characteristics and the way these relate to each other. I was introduced to such philosophical discourse at an early stage in my research journey but only after time could I make the necessary links and appreciate the fact that making transparent one's philosophy which underpins a justification of the research methodology gives research rigour (Wilson & Stutchbury, 2009). Grix (2004) argued that research is best done by looking at the relationship between the intended research field (ontological position) and linking this to our epistemic underpinnings. Considering the conceptual background, including ontological and epistemological perspectives helped inform the methodology selected to answer the research questions (Kincheloe & Berry, 2004). In light of this recommendation, I will start by sharing my ontological commitments as well as discussing my epistemological underpinnings which I have already touched on in the introductory chapter (see sections 1.1, 1.2). Following this, I will discuss how these informed the location of the research paradigm as well as methodological choice.

4.2.1 *My onological disposition*

Throughout my years of experience working with students in teacher preparation programmes in the area of PE, I have always felt that I could relate positively with students and that this, helped me in bringing across a variety of teaching styles and approaches in my teaching. I came to learn through student feedback and later, literature that the social qualities which framed my teaching were qualities which made a difference. I could not isolate or recognise these qualities in my initial teaching experiences as these were part of me and not learnt at a specific point in time. It was only later, when I became involved in teacher preparation programmes, that through reflection I could start to better understand the uniqueness of each person and the impact each person's ontological position has on his way of interacting and on the ways they analyse experiences. Reality, in other words, is looked upon as subjective and based on idiosyncratic interpretation which allows for different people to make their own meaning of events (Cohen, Manion & Morrison, 2007). This subjective

view of reality which differs from person to person is termed as relativism (Guba & Lincoln, 1994). Within this paradigm, reality is individually constructed through language and aspects of an independent world (Scotland, 2012).

As already stated, initial reflection on these social qualities started off from disappointments emerging from a lack of importance given to the social domain within the teaching of PE and across education experiences in general. Through many years of teaching and coaching I feel I have developed a passion towards what unfortunately seems to be looked upon as a 'hidden' part of educational curricula. Educational qualities in for example: effort, responsibility, helping others, selflessness, cooperation and working together are qualities which I have always felt are least valued within teaching and learning environments and are qualities which deserve a much higher status in terms of curricular priority. These are qualities which frame my pedagogy. These are the qualities which have become part of my teaching and coaching and, as much as I feel that these are ingrained within my personality, I also respect the fact that ontologically this makes me different from others. This has, through time, moulded my perception of education. I am now at a point where I feel that a teacher can teach more effectively when teaching experiences are framed within the social domain. I grew to understand and believe that teachers can be more effective if they value and give meaning to these qualities. If this is so, I am intrigued about the responsibility educators have in student development as well as the challenges in understanding and reflecting on personal ontological dispositions. Although this helps explain my personal interpretation of education and helps me seek meaning to education itself, I still find it hard to accept the possibility that educators out there may not share this perception. However, from an ontological perspective, across the progression of this study, I learnt to appreciate subjective interpretation. Through an appreciation and understanding of individuality, I see reality as experienced, constructed and based on social and individual conceptions.

Since this study is about investigating perceptions on the social domain, about understanding how this is implemented within teaching as well as exploring how a social, value-laden model would impact teacher pedagogy, this necessitated the need to look at these social qualities not superficially, as an external body of facts which could be transferred to the learner, but more authentically as a creation which involves the process of interaction between the teachers, the phenomena and the formation of personal understanding (Jackson,

2013). The main interest of the research lies therefore not on the social qualities themselves but on the relationship between these and the educator.

4.2.2 *My epistemological stance*

> *There is no objective truth waiting for us to discover it. Truth, or meaning, comes into existence in and out of our engagement with the realities in our world...Meaning is not discovered but constructed* (Crotty, 1998, p.8)

The work of Guba and Lincoln (1994) helped me come to terms with my epistemic postion by exploring the nature of the relationship between myself as a researcher and what can be known. Since from an educational perspective my view on reality is aligned towards an appreciation of diverse interpretations of meaning, this would mean that epistemologically, I look at arriving to knowledge through sense making and meaning. Knowledge is created from particular situations, gained through personal experiences and cannot be interpreted in simplistic ways. Bryman (as cited in Grix, 2004) describes this experience as strategy which respects the diversity between people and the objects of natural sciences. This requires grasping the meaning of social action, an intended outcome of this research.

The way in which I perceive the social domain influences not only my philosophical underpinnings but also methodological choices. Although I conceptualise the social qualities as an essential body of knowledge, I do not concur with the epistemic stance that these are taught and learnt by instruction and through transmission of facts, explanation and practice of procedural method leading to recalled knowledge. My epistemic position allows me to confidently see effective teaching and learning of the social qualities through reaching an understanding by facilitation of active, practical, hands on engagement and contextual problem solving so that learners develop their own relationship with what is learnt through what Jackson (2013) refers to as subjective sense-making. This pedagogical content frames the TPSR teaching and learning experience thus adding on to methodological fit. I see teaching and learning as social encounters which are rich in interaction and sharing of experiences during which application of knowledge in real life situations forms the learning.

I align myself with Vygotskyan (1978) perspectives and the role society plays in the development of the individual. I look at collaborative and cooperative experiences as

experiences rich in value and educational potential and as experiences which are the essence of teaching and learning. I share the notion of a community of practitioners which demeans learning as an individualistic praxis but maximises the potential in working together. It is this strength of social interaction which is reflected in the formation of each individual identity and which is built from layers of events of participation in complex interweaving of participative experiencWenger (1998) describes this as a complexity referred to as a 'nexus of multi-membership' (p.159). In the need to align myself to a specific epistemic position, visiting the various epistemological frameworks was both enlightening and overwhelming.

The multi-faceted experiences within this research necessitated viewing different epistemic frameworks, for example: since the research targeted investigating the perceptions of different teachers on the social domain within the teaching of PE, with an interest in looking at different subjective interpretations, a constructionist perspective foscusing on 'the meaning making activity of the individual mind' (Crotty, 1998, p.58) provided a possibile path to follow. Concurrently, 'the collective generation and transmission of meaning' *(ibid)* played an important role through the collaborative meaning making experiences within the TPSR community of practitioners. This reflected a constructivist perspective, a perspective which echoes acculturation and social constructions and which puts in focus collective meaning making experiences and the ways individuals relate to these.

I see myself aligning with constructivist and constructionist perspectives which emphasise the quality and mixture of personal knowledge and activity through social interaction. Here, cognition is seen as a social process in which a mixture of personal knowledge and social interaction happens (Prawatt, 1996b; Davis & Sumara, 2003; Hollins, 2015). Lave and Wenger (1991) define this as learning through participation in the practices of communities in which apart from the issue of collectivity and group contributions, the changing and developing relationships between the different identities in a community relate effectively to the affective development. Wenger (1998) refers to practice never as an individualistic action but depicts it as 'a doing' in a social context where all practice gives structure and meaning to what we do. The learner's active construction process is the base of teaching and learning and forms the learning environment itself. Wenger's design for learning (1998) portrays the theory that learning 'belongs to the realms of experience and practice' following negotiation of meaning (p.225). These qualities which underpin my epistemic stance, reinforce a socio-constructivist position without however, disallowing the possibilities of shifting focus from

the collective to the subjective experiences met across the study. An openness in positionality would allow the scrutiny and focus on whatever emerges as powerful and meaningful throughout the research.

4.3   Locating a research paradigm

The research undertaken necessitated an interactive and dynamic process which was necessary for the understanding of social reality (Cohen et al., 2007). Interaction is a medium through which, within a social context, knowledge and meaningful realities are constructed between humans and their world. It is within seeking insight and understandings of behaviour together with explaining actions from the perspectives of participants both subjectively and collectively that a decision to locate the research within an interpretative paradigm was taken.

> *Knowledge and meaningful reality are constructed in and out of interaction between humans and their world and are developed and transmitted in a social context* (Crotty, 1998, p.42)

The meaning making processes are derived from human interaction between their subjective consciousness and the different realities or objects which, as Crotty (1998) argues are already 'pregnant with meaning' (p.43). The shared experiences and the subjective and collective meaning making processes are processes allow the molding and encountering of the world. This study aims at bringing to the level of interaction the hidden social forces and structures through an innovative pedagogy (TPSR) which unavoidably stimulates social interaction.

Both ontological and epistemological assumptions within an interpretivist paradigm sit well with the approaches taken across the study. The ontological position of this paradigm is relativism since ontological assumptions here, relate to reality as subjective and indirectly constructed where people make their own meaning of events which are not generalised and offer multiple perspectives of different incidents (Guba & Lincoln, 1994). Meaning is not discovered but constructed through meaning making processes which allow experiencing a world by participating, molding and encountering (Heron & Reason, 1997). Knowledge is thus seen to arise from specific situations and gained inductively through personal experiences.

4.3.1 *A critical perspective on interpretivism*

Ontologically, an interpretivist approach requires a subjective stance; a critiqued element within interpretivism. Subjectivity within this study reflects personal involvement within the research, at times subjective (bracketing preconceptions) in others, examining data more objectively. Critique around the interpretive paradigm seems to be framed within positivist perspectives, for example: issues related to generalisibility, a rejection of a foundational base to knowledge, issues related to legitimacy, trustworthiness and transferability. Interpretive research cannot be judged through a positivist lens or using the same criteria used within the scientific paradigm. Subjective interpretations disallow generalisability and uncontested certainty. These are moulded within the foundations of interpretivism. This means that, for example, validity adding measures such as triangulation and member checking are not effective (Angen, 2000). Danby and Farrell (2004) relate to the researcher's subjective impositions on research participants. Although it is the researcher who finally decides on the path the research takes, the collaborative element within the study provides a more objective understanding of social realities. I acknowledge the fact that my pre-existing meaning-making system I am born into, shapes my understanding of phenomena; I also acknowledge the power of enculturation, the diverse roles of occupational socialisation (Lawson, 1983) as well as external historical, traditional, institutional forces and how these impact the ideology of each person within the research (Cohen et al., 2007). I also came to appreciate that all this, looked upon from the lens of a qualitative researcher, does not limit or restrain construction of potential knowledge, but contrary to this, within a miriad of non uniform, non regular, non linear outlooks lies a reflection of a more holistic reality of the social contexts investigated.

It is within the lived and shared experiences and the intimate and open ended inquiry (Howe & Moses, 1999), that the meanings and interpretations of the social interactions within specific and contextual locations emerge to offer understanding. It is this understanding that encapsualtes the aims of this study.

4.4 Positioning the study

4.4.1 *Action research*

The social qualities which celebrate encouraging collaboration, working together to solve any social difficulties, were Lewin's (1951) inspiration behind the creation of action research (Helskog, 2014). The aim, back then, was of looking at a diverse paradigm which would allow the generation of relevant knowledge through practical as opposed to scientific methods.

Kemmis (2009) argued that action research targets to change practices, understandings of practices as well as the conditions under which practice takes place. It is improper to claim that this study primarily targeted these actions as I was more concerned with exploring and understanding practices and seeking how practice impinged on teacher pedagogy. However, the emergent outcomes of this study allowed me to delve deeper than exploration. Across TPSR implementation, because of its intricate and specific pedagogical needs, the practice and its understanding, as well as the environment in which practice took place, offered suggestions for possible change. In other words, the targets of action research in this study became the outcomes rather than pre-conceived objectives. The intricate ways the research practices related to each other further position this study as action research. Furthermore, Kemmis (*ibid*) points to the necessary critical and self-critical processes, both evidently lived across the TPSR implementation phase, which lead to transform what we do, think and say, as well as transform the ways we relate to others including our environment.

> *Action researchers always see themselves in relation with others, in terms of their practices and also their ideas, and with the rest of the environment* (McNiff & Whitehead, 2011, p. 29)

Nielsen and Nielson (2006) position action research across three epistemological lines, the socio-technical, the pragmatic-logical and the critical-utopian traditions. Without going into unnecessary detail on the characteristics of each, I appreciated a sound methodological fit in the pragmatic-logical tradition. In resonance to this, across the study I was concerned about creating space for debate and dialogue where reflexivity is looked upon as a means towards changing tradition as well as inducing increased self-understanding. This approach draws neatly on sociological theory, specifically the works of Habermas (1984) on communication, social interaction and human behaviour. Moreover, action research methodology sits well

within this paradigm since, through the interactive practice and experiences, issues related to life experiences could be problematised and also addressed in productive ways. Through this methodology, the focus lies not in generalisable findings but in the creation of contextual practice thories. My ontological commitments and epistemic underpinnings, resonate with the underpinning assumptions of action research.

Ontologically, action research is value-laden as well as morally committed (McNiff & Whitehead, 2011). My initial concerns at the onset of the research bring together the values which act as my guiding principles. These frame my pedagogical approach and praxis. Action research targets taking an 'insider view' to understand what 'I'/'we' are doing within a collaborative context (*ibid*). The nurturing of respectful relationships is key to the research, in which each individual recognises the uniqueness of others despite having different views. Action research also assumes that the values of the researcher, without being coercive in anyway, are also brought into the research itself as the research itself cannot be studied in a value free way.

Literature brings across two main types of action research. Interpretive action research is the most commonly used form. Here, the researcher takes an outsider view and reports back on what practitioners are doing. Another form of action research puts the researcher at the centre and is able to explain what others are doing. Since within the aim of the research the experience of engagement with the self and with others is a main element, this allows for the generation of 'living theories' which arise through a dialogic relationship between all. In the initial phase of the study, during my exploration of social domain understanding, an outsider position supported the research needs. Within the TPSR experience, however, a shift of positionality was unavoidable. Since this experience was innovative for me as much as it was for the research participants, I became part of the community of learners thus taking an insider position, however, concurrently I was the person chairing the meetings and taking a role which allowed for this juxtapositionality. Since different stances were necessary across the different phases of the research, I found comfort in positioning myself between these two perspectives.

Epistemologically, action research does not intend studying other people (outsider view) but viewing the 'I' in relation with other 'I's. Negotiation of meaning through collaborative experiences is the way knowledge is generated, through answers, which are tentative, open to critique and are created through negotiation (McNiff & Whitehead, 2011). These

assumptions pour into the methodological aspects of action research, for example, the collaborative and participatory experience of carrying out research not on the individual or group but on ourselves in the company of others. Whereas in more traditional forms of research the researcher takes a neutral role, careful not to impose any influence, the action researcher accepts full responsibility for exercising influence *(ibid)*, and this evokes the need to question what is happening and taking place within the contexts under study. Action research starts off with a concern and follows cycles of action and reflection (developmental process) which have no end, aiming to improve. This process is usually referred to as untidy, haphazard and experimental *(ibid)*. These qualities undoubtly mirror the TPSR implementation experience.

The goal of this research serves a social purpose, since it aims at examining practice and by doing so critically reflecting on the same practice in order to improve it. It encourages reflecting on what could be done differently to improve learning in a specific domain through collaborative shared experiences. This notion of reflexivity (Altrichter, 1993) is practised through the application of results arising from the process of reflection. Action research, as argued, appreciates the subjective perceptions and interpretations of experience. It appreciates the diverse subjective values, and appreciates the problematic potential when working in collaborative contexts (McNiff & Whitehead, 2011). This focus on practice, acknowledgment of individualities whilst seeking deeper understanding and finally improving the quality of practice qualifies this study within an educational action research framework.

Whitehead (1989) and Lomax (1994) talk about a living contradiction. This describes my personal position evident in the lack of sync between my values and PE practices. This contradiction served as a motivator for research as well as the first step in identifying the problem. An action plan necessitated the doing of the below listed progressions starting off by reflecting on the experienced concerns, imagining a possible solution, taking action towards this solution, evaluating the outcomes of this, and eventually offering solutions and recommendations for modifying practice. These initial reflections were eventually framed within a plan and applied in practice as depicted in figure 5 below. I will re-visit these progessions with specific focus on the final step; recommendations as a closure to this study.

Figure 5: Action plan
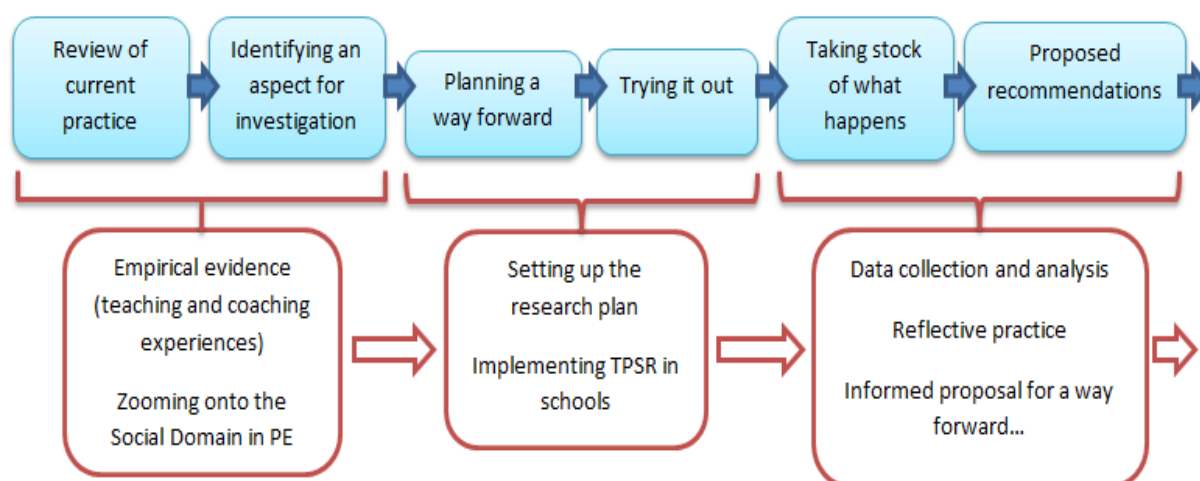
I share Kemmis' (2009) concern regarding the intrinsic purpose of action research. Satisfaction is derived from the plausibility of providing practitioners with intellectual and moral control over practices as much as self transformation within the process of the research itself. It is within the intrigue of understanding the contextual and specific experiences that this self transformation could be experienced.

As expressed earlier, the needs of the research necessitated taking different positions. Practical action research, despite being self directed in that, for example, the practitioner (myself) decided what was to be explored, but still opens up to the voices and sharing of experiences of practice of others. This allowed for a transitive, reciprocal relationship between practitioner and the others within the research (Kemmis, 2009). This same transitivity is emphasised within critical action research. Here, research is done collectively within a collaborative exeperience. The open discussions and the open agendas used during the TPSR gatherings allowed for the group to lead, target and also at times decide upon issues to be discussed whilst reflecting on subjective enculturations which form the individual meaning making processes. The collaborative setting helped open up communicative space (Kemmis & Taggart, 2005), during which reflective practice on transformation of activities and their outcomes, transformation of understandings and social formations in which practice occurs were experienced. The critical element within the study lies in the interest of understanding social practice and human activity.

The initial phase of the study, i.e. the interviewing experience process, involved continuous reflection which helped me become aware of my prejudices and assumptions (Haakedal, 2015). Along the process of understanding my own prejudices, I appreciated the impossibility of total detachment from the social world, as even within the process of reflexivity, influencing the research process is unavoidable (Heshusius, 1994). As discussed, this outside position across the progression of the study shifted towards an insider one. Integration as an insider within the community of practice came along with doubts and mixed emotions as I had no complete control over the process. I had to prepare myself to accept surprises and allow the research to be process driven. It is within this allowance of the unpredictable and natural unfolding processes of meaning making, that I grew appreciative of the need to reflect-in-action (Schon, 2017), listen with patience, be open, responsive and creative. Eventually, this position, I felt, was a more comfortable one which not only sat well within the methodological structure but also mirrored my ontological stance.

Through a collaborative, meaning making process taking place within the field work between the research participants and myself, I could appreciate the shared educational perspectives and feedback given to each other. Constructive and critical feedback within the group was possible and natural due to the climate of trust created within this evolving community (Baetson, 1972 in Postholm & Skrovset, 2013). This shared commitment within the action research process may have potentially protected the process from loss of motivation and committment. Burrows, Thomas, Woods, Suess and Dole (2012) talked about a wave of process of engagement or disengagement in action research which happens subjectively and as a group. Although maintaining high levels of engagement throughout the full research project is described as challenging (Burrows et. al., 2012), the collaborative sharing of experiences within itself was a means of supporting the 'wave creation process', thus providing the experience of 'many waves of energy constantly moving forward at different times'. Such waves of energy 'sometimes coalesce to form larger waves and sometimes disperse energy in smaller ripples' (p.292). I find this wave metaphor an accurate descriptor of the dynamic experiences of the energy levels lived throughout the TPSR implementation phase.

I have touched on and referred to various phases of this study without yet clarifying the research design. My challenge and intention, as stated earlier, was to share across my writing, the thought processes and the research progressions as these evolved. The research design discussed in the coming section draws on both the philosophical as well as pragmatic aspects discussed in the previous chapters. In the following section, I present the research design and expand in detail on the role and intention of each phase of research.

4.5 Research design

In this section, I start off by presenting an overview of the research design as originally planned and discuss the informed changes and adaptations made to the design following improved understanding. Since dynamicity and evolutionary elements were powerful components across this study, I feel that these changes and adaptations experienced through interaction with individuals, concepts and ideas are as much part of the learning experience as the data collected and emergent findings. Ethical considerations pertaining to this study, rather than being presented as separate from the research experience as it was lived, are brought across the forthcoming sections. I feel this supports the research journey I target to share by addressing the process yet reflecting the chronological element in this study. Across my writing, I repeatedly refer to this study as a journey, thus I felt that by omitting experiences, decisions and thoughts which may have shifted or changed across this study would depreciate the holistic experience of this journey. As much as I was enthused by the emergent research findings, I found the journey's experiences and evolution equally pleasing. This proposed action research study which in the long term targeted improving teacher training programmes and generating a higher level of awareness on resposibility based teaching and learning, was divided into four phases (see figure 6).

Figure 6: Planned research phases
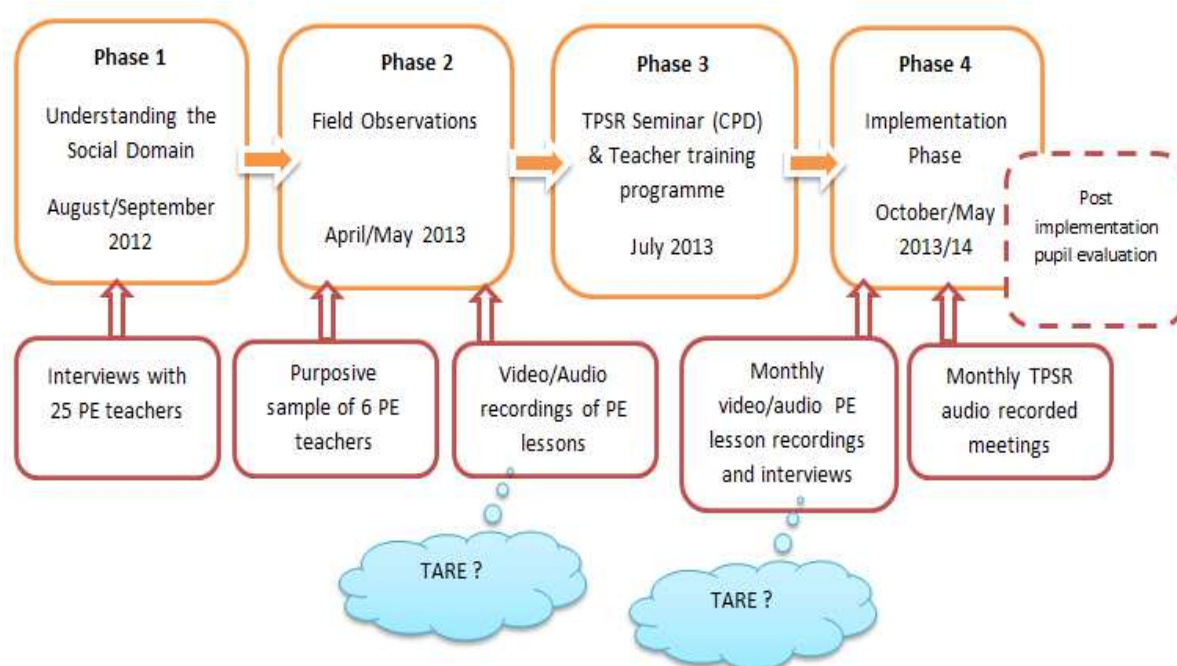
The research initially set to explore the understanding and perceptions of professional physical educators with regards to the social domain within PE (Phase 1). Through semi-structured interviews, the teaching and implementation of 'values teaching' within their professional careers, their knowledge in this field, their preparation and professional development in this area, together with their motivation and interest within it were themes amongst others, explored. Following this initial phase, a purposive sample of six teachers who showed a positive disposition towards social learning were selected from the interviewing group to form part of a research team. These teachers eventually participated in training and later, in an implementation phase of the TPSR model within their respective schools over one full academic year. Initial field observations using video/audio recording were carried out with four of the six teachers (Phase 2), since two teachers could not make themselves available for this phase of this study. The field observations and video/audio recordings were recommended by scholars in TPSR during a study visit in Valencia between the 6th and 12th of January 2013. The intent for this data capture was to provide baseline evidence which would allow possible evaluation of TPSR implementation and fidelity before and after TPSR training. The Tool for Assessing Responsible Education (TARE) was recommended (Wright, Li, Ding & Pickering, 2010). The Valencia visit took me onto another exploratory path which showed me a scientific approach to measuring value-laden education. I was, back then, tempted to re-visit the research paradigm and possibly look at how this tool

could fit and support my research intentions since TARE has been recommended as a measure to compliment and improve consistency in TPSR research (Wright & Craig, 2011). This approach could have been useful in my study as a possibile validation tool ensuring model fidelity. I decided, however, that moving towards a scientific approach by investigating TPSR quality through a pre and post-test method challenged considerably my research intentions as well as failed to meet methodological and ontological congruence. Having said this, still, video and audio recordings of TPSR lessons were carried out since this data bank provided an extensive and broad capture of the TPSR experience which could have been useful in providing answers to my set research questions.

A TPSR module teacher training course was designed and carried out with the six selected teachers during July 2013 (Phase 3). Following training, teachers took the model into their teaching programmes and eventually implemented it over one full academic year between October 2013 and May 2014 (Phase 4). Throughout this implementation year, monthly video/audio recording observations followed by short interviews with the teachers implementing TPSR were carried out. This was further supported by monthly meetings with the teachers implementation TPSR. These meetings were audio-recorded.

The research design, through its progressive phases promised a capture of data which would provide insight in answering the research questions set at the onset of this study, presented in the introductory chapter as well as re-visited in table 7 below. The research design through its progression sought to explore both the teachers' understanding of the social domain and how this is implememted across their teaching, as well as provided an environment which allowed for an exploration of how teachers related with an innovative value-laden model. I will now move into each phase of the research and discuss these in detail as well as show the way this initial research design evolved.

Table 7: Research Questions

- What are the teachers' perceptions on the teaching and learning of qualities pertaining to the social domain in PE?
- How do teachers implement these?
- What are the experiences of teachers during the implementation of a locally innovative model (TPSR) within their PE teaching programme?
- How do teachers fit TPSR into their pedagogies ?
- How would TPSR fit within the local PE setting?
- How would this fit within schooling?
- Which are the perceived contextual challenges in embedding this model within educational programmes?

4.5.1   *Phase 1: Understanding the social domain*

The target of this first phase was exploring the understanding of the social domain in PE as well as look at ways teachers pedagogically relate to this specific domain. A total of twenty five PE teachers across the ten local colleges with a sample representing the church and private sectors were purposively selected for interviews. Gender equity was taken into consideration. The selected teachers had more than two years teaching experience, all graduated from the Institute for PE and Sport (IPES) which, during the data collection phase, was the only Physical Education teacher training institution in Malta, and were in possession of a minimum B.Ed (Hons) degree.

Table 8: Interviewee Sampling

Institution	Interviewees	Males	Females
State colleges (n=10)	17	8	9
Church Schools	4	2	2
Independent schools	4	2	2

Since my target was exploring perceptions and beliefs as well as pedagogical experiences, it was deemed appropriate to engage in conversational environments which allowed persons to talk freely and openly within a social encounter. This setting promised acquisition of in-depth information (Rubin & Rubin, 2011). A semi-structured interview consisting of a majority of open-ended questions designed to encourage thick and rich descriptions was used. The interview guide was prepared in a way which allowed for a balance between allowing the interviewee to roam but still remain focused (Smith & Caddick, 2012). The interview protocol explored issues pertaining to the social domain in the teaching of PE, the perceived need for this domain, its implementation methods and challenges, inclusive aspects as well as subjective adaptations and methods of implementation.

The interview comprised a number of descriptive, structural and contrast questions which were categorised within topics. The descriptive questions included grand and mini tour questions (Yin, 2011) which helped encourage interviewees to talk. Experience questions involved relating to personal experiences within teaching. Since differentiation of meaning was a concern due to 'loaded' terms such as social domain and social learning, it was deemed suitable to use sporadic native language questions which helped bridge the gap between interviewer and interviewee. An inverted funnel approach was selected starting off with background questions and moving on to more open-ended ones. The initial questions were targeted as ice breakers. These were presented in a conversational mode rather than a formal style. With most of the interviewees, the interview introduction related to themes within their social life, sport and areas which provided a common field of discourse between both parties. The interview experience was planned so as to allow both participants and researcher to travel a path together, hence this impacted the level of structure and rigidity of

the final interview schedule (Birks & Mills, 2011). The interview guide became dynamic as it eventually changed throughout the interviewing process following my immediate interaction with the data (see figure 7). Probing was constantly used since curiosity was a main characteristic.

Figure 7: Refining the interview schedule
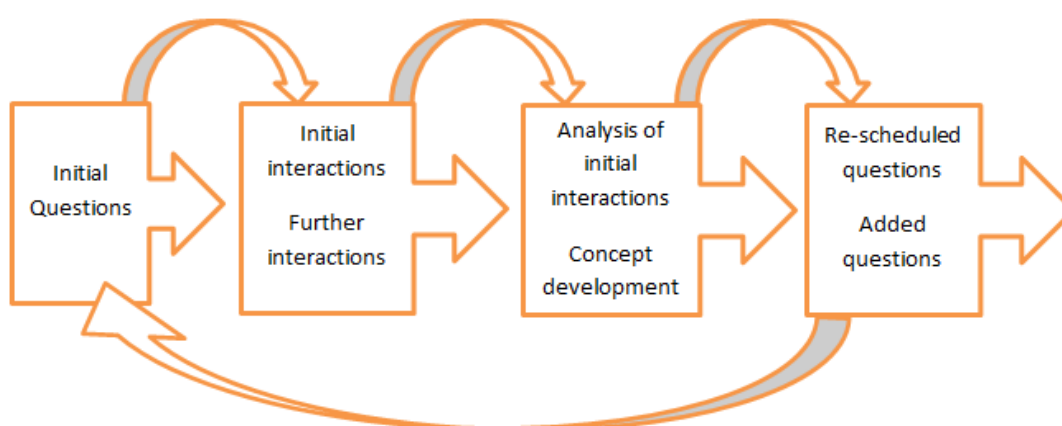
4.5.2 *The interview schedule*

The interview was divided into four topics (see appendix B). The first topic, '*The Domains'*, targeted exploring the knowledge and awareness of the domains in teaching PE. The second topic, '*Personal views on the Domains*' explored the perceptions of teachers about the social domain, its content and its perceived importance. This topic also targeted exploring subjective opinions on social qualities which are implemented across teaching programmes. Interviewees were asked to talk about which qualities they felt they mostly related to. Planning and catering for domain teaching within lesson preparation was also tackled. Information on when and how domain knowledge (if any) was acquired and how this was presented to them was also deemed valuable in this section. The third topic; '*Implementing the Social Domain'* explored implementation. Here, interviewees talked about experiences which they thought related to planning, delivery, implementing and assessment of the social domain. Discourse across this topic focused on every day experiences and on-field examples.

This provided a clear picture of what, which and how social aspects unfold in practice as well as the participants' interest in professional development within this area of learning.

4.5.3   *Interviewing process*

During the planning of the interview schedule, I found the works of Birks and Mills (2012) on power differentials useful. This helped in committing to a relationship of reciprocity which helped bridge the power gap between myself and the interviewees. This was made possible through the planning of the interactive process and time spent together. The interview structure itself empowered participants over its course and direction by assuming an open stance during which details were shared both during and after interview. Mischler (1991) describes this openness as a circular process between participants and researcher during which the relationships between the questions, their meanings and the answers are negotiated within continuous discourse. This social encounter reflected my position as an active participant in the generation of data.

Interviews took place within the period August to September 2012. All interviewees were initially contacted via postal mail and informed that they would be asked to take part in a research project which would involve a face to face interview (see appendix A(i)). A consent form which was to be endorsed and brought in on the day of interview was also included (see appendix A(ii)). Interviewees were again contacted via phone and an appointment for interview was set. All interviews were held at the Institute for PE and Sport and lasted between thirty-five and sixty minutes. These were audio-recorded and supported by notes taken throughout. Transcription took place following the interview period (October – November 2012). Transcripts were copied from the note book provided by the sound organiser package and pasted onto a word document and set up for print.

4.6   Phase 2: Field observations

Since for this phase of research it was intended to work closely with a selection of teachers whose pedagogies seemed to be sensitive to and inclusive of social qualities, data gathered from the initial phase helped hand pick a number of teachers (Gillian, Darren, Kevin, Rita,

John, Nicole and Sandra). This sample was selected following an immediate analysis of subjective disposition towards TPSR and personal interest. Escarti' et al., (2010) show that appropriate functioning of TPSR is possibly met if the person implementing the program feels motivated in carrying it out. In support of this, Wenger (1998) argued that newcomers to practice tend to transform their experiences in a way that they fit within the structure proposed. This was deemed as necessary as it would support motivation and fidelity towards the model. Further to this, selection criteria were also guided by level of interest and motivation in pursuing this programme further, as well as my experience working with these teachers during their teacher training years. These selected professionals, together with another few (in case of failure to acquire consent from all initial hand-picked teachers), were shortlisted according to the established selection criteria.

A meeting with the team of teachers was held during which the research process was explained. Emphasis was given to the longitudinal engagement which included attending a TPSR training programme module in summer and following ongoing TPSR training as well as being involved in video and audio recordings of PE lessons between April and the end of the 2014scholastic year. Unfortunately, one of the selected teachers (Rita) dropped out since her availability for the full commitment of the research task was not confirmed. Another teacher servicing a church school (Sandra) was asked to join. Teachers were made aware of commitment issues and informed about the twofold purpose of the research which intended acquiring data and also teacher development. All teachers showed an interest in taking on this responsibility. Two of the teachers (John and Nadia) were willing to take on the TPSR training course and implemention; however, due to other commitments, were not available to take part in the observation phases and could not be regular attendees in the TPSR follow ups. In line with ethical procedures, teachers were informed both verbally as well as in writing prior to consenting to their participation in the subsequent phases of the study (Appendix A (ii)).

4.6.1 *The research participants*

For ethical correctness, throughout the thesis, pseudonyms are used to replace the names of teachers. Similarly, schools are not referred to by name but by sector; either state, church or independent (private). I refer to the educators who fully participated in this study as; Sandra,

Kevin, Gillian, Darren, John and Nicole. A brief profile of each of the research participants is presented in the table below.

Table 9: A profile of the teacher-participants

Name	Gender	Age	Graduating year & work experience	School
SANDRA	Female	26 years old married	B.ED (Hons) 2011 4 years teaching experience	Girls' Church school
KEVIN	Male	27 years old single	B.ED (Hons) 2011 4 years teaching experience	Boys' Church school
GILLIAN	Female	30 years old married	B.ED (Hons) 2007 8 years teaching experience	Independent (private) school
DARREN	Male	30 years old single	B.ED (Hons) 2008 7 years teaching experience	Boys' State school
JOHN	Male	37 years old married	B.ED (Hons) 2002 13 years teaching experience	Boys' Church school
NICOLE	Female	29 years old married (mother of a new born)	B.ED (Hons) 2008 7 years teaching experience	Boys' state school (in the process of phasing out)

4.6.2   *Entry into the field*

Entry into the schools was not problematic. Following teacher consent, meetings with the principals of each of the schools which hosted the teacher-participants were held. Throughout these meetings, information sheets explaining the purpose of the research (see appendix A (iii)) were provided as well as an explanation of my entry into the schools for

observation and recording of PE lessons was provided. Copies of consent forms were shared. Consent from head of schools as well as consent from education authorities of state, and church schools were acquired (see appendices A (iv) & A (v)). As regards to consent from the independent school, this was provided via the school principal. The observation schedule (see table 10 below) consisted of a total of sixteen video/audio observations within four different schools. Following the Valencia visit, since video and audio recording methods were added to the research plan, this necessitated further ethical considerations. Approval from both universities (Loughborough and the University of Malta (UREC) were necessary (see appendices A (vi) & A (vii)). On acquisition of consent from both institutions, data collection commenced.

Table 10: Field observation schedule

Phase 1: Field observations		
Education sectors	**Teachers**	**Video/audio observations**
Church school	2	8
State school	1	4
Independent school	1	4

Teacher-participants were asked to select a class or two for the initial observation phase. Once these classes were selected, a meeting with the students together with the class teacher was scheduled. The meetings took place between March and April 2013 and targeted informing students both verbally and in writing (see appendices Aviii) about the process of my research, the intentions of the study and their participation in it. Student and parent consent forms were handed to all students and were asked to return them to their PE teacher (see appendices A (ix) & A (x)). All students submitted both parent and self-consents. Only this, qualified the selected class for the research project. Following consent, a timetable of the PE lessons was provided by the teachers from which the lessons targeted for observation

were pencil marked and communicated to both teachers and heads of school. Video/audio recordings were carried out between April and May 2013.

Video and audio equipment were hired from the studio laboratories within the University of Malta. Since recordings were to be carried out within an active field in different environments (indoor and outdoor) the equipment was piloted for image, and more importantly, sound clarity. Piloting was carried out during mini basketball sessions on a Saturday morning during which exercise the equipment was tried and tested indoors and outdoors. For the best possible sound quality capture the teachers were fitted with a mike. Equipment was set fifteen minutes prior to the start of each lesson. The lesson plans were handed to me prior to, or after the lesson. Field notes were taken during and following each video recording. Video recorded lessons were immediately converted to DVDs, marked and labelled and stored safely for later use.

4.6.3 *A snapshot of the participating schools' contexts*

TPSR was implemented in six different schools, three of which were church schools, two which were state schools and the remaining one a private school. The two state schools were single sex schools (one boys' and one girls' school). The three church schools were also single sex schools (two boys' and one girls' school). The private school was co-educationalal. In both state schools and in two of the church schools taking part in this study, PE lessons were single 45-minute lesson. In the independent school and in one church school, PE lessons were deliverd as double (90 minute) lessons.

It is an embedded cultural fact that locally (i.e. in Malta), church and private schools are perceived as educational institutions of a higher quality when compared to schools owned by the state. From a contextual perspective, across this study these schools seemed to mirror this cultural belief. For example, within the state schools in the study, teachers felt they were not supported in their work and thus worked largely in isolation. Conflicting messages between teacher practices, perceptions and the school ethos were common. This climate was mostly felt by Darren and Nicole in state schools. Conversely, a more collegial and cooperative environment was experienced within church schools, where an overall positive climate of positive behaviour and respectful attitudes was experienced. A similar climate was shared by

the private school, where data indicated that students seemed to be highly participative, assertive and more empowered.

4.7   Phase 3: TPSR Teacher Training

TPSR implementation plans necessitated reflection and research. Since I targeted having teachers implementing TPSR, my concern was qualifying these teachers in this pedagogy. This entailed training teachers to provide them with a good understanding, knowledge base as well as confidence in teaching and learning around this model. My options were limited to finding out about the closest educational institution which provided this expertise. This explains the Valencia choice and my study visit back in January 2013. During my visit at the University of Valencia apart from discussing my research intentions with TPSR scholars, Dr.Amparo Escarti', accepted my invitation to Malta to deliver a TPSR teacher training module. This was planned to be held towards the end of July 2013. Together with the expert, the TPSR module was designed so as to prepare the teachers for implementation. The below listed key areas were discussed. These not only framed the teaching module but also looked at prospective development of TPSR teaching and learning in Malta.

- TPSR to serve as a CPD for educators
- Qualifying the selected teachers in TPSR
- Generating curiosity and intrinsic drive towards further development in this area
- Implementing TPSR within teaching programmes
- Developing a TPSR working group in Malta
- Broaden the networks with experts in the field

The TPSR teacher training module took place between 24th and 27th July 2013. Since this TPSR experience was locally innovative, I felt that it was appropriate to share this with the local PE work force and other educators within the areas of social learning. This thought was put into practice by adding a TPSR seminar targeted towards all interested PE teachers including all those interviewed in the first phase of the research. I also invited a number of professionals within the fields of Personal and Social Development (PSD), special education and heads of schools. This seminar served various purposes; providing a CPD inset course for PE teachers, generating awareness of responsibility teaching as well as serving as an introduction to the TPSR module. The TPSR seminar took place on the 24th July between

9.00am and 12.00pm and was held at the interpreter laboratory within the University of Malta. A total of thirty-five participants attended. The seminar focused on positive youth development and its frameworks as well as the principles of TPSR.

Training consisted of a fourteen-hour teacher training module which took place at the Institute for PE and sport (IPES) with the selected group of participants, myself as well as a Spanish speaking teacher who was invited to help out in case of any language difficulties. The module was carried out between the 25th and 27th of July. The course was delivered over three half days between 9.00am and 1.00pm. Six pre-selected professional teachers together with myself attended this module. The training focused on the following areas:

- The role of the educator in TPSR
- Responsibility based teaching strategies
- Identifying your own virtues and strengths
- Working the responsibility levels
- TARE (understanding and implementing)
- Identifying and understanding the levels of the model
- The lesson format
- Implementing TPSR strategies

The training programme included a practical micro teaching workshop during which teachers delivered activities which integrated TPSR concepts. Dr. Escarti' evaluated the practice and provided feedback on the practical activities delivered. The training course helped teachers acquire the following key competencies:

- An understanding of TPSR and its targets
- An understanding of how TPSR can be implemented in a structured way
- An understanding of the importance of fidelity towards the aims of the model
- An understanding of adapting curriculum content to fit TPSR programmes

Upon conclusion of the TPSR training course, the group broke up for three weeks in August. Communication with the teachers took place via electronic mailing. An initial meeting for the TPSR Group was held on the 28th August and an agenda to discuss the implementation year

was prepared. Throughout the meeting, a number of decisions were taken regarding the initial part of the implementation year, issues pertaining to gaining consent, selection of class, introducing the model to students, video/audio recording and periodic interview visits. It was agreed that, as part of the ongoing TPSR training as well as part of my research, the TPSR group would meet once every four weeks during the implementation process.

4.8   Phase 4: Implementation phase

4.8.1   *Designing the TPSR plan*

Throughout the summer, the research participants and myself discussed issues relating to methods of implementation.   The most salient points for discussion revolved around pedagogy and TPSR structure (e.g. selecting a class; integrating TPSR within the lesson and understanding the various research processes involved).

Areas of learning from the PE curriculum were not specifically selected for TPSR implementation but we agreed to follow the usual programmes used by teachers in their calendar year. The issue of standardisation and uniformity, as discussed in the following sub section, presented a challenge and was a major concern throughout the reflexive preparatory period. On one hand, we had the unavoidable subjective methods of teaching of participants, as well as their idiosyncratic allowances for model adaptability as suggested by Hellison himself, and on the other, my felt need for standardisation and systematic progression since this experience was innovative and unpredictable. Escarti et al. (2010) listed a number of recommendations which through experience in implementation of the model allowed for better and more successful application. For example, it was recommended for teachers to have systematic methods of integrating the levels within the physically active period. It was agreed that participants should gradually give control to students and promote ways of generating thought and methods of transferring values outside the class. Since we had no idea of how students would relate to the inclusion of the model levels, we were concerned about which levels were most necessary or which to prioritise. Furthermore, having familiarized ourselves with literature in the field of TPSR which shows quite a systematic process when working with younger age groups (primary education), planning the implementation progression in secondary school settings induced doubts as to whether this

approach would be suitable. The below pedagogical and methodological processes were discussed and agreed to guide this innovative TPSR induction:

- Introducing TPSR at the beginning of the year with the selected class
- Emphasising the levels of the model within the activities of the lesson
- Following a lesson structure which still allows for some flexibility
- Keeping SITE[2] across pedagogy used
- Conflict resolution methods which offer empowerment.

4.8.2 *Pre-action reflection*

Why is it worth doing? Why is it worth altering your curriculum, the way you teach or the climate you create in the gymnasium when you could just as easily replicate the "roll out the ball-busy, happy and good" programming that is still prevalent today? Why expend the energy? Because you know in your gut that it does matter! (Watson & Clocksin, 2013, p.16)

The idea that six teachers were soon to embark on an implementation year using a totally innovative pedagogy scared me. Moreover, this was the crux of my research study. TPSR did not offer any form of guarantee of acceptance and engagement by all students. Some pupils could see this as something not within their areas of interest (Wright et al., 2010). This uneasiness set me to investigate TPSR implementation literature in order to overcome or ease this fear of the unknown. Back then, I recall myself thinking about ways how to help make this experience less stressful for the research participants as well as myself. I recall finding solace in structure and ways of uniformising and standardizing implementation practices. Ironically across this study, structure turned out to be an emergent concept with powerful impact on teaching quality. I can now (not back then) comprehend the uneasiness I felt and shared when set targets and objectives were ambiguous, vague or perhaps non-prescribed. I was tempted to use my practical field experience for designing a semi-structured lesson plan template which would serve as a model for TPSR lessons. Looking back at my actions and

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[2] SITE: An acronym which frames the main components of TPSR pedagogy; working on **S**tudent-teacher relationships, **I**ntegrating levels in activities, **T**ransfer of levels outside the gym and **E**mpowering participants.

reflections, I can now appreciate and understand the motives which led me to undoubtedly prefer structure and pre-structure from autonomy. I can now qualify these motives as framed within comfort, security and enculturation. I will later look at the concept of enculturation and, in light of this study, discuss the way this impinges on education itself (see section 5.3).

During my study visit in Valencia, I came to know about a book on TPSR implementation. Doris Watson and Brian Clocksin, in their publication Using Physical Activity and Sport to Teach Personal and Social Responsibility (2013) provided a guide to TPSR implementation with 'hands on' examples within a variety of sport and PE settings. This resource not just informed our TPSR planning, but more importantly guided fidelity in the key areas of TPSR. Watson & Clocksin (*ibid*) refer to student-teacher relationships, Integration, Transfer and Empowerment (SITE) as the key concepts within TPSR and within responsibility based pedagogies. These seemed like overwhelming qualities for the traditional practitioner working within a traditional setting.

TPSR implementation literature supported our concerns for this innovative venture as well as made us aware of others, for instance, Parker (1995) argued that the difficulties met in student–teacher relationships within large heterogeneous group settings in traditional PE environments challenged effective TPSR implementation since such teaching and learning conditions prioratised classroom management, control and discipline. Moreover, both students' and teachers' past experiences in the areas of PE and sport depend on the predominant and perceived motivational climates they have been regularly engaged in, thus generating awareness and reflecttion on how ego involving and/or task involving climates fundamentally impact the motivational climates within the learning environments (Standage, Duda, & Ntoumanis, 2003). These were themes worthy of reflection and debate. This not only impacted the subjective philosophies of educators but also characterized the students' overall perceptions and attitudes towards and within physical activity settings. This concern framed my initial fear of students poorly engaging with or even worse, rejecting TPSR.

4.8.3 *Creating an environment conducive to TPSR*

Watson and Clocksin (2013) talk about the need for creating positive learning environments as a foundation to allow effective transference of TPSR teaching pedagogies. Qualities of caring, social and emotional learning and student-centred learning were targeted for reflection

and as qualities which needed to be taken on board. Mosston and Ashworth's spectrum of teaching styles (1994) provided student-centred learning approaches which allowed students to take decisions within learning contexts. The inclusion of teaching styles from the divergent end of the continuum call for what Watson and Clocksin (2013) refer to as a 'release of control' (p.27) within the pre-impact, impact and post-impact phases of teaching. This helped generate environments rich in teachable moments and conducive to TPSR teaching. Shifting teaching styles towards the divergent end of the spectrum is seen as an important need as it "provides impetus for the creation of care in the educational setting as students get opportunities to have choice, voice and connection" (p.29). Throughout the process of lesson structuring and planning, the below characteristics which Hellison (in Watson & Clocksin, 2013) recommends as essentials were given importance:

- Integration of TPSR within all aspects of the lesson and content
- Setting the learning pace according to students' needs and help them by providing the equipment to support this
- Alteration of teaching styles to help create more caring environments.

The TPSR lesson format, as designed by Clocksin and colleagues (2011), was referred to as a starting template for lesson design. The responsibility-based lesson components were the focus points for TPSR implementation (see table 11 below). These supported the planning of the lessons and provided much needed guidance. Watson and Clocksin provided ample structure and assistance by compartmentalising these responsibility based lesson components. I found this structure somewhat over taxing and partially ambitious since, from my experience, very often, students show behaviours which rather than belonging to one developmental stage, seem to be irregular and not represented solely within one form or level. This necessitated a need for a less rigid understanding of TPSR which allows for development of all levels of responsibility (Escarti at al., 2012; Hellison, 2011). However, the developmental sequence proved to be more than helpful in the provision of examples of progressive shifting of responsibility and student empowerment.

Table 11: lesson components for responsibility based learning

COMPONENT	DESCRIPTION	STRATEGIES
Relational Time	Time to work on student-teacher and student-student relationships	Ice Breakers Opportunities for self-selection tasks and peers Peer leaders
Awareness Talk	Teacher initiates discussion of integrating responsibility in lesson. Eventually students take over	Guided discovery/questioning how students can demonstrate responsibility during PE Identify connections to promote transfer outside gym
Lesson Focus	Heart of the lesson for development of responsibility and skills	Vary styles, provide opportunities for demonstrating appropriate responsibility
Group meeting	De-briefing, identifying students exhibits of social-responsibility. Students role and voice increases gradually	Provide for students voices Limit teacher contribution Have group discussions and reporting back to class
Reflection	Dedicated time on individualized reflection on learning experiences	Use student journals Guide questions initially to develop reflection

(Adapted from Watson & Clocksin, 2013, p.10)

4.8.4 *Lesson structure*

An initial lesson lay out was agreed upon by all four participants to be used across the teaching units. Since model implementation was innovative as regards to pedagogy and structure, it was agreed that, rather than implementing TPSR across all the PE lessons throughout a whole year, it would be better to randomy select one class from the first year of secondary schooling (Form one class, students aged 11/12 years old) for implementation. Although it was pointed out that constant shifting from TPSR to traditional pedagogies i.e; wearing the TPSR teaching 'cap' with one class and replacing it with a traditional cap for another could offer challenges, this seemed to be a better choice for teachers. This decision was also supported by Hellison's (2011) recommendation of starting out small. The agreed upon lesson structure was framed on the below model (see figure 7) which suggests a

progressive plan which engages students and teachers physically, cognitively as well as socially and affectively in a pedagogy which is based on relationships, integration of levels in activities, transfer of levels outside PE contexts as well as learner empowerment. Although Hellison (1995) proposed a strategic intervention framework ensuring routine implementation, he recommended that care should be taken in allowing for possible value experience and transference to happen at its' own time and pace.

Figure 7:   The lesson structure

step 1	• **Relationship Time** • ice breakers
Step 2	• **Awareness talk** • What/ So What? Now what? questions
Step 3	• **Lesson Focus** • Appropriately selected teaching styles
Step 4	• **Group Meeting** • focus on the lesson progression
step 5	• **Reflection time** • link activities to situations outside class
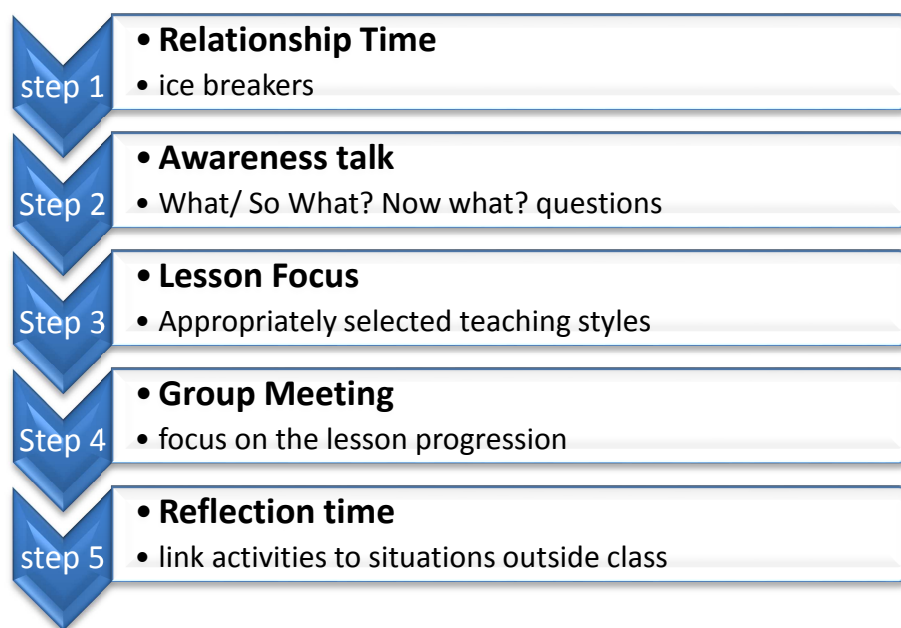
4.8.5   *Launching TPSR and data collection*

Getting started was a challenge. We all wanted this to start off right. We looked at creativity and innovation as promoters of enthusiasm and as two ingredients which could help launch this new experience in a hopefully attractive way. It was necessary to inform all pupils that something different was about to happen. A group effort brought together a compilation of a power point slide presentation, which included links to you-tube clips which helped explain and standardize meanings of the content shown on the slides (a heartfelt and comforting teaching aid). This presentation was delivered to the TPSR class at the start of the implementation year. It helped present to the learners an overview of what was planned for

the coming year as well as a creative interactive way of familiarizing with the levels of the model and concepts related to the philosophy of TPSR. From then onwards, teachers took on this TPSR challenge which opened up a myriad of experiences. These, as I later on share, not only critically challenged educational and environmental aspects within local schooling, but impacted differently on how teachers implementing the model looked upon PE, education in general and their role as educators.

Throughout the implementation year, between October and May 2014, one to one short interviews were held monthly with the participant teachers. These were carried out immediately after the video/audio recordings of the TPSR lesson. These short interviews aimed at capturing the immediate feedback and feelings on the delivered lessons. Teachers were encouraged to keep logs of their lessons. In support of this, TPSR group meetings were held every month during which meetings, participants discussed, shared and talked about their TPSR experiences. These meetings were also audio-recorded. Table 12 shows the captured data sets across the implementation phase.

Table 12: Data sets throughout the implementation phase

Teachers implementing model (October/May 2013-14)	Audio-Video recordings of PE lessons	Short Interviews	TPSR group meetings
Darren	8	8	
Kevin	8	8	
Gillian	8	8	
Sandra	8	8	
John	0	0	
Nicole	0	0	
TOTAL	32	32	8

4.8.6 *TPSR data capture*

The video recording equipment was set up in a corner of the indoor or outdoor area of the space used for the PE lesson. Students knew about my presence and my work as a researcher and got used to my monthly visits. Field notes were taken during the lesson and were filed, together with the transcripts of the short interviews. Following the recordings,

tapes were immediately converted to DVDs and stored. Field notes taken during the lessons were filed following categorization of noted key issues.

The monthly TPSR meetings brought together the whole TPSR group. Meetings took place on a Wednesday after school, usually after 3.15pm and were all held in the IPES kitchenette. Meetings were held in an informal set up over coffee and some refreshments. The meetings served as a place and time where teachers discussed, shared and talked about their implementation experiences. This served primarily as a necessary ongoing part of the TPSR teacher training as well as an essential data collecting period for this study. A number of laminated flashcards which highlighted the key explored elements which included lesson planning, challenges, student engagement and incidents were used in the initial meetings to help kick start discussion. Teachers were encouraged to pick on moments and experiences and discuss these within the group. The meetings were audio-recorded and immediately transcribed. This helped me stay tuned and interact with the happenings across this exploratory experience.

Throughout the implementation phase, the need to discuss TPSR related issues gained momentum. Since continuous and regular contact between teachers and myself was limited because of our commitments, the need to communicate motivated Kevin (one of the participants) to create a *Facebook* closed group. This initiative gave birth to TPSR Group Malta, which included the teacher-implementors; Gillian, Sandra, Darren, Kevin, John, Nicole and myself. Through this social medium which provided a platform for continuous communication, participants shared comments and queries. Issues discussed through this medium were brought into the monthly TPSR meetings. This social medium, although not included as a data set, provided space and time for discussion and sharing of experiences and other opportunities to interact with the practices taking place. The creation of this social medium was one example which captured the high level of engagement of participants. This level of engagment went way beyond what I initially expected at the onset of this experiental journey.

Initially, I looked upon these group meetings mainly as a potential source of data capture, in other words as a focus group. Eventually, I not only found myself exposed to a myriad of experiences which explored this implementation process but also witnessed the strength of an evolved, unplanned community of practice. I cannot describe the magnitude by which these collegial experiences impacted myself as a researcher as well as an educator. This

enlightening experience was a source of inspiration in terms of my appreciation towards quality education. Furthermore, this experience was a fulfilling one which supported a thorough understanding of the multi-relationality of meaningful education.

At the end of the TPSR implementation year (June 2014), all pupils were handed programme evaluation sheets to evaluate their experiences. The student programme evaluation sheet (Hellison, 2011) was used to capture students' voices. This was discussed and agreed amongst the participants during the TPSR meeting in May. Evaluation sheets were handed out in the first 20 minutes of the last PE lesson for that academic year. The evaluation sheet explored pupils' thoughts about the TPSR-PE programme as well as their experiences related to it across other classes and outside of school. Evaluation sheets were collected and handed to me on the final TPSR meeting. This last meeting consisted of a celebratory lunch. Consequently, this brought to a close an enlightening experience which provided a substantial amount of data (as seen in table 13 below). This data bank provided a capture of a lived TPSR experience which would serve to primarily provide answers to my research questions as well as provide opportunities for further exploration of this locally innovative value-laden pedagogy.

Table 13: Data bank

Data set 1	**Phase 1**: Interviews with a sample of PE teachers (N=25)
Data set 2	**Phase 2**: Base line data (video/audio recordings of 14 pre TPSR lessons)
Data set 3	**Phase 3**: TPSR training and Implementation video/audio recordings of 28 TPSR PE lessons
Data set 4	Field notes taken during TPSR observed and recorded lessons
Data set 5	Audio recorded short interviews following TPSR lessons (N=28)
Data set 6	Audio recoded TPSR meetings (N=8)
Data set 7	Student evaluation sheets at the end of the implementation phase (N=87)

4.9   Data fit for purpose

I drew on the research questions to better inform myself on the selection of data sets which would help advance the study. Data captured across the teachers' interviews in the first phase provided the sought understanding and provided the explanatory power of social domain meanings and implementation within contextual settings. Data sets 4, 5 and 6 across the 2nd and 3rd phases of the research captured the experiential practices of teachers across the TPSR implementation phase. These data sets, in light of the targeted research questions, were selected and set for analysis. Figure 8 depicts both progression and approach taken towards analysis. As indicative in this diagram, following analysis of the first data set (interviews), the other three data sets were planned to be analysed separately from each other. Across analysis, in light of my constructivist approach, the analytical process drew together the data which process eventually led to a constructive capture of the TPSR experience.

A powerful emergent finding from the first phase of analysis, a core category I present as 'subjective differentiation', however, impinged on the progressive analytical method proposed. Because of the power of this emergent concept, I felt that despite my constructivist approach, an adaptation to the planned analytical process would allow me to retain the subjective implementation methods, perceptions, and adaptations without losing the pre-set constructivist perspective (see section 4.12). This decision echoed the evolutionary and dynamic nature of this study, celebrated a non-linear process as well as mirrored the essential multi-relational framework experienced in the process of this study. The analytical process ensued, together with the adaptations incurred, are shared in detail in section 4.12.

Figure 8: Selection of data sets and plan for analysis
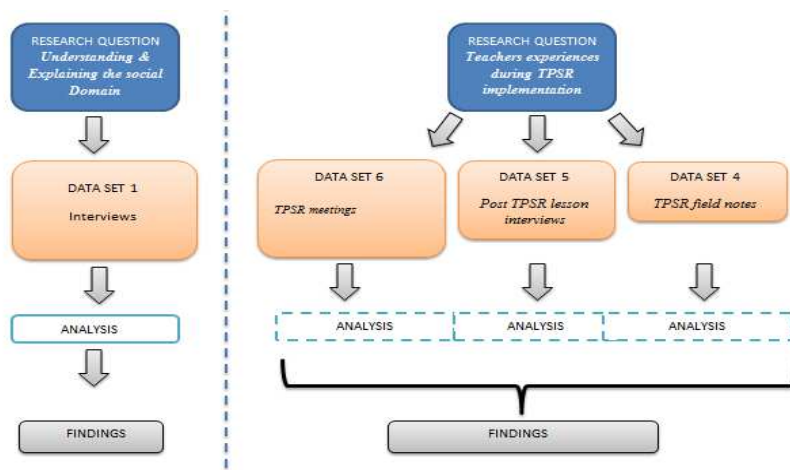
4.10.1 *Grounded Theory: A promising tool*

Since the study targeted understanding and explaining some kind of social phenomena, grounded theory was an analytical tool which sat well within the study's methodology. Strauss and Corbin (1998) argued that the parameters, data gathering, and analytical methods of the research project are set by the research question. Birks and Mills (2012) identified three components by which Grounded Theory's (GT) appropriateness is justified: a lack of knowledge in the proposed study area; a desire for an explained theory; and the study of processes embedded within the same study. It has been argued that findings from studies within identical fields cannot satisfy questions within other unique fields (*ibid*). Although TPSR is substantially researched internationally, within the local context, the research proposed is still untapped and thus innovative. My philosophical position in relation to how I define myself, the nature of reality, the relationship between myself and the research participants as well as issues related to knowledge and knowledge gain, directed my methodological preference.

4.10.2 *A discussion on Grounded Theory*

Research addresses the borderline between traditional grounded theory approaches and the evolved constructive approaches which however remain unsatisfactorily divided. This can be explained through the three distinct diverse, yet similar philosophies of grounded theory. On one hand, a Glasserian grounded theory approach (Glaser, in Glaser & Strauss, 1967) emphasises the need for the researcher to distance him/herself from the data and to allow the emergent issues from data to form the theory. Conversely, a Straussian approach (Strauss, 1987) includes the researcher's interaction with data for construction of a theory, whilst a more constructive approach (Charmaz, 2006) marries researcher and theory and highlights the philosophy that one cannot create a theory entirely separate from the researcher. Despite these differences, there seems to be agreement that approaching a research study with no pre-conceptions at all (Weed, 2009) is highly improbable. It is here that similarities within these various approaches become evident. Imposition of data on pre-existing theories is an argument agreed by both Glasserian and Constructivist philosophies (Dey, 2007).

Bairner (2011) argued that whatever we intend investigating or observing, these same observations are shaped by a multitude of experiences such as history, gender, ethnicity and political standpoints (an observation which I later on link to the concept of enculturation). With this in mind, as well as a consideration of transferring my subjective philosophy regarding value-laden pedagogy onto the research participants, provoked bias concerns. Although teachers within the local education contexts may have experienced examples of value-laden pedagogies, observed educational environments which cater for such qualities, and may be familiar with constructivist and contemporary approaches towards education, their subjective and personal philosophies were intended for capture and exploration. This necessitated a research stance possibly separated from my personal beliefs. This stance seemed to fit methodologically in the initial phase of the study, however may not be congruent across the study's methodological evolution. The collaborative qualities within both data collection and procedural progression necessitated exploring analytical approaches which do justice to constructive meaning making experiences lived within the study (Evnitskaya & Morton, 2011). This suggested looking beyond traditional GT approaches.

Much has been documented about the degree of interaction between researcher and the researched. This, in fact, initiated the divergence within grounded theoretical methodologies. Thornberg (2012), provided a clear depiction and rigorously explained and defined the gaps between pure induction grounded theory which targets theory free data without any pre-conceptions, and grounded theory informed by existing research literature and theoretical frameworks. The possibility of indulging in research with a neutral position has been heavily criticised (Charmaz, 2006; Dunne, 2011). Thayer-Bacon (2003) fails to see such a 'tabula rasa' approach as possible, since she argues that there is no such thing as a neutral position, and that one cannot fail to see how embedded the analyst is within contexts of history, ideology and culture. From a constructivist perspective, Charmaz (2008), argued that rather than assuming a 'tabula rasa', it is better to recognise prior knowledge and pre-conceptions and subject these to scrutiny. Dey (1993) tries to settle the issue of pre- conceived beliefs and knowledge within the investigated area by encouraging the researcher to look at this pre-conceived knowledge as creative and flexible "open mind" rather than as an obstacle and "empty head" (p.63). Focus should be on the essential application of grounded theory methods through keeping a balance between open mindedness and identifying concepts of theoretical significance (Strubing, 2007). In line with modern grounded theorists, Schreiber and Stern (2001) argued that rather than trying to deny prior knowledge, since researchers are

the sum of all they experienced (Birks & Mills, 2012), constant reflection brings in the need to recognise one's own assumptions, make these explicit, and use grounded theory techniques to work beyond them through the analytic exercise. This approach draws on constructivist approaches.

Many contradictory issues emerged throughout my search for an appropriate analytical tool. Choosing an approach was an arduous task. Contradictions overwhelmed reflection. My pre-conceived ideas, intertwined with my accumulated knowledge within the field of TPSR research, conflicted with issues of theoretical sensitivity (Glaser, 1978). Miller and Fredericks (1999) enlightened my views through the argument that grounded theory fails to explain and is all about interpretation. I found some comfort in the arguments that 'a priori' assumptions are not only unavoidable or evil, but are actually what makes research worthwhile and possible (Glaser & Strauss, 1967) and that it is not compulsory to subscribe to one specific GT throughout the research process (Birks & Mills, 2012). It was here that I felt that the allowance of an element of creativity and flexibility, as opposed to rigidity in GT approaches, is a quality which sits well within GT analysis. Eventually and interestingly, this conflict between rigidity and flexibility is echoed in other concepts emergent in this study.

In light of the study's needs, my position within the research was challenged. In the initial part of the study, in which I targeted capturing the subjective understandings of local teachers on the social domain of teaching and learning (see figure 8), was it possible for a constructivist who draws heavily on social interaction as a way of learning, to look up to a Glasserian GT approach as an analytical tool? Birks and Mills (2011) draw attention onto researchers who tend to take a dichotomous position where adherence to either a traditional or evolved grounded theory approach seems to be the only path to reliability. This concern although initially worrying in terms of research congruence, became more acceptable as I felt that it primarily reflected the evolutionary aspect across the study as well as celebrates a necessary element of flexibility which is echoed across both methodology and findings.

My position thus shifted in sync with the needs of the research. Becker (1996) asserted that there is no one way of doing social research. Imagination and finding a good way to study is the way. Rigidity and methodological scrutiny may hinder focus and research scope; however, some form of methodological constraint allows not only for a more subtle dependence on individual experiences and subjectivity but also a level of respect from the general scientific community; a focus of critique across qualitative enquiry. Although a

balance between creative, innovative research approaches and scientific rigour has been and still is a concern, excessive structuring and rigidity in implementing grounded theory methods could reflect an overemphasis on structuring data involving fracturing, axial coding, sub categories, certain kinds of patterning and rationality which relegate the original voice (Thomas & James, 2006).

In the context of this research, although theories within this field are substantive internationally, no research within the local context exists. Theory is hence out there grounded within practice awaiting interaction. Collaborative and subjective validity within a socio-constructivist perspective are qualities strongly woven within the fabric of the research framework. Also, since co-construction of meaning is implicit in data generation and is reflected in the relationship between myself and the participants, Charmaz's (2006) analytical approach, which looks at theory construction through our involvements and interactions with others, resonated more holistically with the overall framework of this study.

Prior to analysis, the plan was to follow a progressive and developmental analytical process which essentially gathered GT methods. At the onset of the initial phase of the study, theoretical generation was a target. Progression and evolution of the analytical process, as will be discussed, brought about changes which impacted pre-set plans for analysis. The tool for analysis in this study mirrors the evolutionary aspect encountered since, as a novice in GT, I moved from familiarization and experimentation with this tool across analysis of the first phase of research, to a more confident handling of analysis across the second phase. The analytical processes were adapted to fit positionality across the different phases of research. For example, since my position in relation to the initial data compiled from interviews was more of an outsider, with limited interaction with data, I drew on Glasserian (1978, 1998) analytical suggestions to guide and advance analysis. This approach, however, evolved across the second analytical phase, which brought together data from TPSR experiences. Here, a constructivist approach drew on analytical recommendations of Charmaz (2008). The setting which framed the management of the data as well as my position prior to analysis impinged on the variance and to some extent the foci of GT approaches and allowed me a level of flexibility which supported a holistic capture of experiences. I felt that my decisions on how to manage and look at data, framed within the perspective I wanted to explore it from, impinged on the GT approaches taken across analysis of the different data sets.

The forthcoming sections present an overview of the analytical processes adopted across the different data sets. The next section explains the analytical process used for the first data set (data set 1). Consequently, the analytical approach taken for analysis of data sets 4, 5 and 6 which bring together the TPSR experience is shared. The analytical processes are presented through the use of description, excerpts, figures and diagrams which support clarity, understanding as well as provide evidence of the evolutionary aspect of this study. The emergent concepts across the different analytical phases are finally presented. These make up the content of the forthcoming chapters.

4.11   The Analytical process

4.11.1 *Analysis phase 1: Interviews*

As stated earlier, the first part of the study explored the understanding of ways the social domain of teaching and learning is brought across local PE. For this purpose, a purposive sample brought together a number of PE teachers (N=25) who are members of a subculture or community and who possess knowledge of both setting and phenomenon, both of which are interesting and appealing to my study (Smith & Caddick, 2012). Following the pilot interviews, through theoretical sampling (Glaser & Strauss, 1967), I appreciated the need to include in the sample a mixture of older and more recent graduates since this would provide insights on differences in content knowledge and pedagogical methods. I also felt the need to contextualise and amend the interview schedule in ways which helped participants further engage with the interviewing process. Some terms in the initial schedule were alien to teachers and this impinged on the quality of the discussion. Theoretical sampling progressed through an 'hour glass approach' (Bruce, 2007, p.59) (see figure 9). Although a broad sample of participants was initially targeted for the study, focus was given to sample quality. Physical educators across the three educational sectors: State, Church and Independent schools were included within the sample. A broad number of participants ensured an adequate level of data saturation (Holt & Tamminen, 2010).

Figure 9: 'Hourglass' strategy
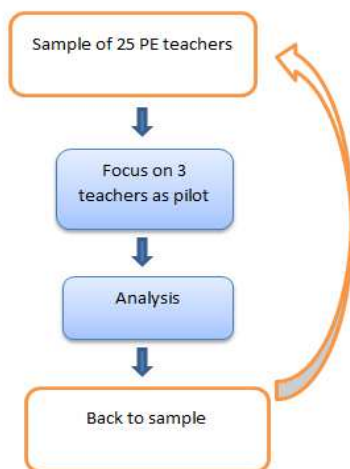
(adapted from Bruce, 2007, p. 59)

An iterative and cyclical process of data collection followed. Through simultaneous data collection and analysis, theoretical sampling was facilitated (Strauss & Corbin, 1998). This allowed me to take note of changes to the process while bringing about the need to revise the interview schedule.

The fact that this phase of study targeted data emergence rather than data construction, as stated earlier, a Glasserian analytical approach guided my analysis. However, challenges were continuous, for example: tape recording, traditionally anti-Glasserian due to possible generation of superficial data (Glaser, 1998) was necessary since the richness of data was embedded within verbatim interaction between interviewer and interviewee as well as adding additional security for valuable data. Another challenge was the interview process resulting in a site of knowledge construction in which both active participants produce this negotiated and contextual knowledge together (Hand, 2003). This was a challenge I came across, since my constructivist personality prodded me into interacting with the interviewees; however, I qualify the essence of the interaction used as not intended towards construction of meaning, but the creation of an ambience which allowed for the exploration of perceptions of each participant. My position as the interviewee in relation to social interaction levels during the data gathering process varied across the different parts of this social encounter. A process of coding (see figure 10) was used to move from the first stage (open coding) towards theoretical coding. This process supported the emergence of the core categories.

Manual coding and line by line analysis of data was used to help engage further and deeper in the cognitive process of analysis. Through the use of open coding of segments of data (sentences or phrases), the meaning of these segments was captured. Within this analytical phase, my intentions were to capture what was actually happening in the data, what was the data a study of, as well as what category did the incidents indicate (Charmaz, 2014). The open coding process fractured the data which was compared by incident, patterns and apparent phenomena (Glaser & Strauss, 1967). This comparison of data led to the initial generation of codes. This process aided in identifying what Glaser and Strauss (1967) refer to as conceptual re-occurrences and similarities. Throughout this initial coding process, I kept in focus three questions as posed by Glaser (1978); what is this data a study of?; what category does the incident indicate?; and what is happening in the data? As from the initial coding phase, care was taken to avoid premature analytical decisions and avoid what Glaser refers to as pet theoretical codes (Glaser, 1978), as well as moving too suddenly to an overview approach. At times 'in vivo' codes were used when direct quotations were used as labels. Relationships between segments of data were identified through constant comparison which involved comparing incidents as well as concepts. This proved helpful in the eventful theoretical saturation as well as to progress towards theoretical coding and initial categorization of the forming concepts and eventually, core categories. This analytical process allowed for the evolvement of analytical depth, from basic description to progressive abstract levels of analysis.

Figure 10: The analytical process. From coding to core categories
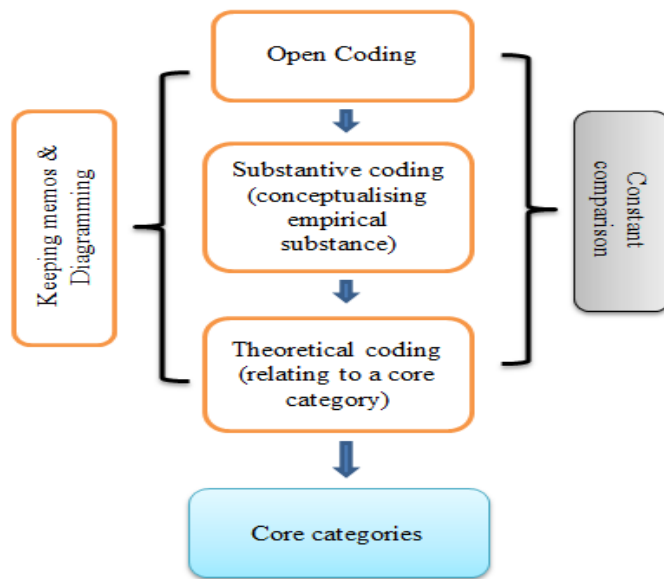
It was challenging to keep an openness to the data as instinctively and immediately extant theories and concepts poured in during the coding phase. These pre-conceptions, rather than being ignored, were noted and collated as memos and diagrams. Some immediate reflections were also written and bracketed alongside the codes. This supported the openness to data as well as helped in avoiding making premature conceptual leaps. These open memos (Glaser, 1978), as well as diagrams, were titled and dated and used to support analysis (see examples; Appendix C). Since meaning extraction occurred through interpretation, memos and diagramming helped in this engagement with data and heightened theoretical sensitivity (Birks, Chapman & Francis, 2008) as well as supported increasing abstract levels of thinking (Glaser and Strauss, 1967). These dynamic documents (Birks & Mills, 2012) were flexible in methods of reporting as well as frequency. Diagrams conceptually mapped the analytical process and helped me stay in contact with the way the codes and data were developing.

All interview scripts were initially coded by topic. This allowed me to focus on specific areas which would eventually blend and come in with others. This provided exposure to immediate emergent concepts. This first step in the analytical process, within its openness and simplicity, paved the groundwork for the possible shift from description of events to the development of theoretical insights. I could, across the analytical process, relate to the dynamic evolution of data throughout the process of analysis. This allowed me to move from the generation of low level to high level concepts (Birks & Mills, 2011). The eventual unison of ideas became possible through furthering analysis; by bringing together the thought

processes recorded in memos. The following presentations through writing, depictions and other visuals explain the progressive structure of the analytical process ensued across analysis.

4.11.2 *Un-packing the process*

Analysis was led via topic. Each of the four topics compiling the interview schedule (the learning domains; the social domain; catering and implementing the social domain; and professional development), went through the process of open and substantive coding. Figure 11, below, unpacks each topic explored across the interview and shows the formation of the initial categories following initial coding. Following this, I could start grouping, comparing, merging and bringing together codes which fit under initial specific categories. This process supported theoretical coding which guided me towards the grounding of more refined categories and eventually the core ones. Figure 11 provides a visual of this coding process. As an example, one of the explored topics (3) titled 'catering for and implementing the social domain' grouped codes in three initial categories i.e. educational exposure, teaching the domains, and assessment. When un-packing the category 'teaching the domains', other refined categories emerge. These condense codes which relate to 'planning for the social' and 'criteria for selection' together with 'implementing methods' and 'domain reference in teaching'. Eventually, through the advancement of analysis, these categories led to the emergence of two core categories, 'institutional and teacher subjectivity' and 'environmental influences'. This complex process is made explicit in appendix C(i).

Figure 11: The emergent initial categories
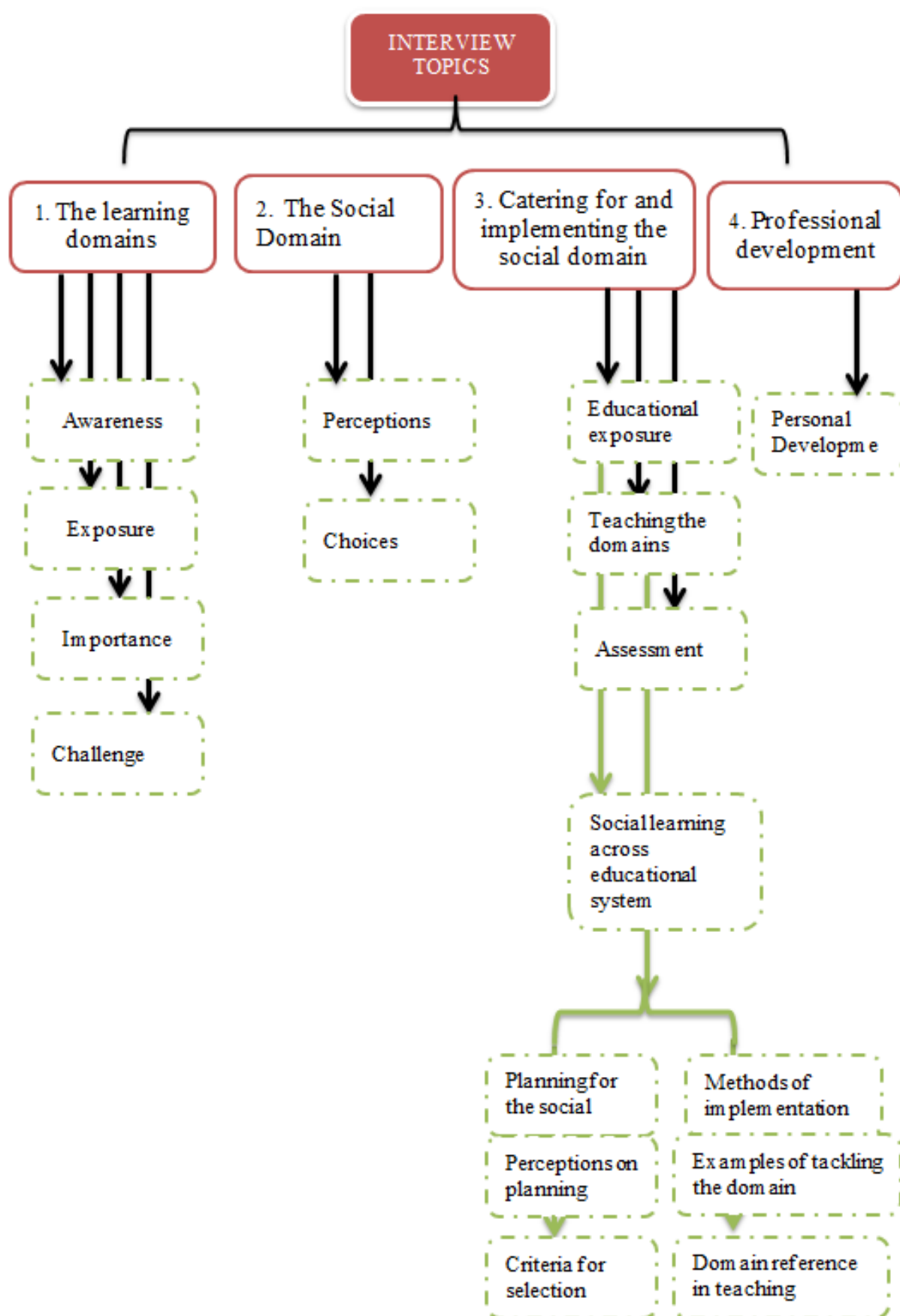
The intricate process of comparison, merging of codes and initial categories, brought along the need as well as a challenge to look at the whole process in an undivided way. Across analysis, I started to come across similar and contrasting concepts which allowed for merging and collating of categories which augured well for the eventual emergence of the core ones. For example, the four explored topics (see fig 12) in light of the research questions framing this part of the study were condensed into three areas: (i) Perspectives of the learning domains, (ii) The social domain in PE and (iii) Experiences of and implementing the social domain. I needed to be able to look at the full picture rather than concentrated bits and pieces of the whole puzzle. Only in this way could I advance analysis. All the initial categories and links were brought together and photographed. This process provided me with visuals which supported the advancement of the emergent findings to a higher conceptual level (see appendix C (ii)). By studying the multiple visuals and questioning what these were telling me, I could identify relationships between emergent concepts as well as understand and explain what was happening.

The visuals represented a thick texture of relationships focused around a number of categories. This re-assembly of data allowed me to bring back together the fractured data in a comprehensible whole (Strauss & Corbin, 1990). Similar analytical experiences are referred to as axial coding. Although this approach was not intended, I felt the need to look at the overall evolved visuals and seek possible relationships whilst at the same time change text into concepts and move away from a level of description. Figure 12 provides a snapshot of the process adopted which took analysis from the initial explored areas towards refined categorizing. The use of visuals allowed for a more explicit grouping of concepts framed around the questions this study sought to explore.

Figure 12: From exploration to story narration
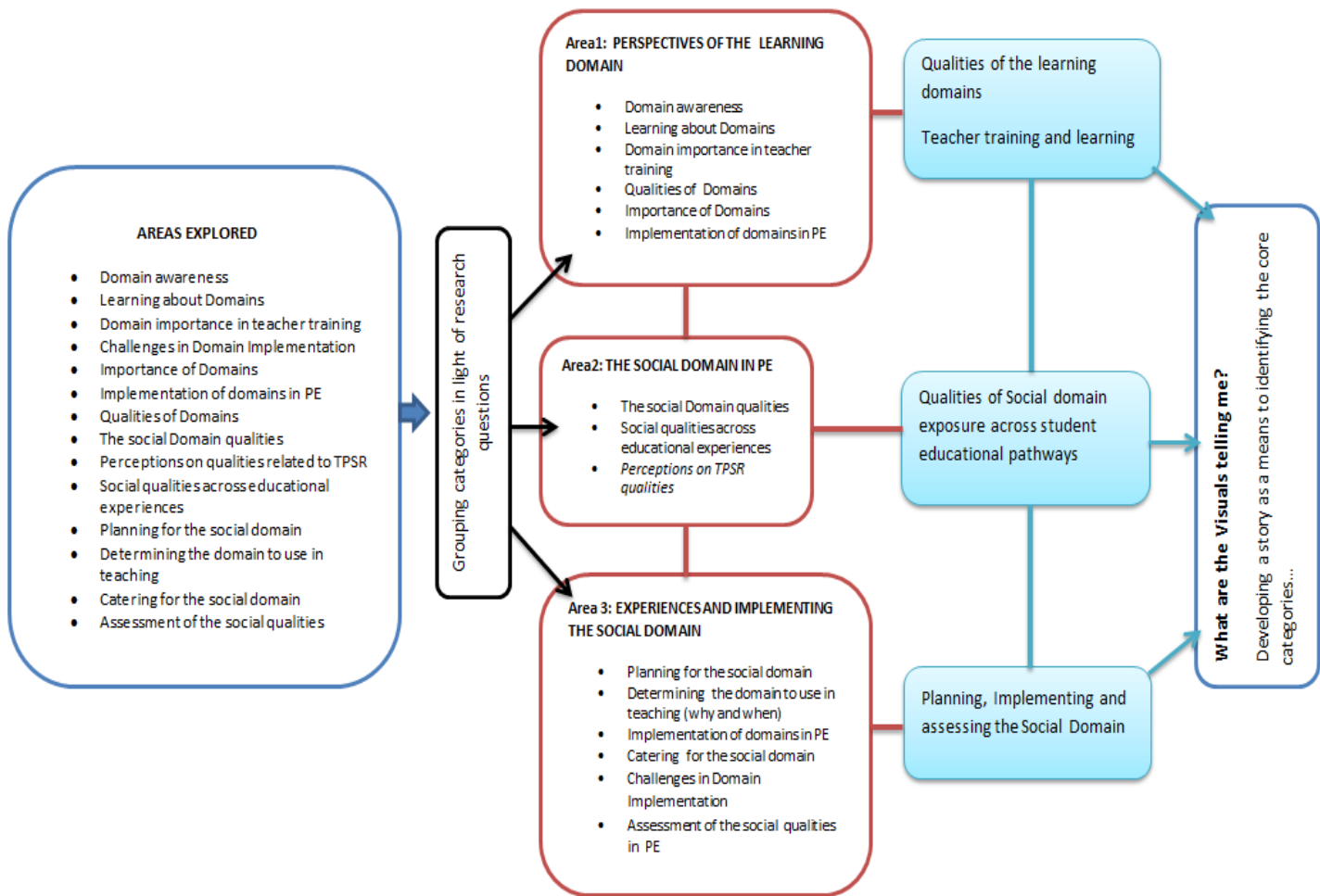
4.11.3 *From visuals to understanding*

Whilst closely inspecting the visuals and seeking relationships and links between categories, I found comfort in hearing myself talk about what was present and visible in front of me. In other words, it was rewarding, reciting a story and writing down thoughts as this helped me concretize my understanding of the emergent relationships. Story-telling in analytical analysis promises different purposes (Charmaz, 2014). One of these purposes in grounded theory is eventual theoretical integration. Although story-telling in grounded theory is generally the final step in presenting the theoretical concepts developed throughout analysis, in this case, storytelling attempted to target theoretical direction as well as eventually identification of the core categories. Strauss and Corbin (1990) defined story-telling by emphasizing the major difference between 'story' and 'story line' in that, whilst the latter is the conceptualisation of a story, a phase I eventually went into, story means a descriptive narrative related to the phenomenon of the study.

Initial interpretation of the visuals consisted of simply reciting what these were telling me. The links and structure of the visuals which showed the relationships between codes and categories helped in presenting a descriptive text which supported me in documenting my initial interpretation of the teachers' voices. This narrative helped progress analysis through further grouping and a recognition of emergent concepts. Refining the story necessitated moving beyond a simple description of the emergent concepts and looking closely at the relationships between categories and codes, thus trying to see how all the visuals come together to help explain and understand the explored contexts. This developmental narrative which provided explanatory power and understanding potential, reflected my interpretation of the emergent relationships. This narrative (see appendix C (iii)) was key in advancing analysis as well as in guiding the process towards the identification of the core categories. The emergent concepts (bolded in the narrative) converge the progressive categories, concepts and reflections supported by memos and diagrams emergent from the analytical process. These final emergent concepts confidently explain the social phenomenon explored as well as satisfy the research inquiry. Figure 13 depicts how the final groupings of powerful concepts, emergent from the story, led to the identification of the core categories. These core categories, extracted in figure 14, are unpacked in discussion in the forthcoming chapters.

Figure 13: From concepts to core categories
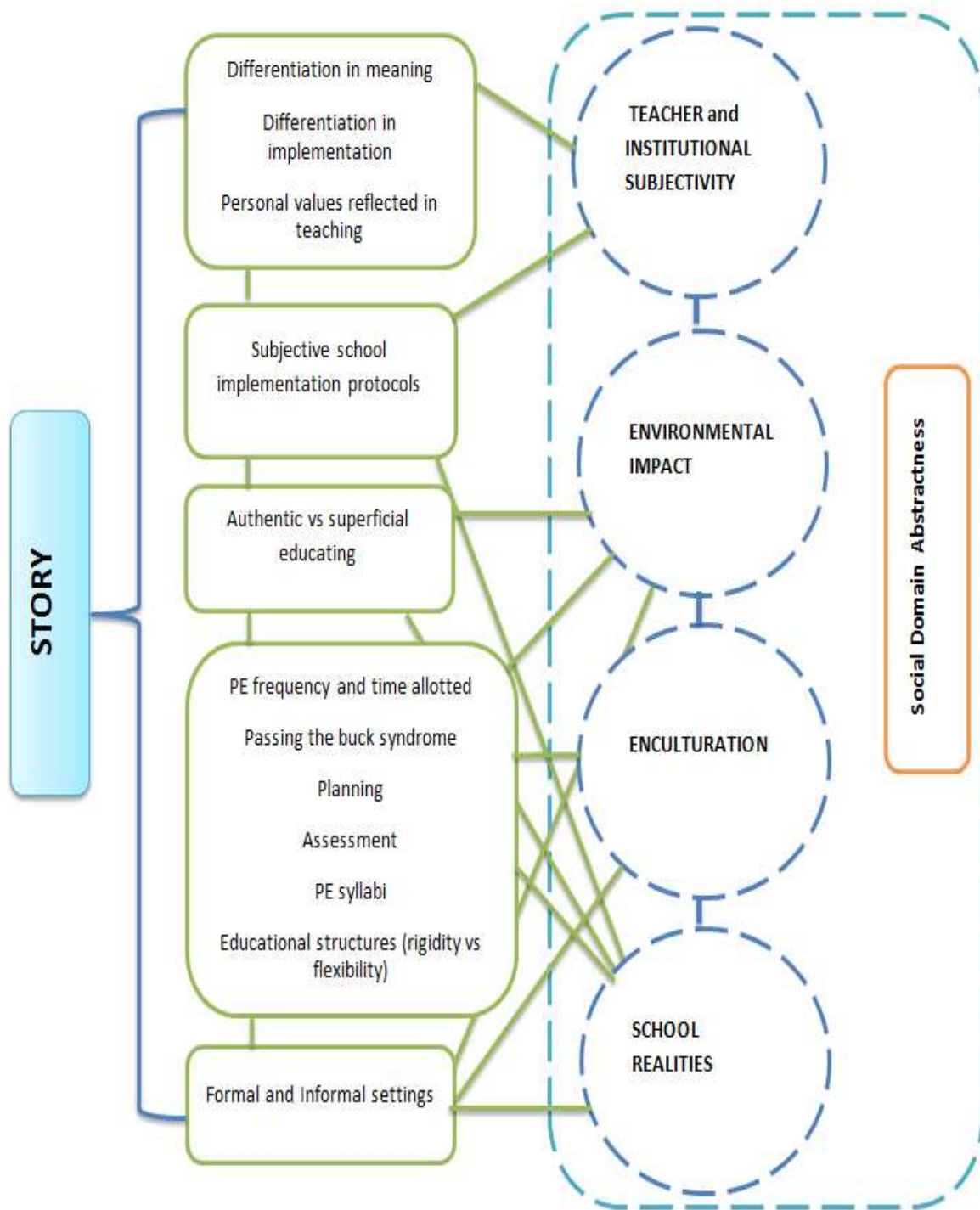
Figure 14: The core categories
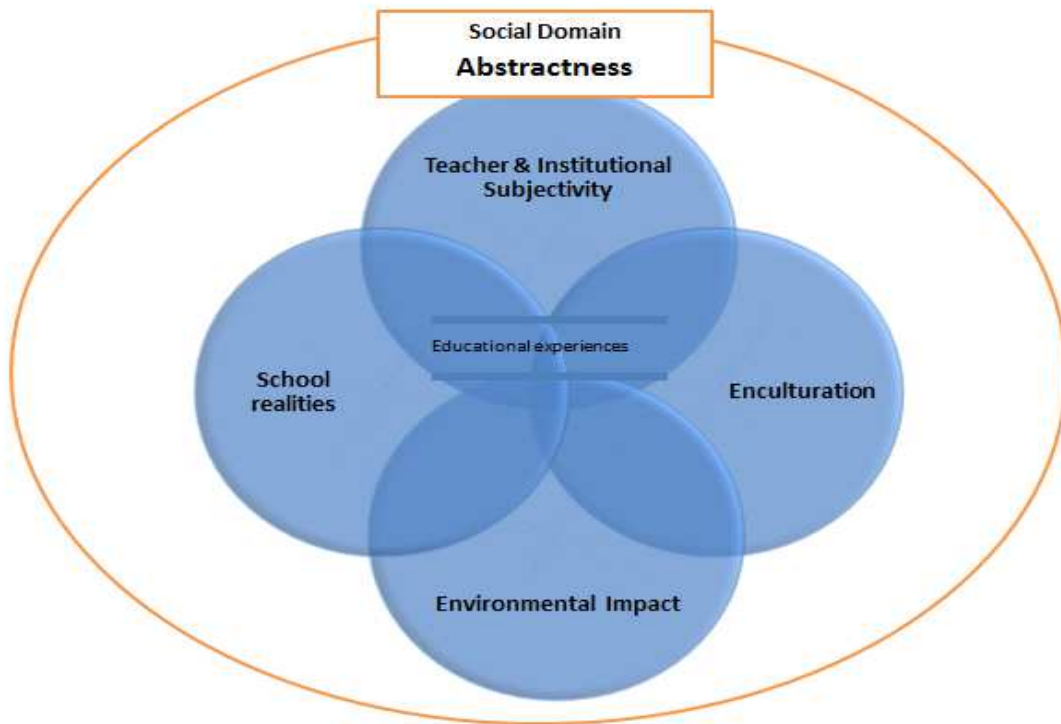
4.12   Analysis of the TPSR experience

Originally, the second phase of analysis targeted bringing together the data sets which mostly captured the empirical experiences of TPSR implementation. These consisted of the eight monthly TPSR meetings as well as the short interviews held and field notes taken during field observations (data sets 4, 5 & 6). As stated earlier, my intentions were to look at these data sets together. However, as indicated earlier (see section 4.9), following analysis and the resultant findings from the first phase, I felt the need to capture and keep track of the subjective experiences of TPSR since subjectivity itself was a powerful emergent concept which promised a deeper understanding of the phenomenon under study. Thus, in view of this concept, however still faithful to my constructivist perspective, I chose to keep track of subjectivity across implementation. This I managed through the inclusion of colour coding to the open and intermediate coding phases of analysis. Each teacher was assigned a colour and each of their contributions to the discussion was colour coded. This meant that, across the coding phase, I could trace who said *what* as well as *when* across implementation. The

'*when*' issue at the initial stage of analysis became appealing. Since the impact and lived experiences of TPSR were areas targeted for exploration, keeping trace of the chronological progression of TPSR implementation was acknowledged. Again, colour coding was used. Following the open and intermediate coding phases which brought together the multi-coloured codes representing the subjective contributions within the group discussion for every month, a second copy of each specific month was recorded using a specific colour code. Likewise, each month of implementation was given a specific colour. Hence, colour coding supported the capture of and gave attention to both chronological progression as well as subjectivity across TPSR analysis. Unavoidably, as I will discuss, although the analytical processes were carried out separately, constant comparison and initial categorizing brought all data together. Moreover, this grouping of data was reflected in data capture since TPSR discussions focused on implementation practices which included the observed and recorded TPSR lessons. This strengthened the constructive analytical perspective ensued. Figure 15 below depicts the adaptations made to the original analytical plan. These informed adaptations, apart from reinforcing the evolutionary aspect of the research, made possible the capture of subjectivity as well as chronological progression within the empirical TPSR experiences. It also shows the separate as well as combined foci throughout the analytical process.

Figure 15: Adaptations to the analytical plan
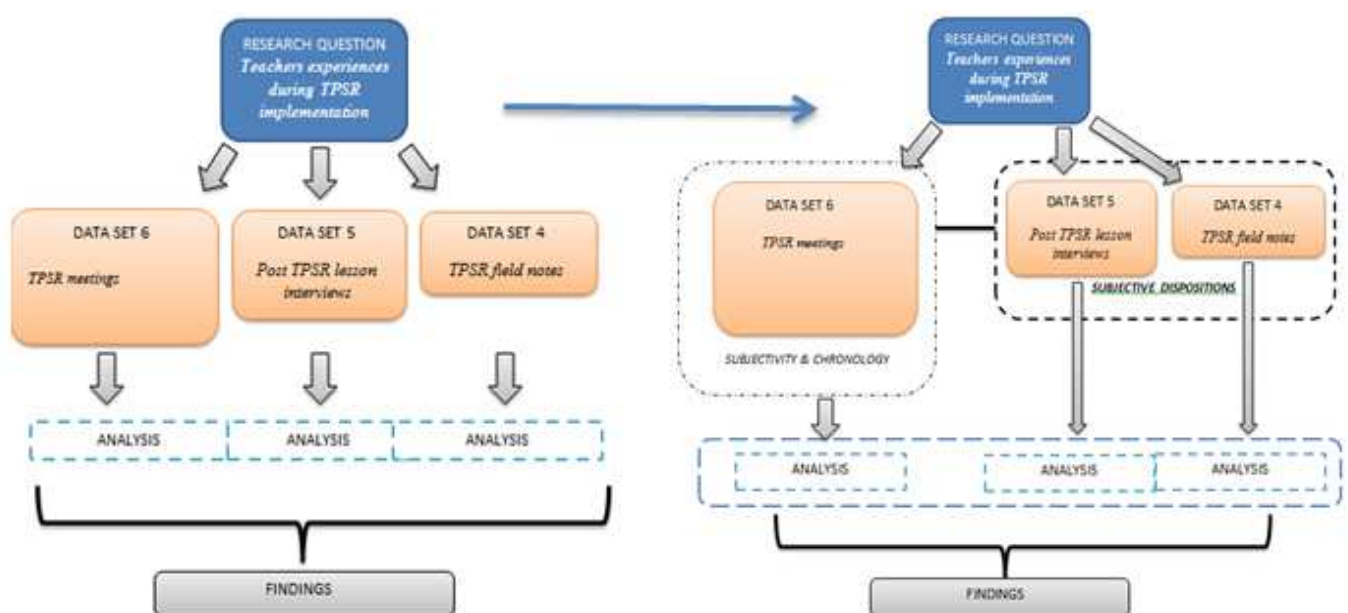
4.12.1 *Analysis of the TPSR meetings*

Following each monthly TPSR meeting, audio recordings were immediately transcribed. The four teachers who committed fully to the data collection and implementation phases (Sandra, Gillian, Kevin and Darren) were regular attendees for the TPSR meetings (see table 14). The other two teachers (John and Nicole) who could not fully commit, still implemented TPSR and their contributions to the discussions formed part of the data. I planned to use the same analytical process used for the first data set. The process was in fact identical apart from the final part, which in this case did not necessitate a story to aid identification of relationships and sense making.

Table 14: TPSR monthly meetings attendance

Teachers	TPSR meeting attendance (Total 8 meetings)
Gillian	7 meetings
Darren	6 meetings
Kevin	8 meetings
Sandra	7 meetings
Nicole	3 meetings
John	4 meetings

Open and intermediate coding initiated analysis. As discussed, codes were typed in colour. Memos were kept and recorded in black and bolded next to the codes. A visual example of this coding process for the month of November can be seen in Appendices D, D (ii), D (iii) and D (iv) which depict the progression from the open and intermediate coding process to the identification of initial categories. Each coded month was saved in two formats, as an original coded sheet, which included colour coding as well as another which was given a particular colour representing a specific month.

Following each meeting, participants were handed a short report on the key aspects which arose throughout discussion. This helped teachers reflect and reinforce discussed themes, supported progression in implementation, as well as assisted me in analysis. Memos kept throughout analysis linked each meeting together as well as supported my reflections on what was happening. Following open, intermediate coding and initial categorisation of

codes, the fourth analytical phase brought together all the codes and initial categories across all eight meetings. This, for the first time, allowed me to visualize the full coding process and fuelled further comparison and further merging of categories. Furthermore, the subsequent figures unpacked the progression from the visuals to the identification of the progressive categories (see also appendices D – D (iv)). Figure 16 shows the final merging of these categories to present the final core categories which capture a holistic TPSR experience. These were identified as: the model structure, progressive development of TPSR and TPSR impact. These will be discussed in depth in the coming chapters.

Figure 16: Process of analysis: The TPSR meetings
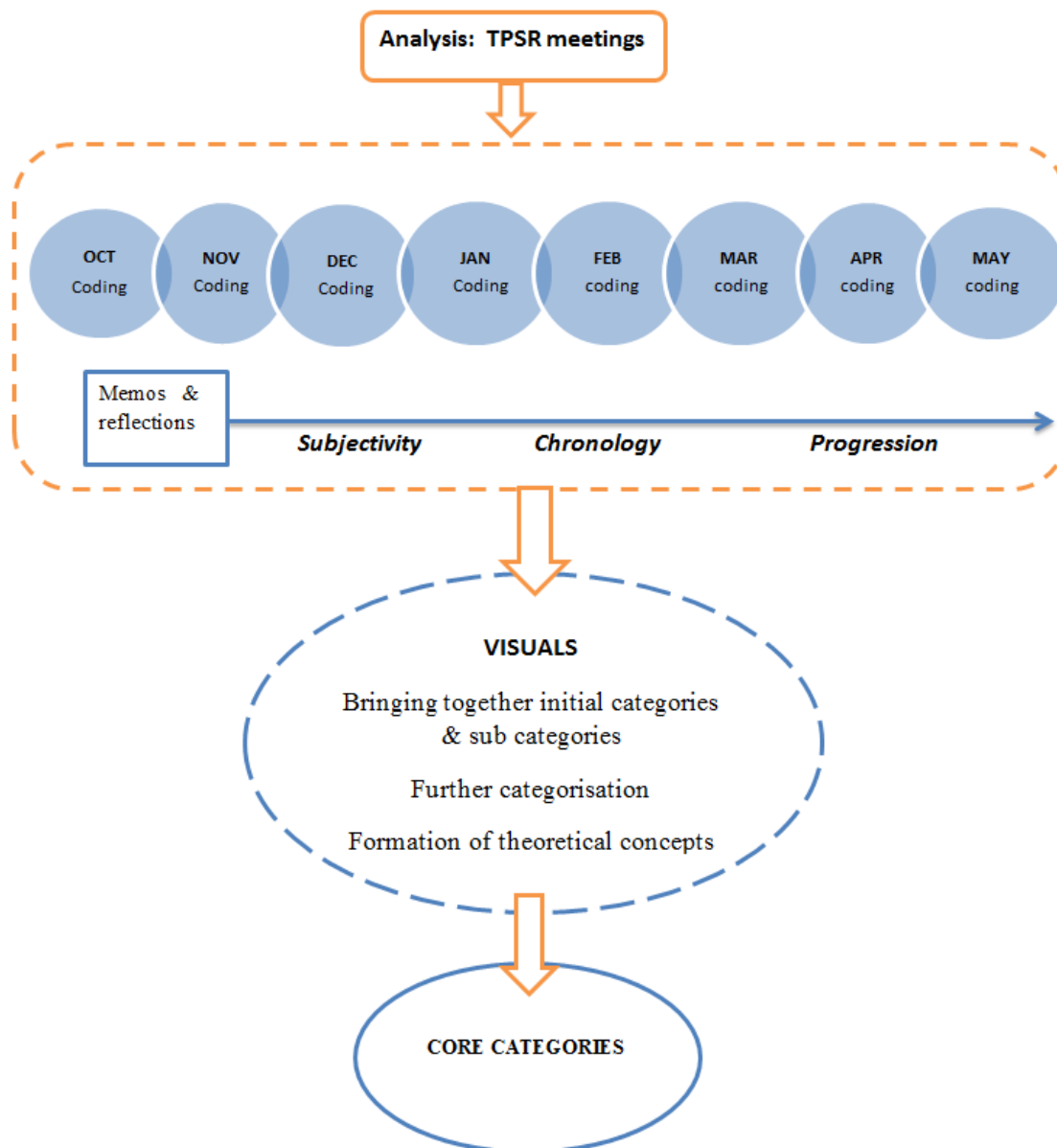
4.12.2 *Field data analysis*

The field notes captured my interpretations and immediate reactions to the TPSR experience. Codes and initial categories were filed progressively and chronologically for each participant. This allowed for the capture of subjective differences and progressive adaptation in implementation. Field notes were also categorized and filed similarly. Following open and intermediate coding, the initial categories emergent from both data sets (short post TPSR lesson interviews and field notes) were brought together for further comparison and categorizing (see figure 17). This process and finally the emergent core categories enlightened my understandings of the relationships between the social and learning, in other words an understanding of the phenomenon under study.

Figure 17: Analysing the field data
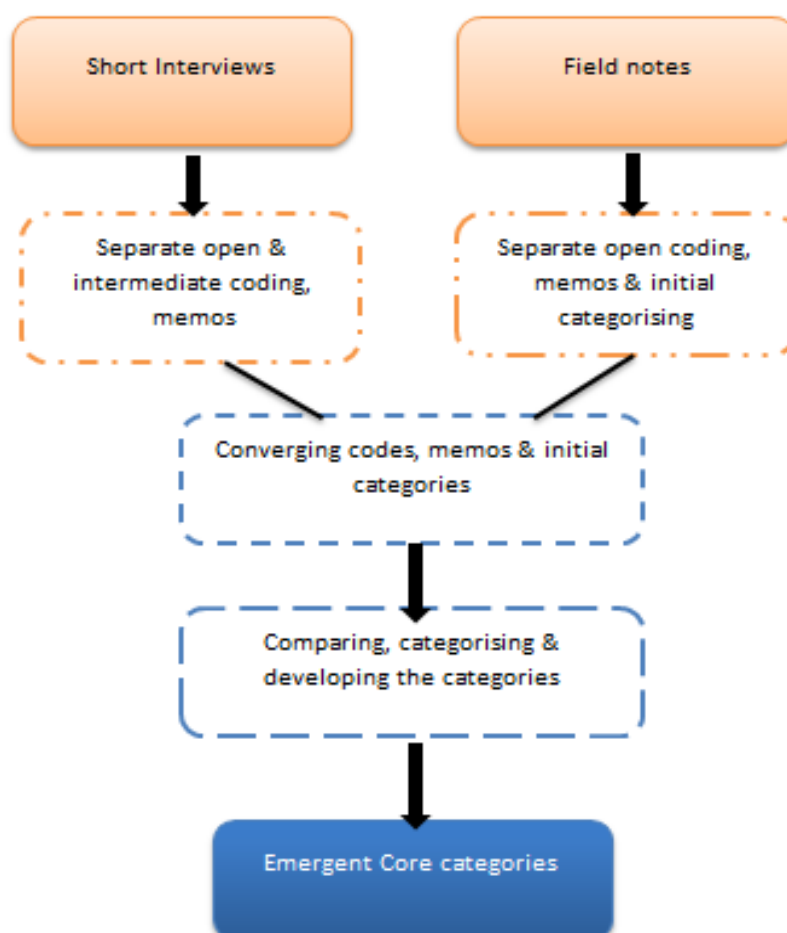
Following this analytical path, I could bring together the emergent concepts which framed individual perceptions and actions taken across the progressive implementation of TPSR. These subjective differences are reflected in the concepts depicted for each individual teacher in the diagrams presented below (see figure 18). These were further compared and condensed to elicit the final core concepts which capture the subjective differences in the TPSR implementation experience. These core concepts, presented in figure 19, further amplify the need to understand the subjective makeup of the educator and how this impinges on the approaches, methods and philosophy of education. These emergent core concepts are unpacked in discussion in the coming chapter.

Figure 18: Subjective differences
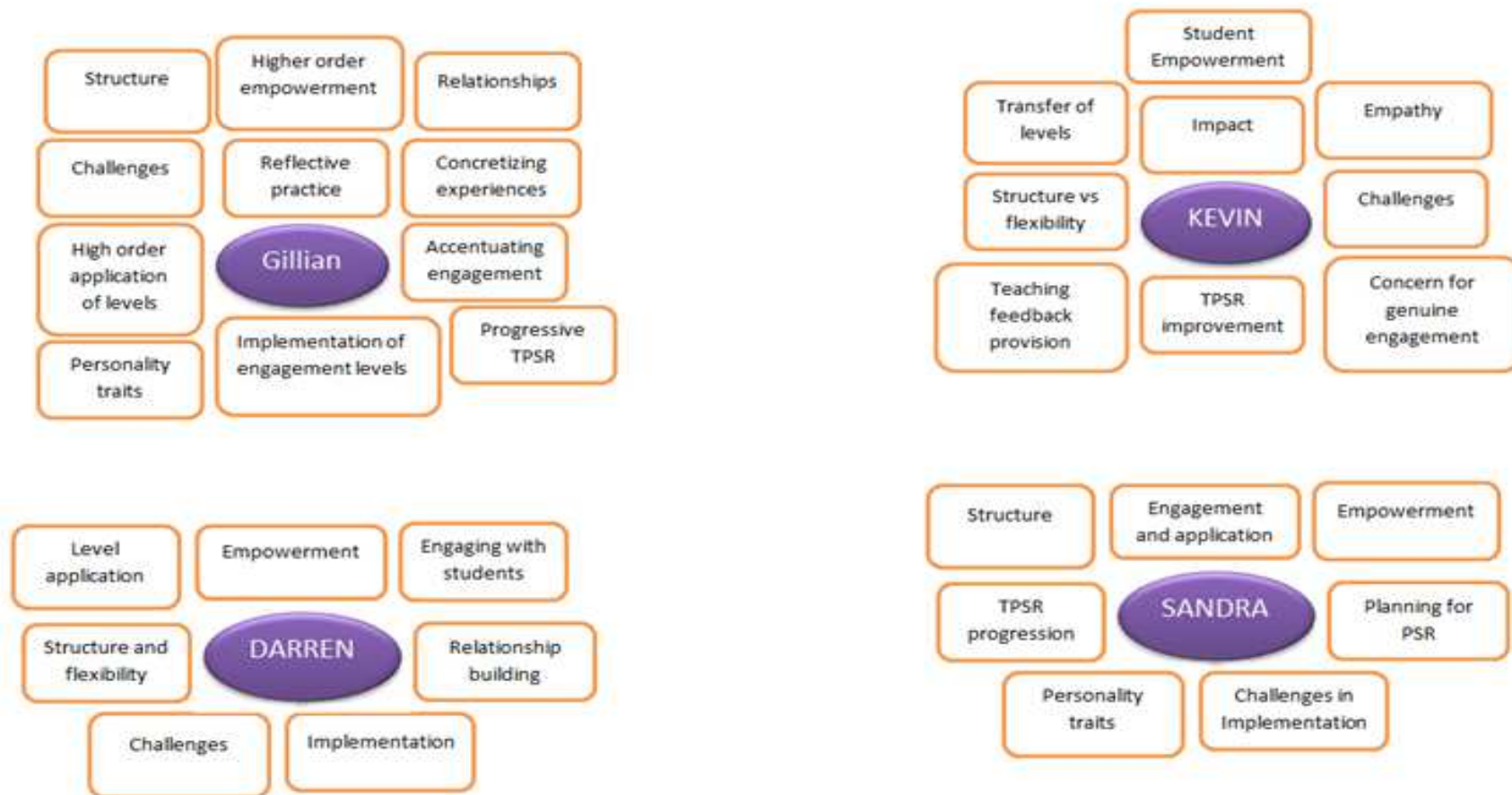
Figure 19: The emergent subjective core concepts
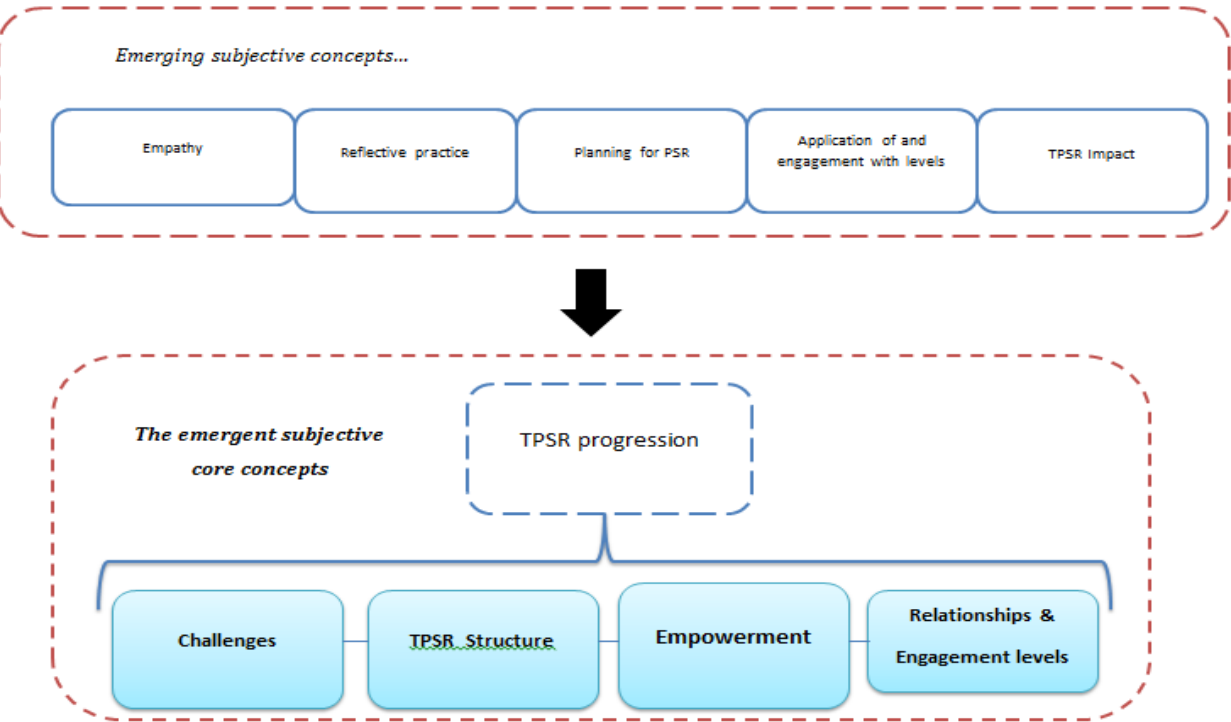
4.13   Challenges and limitations

As much as this research journey was exciting, it was equally overwhelming. I can now appreciate the dynamicity of action research and the need to stay open to evolving concepts and processes. I now understand how challenging this journey would have been for individuals who are overtly systematic and who may be less open to flexibility. As much as following plans and meeting deadlines were essential qualities across this study, on the other hand opening up to new ideas and letting the lived experience come to me rather than pre-impose time or structure onto it was an essential characteristic which I later welcomed as an approach which fits the overall framework of this study. This openness however, was not looked upon across the study with the same levels of positivity and enthusiasm. Initially, I looked upon the barrage of research concepts and proposed adaptations as obstacles towards advancing the study. Eventually, I understood the impact of the research process not only on the study itself but on myself as a learner and educator. This convinced and led me to include across my narrative, not only decisions taken but also a chronological account of my reflections and thought processes as these unfolded. I

felt concerned about how the powerful lived evolutionary aspect could impinge on the focus of this study and how this may impact my work. I was equally concerned about whether it was necessary to bring all this across. I felt that failing to do this would not have mirrored the multi-relational aspects of the meaningful education I experienced throughout this journey. This is my unedited, lived, holistic research experience.

At the beginning of my journey, I explored literature around social learning. I could only grasp a better understanding of myself and my interests in this study after informing myself about value orientations and the orientation I fit in. I started off viewing the social aspects in teaching and learning since these aspects were the ones I experienced as lacking across teaching in PE. However, I found myself hesitantly moving into the psychological paradigm exploring values teaching and furthermore scrutinising teaching models which highlight this. Moreover, the hand-picked model chosen to advance the study (TPSR) went beyond social learning and values teaching but mostly looked at responsibility. In other words, what started off as an exploration of social teaching and learning, evolved into an investigation of values, value education and ended up focusing on a model which has at its heart teaching personal and social responsibility. This, I felt was both overwhelming and un-focused. However, by drawing on empirical evidence, although TPSR has its roots in teaching responsibility, within its pedagogical remit, I found the missing social aspects and qualities I intended to explore. Now, I feel I can confidently relate to these borderlines and undivided paradigms. I can understand the futility of trying to separate educational concepts when these are inseparable in pedagogy. I thus fail to see the benefits of segregating and compartmentalising educational content for learning. This reflection and discussion perhaps place this study within a socio/psychological paradigm but most certainly echoes a multi-relational perspective of education, a concept emphasised in my study.

Taking on grounded theory as an analytical tool was a decision I took after scrutinising my research intent. My study was all about understanding and explaining a specific phenomenon. GT analysis proved to be a challenge. This analytical process was innovative for me. I was confident with thematic and comparative analytical methods since these methods are the ones I mostly engage with. I became intrigued with the possible ways GT approaches could relate to the study and to the overall methodological framework. I took on the GT challenge across the first phase of the research. I recall the

challenges I faced when I tried to take my analytical steps in line with the reviewed pre-determined, recommended GT progressions. The progressive path from open coding towards emergent theory provided a guide for advancing analysis. As much as structure in this study, and in my personal experience of it across education, is not celebrated, in this case, GT structure provided much needed support. Systematic organisation controlled my instincts and enthusiasm and kept me from taking pre-conceptual leaps which perhaps would have negatively impinged on analytical quality. The initial process of analysis was slow paced. I was hesitant in advancing analysis due to a fear of doing it wrong and out of concern for missing out on essential GT progressions. This hesitant state saw me going back and forth through GT literature and only through this cyclical process did I eventually gain confidence in advancing analysis and even bring into the process analytical adaptations, which may not be included in reviewed GT approaches but which helped analytical progression. I enjoyed a flexible element within the analytical process. This experience echoed others across the TPSR implementation phase where we felt this dire need for structure and support when embarking on an innovative task, but embarked on a quest for exploration once familiarisation set in. Initially, I looked upon the outcomes of GT as a necessary production of some new theoretical concept. I eventually learnt and appreciated the radical aspect embedded within this tool. The meaning making concepts which satisfied my research intentions in my approach, emerged across, rather than as a final outcome of GT analysis. This, in a broader sense, echoes the emphasis on process driven meaningful education met across this study.

TPSR expertise was another area which brought across concerns. Since this model was locally innovative, teachers were new to this approach and pedagogy. I used a modular approach in training teachers and myself and this raised a lot of questions. How could I know if teachers were trained to a satisfactory level? How would the teachers take to this new pedagogy? How could I explore this new pedagogy in practice since teachers would all still be novices and experimenting with this model? How much could teachers learn in one module on TPSR? In a short period of time, teachers were expected to engage with this innovative pedagogy, plan its implementation over one summer recess, and implement it as from the following academic year. Looking back at all this, I am ever so grateful towards the research participants who took on this magnitude of a challenge and supported the study for the full duration of the year. Gradually, I let the element of novelty embed itself within the framework of the study. I learnt that the aspect of TPSR novelty itself

would create an environment worthy of exploration, furthermore the traditional PE contexts in which TPSR was to be implemented in, added to the research flavour. I acknowledge that: following TPSR training, teachers may have not acquired a high level of understanding about the model. Perhaps more time would have been needed to further train teachers and make sure that they were more confident prior to implementation. However, I appreciated the fact that these limitations were part of the fabric of this implementation experience. In other words, a lack of expertise in this model framed the teachers' understanding of TPSR and its implementation. This common state, inclusive of innovation, anxiety and fear of the unknown, compiled the shared lived experiences I share in the coming chapters.

The findings presented in this study reflect the practices and experiences of a small specifically selected group of teachers who, following the interview phase, showed a positive disposition towards value-laden education. Back in the planning phases of my research, when systematic organisation took control of our doubtful periods, I drew on Hellison's recommendations to start off small. Back then, I appreciated the knowledge that for TPSR to be effectively experienced and taught, teachers needed to belong to and own the levels across the model. With hindsight, I now appreciate the potential and research appeal had I chosen my research participants randomly. It would have been interesting to look at the emergent subjective qualities across teachers with diverse value orientations since this could have provided a comparative insight on implementation practices and reflections grounded in the subjective social ontologies of participants. Now, being more sceptical about the ways structural impositions impinge on educational value, as well as having insight on how value orientations drive educators' pedagogies, had I the option to explore TPSR implementation once again, I would opt for an inclusive community of practitioners, consisting of educators sharing diverse value orientations. I wonder how such a community would support professional development since a COP setting celebrates the sharing of experiences, pedagogies and reflections. This setting, as I propose in my recommendations, offers meaningful experiences in diversity. This could perhaps help create awareness on the varied orientations guiding our work and reflect on how these same orientations impinge on our practices.

4.14 Conclusion

This chapter presented a progressive and detailed account of the methodological components framing this study. Data management as well as analytical processes were shared. As seen, the evolutionary aspect of the study impinged on the process selected for analysis since emergent findings from the first phase of the study informed the analytical process. This helped me become sensitive to emergent and dynamic concepts arising from analysis. The findings, presented in the coming chapters, will initially respond to the first research question set at the onset of this study. The core concepts, emergent from the first phase of analysis which brought together the perceptions of teachers on their understanding and application of the social domain in PE, are unpacked. This provides a clearer picture and a more thorough understanding of the social aspects in PE as well as more deeply, explains reasons behind decisions taken and methods applied in the areas of teaching and learning around social aspects in PE contexts. Subsequently, a holistic, constructivist TPSR experience is presented through the capture of the participants' lived experiences. By drawing on the powerful emergent concept of subjective differentiation, attention to the idiosyncratic styles of application is also given. Ontologically, as stated earlier, the overall analytical experience helped me appreciate the notion of individuality and its fit within the experienced, constructed social and individual conceptions of reality. This way of understanding reality, I feel, blends individuality and collegiality in ways which enriches the lived experiences. This blend was not simply taken in the approach across data analysis but was experienced more profoundly in the evolved community of practice.

Chapter 5: Understanding Teachers' Perceptions of the Social Domain

5.1   Introduction

This chapter begins by drawing on data generated through phase one of the study and presenting an overview of teachers' understandings of the content knowledge related to the learning domains, the way these views were acquired, and how they internalise such perspectives in their practice. Following this, I re-visit the emergent core categories (outlined in chapter 4) which provide a clear understanding of the way teachers relate to and implement areas around social learning within PE contexts. At times, I zoom into the emergent core concepts separately; however, the intricate multi-relational aspects of these concepts also necessitate a careful, constructive approach. This multi-relational aspect across emergent concepts comes across better in discussion when the narrative is framed within a more holistic view. This approach helps me emphasise the powerful way in which this relationality impinges on how the social domain is looked upon and internalised within PE contexts. The coming section presents information related to issues which help in understanding the Maltese PE teacher and, to some extent, the contexts they work in. More specifically, the issues captured here relate to domain awareness among Maltese PE teachers, teachers' exposure to and perceptions on the domains of learning in general, and teachers' understanding of the social domain in particular.

5.2.   Teacher Domain knowledge and awareness

From a total of twenty-five interviewees, only ten showed a clear understanding of the term 'teaching and learning domains'. The other teachers were either 'not aware' of the term domains (N=8) or were 'unsure' (N=7). A variety of 'recall' or 'no recall' scenarios of how and when they were exposed to this educational concept emerged and different perspectives were presented. Subjective responses reflect personal interpretation and dispositions towards the acceptance and engagement with the area of domains throughout the student-teacher learning path, as well as across the teachers' teaching experiences. This mirrored concerns brought forward in the introduction to this study (see section 1.1)

and also impinge heavily on the quality and methods by which the domains of learning are brought into the various pedagogies adopted by teachers.

Within the interviews, teachers referred to University (teacher training courses) and other courses as the bodies through which they became aware of the domains in teaching and learning. The majority (N=22) came in contact with the domains during teacher training and other courses such as in-service training (N=5) as well as through their own teaching experiences. Teachers described their training around this area of knowledge as having encompassed a variety of pedagogies, including *theory based, practicum based* or *mixed methods.* Although teachers argued that pedagogical choice is dependent on the subject area being taught, 'hands-on' teaching experience was looked upon as the primary medium through which knowledge of domain teaching was acquired. In fact, teachers described practical methodology and hands on experiences as the better medium for domain knowledge transfer. A concern comes into play here regarding a gap between the learning outcomes tackled across University study years and how students value and relate to these same outcomes. A variance in teachers' discourse echoed this concern. Some teachers were uncertain whether the social domain aspect was covered or how this featured across teacher preparation. As some interviewees comment: *'not sure if we did this at university'* (Gillian), *'rings a bell'* (Chanelle).

Despite this variance, teachers looked up to practical experiences as the best medium for reinforcement and theoretical application of the domains. Through hands-on experiences, as opposed to theoretical methods, the domains *'become part and parcel of your teaching'* (Konrad) as well as offer the possibilities to start *'amalgamating all with experience '*and *'start putting them* (domains) *all together'* (Peter). Konrad also argued that, *'Along the years you realise that they* (domains) *actually exist through personal experience'*. Here, the interviewees contend that the learning domains are learnt most effectively through teaching experiences and, as many suggested (e.g. Konrad, Catherine, Jurgen, Sandra), it is through hands-on practice that these are acquired and owned. As Bertha argued:

> *I do not think that they were practically delivered to us as I would have remembered the domains more…So I think it was more on paper, in theory which eventually you forget* (Bertha)

The relationship between the taught domain content, the subjective interpretations of these and the short four-year time-frame of University study (in the context of teacher education) proposed a problematic scenario, which, for some, was perceived to result in a lack of applicability and implementation of the domains. Just as Charlotte and Alex comment below, some student-teachers seem not to make the important links between theory and their practice at least during their training phase:

> *I think that as a PE student during University, you do not take things as you should, the importance that they should be. If I had to take the course again, now I would probably absorb much more things which before I did not, and I thought were just theory, things you just say and forget* (Charlotte)

> *…you learn mostly through experience, by your teaching and it has nothing to do with what you read at University* (Alex)

Such a variety in responses resonated with questions which fuelled the research study itself (see Chapter 1) and led to further reflection. For example, I found myself thinking how can the same content and pedagogical knowledge framed within the NCF be interpreted and viewed so diversely? How can important educational concepts be so diversely interpreted and not sufficiently engrained within a professional educator's practice? Furthermore, interviewees were asked to rate the perceived level of importance domain teaching and learning was given across their professional development as teachers. Interestingly, the sample was divided, with ten teachers stating that the area was given importance and nine teachers saying the opposite. In addition, six teachers felt that they could not provide a clear answer, since the domains were presented in a cross-curricular manner across study units, were not presented as domains equal in importance, or, in some cases, individuals could not recall how this area had been put across.

The data yielded information regarding the relationship between exposure to teaching and learning domains and the years of study at University. Data showed that teachers graduating more recently (i.e. graduates of 2007 onwards, N=11) were more aware of the learning domains, whereas the older generation of teachers (graduates of 2006 and before, N=14) showed a reduced understanding and were more uncertain of these. Although an immediate reaction to this could prompt me to assume that the more recent teacher preparation programmes at IPES are perhaps more inclusive of this area of knowledge, by

exploring the impact teaching experience might have on this area of knowledge would allow for a better informed judgement.

Teachers talked about domain prioritising in terms of frequency of use and importance. In sync with contextual empirical evidence, data from this study shows that the physical domain is the most common domain used during PE lessons. Interestingly, however, the majority of participants (N=13), viewed all domains as equally important. Subjective variance, as well as contradictions, emerged across issues related to domain prioritising. Some teachers clearly valued the social domain and perceived it as being foundational, arguing that other domains can 'come in' gradually. The social domain is brought forward as an area which needs to 'start off' early, as young students are '*sparking and socially eager'* (Gillian) and because '*social practice becomes harder when students get older'* (Konrad). These responses showed evidence of positive personal dispositions towards socio-value education. For example, some educators referred to the social qualities as being a '*strong personal point*' (John) and perspectives '*which are part of you',* as indicated in Darren's comment:

> *I think it is my character...I think it (social quality practices) is one of the main parts of my teaching styles. The way I interact with students and how they relate to me...* (Darren)

Other teachers noted that they value the social domain but do not prioritise it within practice. Such subjective dispositions and contradictory practices highlight the need to look not only at how teachers pedagogically put across the social qualities but also to identify the challenges met in addressing these. This variance in perceptions is re-visited later in the thesis, where I develop the argument that subjective educational competencies of educators, in this case physical educators, impinge on the practices ensued, which practices are moulded to fit the environment and contexts they are in.

5.2.1 *Teacher Perceptions of the Social Domain*

Within the interviews, teachers were asked to list examples of components which they perceived to belong to the social domain. Since this explored area was key for the eventful understanding of how teachers look at this domain of learning, the myriad of responses

were elicited. Forty-two different components were extracted (see Table 15). As can be seen, components such as team work and communication were most frequently mentioned. Responses were grouped under six categories. These categories were labelled as: team work, communication, relationships, tolerance, life experiences and personal development. It is evident that the teachers perceived the social domain as an area which is mostly, although not exhaustively, related to aspects of team work, communication and relationships.

Teachers looked upon PE as a valued medium highly conducive to teaching and learning around this domain (e.g. Catherine, Anton, Grace, Ronald, Roxanne), since this subject offers the opportunity to '*mix and mingle*' (Catherine), presents '*a better chance to instil these values'* and is '*better equipped than others to bring across values'* (Grace).

> *In our subject we have a lot of ways to integrate the social skills perhaps in others (subjects) it is more difficult. They tend to focus on writing, syllabus etc…We have more chance of trying to instil these values* (Grace)
>
> *(The) Social domain, which I do not think that other subjects have as much as we do… I think it is very natural. In PE you get students running around, freely move, not as in class were you have to sit down and be silent. We promote more of the physical and social domain automatically than other subjects* (Catherine)

Within the interviews, teachers often spoke about real life experiences and how the social domain transfers to life outside schools. For example, it was noted that communication and respect are qualities which are needed not just in PE, that social interaction takes place not just in games but also in what happens after, and that there is a need to transfer team-building skills in life as well as using sport to teach about life. In addition, working in teams, groups and pair work provide potential opportunities to teach respect and communication, as well as build self-esteem and confidence. Teachers also mentioned the interpersonal aspects across life experiences which relate to teacher-student relationships. However, although teachers sought to relate school life with social learning within a school context, the social domain was also looked upon as a domain which is much more linked to informal experiences taking place outside the classroom or school environment. This is seen in Roxanne's reflections below:

PE takes the children outside the class setting so they can voice their opinion, laugh a bit more, the social comes out more… (Roxanne)

Different components reflect the diverse understandings of this domain. Interestingly, on on one hand, this variance reflects the subjective orientation of the individual educator, on the other, the non-linear understanding of this domain and its potential in education. I will return to this argument and explore it more deeply in the coming sections.

Table 15: Components describing the social domain

Categorised Components	Frequency
Team Work	
Working together and support	4
Part of and belonging to a club	8
Team building	1
Cooperation	2
Games teaching	2
Fair Play	1
Communication	
Interaction/feedback, give and take	17
Positive reinforcement	1
Encouraging	1
Relationships	
Acceptance and Inclusion	7
Helping and caring for others	6
Affection	1
Respecting others	3
Feeling comfortable	2
Friends peers	5
Network	1
Pleasing others	1
Tolerance	2
Helping less abled students	1
Diverse social backgrounds	2
Life experiences	
Life itself	3
Happiness	1
Manners	1
Peer pressure	1
Personal Development	
Confidence	2
Self-esteem	1
Behaviour	3
Attitudes	2

5.2.2 *Planning for the Social*

As noted, teachers provided a varied picture of the components they associated with the social domain of teaching. It is surprising, then, that for many the social domain was not included in their PE lesson planning. The majority (N=20) of interviewees confirmed that they do not plan for this domain in writing (i.e. in lesson plans). However, although this planning is missing, the domain was perceived to come across heavily through reflection-in-action episodes within the lessons across implementation methods. In this respect, it was evident that there was some differentiation between experienced and novice teachers. For example, some respondents related the importance of planning on paper for this domain during the start of their teaching career but, as Alex and Jack suggest, felt that this planning becomes less important as a teacher matures and becomes able, through reflective practice and experience, to 'tap' issues without having to plan for them:

> *After nine years, things come second nature, at first yes, I used to plan rules, skills…after nine years these come in a natural way you know…I always include the social domain in my lessons, but I do not plan that much in writing…* (Alex)

> *I might have done (planned for the social domain) when I started teaching but eventually I stopped doing this as things (social qualities) come when they happen* (Jack)

In addition, Connie looks at planning for the social domain as an impractical exercise, as well as a necessary activity specifically for the novice teacher. This impracticality comes along due to issues related to differentiation and variance in applicability across the different areas of the curriculum, as well as planning being a time-consuming practice.

> *The issue of writing, I am a bit sceptic because sometime you plan a lot, you write a lot and then on the day there are so many factors which change and you have to adapt…* (Connie)

Teachers often talked about how the learning domains need to be adapted to suit the different needs of the groups one faces. It was noted that lessons take different directions depending on the class and the differences in students' abilities/needs. For example, some teachers like Margaret were satisfied being able to get the class to simply move. In this

case, the improvised decisions taken to suit the needs of this particular class (to move and be active) replaced other pre-planned outcomes.

> *At times I am so happy that the girls are moving around that why should I bother to stop them? (Margaret)*

It was argued by some teachers that progressive and developmental planning for the social domain (as noted in the novice years of teaching) could reflect the lack of planning for this domain in the later years (Alex, Konrad, Charlotte). As suggested by Charlotte, teaching experience diminishes the need to concretise social quality planning due to the 'automaticity' and the ability to naturally implement the social qualities in practice.

> *I think that with experience it comes kind of natural. At the beginning in my first three years I used to plan for every word I used to say. I was very cautious, now I am more relaxed and have more confidence in myself* (Charlotte)

'Automaticity', in other words, is viewed as a mature pedagogical outcome resulting from years of planning practice. Without discussing this profoundly, data in this study shows that the social domain is not an educational concept which is included in the reflexive pre-action experiences of many educators. This, as will be discussed later, impinges on its perceived educational value.

5.2.3   *Social 'Automaticity'*

As phase one data show, the social domain qualities are often described as being 'natural' and improvised qualities. These give this domain its 'automaticity'. As already discussed, through experience, this abstract ability takes over specific and meticulous planning, practices which are common to the novice teacher. 'Automaticity' is mirrored in qualities which *'come out when they happen'* (Nicole).   Teachers here tackle the instant and *'change and adapt on the spur of the moment according to how things unfold in the class'* (Petra). Such social qualities are practised subconsciously and automatically by teachers all the time. Teachers looked at these moments as embedded in sport which *'come out with the flow of the lesson and seem to be part and parcel of pedagogy'* (Jack). This 'automaticity' explains how teachers, through their subjective pedagogies, use the domains without specifically referring to them. The provision of experiences of social interaction

through, for example, partner work or group work, seem to be the pedagogical media through which these social qualities are brought across. This praxis, however, as will be later discussed, comes across with an unquestionable taken-for-grantedness, which is reflected in different ways in various teachers' comments below:

> *Somethings may be obvious, if we are doing a game sport, it is obvious that we look at the social domain as it involves team work, involves playing with others, respecting others, rules...* (Ronald)

> *I do not point to any of these (social qualities), it comes out naturally* (Sandra)

> *I blend everything in one whole thing... It comes automatically for me I do not say I am going to do this task to specifically target this domain* (Jack)

> *The social aspect I try to include it when they do a lot of group work, so I make the effort there and students do it naturally* (Charlotte)

> *...I give them responsibility. They have to show leadership even when choosing their team mates* (Ben)

One may argue that the unpredictable nature of, and the improvised methods in tackling, 'teachable moments' as they arise, echo positive dynamic qualities in teaching and learning experiences. Later, I will discuss this in light of an emergentist pedagogy being one conducive to qualities such as those of spontaneity and unpredictability, which seem to frame social outcomes as they arise across PE lessons. This pedagogy, I argue, may be suitable and effective to evoke teaching and learning around this area. This hypothetical appropriateness arises from meaningful experiences (real life experiences in real time) culminating from the activities themselves and elicited for teaching. In contrast to this, one can reflect on the educational value between this spontaneous pedagogical method and pedagogical approaches which compile pre-planned objectives, chosen by the teacher to teach at his/her chosen time. Petra's view on this calls for reflection on pedagogical 'soundness':

> *...I know they (social qualities) come out automatically so I would not really plan. In fact, I think the PE lessons helps you learn about students. The fact that you do not actually plan for them before is good for you* (Petra)

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Findings from this first phase of the study suggest that, while teaching and learning about social aspects are brought across in various ways, this is mostly dependent on 'teachable moments'. This poses a problematic position. What if these unpredictable value-laden moments do not occur? The data show that social qualities are mainly dependent on unpredictable, improvised moments and the educator's ability to capture them. If social qualities are not planned for, since these are dependent on teachable moments captured by educators with a positive disposition to value-laden education, it transpires to be controversial to state that value-laden education is an essential educational outcome. Although differentiated and subjective philosophies celebrate professional autonomy and evoke a variance in pedagogical approaches which is educationally motivating, is there a level of variance which becomes unacceptable or counter-productive? Would some form of uniformity or structure be supportive in assisting educators to make the unpredictable perhaps more predictable, the autonomous less taken-for-granted and the abstract more tangible? Such questions will be considered in the following discussions.

5.2.4 *Implementing the Domain*

Within the interviews, teachers discussed issues related to the applicability and implementation of the social qualities in their teaching. Data shows that applicability is dependent on a number of factors, categorised as being: *administrative, structural* and *pedagogical.* For instance, lesson types and teaching units seem to determine which domains 'fit' best. From an administrative perspective, as Roxanne, Glenda and Ronald point out, class size and time for PE impact both frequency and quality of domain integration:

> *If they were smaller groups, you will be able to work more on the social thing but since you have a big class it is difficult to tackle each individual* (Roxanne)

> *The lesson is too short…we do not have a lot of time* (Glenda)

> *It gives you more chance to work on the social aspects if you saw the boys in form three (12-13years old) and then at sixth form (16-17 years old) it gives you more chance to work on other aspects* (Ronald)

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Student quality is another factor. Some teachers, for instance Kevin, spoke about catering for specific students' needs, using the social domain with students who need it, thus implementing the domain specifically with students who need this rather than as a common medium across all classes:

> *…other classes which are socially less competent...there you have to pause a bit and tap a bit more, give more space where they can work socially so you have to adapt according to your class* (Kevin)

The subjective dispositions and understanding of domain use came across in teachers' interpretations. Reflection-in-action processes are evident in improvised decision taking such as in cases where teachers such as Ben and Kyron, amongst others, *'allow for teachable moments and improvise'* (Gillian).

> *It comes out naturally and when I notice that there is cooperation taking place I emphasise cooperation, but I do not say listen today I am going to do a lesson on cooperation. They come out.* (Ben)

> *I do prepare things in mind...but I am an improvising person there and then* (Kyron)

This element of unpredictability, in contrast with pre-planned written outcomes, gives this domain uniqueness. It transpires that the social qualities come to life in pedagogy across teachable moments which happen automatically. This is the medium selected for social teaching and learning. I argue that this approach necessitates an ability to select, focus and analyse moments of value which come across sporadically. This necessitates experience as well as ability. Since this uniqueness lies within abstract wonderment could this be 'side-lining' this domain as an area of lesser importance? This emerging concept is discussed later in relationship with the abstractness of the social domain (see section 5.6).

The PE topic being covered determines the qualities which could be selected for implementation. Teachers look at the different areas of the PE curriculum as specific and appropriate for transfer of specific aspects from the social domain. For example, in this study, teachers referred to team-building as an area which is tapped at the start of the year as this is looked upon as a *'structured area which teaches how students should behave and act'* (Kyron) and gets the class to work together and help each other. Areas such as Dance were also perceived to be activities that are more open to social qualities (Nicole,

Grace) and that allow for student voice, leadership qualities and helping others to come out more profoundly. Games, too, provide for ample discussion, cooperation and communication since such contexts promote *'relating and facing others'* (Ronald) as well as provide a medium to promote respect. This same context provides opportunities for creating social encounters and two-way interactive feedback patterns, as well as the opportunities of getting to see student qualities. This interaction is looked upon as an experience which goes beyond acceptance and working together. Teachers also talked about integration. For instance, Kyron, Grace and Anton see the social domain as coming across through a variety of topics. On the other hand, in swimming, which is an individual sport, qualities like self-direction and self-control are more prominent:

> *In team games the social domain comes in a bit more, as in games there is more communication, there is more talking between them* (Kyron)

> *Like in dance, you can plan for this. I can say that I am not going to teach the pathways and directions but through this they are co-operating...it can happen sure* (Grace)

> *Usually the first few activities I use team building activities so that if something crops up (a behaviour I do not like), since it is a much more controlled environment I can tell them that it is something I do not agree with* (Anton)

In light of these findings which position the social aspects of learning as dependent on arising teachable moments, fitting social qualities within specific PE contexts as a reflexive emergent analytical concept, seems to expose a subtle need for structure; a drive towards some form of uniformity and tangible social experience. This need for structure is echoed both in practical pedagogies which try to fit in the social qualities, as well as other practices used by teachers which in different ways emphasise the social domain. Interestingly, this subtle need for tangibility mirrors the similar need we (research participants and myself) experienced prior to the TPSR implementation phase (Phase 4) where unpredictability and fear of the unknown framed what was to come (see section 4.8.2).

5.2.5 *Structured practices*

When discussing the social domain, teachers described different types of practices through which social aspects in PE are proposed. These include 'debriefing' sessions (e.g. parents meetings, counselling encounters and guidance), Personal and Social Development (PSD) lessons and one-to-one talks. Teachers also referred to cross curricular activities such as thematic weeks and cultural activities. Social qualities seem to be practised across these 'hands-on' experiences.   This stands to show that socio-educational value, although subjective in interpretation and varied in content, is presented across both structured and unstructured approaches.   However, contextual variance and limited PE time impinge negatively on teaching around the social domain. Since different PE content is presented across various educational levels and syllabi, within this diversity, uncertainty through a lack of specific outcomes comes across (Petra). This variance and contextual flexibility, which should celebrate autonomy, depth of subject and creativity, is further accentuated with the subjective philosophical underpinnings of educators.

The limited time allotted to PE, inevitably determines what is to be delivered in the subject. The 'physicality' of the subject, as indicated by Margaret, Connie and Kevin below is the prominent encultured domain. This is complemented with the recent popular drive to include more regular physical activity to combat obesity and sedentary lifestyles. This limits the possibilities of exploring domains beyond the physical. It is agreed that a more holistic PE experience would only be possible if more time for this subject is scheduled.

> *The focus is so much on the students need to be active...there is so much of that drilling* (Margaret)

> *I prefer to go on the physical since they are very inactive during school hours, there is also the issue of obesity, so for me the priority is to make them move* (Connie)

> *Unfortunately, from year nine to year eleven they only have one PE lesson a week, so when they come for the PE lesson they would want to move...* (Kevin)

Subjective variance in domain interpretation is evident in pedagogical choices. Two schools of thought seem to frame pedagogical direction. On the one hand, teachers respect the strong medium of the respective groups they are working with and use this medium to guide their pedagogies. For instance, as Ronald, Petra and Nicole suggested, if the social skills of a specific class are well developed, then group work and team work are used. Although, in the below cases, as pointed out by Petra and Nicole, exploiting social ability levels for educational purposes is advantageous, this mindset also means that the social qualities would not be provided in contexts where social skill levels are below the expected subjective norms. In other words, teachers use socially engaging teaching media only with students who possess adept social skill levels.

> *You can get students who are more social, so the social aspect can be pronounced* (Ronald)

> *It is very different in one group than another. Last year a particular group were really good in the social domain. I would not imagine doing the same lesson with another group as they are so different* (Petra)

> *You are trying to teach something and depending on the type of students you have, example; you have a class and they are good so you can go through all these phases* (Nicole)

On the other hand, and in contrast with this approach, other teachers relate more appropriately (from an educational perspective) by seeing that students are challenged in areas they need to develop. From this perspective, if the social skills are weak, then exposure to social experiences would be necessary and appropriate. As Kevin noted:

> *With classes which are socially competent, you can focus on the physical domain more, in cases where classes are socially lacking, these need to be tapped and more space needs to be given so they can work socially. You need to adapt to your class* (Kevin)

These divergent philosophies echo a problematic approach to tackling educational realities related to meaningful approaches. Within the interviews, teachers commented that they brought across social aspects through debriefing and verbal instruction. For example, by

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making students aware of what they are doing, emphasising the value when it is performed, informing students at the beginning of the year about respect, and encouraging students to respect rather than argue or fight. Here, teachers rely on 'telling' and 'informing' as methods to teach. This resonates with Hellison's (2011) perceptions on indoctrination, which reflect superficial rather than authentic or genuine engagement. In contrast to this pedagogy, other teachers such as Charlotte and Nicole lend themselves to a more reflexive approach by using some time during the lesson to reflect on issues when these teachable moments arise. Some examples included them reflecting on comments made during the lesson, discussing emerging issues, using questioning techniques during specific actions performed and reflecting on decisions taken.

> *If I have a student speaking to another not in the best way possible, I ask the person, 'do you think you answered well?' I like making them think a bit not telling them that's wrong and full stop.* (Charlotte)

> *When it happens (inappropriate behaviour) I ask 'how do you feel if someone says that to you?* (Nicole)

Darren, whose responses could be seen to position him as a socio-value-laden educator, reflected on reactions of his students to his verbal instructions. He argued that authentic educational experiences are not reflected when students respond to your interaction simply because they are expected to (encultured to) but, when they respond out of a genuine interest to the task at hand. The relationship between pedagogical choice and the subjective value dispositions of teachers emerged as a reflective thought across analysis. Are reflective practices more appealing for teachers (such as Darren) with positive socio-value dispositions? Darren, intentionally (as opposed to an automatic, or subconscious action) adapted the rules of a game to induce social objectives within his lessons. As an example, during one of the lessons I observed, he reduced the number of balls from a self-designed version of the game of prisoners to emphasise the quality of sharing. In line with this perspective, Darren implied that social skills are more likely to emerge at their own time, pace and thus to some extent automatically. Hence, adaptations to game concepts could help bring out social qualities. Similarly, Alex brings in this approach across his practice:

Instead of giving a ball for everyone I give one ball for every four students, so they include others. I hate giving a ball each as there is more individualistic rather than social action (Alex)

Teachers proclaimed that actions which include the use of collaborative work as in group and pair work, as well as empowering students and providing reinforcement at times even through one to one relational time, all help in bettering relationships. Actions which accentuate relationship building and which come across within teachers' reflections and practices (as seen in Roxanne's, Jurgen's and Adam's words below) include; instructing at students' levels, doing class huddle calls at the end of the lessons; catering for students' needs; organising activities within and outside school; listening to students' feedback to plan; and using students' potential and providing conflict resolution opportunities.

I work to better a relationship. If I do not have that, I cannot give all my input (Roxanne)

The ones who are really good at helping others I try to use with the ones who are not good at something (Jurgen)

Some of them could choose to go jogging on the track instead of playing football...for these ten minutes I give them an option... (Adam)

These diverse pedagogies are evidence of how students are being exposed to varied practices by which social domain experiences are put across. Due to this broad scale of variance, some form of structure or guide, which is an emergent concept echoed in how teachers culturally compartmentalise social qualities across the different areas of learning, could be helpful in addressing social educational qualities. This dilemma which captures the tantalising relationship between systematic and flexible approaches is echoed across various sections across this thesis.

The sections above addressed issues pertaining to the knowledge, perceptions and implementation of the social aspects in PE. The discussion ensued led to the emergence of the core concepts which came to life via a story in the final phase of analysis (see section 4.11.2, figure 12). Powerful concepts, categorised as enculturation, environmental impact, teacher and institutional subjectivity as well as school realities became accentuated, reinforced and refined when exploring the challenges teachers faced during the implementation of this area of learning. The coming sections present a detailed narrative

which looks at these challenges and draws these together to show the multi-relational position of each of these core concepts (refer to section 4.11.3, figure 15) and how this holistic perspective provides an understanding of this intricate phenomenon under study.

5.3   Enculturation

The social qualities are looked upon by some teachers as being set outside the PE teachers' educational remit. This echoes subjective variance which frames the educators' content for instruction as well as the compartmentalising effect of content driven pedagogies. Teachers such as Catherine and Kyron, for example, looked at these (social qualities) as categorically falling under others' responsibilities:

> *You are like a guidance teacher, for these things you become more of a guidance teacher. I do not think these are things which can actually be taught like you teach sprints* (Catherine)

> *Nowadays there are the PSD teachers who take care of these issues (the social). In our school when we have difficult cases we refer them to the PSD teachers where they have meetings with them* (Kyron)

From a cultural perspective, since PE teachers have been mainly or solely associated with the physicality of the subject, this philosophical sedimentation impacts not only the individuals providing the teaching but the pupils on the receiving end. Pupils, as a result of this, and as evident in the teachers' reflections below, do not expect the social qualities to be addressed in PE, hence they do not (always) take them seriously:

> *They (students) are not expecting you to teach them this so they are more of a barrier. They do not expect the teacher to teach this stuff so even if you address it, they do not take it seriously, or does not stick in their heads* (Catherine)

> *Both the teacher and the student have the impression that it is all based on the physical so automatically it (the social) is disregarded cause we want to push the physical so much rather than cause we do not want to implement it (the social domain)* (Margaret)

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Some teachers show concern about compartmentalising education. Aligned with Jurgen's perspective (below), they feel that the social qualities do not belong to any subject but need to be put across educational contexts as a cross curricular theme:

> *I believe it is not just in PE, in all subjects... It is not subject specific, I believe it has to be one of the basic subjects one of the fundamental things that you have to start off with.* (Jurgen)

Evidently, enculturation impinges with power on education. It manifests itself in the way PE culture moulds teachers' responsibilities, shapes the subject and the way this subject is viewed by the learner, and dictates what lies within its educational remit. This reinforces the power by which organisational socialisation impinges on teacher practices (Lawson, 1983). Enculturation itself judges educational qualities seeking to move in, as qualities of no value or importance. An example of this is brought across by one of the teachers showing a positive disposition towards social values:

> *What happens is that we talk about them, then suffocate them (students), without giving students a chance to lead, a chance to fight and make up... In life they will be doing this... Do we need to choke it and try to control everything that is happening?* (Kevin)

This educator showed concern about the fact that teachers '*suffocate students*' as they are so concerned about control that they disallow real life situations to unfold.

5.4 Environmental Impact

The teaching and learning environment, another emergent concept with strong explanatory power, came across vividly as a major challenge for teachers in bringing across social quality learning. The different and varied environments challenge social learning. This variance was evident in teachers' perspectives on schools as institutions for transmitting social education. Some teachers argued that students get on well within the school environment itself, others such as John, Sandra, Adam and Alex, talked about how undervalued these social values within the school context are. For example:

> *I always had a positive approach to education as I love what I do but the problem is working in an environment around you that is against these values* (John)

School environments were depicted by some as contexts which not only fail to promote social learning, but because of their difference from outside school environments, provide contrasting and conflicting social experiences. Teachers were critical of the educational settings and described these institutions as structures which act '*against these*' (social values) (Kevin). Teachers spoke about '*class confinement*' and '*pressure of the chair*' (Bertha) experiences as a praxis within highly populated, academically driven systems which promote academic achievement in a competitive manner. Kevin's reflection below is an evident assertion for anti-social settings:

> *Unfortunately, there may be some competition between heads and principles of colleges...competition with our neighbouring school... we have to get better marks...it limits where I can work on cooperation, to give space to students to try things...* (Kevin)

Teachers see inside school and outside school environments as two diverse and opposite contexts. School environments are referred to as 'formal settings' within which such formality disallows qualities attributed to the social domain to unfold effectively. Teachers' interactions reflected a lack of confidence and assurance as regards to schooling as the body significantly responsible for social learning. Data shows that educational institutions are not necessarily the bodies which equip students with social skills. For example:

> *The ones who are socially strong, I have the feeling that they have acquired it...it was theirs, they owned it before coming to school* (Jack)

> *So it's not like okay I go to sport and I learn the social skills which I do not think that the pediment is in the sport but the family and home environment* (Nicole)

'The system', a term used by some teachers (e.g. Kyron, Peter, Adam, Sandra, Nicole) to describe the educational experiences within local educational settings and its negative impact on educational potential, seems to impact future teacher development. Worryingly, Anton brings across a superficial perspective to learning and education:

> *When student-teachers come, they do a lot of group work, but when they become teachers, they forget and go on with chalk and talk* (Anton)

This encultured practice shows how superficial educational practices become, once teachers encounter workplace socialisation and fit within 'the system'. This system becomes the praxis of the educational institution within which the same praxis is nurtured. Emergent concepts, echoed in teachers' comments below, show how school enculturation, evolving around issues related to management, numbers and structures, fails to promote meaningful social experiences:

> *One of the biggest problems would be the enormous number of students in certain schools. I think it was a mistake to go for bigger schools. I think there are too many students* (Kevin)

> *Some teachers do not want to go over these (values) as they take a lot of time* (John)

> *There is too much volume of work to be covered for anything extracurricular to be done so let alone...I wouldn't imagine that teachers would be focusing on these things (social aspects) in class* (Jack)

The participant teachers, on the other hand, looked to environments of a more informal nature as contexts which promote more opportunities for meaningful social learning (e.g. Adam, Ronald, Darren, Margaret, Bertha, Peter). Less formal settings which could be both within school (drama, break time, PSD and prize days) and outside school (after-school activities and outings) were all described by teachers as environments which accentuate social learning and are more conducive to social domain practice. These informal settings, as suggested in figure 20, offer a more relaxed setting which offers better opportunities and a '*chance to communicate*' (Peter). Within these informal settings more opportunities for voices and choices are provided. Furthermore, a '*more relaxed environment allows teachers to get to know students better*' (John).

Figure 20: Formal vs Informal environments
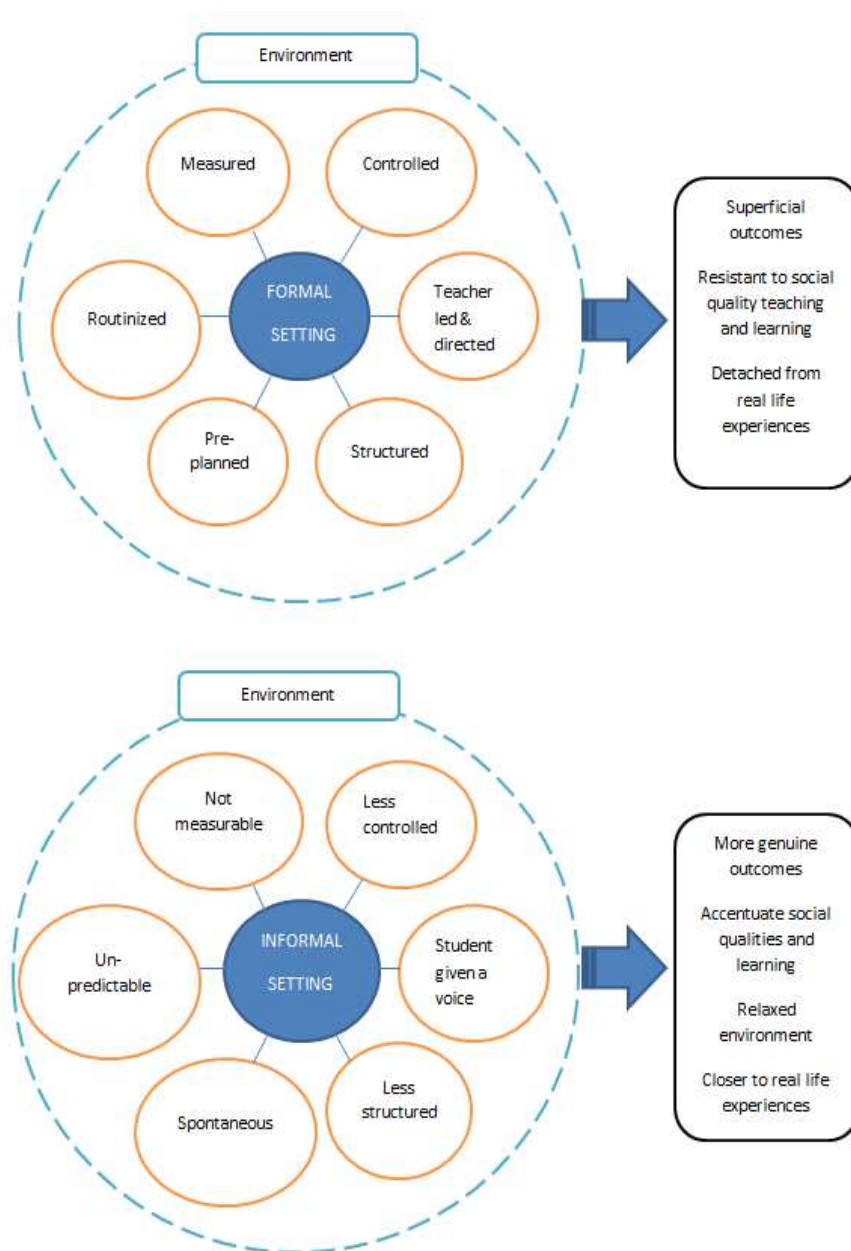
In environments which are selected by students themselves (e.g. football training after/outside school or studying PE as an optional subject) in contrast to compulsory PE and other imposed learning settings, respect and responsibility become more prominent. This further suggests the evolving need to put the learner at the centre of educational programmes and mirrors student empowerment as a necessary educational quality for meaningful TPSR implementation (see section 6.3.1). The informality of a social context, in comparison with the formality of 'the system', is celebrated by teachers and appreciated

as conducive to social learning. Bertha's argument (below) for instance, echoes the works of Lee and Martinek (2009) on the teaching methodologies adopted within formal and informal settings, in particular the importance given to group and cooperative teaching within the after-school programme and the 'separated desk' culture in school settings which highlight individual 'mind your own business' philosophy engraved within competitive targets:

> *In outings these (social qualities) come out more as they (students) mix together much more, (they have a) chance to communicate, chance to get to know more about their characters, whom you go along with or not. (In) after-school activities, outings, these (social experiences) happen more* (Bertha)

Some teachers (e.g., Kevin and Darren) who showed a positive disposition towards social learning, showed a concern for this lack of social experience. They proclaimed that students need to socialise and need to learn how to communicate better within a time where values are becoming less important. They went on to recommend that these social experiences should be prioritised within education. The social qualities are hereby seen not only as qualities of importance, but qualities which should be at the start of the educational journey. This philosophy, it was suggested, calls for collegiality: '*teachers need to work hand in hand*' (Margaret) and the need for teachers to feel part of the school and '*own the school*' (Adam). It was argued that working on the social qualities with students was futile, if these same qualities were not evidently practised and reinforced amongst and between staff and administration colleagues. Roxanne's and Anton's comments highlight this contradiction:

> *I work to get the group (students) close to me, that is something I work a lot on, but then you have problems with other teachers cause at school you become popular and the other teachers would not like that.* (Roxanne)

> *There are rules that you may think are important but other teachers may not, so it is hard to understand what teachers expect from you… there may be difference between one teacher and another.* (Anton)

Interestingly, the phase one data portrays a relationship between teacher empowerment and performance. As stated by Darren, in contexts where teachers are appreciated, this same appreciation motivates them to 'go the extra mile', to put in more effort in their work.

This could also mean divulging qualities which are over and above one's presumed responsibilities.

> *The more teachers feel they are part of the school, the more they will transfer these*
> *values* (Darren)

Although outside school environments have been looked at as promoting pro-social experiences, other perspectives were brought into discussion. Teachers related to experiences brought in by students from outside schools. As Catherine pointed out, the lack of knowledge and control over these outside school experiences, as well as a lack of methods in addressing such issues are highly attributable to the increasing challenges related to social learning:

> *The social domain is the hardest as this depends on the relationships with the*
> *people they deal with every day, they would have problems and you would not*
> *know or they would not tell you.* (Catherine)

In other words, the social skills students come into school with impact both plausibility and motivation with regard to teaching students around this area. This set of outside school experiences (inclusive of, for example, diverse family backgrounds, family traumas and personal relationships) when confronted with a lack of teacher knowledge on these issues, pose challenges of a high order. These challenges are further magnified across differentiation within the diverse school contexts. These varied contexts were briefly introduced in the previous chapter and are further unpacked in chapter 7. Further to this, schools host large student populations and offer varied syllabi, as well as work towards an expanding homogeneity, an educational milestone which on its own, induces socially challenging experiences (Roxanne). Moreover, the mega-challenge of '*motivating de-motivated students in phasing out school[3]*' (Darren), is anything but conducive to education let alone social education. In light of all these challenges, one questions the feasibility of planning to transfer social practices. In the face of all these challenges, '*you can throw this* (social values) *out of the window*' (Nicole).

Grounded in these emergent multifaceted challenges met in teaching the social qualities, one can conceptualise that teacher and institutional subjectivity, together with

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[3] Phasing out schools; closing down with the consequence of students and staff being re-located elsewhere

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environmental impact explain the ambiguity of the social qualities fitting within local contexts. I argue that these multi-faceted hindrances disallow effective and meaningful embedding of this domain as a valued educational concept.

5.5   Teacher and Institutional subjectivity

Institutional and subjective differentiation are echoed across various emergent issues. The assessment of the social qualities came across as one of these. Locally, although the NCF (2012) promotes holistic and formative student development, for many years education has been framed within an exam-oriented system. Along its history of implementation, this nurtured an 'assessment of learning' framework where assessments lead and guided learning. Within this framework, measurable (hence tangible) planned outcomes are prioritised.

Within the interviews, thirteen teachers stated that they do assess some elements around the social domain, whereas twelve others stated that they do not. Teachers who do not assess these elements stated that these qualities are difficult to assess. On the other hand, teachers who assess these in some way or other used varied and subjective methods. Qualities for assessment are generally either subjectively chosen with subjective marking and grading or agreed upon by the educational institution. A range of qualities selected for assessment were mentioned, with effort, respect and leadership being the most commonly cited. For example:

> *Up to date there is no standardisation, it's up to the teacher on how to do this mark, so I give some points on effort* (Adam)

> *Practically apart from the mark there is a comment written by the teacher. We take this opportunity to write about cooperation, but obviously not all teachers do that, some write about achievement others about this and that...* (Peter)

> *...effort, behaviour and skill. That's how it is structured from school* (Connie)

Again, the non-linear approach here reflects subjective and institutional methods of working which, although they embrace creativity, responsibility and autonomy (all valued

educational qualities) their effectiveness and educational gains are questioned. I argue that as much as contextual education promotes autonomy and subjective variance, these same qualities, within the PE context, can impinge negatively on what is perceived as educationally important.

Assessment practices are dependent on school policies as well as teachers' subjective agendas. School practices reveal a highly varied and subjective use of assessment policies. For example; some teachers establish a number of criteria which they select for assessment, some choose to assess effort and behaviour together with skill, while others refer to behaviour, attendance and participation. Schools also allow forms of assessment which reflect teacher autonomy. Some teachers choose their own qualities for assessment. '*We include fair play and respect*' (Kevin), *cooperation perhaps and obviously effort'* (Adam). Teachers' social value dispositions are mirrored both across the variance of methods undertaken for assessment as well as in the way they look upon assessment and its function in education. A variance in assessment weighting was evident among the participating teachers: '*I give a mark in general'* (Kyron); '*I give her an extra ten marks if she is a good leader and helps others*' (Nicole). Other practices included scoring overall one mark for social qualities, allotting thirty percent to these qualities from the global mark, allotting ten percent for effort, inserting a column for behaviour, and, more generously, '*having fifty percent for effort, attitude, behaviour and participation'* (Gillian).

The comments below suggest a variance in subjective dispositions. Some teachers, for example, argued that they feel they are not required to assess the social qualities, as these are not their main objective.

> *I do not do it (assess social qualities) as I am not required to…but if I am required to, why not?* (John)

> *I don't really think that they should be assessed* (Nicole)

> *…you are not truly 100% committed to these values…your lesson is about (example) shooting so I think at the end of the day...* (Darren)

Time constraint issues are brought in as arguments justifying the futility of assessment in PE. Since PE contact time with students is limited, this makes assessment of social qualities even harder since lack of contact time disallows teachers from getting to know

students well; a necessary requirement for social quality assessment, as pointed out by Adam:

> *How can you assess twenty five students in thirty minutes?... some, after two*
> *months I would not even know their names... If you had more time, example in the*
> *option class, I see them three times a week, I can assess these things (social*
> *aspects) much better* (Adam)

On the other hand, other teachers appreciate assessing these values as they relate this to educating for life outside school (e.g. Darren, Kevin, Gillian, Ronald, Adam, Kyron). As Kyron commented:

> *I give marks for effort and behaviour, if you are working in a company and you do*
> *not behave well you will be dismissed. So why is this (social quality importance)*
> *not required in schools?* (Kyron)

Some forms of practice show reflection on methods which add value to assessment policies. These are evident in teachers with positive dispositions towards social learning. As Margaret commented, collegial practices (e.g. teaming up with other teachers to mark and assess the social aspects) are examples which show refection on how to optimise and make up for the lack of contact time in PE experiences. Reflective practice, involving note-taking, journal keeping and talking to students and parents, are other practices which celebrate collegiality and building positive relations.

> *I believe sitting down with a student and discussing issues, one to one tries to get*
> *students a bit more aware...* (Kyron)

> *The only way that maybe you can measure it (social domain) is if there is an all-*
> *round view from all teachers* (Margaret)

In PE lessons, where activity and physicality are the expected and celebrated norms, teachers stated that students often see no value in marks scored for social skills. Within a predominantly summative assessment framework, social quality assessment is looked upon as a theme which is pointless and incompatible with the subject. The abstractness or lack of contextual substance of the social qualities make these same qualities difficult to measure. A number of teachers shared their concerns for a lack of specific criteria and

marking methods which compliments and adds to this abstractness and subjectivity which seem to undervalue this domain:

> *I do not think that it is something which can be quantified, as it is as abstract as you can say it is ... I do not think you can give this a number* (Anton)

> *How are you going to assess co-operation?...It is very subjective...How am I going to assess a student whether she cooperated ten or cooperated four? How can you quantify?* (Grace)

> *Assessment generally should be measurable, and I do not think you can measure the social domain, I think you can comment but it is always going to be suggestive* (Margaret)

> *We do have something at school which looks like a bit like this (assessment of social quality structure) we use a tick system... like a form teacher has to fill in a form for every boy on...forgot exactly what but it is a kind of assessment...* (Ronald)

Within a culture which empowers assessment as a means to differentiate between what is of educational value or not, having taught content which is not necessarily and/or categorically assessed, automatically demotes this educational content. This brings to duel the two concepts of enculturation and subjective value dispositions. From one end, encultured practices set the school praxis and ethos. Despite the subjective value orientations of the educator which may be conducive to or in conflict with this praxis, this enculturation reproduces itself and remains the path to follow. This explains my position and feeling at the onset of the study.

Teachers were asked whether they thought students, across their educational journey were exposed to aspects from the social domain. A mixed response was given. Eleven interviewees thought that students were. Only six stated that they do not think that this domain was catered for. Interestingly, nine interviewees were not sure. The 'modus operandi' and ethos of the different schools, as well as the personal subjective educational philosophies of teachers, may be the reasons behind this uncertainty.

Catering for differentiated learning within heavily populated classes is a mammoth task for teachers within local schooling contexts. This concern is emphasised in the frequency by

which teachers discussed this. When this educational challenge meets other challenges such as subjective teacher philosophies and pedagogies, differentiated settings across primary and secondary schools, all this becomes overwhelming. I argue that the multitude of challenges impact pedagogical decisions taken by teachers. Such decisions result in side lining areas which are judged or looked upon as being of lesser importance. These areas, as shared by Margaret below, consequently are the ones which are not strongly and concretely visible. I argue that because of this lack of concrete visibility of educational value in social learning, the social domain becomes perceived as abstract. This abstractness is thus a de-valuing cause of the social domain.

> *…but with the social, the teacher cannot plan for it as it is circumstantial. It goes beyond the comfort zone of the teacher… When we say communication and cooperation they are flimsy as words… They are strong and flimsy at the same time… How? What? When? What do you mean communicate? I feel it is a very much of a grey area* (Margaret)

5.6 Social Domain abstractness

Domain abstractness reverberates the overall ambiguity of the social domain. This ambiguity I describe as an absence of concrete and tangible matter, predominant qualities in other educational contexts. This abstractness is echoed in discourse around a lack of control, concreteness, security and structure. Teachers stated that they have; '*no control over it*' (social domain) (Glenda, Sandra, Margaret) '*no control over class interaction*', and that '*one cannot plan for it*' (Catherine). In contrast with the physical and the cognitive domain, the social domain fails to promote class control since the objectives are non-tangible, abstract in nature and '*circumstantial* (Margaret), thus pushing the educator away from their comfort zone (John). These subjective perceptions came to light in Darren's and Bertha's comments:

> *It depends on the teacher but maybe the social is the domain you least have control of due to the interactions between students* (Darren)

> *As I cannot write down respecting the rights of others if I do not know what's going to happen… you do not know what is going to happen in the lesson* (Bertha)

Data suggest that a lack of structure, concrete and tangible qualities impinge on plausible and feasible implementation of the social domain. These challenges are further accentuated by the teacher's subjective philosophies, differentiated needs and abilities of students, subjective institutionalised policies, environmental impact together with the enculturation of 'the system'. It is thus, not surprising to see that, within such diverse environments and subjective dispositions which fail to qualify social qualities as valued educational content, a promotion of a '*pass the buck'* syndrome as Margaret explained becomes unavoidable:

> *I think that is what is happening... we are all passing the buck, saying yes it's okay now they will learn to work in teams in the other class and they are never really learning how to work in teams* (Margaret)

Teachers take these social qualities and values for granted, 'side line' them as areas out of their remit, outside their responsibility and as someone else's work.

5.7   Conclusion

This chapter has outlined findings from Phase one of the study. This research phase met the objective of understanding what teachers comprehend by, and how they relate to, the social domain in PE contexts. The emergent core concepts explain that within a high level of variance and differentiation, even in the fundamental meaning and understanding of the term social domain, subjectivity becomes a consequence which echoes differentiation in practice and implementation. Teachers' subjective dispositions are further complimented by the subjective autonomy of educational institutions which nurture and convey their autonomous encultured practices. Encultured practice is not only embedded within practice itself but as Richards, Templin and Gaudreault (2014) share, school cultures and their custodial bureaucracies reinforce the status quo and inhibit change. This environment can inhibit model-based practices, specifically ones such as TPSR which enjoy a non-traditional perspective of PE. Subject specific as well as educational enculturation are emergent in curricular and administrative variance across the different levels of the subject. Time allotted for PE practice, the planning for this domain and assessment of

social qualities; all part of the systems fabric, dynamically impinge on effective social domain implementation.

Environmental impact comes across as another key concept which conveys the need for and necessity of a relaxed informality as opposed to rigid structures for possible positive social quality transference. School environments which culturally convey structured, educational experiences are looked upon as environments which hinder rather than promote social learning. Within experiences which are not bound in the system, within a relaxed informality, social learning and positive transference of these qualities become plausible. Present schooling is the product of years of sedimentation of educational policies which mirror school realities. The danger of enculturation lies not only in the seemingly mammoth task of change but in how this same phenomenon drives teachers and learners towards superficial as opposed to meaningful educational experiences.

An interesting reflective concept emerged from analysis. Data in this first phase of the study suggest that social learning and teaching are brought across more meaningfully through informal settings. On the other hand, the outcomes of social learning and teaching when positioned within schooling are not just simply critiqued but are looked upon as superficial and detached from reality. Despite experiencing this, the concerned educator remains attached to the system, knowingly providing non-meaningful education and by doing so enhancing prevalent cultures. In other words, the encultured educational praxis, despite critiqued and mistrusted, still remains the path teachers remain attached to. This explains the powerful hold of enculturation on the physical educator despite having a value laden disposition (see figure 21). Interestingly, within a system which celebrates systematic structure and tangible learning outcomes, the need to subtly structure the unstructured and make tangible the abstractness of the social domain for possible effective implementation comes across. From one end, teachers criticised rigidity, overt systematic and compartmentalised education within the system, while at the other end, data suggest a need for structure and concreteness in trying to bring these qualities to life and to give them value. I argue that if divorcing from the system is perhaps ideological, then exploring methods which could possibly sit well within a framework which promises flexibility, disallows overt prescription, but which elevates value-laden education may be a way forward.

Figure 21: The hold: The power of enculturation
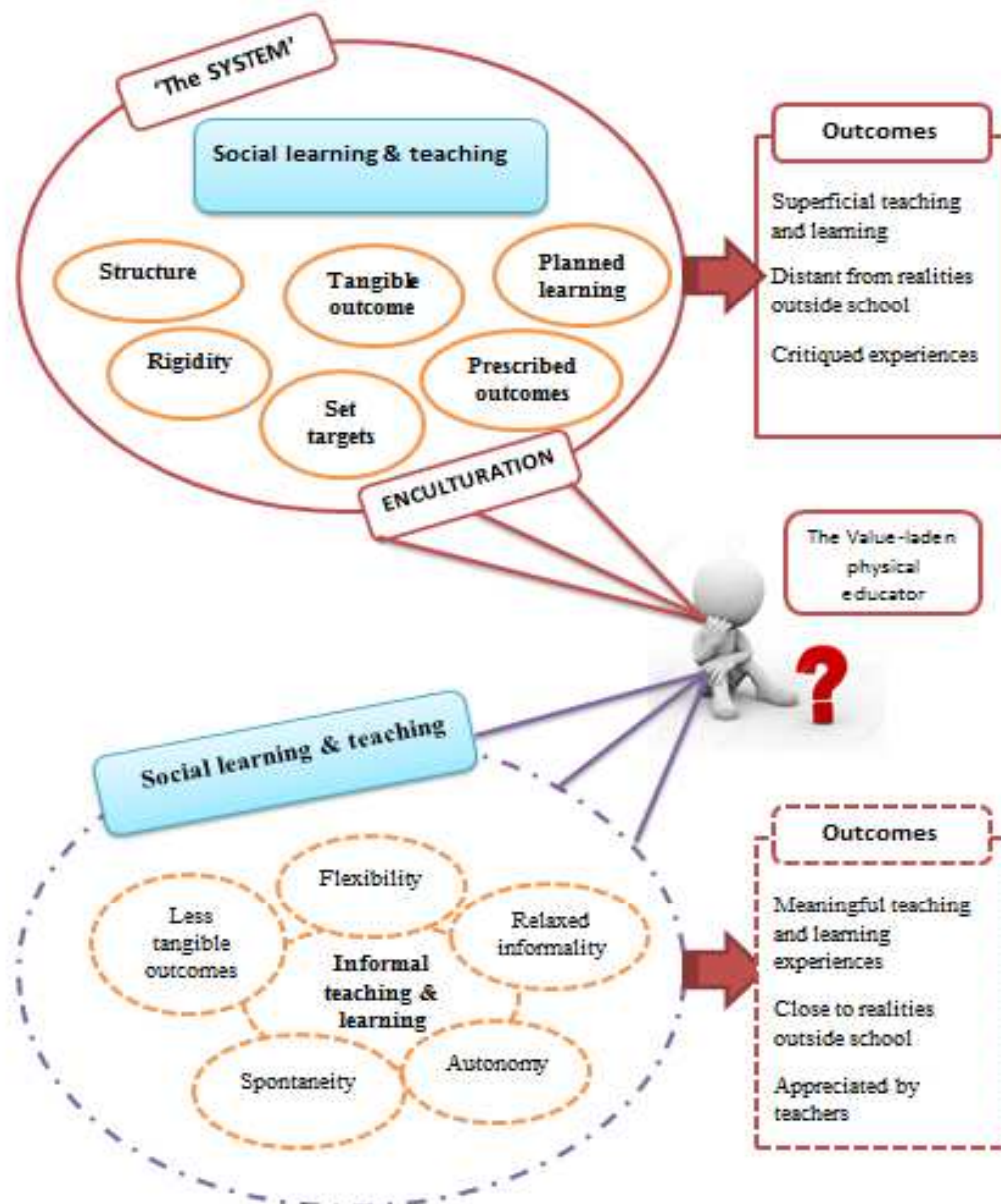
The overall abstractness of the social domain resists the system encultured in systematic education and urges teachers to step outside their comfort zone to engage with the social domain. Within a complex nexus of concepts, however, such practice may only be appealing to socio-value oriented educators. These educators are not immune to the multiple challenges arising across the presented concepts but because of their subjective disposition towards value-laden education, in other words their philosophical underpinnings, these values are wed with their pedagogies.

Chapter 6: Examining the TPSR Experience in context

6.1 Introduction

The previous chapter outlined findings from the first phase of this study and highlighted the teachers' perceptions and methods of application of socio-educational aspects. The emergent findings point towards the need to provide some sort of context to the abstract qualities of the social domain of teaching and learning in PE. This, together with a heightened interest in providing a focus in practice on a socio-educational experience supported and informed the second phase of the study. This second phase involved six case study teachers (all of whom had also been involved in phase one), who attended training on the Teaching Personal and Social Responsibility (TPSR) approach and then each implemented TPSR in their schools over a period of one academic year. Four of these teachers, Gillian, Daren, Sandra and Kevin, were full participants in the study, i.e. at the onset of the second phase of the study accepted to take on a full academic year implementing TPSR, participate in monthly meetings, and be involved in interviews and video/audio recordings of their PE lessons. Another two teachers, John and Nicole, could not commit regularly to the full research project (the monthly interviews and meetings as well as the video/audio recordings) but still attended a number of meetings, contributed to reflective discussions and implemented TPSR. As such, they were considered active members of the research group. Their valuable contributions to the study are thus also included in the following sections, which chart the shared experiences of teachers over one full academic year of TPSR.

My intention across the implementation phase was to explore the influence of this locally innovative pedagogy on the case study educators. My main focus was to capture a constructive perspective of these experiences; however, in light of 'subjectivity' as a powerful emergent concept across the various phases of analysis and findings, the individual and subjective pedagogical perceptions of teachers are looked in more detail and highlighted in chapter 7. The following sections will consider, specifically, how teachers perceived the TPSR model within their practice. Here, the educational potential of the model is celebrated via its flexible structure. Pedagogical and structural progression throughout the implementation phase, are presented across experiences relating to student empowerment and engagement and communication. The challenges met across

implementation which were often embedded within schooling systems, are categorised and discussed as contextual, environmental and pedagogical. Finally, the chapter explores the impact of TPSR by discussing the concepts of reflection, engagement and relationship building. Reflective rigour across implementation is captured in the arising queries around authenticity and/or superficiality of the overall TPSR experience.

6.2   The TPSR story

The following sections convey the practices of a lived TPSR experience, as articulated by the case study participants in this study. Following data analysis (see chapter 4), the emergent core categories (see figure 22) provided a clear and comprehensive understanding of how the teachers perceived TPSR.

Figure 22: The core categories
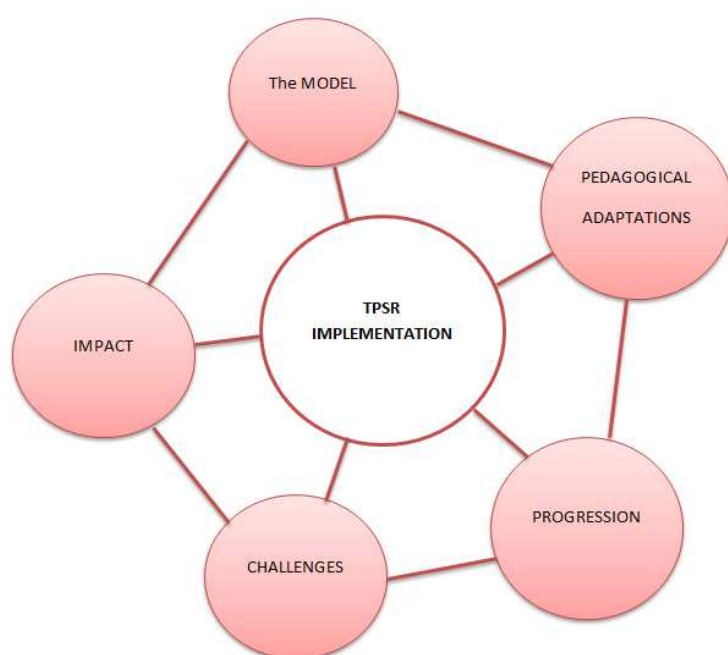
6.2.1   *The Model: A flexible structure with potential*

Within the data, the case study teachers often spoke positively about TPSR. Gillian, Kevin and Nicole, for example, described TPSR as a framework with structure that adds value to

teaching, one that makes the levels visible and clarifies the teaching elements taking place during lessons:

> *Having this like structure brings things out which I would have probably let pass, so it is helping me* (Gillian)

> *…(the model) is making me aware and more conscious than before* (Nicole)

> *…you give them an eye opener how to do it better … when I started to teach in this school I always felt that these values are tapped…and I felt like I am part of the school, so I tap into them as well. TPSR gives me a way how to do this* (Kevin)

It was felt that TPSR helped to isolate moments happening in the lesson which would otherwise be difficult to identify. It was suggested that the model structure helped make one aware of the qualities TPSR sought to address. In this respect, teachers looked upon the model as having educational potential. They suggested that TPSR might better fit primary school levels since in this way it is easier to build on practice across a number of years. The primary school settings, as teachers suggested, contrary to secondary ones, provide a structure which better facilitates TPSR, since the various subjects are taught by the same teacher as opposed to different individuals teaching specialist subjects (as in secondary school). Interestingly, this sentiment echoes findings of recent research which has suggested that the developmental needs of young children and the core principles of TPSR seem to be particularly well-aligned (Wright & Stork, 2013).

However, while structure was seen as helpful within the broad framework of TPSR, teachers also appreciated the practical level of flexibility in lesson formatting and the ways the model could be adapted according to age. Similar to what Hellison (2011) proposed, the group of educators looked at the model as a helping guide rather than a rigid structure (or blueprint) to adhere to. This element of flexibility is complemented by the unpredictability of the same model. In light of this unpredictability, teachers felt the need to be 'alert' during the lesson. Whilst they may have planned for specific levels, the actions of the pupils in context may mean that other unplanned levels emerge:

> *You have to be ready to (react to) what happens…I might do the same lesson with form 3s but different values might come up, so you can have a framework, but then each lesson will tackle different things* (Sandra)

As much as the unpredictable elements arising out of the lesson are educationally loaded and thus welcomed, it is also evident that this same unpredictability causes uneasiness and concern. A lack of confidence in tackling the unplanned may be one cause of this uneasiness as the following quote indicates:

> *The things which pop up during the lesson...things which you never expected to happen...and you do not know exactly how to deal with them* (Sandra)

Within their discussions, teachers prescribed a number of pre-requisites which they felt supported and facilitated TPSR implementation. They commented that, since some areas within the PE curriculum are more conducive to specific levels in the model, these could be pre-determined, selected and grouped. In other words, levels in the model could be categorised depending on their 'fit' across the different areas of the PE curriculum. As Darren comments:

> *At the moment, since I am working on health, I focus on effort and respect, which I see to be more related to the subject.* (Darren)

Since this pedagogy was innovative within the Maltese context, participants felt the need to identify several tacit examples which could be related to the transfer of levels outside of school settings. Teachers suggested that they would feel more comfortable if they could have pre-set examples of value transfer to relate to within lessons. One particular concept which teachers related to as a necessary pre-requisite for effective TPSR implementation was the notion that teachers needed to be willing to cross over to the 'discovery threshold' (Mosston & Ashworth, 2002). It was evident that the teachers could not see a systematic fit between effective TPSR and more conventional teaching styles (e.g, directive styles) as the model itself seemed to have obliged the use of more empowering teaching and learning styles (such as reciprocal, discovery and delegating styles). Similarly, Beaudoin (2002) reinforced a basic mastery of teaching skills as a pre-requisite for TPSR implementation.

Although the teachers celebrated flexibility in the model, they found solace in structure and in the possibility of organising TPSR across the different areas in the PE curriculum. The bond between the educators' work and the needed structure became apparent across the implementation process. From a structural perspective, progression in the application of TPSR was, at times, subjectively perceived. For example, Nicole looked at scaffolding as the way forward for progressing TPSR. She expected the class to progress, adapt and

engage with the model in a smooth, progressive way, something that echoes traditional and conventional practice. However, this was not always the case:

> *I tried to move on to the other levels like self-direction, as soon as you switch to another level, respect and self-control...bahh...forgotten...so I still feel I have to mention respect twenty times in order for the lesson to be able to run smoothly... like we did six lessons on respect and included self-control both together, they match well, then when I am trying to work on self-direction... Respect like is lost again... I have to repeat respect six, seven times in lesson* (Nicole)

Different perceptions articulated by the participants showed diversity in how and at what level teachers engaged with the model. For example, both Nicole and Darren shared the notion that TPSR is a model which may be profitable for students who lack social skills but may not be useful for students who are already socially literate. As Nicole discussed:

> *...some are there (social literacy) and some are not...you have to do this (model) with the ones who are not* (Nicole)

TPSR progression and development (see section 4.12) was captured across three emergent concepts which I unpack in the coming sections: structure, student engagement and pedagogy.

6.2.2   *Pedagogical progression*

Teachers' perceptions of TPSR as a model changed as they gained confidence in its use and applicability. Initially, the model was seen as a useful vehicle through which conflicts between students might be resolved; in other words, it was viewed as a behavioural management tool (Hellison, 2011). Indeed, Darren seemed to perceive conflict in class as an opportunity for TPSR to be used, whereas if all was good and well it was deemed unnecessary:

> *Up to now I had two lessons. Maybe the topic I am doing is not helping for TPSR to come in, as there are no clashes between students since I am doing fitness* (Darren)

During the initial stages of implementation, teachers shared the concern about how students seemed to conflate the physical and social domains and often failed to divide these two across discussion. This inability to distinguish between these two domains was looked upon by teachers as an educational outcome failure. They related to this as unlearnt or unsuccessful delivery of content or even as student inability to make proper connections. Sandra's and Darren's comments below show this perceived failure of students to relate to the domains at an expected level. In light of the different PE outcomes TPSR promised, this situation could be presented as a challenge faced when innovation pedagogies are introduced.

> *We did the warm up, a chain tag, and then (I) asked why did we do this part as a warm up (I intended the social skills) they started talking about physical competencies ... I said okay that is physical...I asked what about the social...and I had to spoon feed. I asked why do we do this not individually? Why together? They were running separately during the chain tag...they could not understand the link between the social and physical.* (Sandra)

> *'...you will be expecting one answer...I am going around TPSR and they say.. we did the dig'* (Darren)

> *"... I did lots of individual work first, plank and stuff, and then in pairs...and I ask okay what did we learn? (expecting to receive answers like helping each other or working together) (student's reply) 'We learnt not to give up...effort"* (Sandra)

Initially teachers shared the pre-set planned levels with students during the awareness phase of the lesson. Eventually, however, teachers felt that it made more sense to refrain from sharing these with students as it was deemed best to allow students to elicit the levels as these emerged rather than having these verbally presented to students beforehand. I will return to this pedagogical adaptation as a means to accentuate student engagement levels at a later stage. This progression celebrates two essential characteristics; it projects the practice of reflection on teacher pedagogy as well as the effort made by teachers to inject motivation and further engage students cognitively. By doing so, teachers felt that they could promote more genuine student engagement with the levels. This adaptation echoed the progressive growth of student empowerment.

Over the course of the implementation year, teachers experienced a perceived improvement in the quality and level of student discussion about the TPSR levels, including discussion around transfer of levels outside school and PE contexts. Through discussion, teachers stated that students familiarised themselves with the format and objectives set by teachers. The model's impact on the thought processes and practices of the teachers both during the lesson as well as in other contexts may be explained in terms of the stages of development across skill learning in PE (Fitts & Posner, 1967). Similar to how learners progress along the cognitive, associative and autonomous stages of skill learning, the case study teachers progressed and became more confident with TPSR which gradually became 'part and parcel' of their pedagogies. The teachers claimed that students needed time to be able to make the transition from theoretical understanding of the levels to their eventual application. As Kevin noted:

> *They (students) know what they are supposed to talk about, but when they come to the lesson, and they start the games, 'addio'(good bye) effort and team work, they forget everything we would have talked about* (Kevin)

6.2.3   *Going into 'TPSR mode'*

The reflections shared below by Sandra and Gillian illustrate how the case study teachers eventually engaged with the TPSR levels throughout the lesson planning stage and after the lesson:

> *Even with the form 3s, without knowing, when I see unwanted behaviour I go into the class and talk to them. In this incident I asked the class, 'girls don't you have any self-control?' Then I do about two minutes of TPSR* (Sandra)

> *It was just one of the warm ups I do... I did not really think about it...just let them do it themselves like I would normally do...this time because TPSR was in my mind, I said 'ok let's try to encourage each other and try to push ourselves as much as we can', so effort and cooperation came in then whereas last year I would just let them do it individually you know* (Gillian)

This state of mind carried over into other PE classes as well as into non-PE contexts. The data indicate that teachers found themselves initially shifting pedagogies, i.e. using TPSR

pedagogy specifically with the TPSR selected class. However, eventually TPSR pedagogy was brought across through other classes and even outside of the PE context. As Kevin explained:

> *Last time I was teaching a lesson (at a post-secondary school) it was the end of the lessons and I went... is this respect guys? So, you are leaving the lecture hall and tables all dirty is this not disrespect towards the cleaners who come in after you? I was like...where did this come from?* (Kevin)

Teachers felt that they were continuously '*fishing for moments*' (Nicole) throughout their delivery as well as subconsciously merging PSR in all activities they did. Gillian's comment below indicates the cognitive demand placed on her throughout the implementation phase:

> *I have to go in with the mind and at times it is so weird, I mention one thing and then I mention another and I am thinking, like I need to chill out, sometimes I got to take a step back and not think too much about it (TPSR).* (Gillian)

The increased and popular use of one-to-one relational time outside the class context supported this pedagogical shift. This TPSR '*automaticity*' was evident in ways TPSR pedagogy poured outside their pre-determined contexts (the selected class) and into others. This broadness in PSR practice, interestingly, celebrated the transfer of levels not simply as prescribed within the model's structure (remembering that an outcome of TPSR is for students to relate to and apply the levels outside the school context), but as a more 'natural' transfer of PSR across other PE classes, different subjects as well as amongst school staff within the same educational environment. This dynamic aspect promoted the transfer potential of TPSR via contexts which reach not just further (outside school) but also wider (within and across) contexts. The model's progression complemented the progressions in methods teachers used to adapt the model to fit the needs arising within the different school contexts. These adaptations were portrayed in changes made to both model structure as well as pedagogy.

6.2.4 *Structural progression and adaptations*

Hellison's (2011) principles which state that TPSR does not entail the educator to change, but adapt styles of teaching, framed TPSR planning. Drawing on this, during the planning of TPSR lessons, the same schemes of work used in the previous academic years were utilised. Teachers stated that the only adaptation to the old schemes of work was in the area of assessment as this had to be adapted to reflect the rigorous TPSR content carried out throughout the year. During TPSR lessons, because of their nature, teachers were exposed to more than just the pre-planned levels. Because of this, teachers felt the need to focus initially on no more than one or two levels per lesson. The frequency by which levels emerged throughout the lesson was described as overwhelming. Teachers gradually introduced one level at a time to aid understanding as well as initially echo a conventional systematic pedagogical approach. This cautious progression was also mirrored in the gradual empowering of students and pedagogical methods used by teachers. For example, it was seen in how Sandra initially worked individually, before moving into pair work and finally group activities as the following quotation illustrates:

> *(On) Monday I did fitness and I did only individual work, so next lesson I will put them in pairs or in groups so they can see the difference between practicing individually and in pairs.* (Sandra)

The TPSR lesson structure depicted in section 4.8.4 (figure 28) and revisited in table 16 included an awareness talk at the start of the lesson during which the targeted levels were shared. This was followed by a number of activities within which PSR was integrated. A reflection time period was also planned as a closure activity. During this time, apart from reflection on the application of the pre-set levels throughout the lesson, transfer possibilities of these levels outside the PE context were discussed. This was the pedagogical structure generally followed by the TPSR group at the start of the TPSR experience. Eventually, this changed to suit and fit the growing needs of the teachers and students.

Table 16: Pre-set TPSR lesson structure
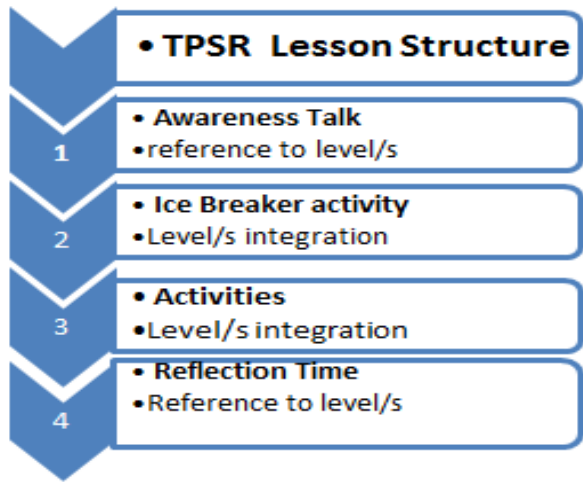
The 'structuring process' within the lesson planning phase came across in the efforts to seek rich PSR activities to fit the lessons. This mind set channelled teachers towards a systematic approach. Teachers sought structure and 'fit' by reflecting on possibilities of linking the levels to the different areas of the PE syllabus. A major structural adaptation to the model made by all teachers was the choice of omitting the awareness talk at the start of the lesson (Kevin, Sandra, Gillian, Darren). Teachers argued that since students were eager to be active yet had limited time for PE; a local contextual challenge (see section 5.2.5), the need to indulge in immediate physical activity was necessary. This adaptation to the lesson format was further supported and justified through pedagogical and reflective reasoning, which aspects are delved into in the following section. As Kevin noted:

> *I do the awareness talk after warm up so immediately they warm up... if when they come they start talking again after a full lesson, then it will be too much* (Kevin)

6.3 Pedagogical adaptations

Throughout the implementation period, pedagogical adaptations occurring within the 'in-action' phase were identified. These reflect the changes to the methods used by teachers to help them implement the model in ways they felt most appropriate to their contexts. Figure 23 depicts the pedagogical changes highlighted by the teachers. These are now discussed in turn in the following sections.

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Figure 23: Adaptations to pedagogy
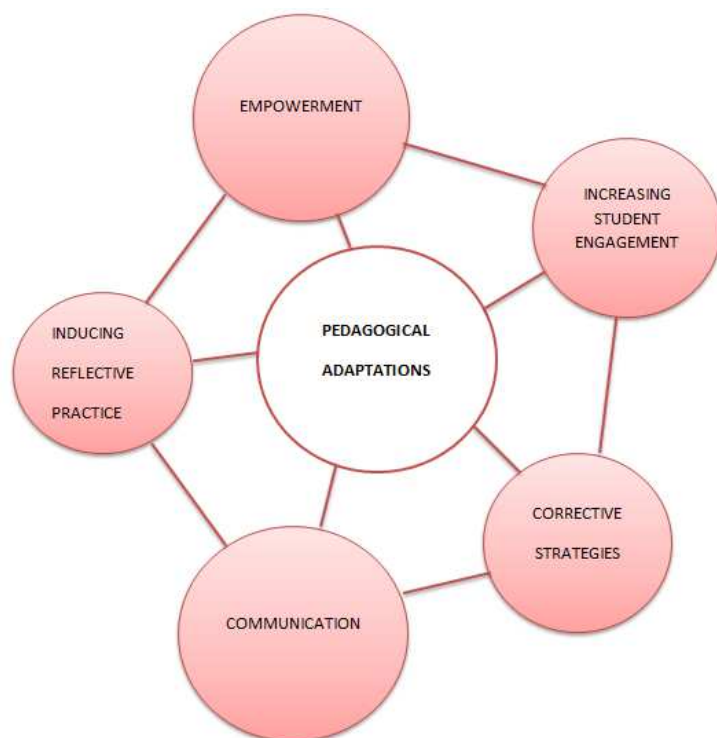
6.3.1   *Student Empowerment*

> *I am using empowerment across all the classes now, even in assessment, I told the*
> *prefect[4] to prepare the papers with students' names and music to use and she had*
> *everything ready for me. The students started the assessment and gave me a mark*
> *for each group. This took me twenty minutes whereas before assessment dragged*
> *on for two lessons.* (Sandra)

As the quotation above suggests, the case study teachers often felt that students were gradually and progressively empowered over the course of the implementation year. It was noted that teachers moved from presenting simple group tasks to tasks which necessitated student-centred protocols such as peer, group and self-assessment. Teachers felt that the lesson started to 'belong' more to the students whilst varied roles such as classroom management roles, were disseminated to them. Across the implementation

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[4] A class prefect is a role given to a student by the class teacher. This role empowers him/her in doing tasks to help support teachers work. This role is generally passed on to different students to help share leadership experiences.

phase, student empowerment progressed in ways which fed into how teachers reflected on their role as educators. As Kevin pointed out:

> *I could walk out of the class and the lesson can continue on its own.... after you stop them you do the reflection time but for those 15 minutes I was there for nothing... You remain there and feel like I need to say something like "look how you are throwing the ball.* (Kevin)

Since the level of empowerment was subjective and dependent on the school cultures as well as the teachers' pedagogical preferences, the level of empowerment varied and was practised differently and at different levels across the settings. For instance, within the independent school in which Gillian taught, student empowerment was a quality which was already embedded within the daily lesson pedagogies. In others, such as the church schools, empowerment was more of an innovation. This created challenges in implementation which varied across the different schools. As an example, in the boys' church school (which was not highly conducive to empowering methods) provision of peer feedback, as Kevin points out below, proved to be a hurdle to clear before moving onto higher student-centred targets. Although this was an obstacle, it was only a temporary one, as Kevin suggests when he explained how he took on the challenge to work on this aspect to be able to advance TPSR pedagogy:

> *They really found this difficult, I was trying to move away and all the time the student who was supposed to be giving feedback was like" What should I say?" and I was giving them one/two things to focus on, like a curved run up and the lifting of the correct leg, and they still found this really difficult. Now I am working on it. I and am trying to include feedback in each lesson and finally they are trying to give feedback to each other.* (Kevin)

The challenge of exposing students to empowering methods was a topic of rigorous discussion among the case study teachers. The mix of experiences, pedagogies and environments shared across the TPSR teacher community supported the motivational aspect of the teachers' practices. The following excerpt from a discussion between Kevin and Gillian portrays the sharing of ideas and the support provided in trying out new empowering methods:

Kevin: After hearing you (Gillian) I have tried (to encourage feedback provision) but they do not even know how to give feedback.

Gillian: You have to see the group you have. It's totally different...

Kevin: The group and also what they are exposed to. My group are not used to giving feedback to each other at all. I do not know... I think you have to study this well. I think from viewing what teachers are teaching them, they are still good teachers, they use command styles, they just want everyone silent...

Hellison (2011) referred to the pillars of TPSR as being grounded in student-teacher relationships, integrating PSR levels within PE activities, transfer of the levels to wider settings and student empowerment (SITE). In this study, the TPSR experience highlighted the intricate ways these pillars are correlated and brought forward the way empowerment impinges on effective TPSR. In contexts where empowerment was lacking, quality TPSR could not progress. In contexts where students were not familiar with giving peer feedback provision, clearing this hurdle became a necessity prior to progressing towards, for example, peer assessments. Teachers shared the reflection that empowerment was not simply practised more frequently but it was also applied at a higher order. This became evident in the way teachers induced student-led reflective practices. Students started to take decisions which had been traditionally more adult controlled (e.g, planning warm up activities, managing equipment, adapting set activities, assessing peers and providing feedback). They were encouraged to take decisions as well as see how these decisions fit with school and wider life practices. This opposes the traditional 'modus operandi' where discussing and reflecting on decisions is perhaps looked upon as time wasting and time challenging experiences, rather than meaningful reflective practices. Gillian shared this reflection about induction towards empowering students to take informed decisions:

...so I arrive at the scene I see Thomas crying as he was sent off by Benji (students refereeing a mid-day break football game). Kyle crying on the side and Benji was like "He flattenned him!" But I knew it was not on purpose so I got them round and told them 'listen okay we can calm down...Kyle do you think Tom would do this on purpose?..You decided to send him off.. do you think it was on purpose Benji?"..he was like 'no, but when I was playing in break last time I was sent off because I

barged on someone'...So they react the way they are taught and he sent him off as that is what had happened to him...In the sense instead of all that hassle (foul or not a foul or send off) they kind of came to the conclusion themselves. They talked their way out of it... It does help a lot in your (practice)...they would never have reflected on it (this action) before. Nobody would have thought any more of it... (Gillian)

Another progression was visible in verbal communication. Teachers described themselves as growing to be more positive in their corrective feedback by '*throwing back at the students*' (Nicole) the problematic moments (which are traditionally left to the teachers to solve) for reflection and discussion, as well as focusing on positivity as opposed to negative corrective strategies. The illustrative quotations below reflect an aspect of the impact this is perceived to have on the teachers' ways of communicating with students:

I asked, using the words... 'Do you think that you showed respect? Okay this is just something to think about for next time (Gillian)

I tell them...Is this respect? Tell me..Do I not show you respect? Instead of shouting them off like..where the hell were you? (Nicole)

You know what I did with respect... I ask them why? Why do you have to respect me? Why do I deserve respect? At first they are like...because you always respect us...(then I ask) but still why girls? 'Because you are the boss'. I am like no I am not the boss. Why do I deserve? (Gillian)

The other thing I realised from all the PSR pedagogy I am trying to give in discipline policy is that even with pupils coming from very hard difficult settings the moment that you give them the positive you show off their positives, they bury their negatives. They themselves bury them they do not want to show they are bad anymore…. TPSR is helping me a lot with this... (John)

This approach was also applied in pedagogical decisions which helped accentuate cognitive engagement. Involving students in tasks which helped induce reflection on their application of the levels practiced, was a method which, for some teachers, led to a more meaningful application of TPSR. Gillian's practical example below echoes this higher order cognitive engagement:

They (students) had to summarise the story in three boxes and draw pictures. I saw someone who just scribbled on the paper so before I collected them I asked them to turn the paper on its back and give a mark to themselves for effort. (Gillian)

This empowering experience was also applied in the ways teachers progressed towards student-centred assessment practices. At the independent school, Gillian's students did not simply experience peer and group assessments in activities developed and amended by themselves, but also went further and discussed a mark deduction system that cut off marks from their own groups in case of rule infringement in games. This lent itself to the acquisition and practice of responsible behaviour.

They were accumulating marks across the activities, groups picking points for every event, I just asked them at the end to think of how many times they stepped on the line or not with both feet in hoop and perhaps want to deduct some marks for doing so?... Some groups came up and said, we deduct one mark for this, two marks for that... (Gillian)

The link between effective communication and empowerment was highlighted by teachers. This link was referred to as a concept which necessitated a consequential change to fit within TPSR pedagogy. Teachers felt that teaching and learning methods which were not conducive to empowerment and which were not open to communication, were ones which could not embed TPSR effectively, thus they looked upon empowerment as a pre-requisite for TPSR.

6.3.2 *Adapting methods of communication*

From the group discussions, it was clear that teachers experienced the need to change their modes of instruction to suit TPSR pedagogy. Here, the data suggest that TPSR pedagogy and reflection on its effective implementation induced changes in teaching approaches. Teachers felt that, in sync with a TPSR approach, they could not resort to their usual verbal communication methods but needed to be more emphatic in language use and more positive in their provision of corrective feedback. As Kevin and John explained:

You start seeing things very differently. I used to (tell students) 'go pick up the equipment'. It is a punishment to collect the equipment...this is not bad, but now

the words I use are (more carefully selected). I do not believe myself saying this, but I am like, 'Now boys I am not going to pick on anyone but it is important that the equipment is to be cleared out and removed', and they just do it.. What a difference! (Kevin)

We are used to the old school discipline...Negative. Okay you did after school, you did that... then consequence only. (Now) I am trying to create dialogue with the student (John)

Furthermore, teachers changed the ways they asked questions so as to increase the level of engagement. These changes echoed and supported the shift from teacher-centred education experiences to more student-led teaching and learning.

At the start of the implementation year, due to the innovative pedagogy to be introduced, teachers felt it was necessary to share the lesson objectives with students. This was judged to be unusual practice since traditionally teachers withheld these objectives without feeling the need to make these transparent to their learners. As much as this was innovative it was, however, short lived as teachers looked into other ways which supported higher engaging experiences. Teachers progressed from simply delivering planned content knowledge to sharing with their students discussion pertaining to 'reasons for learning'. These discussions focused on process and life skills and were not only shared throughout class time but also during 'one to one' relational time, a method that teachers felt should be used more frequently. The way TPSR impinged on teachers' communicative patterns, the felt need to direct their pedagogies towards the discovery styles end of teaching and learning in support of indispensable empowering methods, brought across an appealing merge of educational qualities which were lived and experienced. These qualities fit the fabric of TPSR pedagogy and resulted in increasing student engagement levels.

6.3.3 *Increasing student engagement*

The flexible qualities of the TPSR approach mirrored in the model's pedagogy, allowed teachers to make adaptations which suited their class and individual needs. As John commented:

> *…because the model is very approachable, in different ways as you can work on similar pedagogies and you will be doing TPSR anyway* (John)

Dropping the awareness talk planned at the beginning of the lesson supported the contextual needs, i.e. to get students into physical activity as soon as possible as well as to avoid having students perceiving TPSR as negative which 'robbed' them of active time. This adaptation reflected the teachers' efforts in keeping the model appealing and functional across the full year. Teachers deliberately juggled around specific planned settings of the TPSR lesson format to keep the levels of motivation high and students as genuinely engaged as possible. Darren's example reflects this intended outcome:

> *I would not tell the students at the beginning what the topic is, the topic we are going to tackle, as I think when I did not prepare them I found out it was much more genuine from the students* (Darren)

Across this experience, teachers implemented a 'de-routinising' concept within the fit of the model. This was seen in reflection time which was not isolated as a final activity of the TPSR lesson (in pre-set format) as agreed in the initial pre-set TPSR structure. Reflection time was sporadically moved across the lesson to fit in when the teachers felt it was appropriate. Teachers suggested that once the students became used to the model's structure, reflection time lost its innovative appeal and started to come across as the time close to the end of the lesson and time to prepare to leave class. Consequently, this routinisation of the TPSR structure negatively impinged on engagement levels of students and limited the educational potential reflection time had to offer. Kevin's reflection below not only points to the problem of routinisation but also echoes the reflective engagement of teachers in their task of seeking higher engagement levels:

> *The moment I start talking about thumbs up, they would understand that it is time to leave so they start looking at their bags…routine is important, but I think as teachers we need to show them the importance of this part.* (Kevin)

Similarly, this echoes the de-routinising adaptation of omitting the awareness talk from the initial part of the lesson. Teachers felt better with hiding the targeted levels from students and eventually eliciting these from them during the course of the lesson. All teachers felt that this adaptation induced an environment conducive to 'teachable moments'. Teachers

acted upon these as they arose throughout the lesson and felt that this was much more engaging. As Darren and Kevin suggested:

> *I found it much more effective when you tackle the instant immediately and point it out (all agree). Much better, especially for me as till the end of the lesson I would have forgotten* (Darren)

> *I think nipping it in the bud is the best method, I think it is always the best solution* (Kevin)

At times, these teachable moments were isolated and exaggerated to help drive the levels towards student understanding. Gillian, for instance, commented on this element of exaggeration where she felt as if she was putting an emphasis on moments which usually just passed unobserved or which generally were given little or no importance:

> *I need to try to improvise and make a big situation out of something really small just like to get my point across* (Gillian)

These adaptations, for the teachers, gave the model a different 'feel' which reflected a more improvised and less prescriptive lesson. In considering these adaptations, figure 24 depict these amendments made to the original structure of the TPSR lesson by the case study teachers. These changes, according to teachers, promised an amplified engaging TPSR experience for their students.

Figure 24: Pre-set and adapted TPSR model

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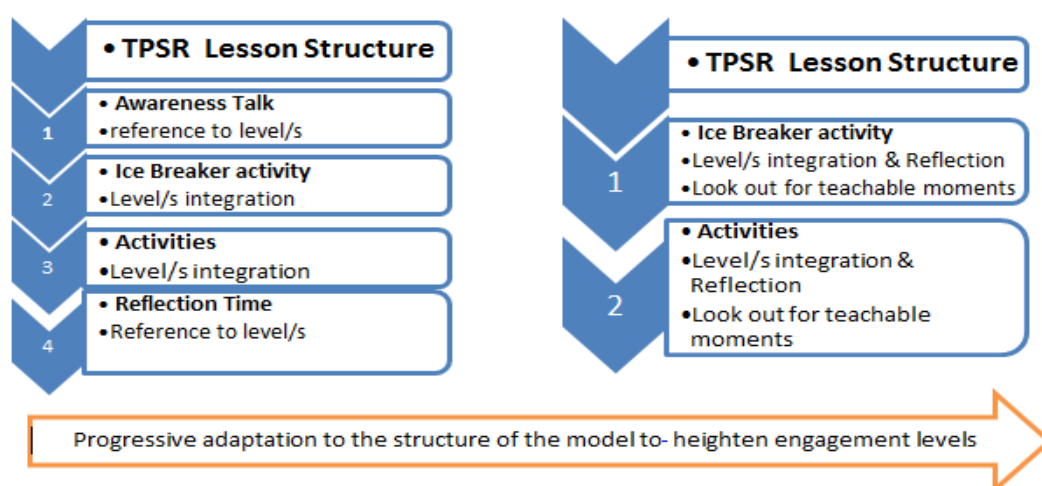
The tension between structure and flexibility was addressed in ways the teachers subjectively related to the openness of the model. Teachers responded positively to this flexibility and the acceptance of improvised methods within its framework. Teachers felt that by maintaining the planned TPSR lesson structure, they limited their targets which blinded them from the possible unfolding of and emergent PSR values. Teachers' reflections, such as those of Darren (below) suggested that planning to focus on a pre-planned level within the actions of a planned activity, diminished possible engagement with other ad hoc emergent levels:

> *Most times like you tell them (students) in the lesson we will be working on this, this and that and then you are like geared for that, trying to look for that only..* (Darren)

During the TPSR reflection time, students generally discussed the transfer of values. Teachers stated that relating to environments which were immediate to student experiences, such as sports clubs, home and school environments, helped make the connections between the TPSR levels and life outside the class more real and comprehensible. As seen in Kevin's contribution below, relating levels to environments which were beyond and/or outside the students' immediate experiences (e.g. future work possibilities or work places) did not allow for effective engagement:

> *Transfer works for me when I relate to school life, examples the effort they do during other lessons. There they engage. When I tried to link to adult life… students did not really get it. (Kevin).*

Teachers perceived that students could not make the intended connections with abstract realities they had not yet experienced, which reflects something of the in-depth reflective experiences of the teachers working with the model. This reflexivity, however, also highlighted a number of challenges that the teachers faced across implementation.

6.4   Challenges of Implementing TPSR

The challenges of implementing TPSR identified by the case teachers emerged as being both contextual and pedagogical. Contextual challenges are deeply-rooted within the system and environments within which students interact. The pedagogical challenges, on

the other hand, came across through the subjective understanding, application and social skill levels of both students and teachers. Although, as data suggested, the model's flexible framework was much appreciated by teachers, the unpredictability of events unfolding across TPSR was also a cause of some uneasiness. This concern echoes the encultured systematic and structural needs which, although criticised by many teachers, still guide and provide comfort. This uneasiness reverberates the tension between the planned and the improvised, formal and informal learning as well as structure and 'automaticity'.

6.4.1 *Contextual challenges*

During their discussions, the case study teachers often referred to the academic year as being fragmented. Within Malta, as elsewhere, the scholastic academic year embraces a number of festive periods and holiday breaks, which was perceived to interrupt the progressive consolidation of learning. For this reason, teachers mentioned that they often missed out on some TPSR lessons. Locally, schools vary in the allotted time they have for PE lessons, and consequently the PE contexts in which TPSR was implemented varied. This was considered to impact effective TPSR implementation, with teachers suggesting that the model seemed to fit better in double period lessons (90-minute lessons) as opposed to single 45 minute lessons. Darren, Sandra and Gillian who all deliver short PE lessons (i.e. 45 minutes) looked upon the model as a threat to student active time. This unquestionably reinforces the dominant influence of the physical domain in PE. Time concern remained an issue even though teachers experienced positive qualities emerging from pedagogies which empowered students. Time, in this case, was a barrier to educational value and potential. As the following quotations illustrate:

> *They like the idea of ticking and coaching each other and even when Nadia (one of the students) is doing the assessment it was really nice to see, but just a whole lesson and how long this takes... I have to continue on Friday* (Gillian)

> *The issue of time remains there ...you have to teach them the techniques at the same time you need to teach the other areas...I am restricted with time to tap*

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(teachable moments) all. I am noticing that I am going too much on TPSR than physical which I think it is not good as you need to find a balance (Darren)

Within the subjective 'modus operandi' of schools, the rigid school systems were perceived to impinge on the quality of TPSR. For example, due to the large class populations at the boys' church school, Kevin had to divide the PE class with a colleague. This meant that half of the students in the class were exposed to TPSR much more frequently than their peers, since the other colleague was not TPSR trained. Unintentionally, this school policy helped to elicit observable differences between both groups. The effect of the school system on implementation was not only brought across from an administrative perspective but also, as presented in the coming sections, impinged on pedagogical protocols, reflective practices and decisions taken.

6.4.2 *'The system': Perceptions of the Maltese educational context*

In light of curricular demands, as reflected in this study, innovative methods in PE that do not necessarily have a specific focus on physical activity are often judged to be inappropriate. As much as 'reflection time' was appreciated by the case study teachers in TPSR lessons, it was also looked upon as non-physically active time. This resonated with the overall perspective teachers shared; for instance, inter-school activities are judged to be important but at the same time conflicting with time frames within which curricular objectives are to be met.

Teacher-participants shared a feeling of uneasiness in terms of domain balance and were concerned when they felt that the physical domain was being 'sacrificed' for social qualities. This aspect further highlights the encultured educator. This came across Gillian's reflection. Despite knowing about the potential and the enjoyment factor of creative interactive learning environments, she still finds herself falling back onto conventional methods as likewise she is sure that what has to be covered is covered:

I like group work and role play and all... but I just (end up)giving out to tasks (students are usually and normally assigned to do) behind their desk as likewise I know they have the notes,(like evidence that the work has been carried out) and like I am covered (did my job) sort of thing (Gillian)

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Within the group meetings, teachers also discussed the difficulties encountered when students were eventually given roles which conventionally belonged to the teacher. In these unfamiliar settings, some students felt uneasy accepting these traditionally set teacher roles. For example:

> *I asked them (students) how are the lessons going? How can we improve? And they look at me like you are asking us how to improve? and I said 'hey listen we are working together'.* (Gillian)

> *When I try to empower the students and try to give them responsibility they are like...He wants us to officiate a game?* (Darren)

> *Some are really shocked...like this is not your work sir? But this is your role sir!* (Kevin)

Teachers felt that empowering students with tasks that had traditionally belonged to them generated a climate in which the teacher was looked upon as being 'lazy' or not doing his or her job. Thus, teachers felt the need to justify their position with their students.

> *I tried to explain to them that I am not just being lazy, but that this is for their benefit... I was thinking like ... do they (students) think that I do not want anything to do with it?... I told them (students) I know I am there...but I want you to get used to trusting each other to make a decision...but they look towards me and they are like...'do something... you know he (student referee) is doing it wrong...They (students) show me they understand, but still... I am wondering as they look towards me and are like... 'Miss it is a foul" and I feel useless* (Gillian)

The unusual context challenged students to explore the possibilities of taking on teacher roles. As Gillian's comments above demonstrate, this was not easy. Across this reflection, the power of encultured practices comes across as well as the efforts and insistence to share with the students outcomes which go much further than simple subject content and tap into providing meaningful experiences.

6.4.3 *The environment*

Environmental influence on the implementation of TPSR featured strongly within the group's discussions, since teachers' lived experiences were either in sync or in conflict with the perceived outcomes of the TPSR model. For instance, Kevin shared the fact that at the boys' church school, the school environment was supported by a value-laden and a positive collegial ethos which was shared by most teachers at this school:

> *When I started to teach in this school, I always felt that these values are tapped in the school and I felt like that I am a part of the school, so I tap these as well. TPSR gives me the tools to do this...We are like a family, so I do not find it like a waste of time to go to another lesson and all is lost (PSR) as teachers who do not use these values are only few...* (Kevin)

On the other hand, although TPSR celebrates collegiality, Darren, Sandra and Nicole stated that they worked within environments which, unfortunately, were non-collegial. In these contexts, teachers often worked in isolation, had little sense of belonging to the school and, in some cases (as described by Nicole below) felt a lack of responsibility in their duties:

> *I had to set this all up by myself (project). The staff, they were all like...what is it you have done here? ... they do not even think like {wow} look what the students have done!...That's it, I will never do this again* (Nicole)

In such schools, there was a divide between the administration and the teaching staff. This conflicting environment was reflected in the ethos of the schools which was described in one case as being a '*jungle*' environment in which '*all fight each other to reach the higher places*' (Darren).

Teachers commented that implementing a model which has at its heart qualities which strongly contrast with the environment they are practiced in, created uncertainty and impinged on teachers' motivational levels. The data in this study show that within schools which embraced a value-laden ethos, TPSR became a supported tool which fitted well within practice. Within environments which were not value-laden, even perhaps non-social, TPSR was seen as an ideological or utopian pedagogy which could potentially be put into practice but with superficial moulding outcomes. This concept of superficial

moulding became a focal point in discussion and an emergent concept which I will later discuss when I explore TPSR impact (see section 6.5). TPSR, practiced in isolation, without collegial backing and support thus became an isolated practice with limited potential of impact. These isolated efforts further accentuated a feeling of a superficial experience:

> *If you do this (model) in PE only, you will not change the students in reality...they just mould during your lesson...but then I see them outside and I ask these are the same students who were sharing and now they are fighting over a marble game?* (Darren)

This dilemma was expressed across the subjective perceptions of teachers. Teachers reflected on this concept of superficial moulding. They look at it as a practice which embeds itself within the educational institution and becomes part of its culture. This questions the intent and delivery of practices, which supposedly celebrate, for example, collegiality and creativity. However, the environments within which these practices take place are not conducive to these, and this promotes a reality where teachers live a working contradiction. As the following quotation illustrates:

> *You (referring to Kevin) are more of a community than us...we do not have this sense of belonging* (Darren)

6.4.4 *Pedagogical challenges*

As noted, the teachers' lived and shared pedagogical perspectives of implementing TPSR were of major interest in this study. Teachers related to the challenge of being in a continuous reflective mode. As Sandra's comment suggests:

> *How can you get a desired result?... How can I get them to show effort? How can I get them to get the best out of this activity?* (Sandra)

Teachers felt that TPSR necessitated ongoing reflection which had no start and no end. Reflection on implementation was high during the pre-action and planning phase, intensified across the in-action phase and remained intense in the post-action phase during

which teachers evaluated the outcome of their lessons. The strength of reflection in-action, was expressed in how TPSR, as seen, 'poured' across other contexts outside PE.

It was expected that teachers would initially experience a level of uncertainty regarding the functionality and processes of the TPSR model. This uncertainty was reflected in the ways teachers reacted to the emergent teachable moments which unfolded. Teachers felt unsure on how and which moments to tap and felt overwhelmed by the frequency and density of teachable moments pertaining to the model's levels, not necessarily as planned, pouring out of the activities.

> *I planned to do respect and effort but without knowing communication, team work came out, more values came out…* (Sandra)

Teachers, particularly at the onset of implementation felt uncertain when to intervene and which teachable moment to focus on. Darren and Gillian proposed that they would need more exposure to, and more experience with, this type of pedagogy:

> *I wanted to ask this… Kids who misplace equipment and do not care… Do you correct this? There was someone else who hit the cone and did not arrange it. I pointed it out at the end of the lesson as lack of respect…Should I point this out or no?* (Darren)

> *I do not know which ones (actions) to act on and the ones I should ignore* (Gillian)

Such experiences eventually drove the educators to hone in on one or two levels per lesson, a coping strategy that Gillian adopted and which from one perspective perhaps echoes her lack of experience in this pedagogy and, from another, reflects a systematic, safe, teacher-friendly framework:

> *I started off focusing on one or two levels a week, last assessment so many things came up at the end it was too much, one comes up with respect, helping others, co-operation, self- control and I am like…Whoa!...some are lost as there are so many things flying around, so it is important to focus on two levels…if others come up okay, but I found this really confusing* (Gillian)

The subjective dispositions of teachers and students posed challenges to contextual PSR teaching and learning. Notwithstanding the CPD training course, which was the same for all (see section 4.7), data show that teachers interpreted the levels subjectively and

understood the levels differently. Interestingly, when I look at this differentiation from a systematic and structural perspective, this poses as problematic. On the other hand, from a more flexible perspective, this variance can be considered less as a problem and more as an educational benefit. This differentiation of meaning, irrespective of efforts made to standardise understanding, remained both across teachers and students in the case study schools.

> *When we were talking about respect she had showed a thumbs up... she thought there was a lot of respect and someone else though... there was no respect and I asked why? She said because my team was not really passing…* (Gillian)

This variance was captured through the ways pupils related to the levels and how they brought these out. Students, at times, showed behaviors from levels which were different from the ones pre-planned by teachers for emergence. On another note, in terms of difficulty, teachers mentioned that some levels posed as harder to comprehend and apply than others. For instance, students related to effort much more confidently than they did with self-control and self-direction.

Subjectivity was also reflected across differentiation in ability and social skill levels of students. As noted above, teachers applied principles and used pedagogies which evoked empowerment. The outcomes of these educationally sound methods, in some settings, reflected a lack of familiarisation with and exposure to empowering experiences. For example, Kevin asked two students to go to the talking bench[5] to resolve a conflict situation which arose between them during a lesson. Despite the bench being labelled as a talking bench, on this occasion no talking took place; the students failed to engage in discussion, resulting in failure to solve the problem. Inability, or lack of exposure to interaction which is a pre-requisite for empowering students with peer feedback provision, was experienced in specific contexts. In settings where students were comfortable in and exposed to being actively involved in discussion and interaction, such challenges were not reported. Moreover, Darren, Gillian and Kevin showed concern regarding inconsistency in engagement levels shown by students.

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[5] A bench or a seating place specifically set to be used by students who get into a conflict situation (examples disputes like argument, fight). Here students are empowered to resolve this problem through discussion and interaction.

The factors which impinged in different ways on teachers' pedagogies throughout the TPSR work were the key concepts which helped inform me about the potential of the model within innovative contexts. This 'impact' perspective drew together experiences in the areas of reflective practice, student engagement, pedagogy, relationships and extending TPSR. This is now discussed further in the following section.

6.5 TPSR impact on pedagogical aspects

It was evident from the data that the experience of implementing TPSR had an impact on the case study teachers and their practice. As Kevin noted:

> *For me TPSR was much more than PE lessons. I realised lately, I think it also changed my philosophy of teaching* (Kevin)

Teachers stated that at times, unexpected levels of engagement and reflection were reached and that they had not anticipated students so young to engage with the model with such positive consistency over a full academic year. It was not simply consistency which challenged the norms, but the level at which both teachers and students engaged in reflective practice. As Darren shared:

> *I am very surprised with the level of critical thinking from students...I was amazed with the level of reasoning used from Form 1 students*(Darren)

6.5.1 *A pedagogy of reflection and student engagement*

For the case study teachers, TPSR offered opportunities for debate, reflection and the use of the 'thumbometer'[6] to help evaluate the application of the levels. It was noted that students generally related positively to these experiences. Reflection time, although initially viewed by teachers as a time challenging period, was appreciated by many students. This discussion-led short period of time evoked a high level of critical reflection

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[6] An evaluation tool used by students to give feedback on how they feel they related to the levels during class. A thumbs up is shown if students engaged positively, a thumbs down if negatively and in case of passive engagement a mid-way thumb position is shown.

during which students related to the levels within and outside the PE context. These interactive periods allowed teachers to discuss issues which go much further than simple subject content and school work.

The excerpt from a discussion between Nicole, John and Sandra reproduced below, reflects a desire to push student engagement to higher levels. This excerpt celebrates the reflective practice on communicative patterns taking place between teachers and student which shows a genuine effort in reaching out to meaningful experiences:

> *Nicole: I do not say 'what did we learn? I say 'how did we feel about today?'*
>
> *John: It is the same thing, no?*
>
> *Nicole: No..Because what did I learn they will tell you...*
>
> *John: (I ask) 'What do you feel?'*
>
> *Sandra: But now I am specifying... (asking) 'Where are you seeing effort'? Like in Gillian's case..they were helping her, so I asked...*
>
> *John: If they said they cooperate, you specify (by asking) 'where did you cooperate? How did you cooperate?' More details...*

It was evident that teachers witnessed positive engagement and experiences via peer encouragement and cooperation. Skilled students engaged in practices where they paired up with less skilled peers to help in the learning process. This positive engagement was evident in verbal modes of interaction as well as in the ways students at the boys' state school, the independent school and the boys' church school took on the innovative tasks of peer and self-assessments. Gillian stated that students were appreciative towards her, as some students explained that they felt she (Gillian) was not just simply targeting skills and the physical demands of the subject and noted that they appreciated the fact that they were looking into other aspects of learning. It was also clear that the TPSR lessons were appealing to some students, as when the case study teachers were not available for some reason, students felt the absence of TPSR qualities. As Kevin argued:

> *The one lesson I missed with the class, another teacher took them over and students bumped into me and they said, sir, he is different than you, he does not see the things you are doing.* (Kevin)

Interestingly, Gillian, Kevin and Nicole reported that they experienced a heightened level of engagement from the less physically skilled students. This experience was noteworthy since these students were usually the ones who showed no motivation to participate in and take active roles in the PE lesson. Teachers mentioned that since TPSR brought into the PE lesson qualities which looked beyond physical skills, this made the lesson aims more appealing to students with lower physical abilities.

> *…they appreciate that I do not just care about the results, I have always cared about effort but now I made it clear that they are really into it* (Gillian)

As Gillian shared below, she felt that TPSR pedagogy reached out to the 'non-sporty' students. Interestingly, this change and shift in engagement levels with the subject was also noted and reinforced by parents:

> *I think I really reached the students who are not very sporty... They (non-sporty students) are really coming out of their shell and in fact their parents told me in parents day that they are really enjoying PE...* (Gillian)

In this way, it could be argued that the TPSR settings induced a more inclusive environment which catered for different needs. Within the fabric of TPSR, the quality of relationship-building, similarly to the quality of empowerment, became unavoidable. TPSR impact was experienced in diverse ways. Within the complexity of the different qualities contained in the model, I felt uncomfortable in isolating qualities emergent from this experience for discussion, since the way these qualities relate to each other highlight a multi-relational complexity which gives TPSR philosophy constructive strength.

The TPSR experience encapsulated a myriad of qualities. These qualities were emergent and applied within a praxis which suited the fabric of TPSR (see figure 25). The progressive development of the TPSR experience was supported by the adaptations made to the teachers' empowering pedagogies. As Kevin pointed out, empowerment, and its heightened focus across TPSR, seemed to positively impact pedagogical quality as well as improve the ways students related to empowering methods:

> *The lessons are so much easier…after the struggle in the first two weeks to explain it lessons are now much easier I can literally trust them blind folded that they will solve arguments* (Kevin)

The concerns shared by teachers regarding the outcomes of this experience and the students living it were echoed in the evolved ways teachers related to the model. Gillian and John felt the need to carry this experience forward and showed concern about the effectiveness of this experience in light of contextual long-term implementation.

> …You have to take them (the class) up yourself... cause like next year they are going to have a different teacher … I am just trying to imagine in the next four years… I think if you take them up (continue working with them the following year) it won't be a problem (to see progress) (Gillian)

Figure 25: The fabric of TPSR
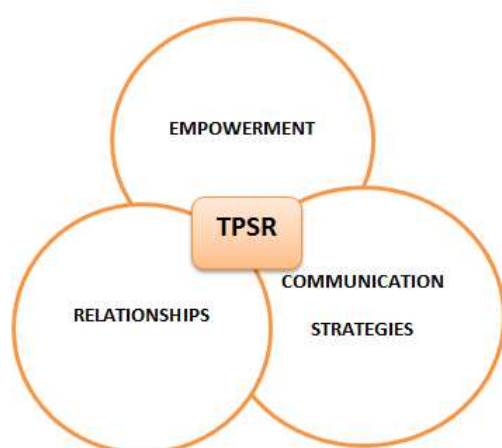
The ways the evolved qualities drew on and fed into each other, reflected the constructive make up of TPSR pedagogy. Empowerment and student-centred teaching and learning positively impinged on relationship building, eventually leading to the need for adaptations to the methods of communicating and feedback provision. These adaptations emphasised the intertwined nature of TPSR pedagogy, as well as induced a need for reflective practice.

6.5.2 Building relationships

> They (challenging students) are really great with me now. The past lessons I was like this (showing a gesture of silent and composed). The girl who used to give me problems in the lessons is now running the lesson. (Nicole)

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As Nicole illustrates above, participating teachers referred to an overall improved relationship with students as a result of TPSR implementation; in particular, with challenging students. Teachers discussed the perceived need to indulge in regular one-to-one relational time with students, not only within the PE lesson but also in other contexts. This became an automatic practice. As noted above, teachers felt that students showed interest and appreciation in the fact that they (teachers) were not simply interested in skill-based targets and results. In resonance with this need for connectivity and relational betterment with individual needs of students (Wright, Dyson, & Moten, 2012), teachers felt that across implementation of the model they were driven to implement better relational methods with students and adapted their approaches by showing a heightened interest in them (students). In other words, the data in this study suggest that a value-laden pedagogy promoted a more genuine and engaging educational experience and a holistic interest in the students.

The initial scepticism shown by teachers at the onset of the implementation phase eventually evolved into a positive outlook of the model which teachers felt would last. Some teachers (Nicole, Kevin, Gillian and John) not only planned to bring TPSR into their teaching programmes across all their classes in the future but described the model's impact as an experience which one cannot go back from - *"…it becomes your pedagogy without knowing it. It (model) is so advantageous"* (Kevin).

This positive bond between the teachers and the model, in Sandra's case, was echoed in her feelings towards the experience. Interestingly, with classes she was not implementing TPSR with, Sandra felt as if she was not doing her job.

> *Yesterday with Form 2's I was asking myself, but am I not doing my duties with these? I feel like before I was not giving the best.* (Sandra)

John and Kevin commented that using TPSR as a pedagogy made them better educators, and helped them understand the benefits achieved from empowering students in different ways. Undertaking duties which offered exposure to potential responsibility-based learning was an experience which challenged traditional pedagogy, as well as provided a professional stance which redefined the roles of the conventional educator.

> *What I can take from TPSR is that it is making my task much easier. In many ways, empowering the students and giving them responsibilities… staying on the back seat.* (John)

It seemed that the impact of the model on Kevin went beyond his expectations. Through his reflective experience, his role as an educator was brought into question. This experience initiated a shift in perspective on how education is looked upon and what education should be about. Kevin describes the model as a pedagogy which helps broaden one's perspectives:

> *Big thing this TPSR…at (higher education Institution) we are talking about behaviourism, about punishment and reinforcers, and I was getting all these ideas, was making an effort to stop myself from telling them (other teachers) to look at this and that…at the end I told them that they need to look at the model (TPSR).. you start looking at things differently* (Kevin)

Teachers claimed that through TPSR they felt less tired at the end of the day and had more fun across the teaching process. They also experienced a better level of communication with students. As Nicole suggested, she experienced better anger management and found herself adopting different corrective strategies which fit better in the practice of the model:

> *I feel that I am a better teacher with TPSR as you know, I have a temper…With this class if it was not for TPSR, I will be like (scream) all the time* (Nicole)

In terms of corrective strategies, some teachers felt the need to look specifically at the action of the student and comment on and correct that, rather than, as more conventionally practiced, look at the student him/herself. By encouraging students to be reflective on their actions, teachers managed corrective strategies better. This reflective experience elevated feedback provision and corrective methods to a different level which fit better within a framework having empowerment and student-centred education as its foundations. This reflective process induced further discussion on how traditional modes of communicating with students at times instigate anti-social qualities, contradictory to the targets of TPSR pedagogy. For example, teachers shared how students often sneered at their peers when they were asked by the PE teacher to help pick up the equipment after lessons. Within this context, this clearing away of equipment is perceived by the 'doers' as a punishment and by the onlookers as an opportunity for scorn. A similar context and

example was in the way teachers related to students who failed to bring their PE kit, or who were not participative in the lesson. The ways teachers reflected on their daily actions and decisions echoed an internalisation of TPSR pedagogy. The reflections and actions ensued suggest that the difference between a PSR corrective strategy and a traditional one is in the reflection on the action as opposed to the focus being on the actor.

6.5.3 *Extending TPSR*

As already noted, teachers moved beyond implementing TPSR with their specific pre-planned class as an extension or carry-over effect of TPSR was experienced at different levels. For example, as indicated in Gillian's reflection below, during the lessons with the non-TPSR classes, she thought about how some activities would fit in activities carried out with the TPSR class. In addition, Sandra thought about using TPSR in moments with students who needed some form of control outside of PE contexts. Figure 26 depicts the different ways TPSR was transferred across various contexts. This variety in TPSR extension could be potentially effective in the growth and wider spread of the model, as well as show another perspective to TPSR transfer:

> *…they (students not in TPSR class) had an obstacle course and I just gave them 2 hoops and 2 obstacles and they placed them alone in any place they liked. If I had thought of this originally it would have gone in my TPSR lesson as it worked out…*
> (Gillian)

Teachers felt the need to share the TPSR targets through discussions with their heads of school as well as with their colleagues who out of curiosity asked about the model's application. As Gillian commented:

> *I tell my colleague, sometimes we work back to back and he is curious and I am telling him like wow I think it is working, I was sceptical at first but it is really taking shape, and now he is asking questions as to what is TPSR and how to deal with it* (Gillian)

The model was further extended to other parties via the 'modus operandi' of the schools. PE student-teachers during their school observation practice (as part of their teacher preparation programs) witnessed the model in action and were inquisitive regarding

aspects of the model. Interestingly, positive parental support towards this pedagogy was shared amongst all teachers. For example, it was noted that on Parents' Day, teachers and parents discussed issues related to the model and parents described this as a very positive and unexpected experience. Parents showed an interest in the practice of the model which they never expected as part of the PE curriculum. They shared with teachers their child's enthusiasm in relating to, for example, the level of responsibility through fitness training at home as a continuation of the work carried out in TPSR class. This reflects genuine engagement and is evidence of positive TPSR transfer. Kevin's contribution emphasised this point:

> *When you mention this (TPSR) to parents they are really surprised like it is something out of this world... when you start talking to them about responsibility they remain starring at you...at the end they are like...'well done, keep it up'...Explaining TPSR is giving them a whole new perspective of PE like they want to tell you it would be good if all lessons are like this in school! This is the feeling you get..* (Kevin)

Apart from his role as a PE teacher, John was also a prefect of discipline[7] at his school. This position offered another unplanned and innovative way of how TPSR could reach outwardly. This outreach became possible through the passing on of TPSR values across the daily morning assemblies[8] with students. During these talks, John used reward structures which reinforced positive behaviours and attitudes. Although the assembly context may have not provided as much TPSR focus and depth as in a PE class setting, it supported the sharing of the model's targets with the whole school staff and population, in other words a broader rather than focused transfer of TPSR. This method proposes a promising strategy which could help tackle the problem of isolated practices as well as boost the overall school ethos. In this case, the morning assemblies served as a platform through which TPSR was put across the whole school population inclusive of students and staff. This emergent outreach element was captured in John's comments when reflecting on the reward system he used with students who, for instance, showed respectful

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[7] He was responsible for the application of the school's disciplinary measures over and above his teaching duties

[8] A daily or periodical morning student gathering during which students are briefed about any important issues by the school principle or assistant.

behaviour. In sync with the outreach aspect of this practice is parental support and verbal feedback related to positive transference of levels in contexts outside school.

> *It (the model) is working much better. They (students) spend a whole week with the respect badge. The parents are calling school and telling the head and myself well done and that the boy is changing his behaviours at home* (John)

During TPSR discussions, the case study teachers showed interest in popularising TPSR. Teachers suggested ways in which this pedagogy could be brought across to all prospective teachers by including it within teacher preparation courses. The model was further extended outside school contexts and into students' households through 'home tasks' related specifically to the levels of self-direction and effort in the area of fitness. This form of TPSR extension was unintended but effective, thus unplanned but meaningful. Interestingly, the methods by which TPSR was in this study transferred within the school, provided insights as to how the model could possibly extend, grow and develop in ways which would benefit and maximise the model's potential. In light of isolated practices, a local contextual challenge, this outreach could help broaden exposure to the model's philosophy.

Figure 26: Extending TPSR exposure
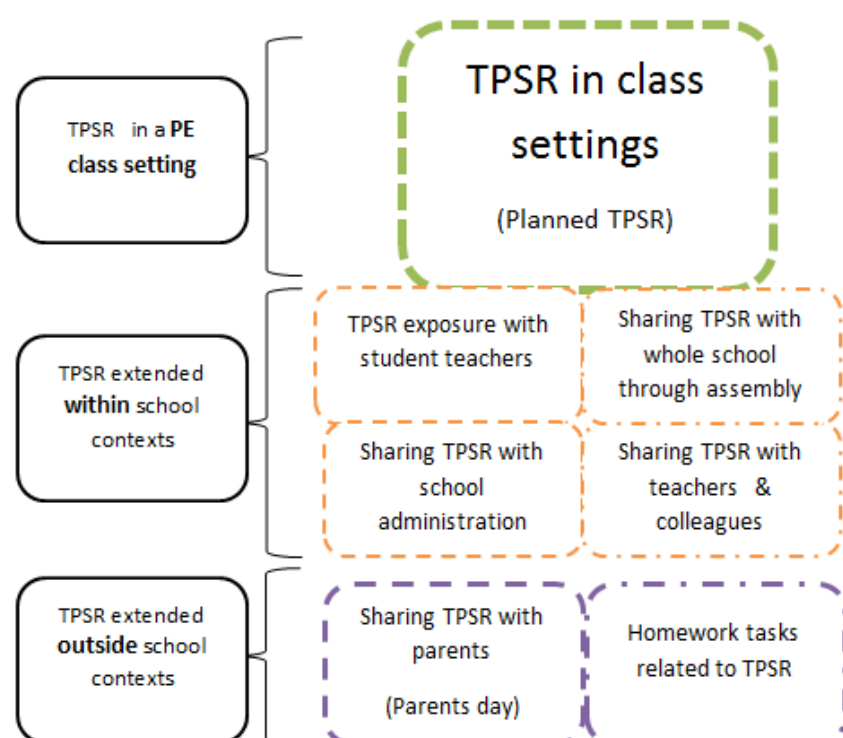
TPSR's main objective is the teaching and learning of responsibility while progressing towards transferring the practised levels to contexts outside the PE lessons. As noted, teachers shared a myriad of experiences which echoed this outcome. Teachers shared perceptions which delineated their subjective views. An emergent concept framed within an element of uncertainty describes the teachers' perceptions and reflections on the level of authenticity of students' engagement with the model. This uncertainty, which I unpack in the coming section, escalated when collating reflective discourse on implementation experiences, the schooling contexts and the schooling system.

6.5.4 *TPSR: A genuine or superficial experience?*

Throughout the TPSR meetings, teachers discussed the influence of the model/approach on students. They shared the ways this pedagogy impinged on their (teachers) actions. Progressively, teachers saw changes in students which would reflect their engagement in TPSR. For instance, Kevin was able to distinguish between students who were exposed to TPSR and others who were not. At the boys' church school where, because of large class populations, the class was divided, the TPSR students were the students who were perceived to show more concern and a positive disposition towards conflict resolution. Moreover, they were more willing to take on class management as well as group tasks. The TPSR group in this case were more friendly and open to empowering pedagogies and, as Kevin mentioned, were at ease in carrying out tasks which were traditionally teacher owned:

> *The eagles (TPSR student-group) within a few minutes were set and playing solving the problems. On the other side, for the bulls (non-TPSR student-group) it took them much longer to settle down since they are usually teacher led. They are looking at me all the time to solve their problems, arguing, not wanting to play* (Kevin)

Teachers mentioned that students were generally positively engaged throughout. TPSR progression at different levels and methods was achieved across all schools in which it was

implemented. TPSR was seen as a pedagogy which, as Nicole shares below, brings upon noticeable changes in students:

> *I managed for the first time to go to level 4 and starting level 5. Okay at times we are falling back to level 1 because of Linda (one particular challenging student) but just 30 seconds only you know. ..Even Linda, she changed so much. They changed completely* (Nicole)

Progressively, teachers were satisfied that they successfully managed to meet the set targets of gradual empowerment of students in contexts where this was needed. They were also satisfied with the levels of peer feedback provision and communication skills. Interestingly, TPSR helped teachers meet targets which, despite not being intended at the onset of implementation, evolved as necessary in order to advance TPSR. These emergent targets were looked upon as pre-requisites to TPSR.

The case study teachers agreed that for transfer of the levels to happen outside of the school context, more time was needed. Transfer was, at times, even challenging within the PE class settings since some students showed different and inconsistent behaviours. For instance, on some occasions, teachers reported having the same couple of students reacting in a non-engaging way towards the lessons. Such students repeatedly showed a 'thumbs down' in reflection time. Other students seemed locked between knowing what they were expected to do but simply not putting in any effort to do it. The issue of transference of TPSR and its plausibility across local (Maltese) school contexts induced reflection and discussion related to uncertainty about the authentic nature of the TPSR experience. This uncertainty framed the emergent concept of 'superficiality'.

This uncertainty exhibited itself in verbal interactions between some students and teachers during reflection time. At times, students related to the levels passively or simply to play along the intended outcomes of the teacher. Further, although generally feedback provision by students to their peers progressed, at times the quality of feedback provided by students was described as lacking effort and cognitive engagement. This, perhaps, could be related to students getting comfortable and familiar with the routinised practices of the lessons thus resulting in less enthusiastic participation. The following reflections also show this concern:

They (students) were pointing out things like helping others, giving feedback, doing team work...but I think they were just throwing them (levels) randomly...at the end they were throwing them at me as they know that I would do something for team work for sure...this is my feeling (Sandra)

They all roll their eyes... Like okay what did we work on...Ahhh Team work, cooperation?? They just bring these out. (Gillian)

During implementation, teachers shared ample reflections about positive experiences which echoed authentic engagement; however, when debating about the practice of the levels across various contexts and more particularly the transference of these, teachers queried the authentic nature of the levels being practised. Teachers shared a concern related to the *receiving* and *responding* phases of the work on the levels presented (see section 2.3). Their concern was focused on the different ways students related to the levels. This variance led teachers to talk about a genuine or a superficial quality of engagement. Teachers shared the reflection that students seemed to go into 'TPSR mode' when in the presence of the TPSR teacher for the duration of the lesson, but then switched back to 'normal mode' in other environments outside this context. As Darren commented:

...I saw them at a distance, it caught my eye as I never saw them like that and in the lesson they never act that way, because they know that I am there...Sometimes I fear that the students just do this (TPSR) to please the teacher, in reality if the other teachers in their other lessons do not do it, then it is not being enforced... (Darren)

Although level integration and assimilation would need time, this praxis evoked an understanding amongst teachers that students structure their aptitudes depending on the environment they face. As an example, Kevin brought forward that students related positively to helping others and actively participated in discourse around helping others during the TPSR lesson. However, they failed to implement this in practice when, as an example, in one particular incident students were not concerned with offering a helping hand when the bell rang, and the teacher was left to manage all the PE equipment alone.

Teachers felt that students adapted to the needs of their environments. As pointed out, students were fair and respectful during the TPSR lesson where the climate is agreed upon as one to be collaborative, respectful and helpful. However, students switch back to 'norm

mode' in the playground where the environment does not embed these same qualities or on the contrary at times they are the opposite. Students progressively became familiar with the concepts of TPSR, learnt what the outcomes of the model targeted and thus developed the ability to relate to, discuss and talk about the levels within and outside PE contexts comfortably and confidently. By drawing on the discussion brought forward in terms of the school system and local educational contexts, I see this as an unavoidable outcome since student dynamics are guided and led by encultured practices, by class rules and by behavioural protocols constructed to fit the various educational environments. Teachers described students adaptation to the environments as moulding and indoctrination. Sandra's comment below captures this superficial engaging experience whereas Gillian's contribution reflects this superficiality and relates to the actions and behaviours students perform simply because they are expected to. Bellini (2007) refers to such expected actions as pro-social skills:

> *I feel that they are just doing them (the levels) for the sake of doing them* (Sandra)

> *…when I go for an English class, they (students) are taught to stand up for me... I do not like it. I hate the idea, but they have to. And I tell them 'okay thank you, okay sit down'...and then they start talking and I say' listen why do you stand up then'? (standing up in respect and then show disrespect immediately after)* (Gillian)

Although teachers agreed to the fact that varied environments could perhaps be enriching in educational potential, however having settings which expose students to contradictory practices impinge on the importance and validity of educational qualities. Here the concept of collegial as opposed to isolated practices becomes crucial.

The data from this study suggest that this conflict between 'authenticity' and 'superficiality' in educational experiences is grounded in environmental and schooling systems. This lived contradiction generated uncertainty about whether students who showed a positive disposition towards the model were those who already 'owned' the qualities found in the levels prior to schooling or became literate in them through schooling. Further, teachers also questioned whether this positive disposition reflected the genuine self or rather, environmental demands. This uncertainty fuelled further reflection

and raised questions as to whether students positive, and at times vigorous, engagement across the model's implementation was simply a collaborative performance in line with the teacher's expected norms of behaviour and pre-set intended praxis. If this was the case, the work around TPSR would be more of a performance rather than a genuine educational experience.

> *They know what is right... practically every time I am not sure if some kids just do it because they know what has to come... they are intelligent kids...One boy came over to me...'miss I do not think I put very much effort in the lesson today and I was like, 'okay... what can we do to improve this'?..and I was thinking..is he doing this genuinely?* (Gillian)

Teachers described how at times across implementation, the integration of levels in action felt 'fake' but they were content to be putting the message across. Teachers reflected on their own behaviours when for example they fail to relate to witnessed inappropriate student behaviours which take place outside the TPSR class. This choice of ignoring such actions with educational potential converges to the concept of superficiality. This also echoes encultured practices of an educational system within environments which are not conducive to a TPSR philosophy. In other words, teachers reflected on their actions and proclaimed that choosing not to pick on teachable moments which took place outside the PE context, is evidence of how the role of the teacher as an educator is encultured, compartmentalised, and specifically allocated within a structured period of time. Students' adaptability to the environments as well as superficial engagement is captured in Kevin's comment below:

> *I think they are managing to do the transfer with my presence as I remind them …They know what they are supposed to talk about but when we come to the lesson, and they start the games, good bye effort and good bye team work, there are some who completely forget all that we talk about* (Kevin)

The concept of an authentic and genuine educational experience and its applicability within a systematic educational context became a topic of elaborate debate amongst the teachers and triggered rigorous reflexivity. In light of the outcome of the model which promotes the transfer of responsibility levels outside school contexts, teachers questioned the plausibility of this when across their educational work and within their contexts, they

are exposed to challenges and contradictions to the very essence of the model. Teachers seemed to understand that these challenges are there to stay and that their work around teaching the levels should still persist. Despite these challenging contexts, teachers emphasised their responsibilities to expose students to the qualities of the model and argued that they should still respect the students' right of choice to practice, or not, the model's levels. With transfer in mind, teachers seemed to find solace in hoping that as students grow older and become more mature, they would see the essence and educational value of these qualities, recall their importance, and choose to apply and transfer these effectively across their daily experiences.

By drawing on the multi-relational aspects of the implementation challenges across this study, I argue that genuine and effective transfer of the TPSR targets are dependent on the environment this pedagogy is brought into. TPSR brings together pedagogies which are framed within methods which build on and promote student empowerment, student centred teaching and learning, as well as a positive relationality between teachers and students. These qualities are subjective and vary across educators as well as educational institutions. The conflict between genuine and superficial engagement echoes the challenge in fitting valued educational concepts within a system which unwillingly repels them. The resulting outcomes, similar to what Sandra shares below, are attempts in bringing in value-laden concepts through superficial methods with minimum engagement efficacy:

> *The school tries to do something. Each year we have a goal, like last year it was community. This year it is social awareness...Maybe we have charts, a week after sports day we have friendship week, we do friendship bracelets they exchange them...but it is more bluff.* (Sandra)

6.6   Conclusion

As discussed in this chapter, the TPSR experience provided an enriching learning opportunity for teachers and students. It was enlightening to share this pedagogical experience with this group of educators who brought back to the community of practice not just their lived experiences, but also their questions, their queries and reflections. The level at which these educators reflected on their TPSR practice, wed with their contextual

environments, gave this experience a holistic perspective which served to address some of this study's core research questions. The experiences outlined above portray a constructive perspective. However, the vigour by which the value-laden educators engaged with this innovative pedagogy varied. This variance echoed the powerful emergent concept of subjectivity which impinged heavily on the practices of the various educators. In respect and appreciation of this emergent concept, in the following chapter I explore the notion of subjective variance. This focus allows me to make more sense of these lived experiences, as well as enhance my understanding of this holistic TPSR journey.

Chapter 7: Subjective Differentiation

7.1   Introduction

Earlier, I shared my constructivist position which framed my interest in this study (see section 3.3). As discussed, a constructivist approach sat well with the overall methodological framework of the study. This approach tied in with both my understanding of the self as well as my intended capture of shared experiences of a group of educators implementing TPSR in their respective schools. My research journey proved to be evolutionary in many ways. Although each phase of research was planned, guided and informed, emergent tangents were constant; these led me to constantly reflect on decisions taken and, ultimately, my actions. This dynamicity gave this study a high evolutionary aspect which, while worrying and confusing at times, was enlightening and interesting. For example, from the findings emerging from the first phase of study (see chapter 5), one of the core categories - subjective differentiation - guided my reflection on the need to capture the subjective differences in TPSR implementation practices. This prompted some adaptations made to the analytical processes (see section 4.12.1, figure 16) which supported the capture of these idiosyncratic qualities and afforded a fuller understanding of the phenomenon under study. Unquestionably, these subjective pedagogical applications could perhaps be explained more thoroughly from an occupational socialisation perspective (Richards, Templin & Graber, 2014). This theory contends that all forms of socialisation influence the teachers' interpretation of pedagogical models. As such, I will at times refer to aspects within this theory across my interpretation of the the findings.

The core categories emerging from analysis of the field data (field notes and short interviews) brought together the concepts of challenges, TPSR model structure and empowerment as well as the levels of engagement and relationship building as the concepts which framed the idiosyncratic ways teachers related to the model. These categories captured the essence of difference and each teacher related to these with varied levels of rigour. The differences are the focus of the coming sections which look at how the four full participant PE teachers (Gillian, Kevin, Darren and Sandra) related to the model across the academic year, and the categories are examined in light of subjective aspects embedded in teachers' personalities and implementation preferences. The case study teachers will each be discussed in turn, beginning with Darren.

7.2   Darren's story
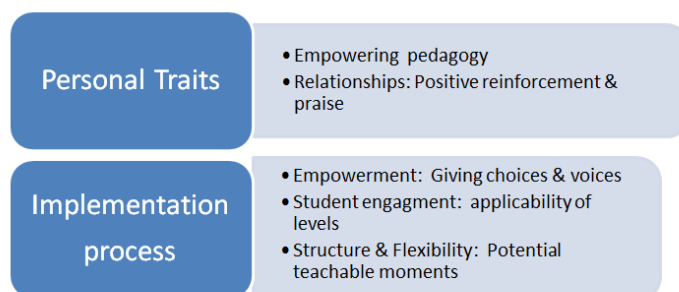
As noted, the environment Darren worked in did not portray encouraging examples of collegiality (see section 6.4.3). Within this environment, teachers worked in isolation, hence students did not experience uniformity in practices. Conflicting messages, which reflected a subjective rather than a common ethos, were brought across by the school administration and teachers. This school was gradually 'phasing out', which heightened the level of instability and provided challenges related to teacher motivation, long-term planning and performance. PE lessons within this context were scheduled as single forty-five-minute lessons for which students had to travel across blocks to reach the indoor hall situated at the far end of the school. Darren's concern for physically active time was not only made explicit in discourse but also captured across his pedagogical, time-management protocols. This time concern impacted the way he adopted the TPSR model's structure to fit within the time frame he was working with. Despite these challenges, due to his pedagogical mastery, he deeply engaged students in TPSR practice.

Throughout his varied teaching experiences, in a variety of schools and environments, Darren had developed an empowering pedagogy which he described as the most effective. His methods of building rapport with students are ones which emphasised positive reinforcement and praise which celebrated an approachable, respectful personality leading to a positive relationship between himself and students. This echoed the way he gave voice and choice to students who were empowered within the PE experience.

7.2.1 *High order empowerment*

Throughout his years of teaching, Darren developed an empowering pedagogy which put learners at the centre of the teaching and learning practice. In addition to encouraging peer feedback and working regularly in pairs and groups, he made use of peer assessment activities, involving students in tasks which were traditionally set as teacher roles. This is how Darren exhibited responsible action, reflection and practice. Students' engagement reflected their interest and collegial efforts in making the lesson work. Within this climate, students often took the lead in creating their own warm-up activities and even setting up their tasks and started activities without needing teacher consent and guidance.

Empowerment was extended to tasks which put students at the centre of the learning experience and gave them responsibility for their own decisions and actions. He very often used students' contributions in whatever decisions were taken. For example, Darren asked students if they were ready to be assessed on the day or preferred to work on the set tasks and be assessed at a later date. This also came in during games where, for example, there was a doubtful decision (whether ball was out or in); instead of the teacher taking a decision, students were engaged democratically and collegially for a decision to be taken. Grouping in balanced and equal teams was done by students themselves. In this way, Darren emphasised the process rather than the end result. Although this, ironically, contradicted the time management pressures he faced, it was evident that this process was appreciated by students who engaged comfortably and enthusiastically in these methods. Darren's empowering pedagogy progressed across the TPSR practice. This was seen in how reflection time, as the closure time of the lesson, rather than being teacher-controlled was often student-led. He eventually moved from instructing students about the targeted levels at the beginning of the lesson to eliciting these from students throughout the lesson. This adaptation resonated with the empowering pedagogy framing his teaching practice.

7.2.2 *Student engagement*

Within his practices, Darren went further than simply instructing students on what they should do. Student-led activities were the result of their understanding of the benefits of being engaged. This high-level engagement came across in how Darren shared with his

students his targets of empowering them. An example of this non-traditional praxis, as seen in the field-note below, was captured when he discussed with his students the benefits of them managing and running the warm up whilst he set up the playing areas. This meant that less time in class management was wasted, hence longer playing time for students. Darren shared these thought processes, which were explained to them in ways which highlighted the need to be responsible and cooperative and, in doing so, gained more playing time:

> *Darren explains the need for students to cooperate and be responsible and warm up in pairs until he fixes the basketball hoops (M1: not just telling students to warm up responsibly but sharing the targets with students, going deep in the why need to cooperate; remaining active whilst teacher is busy setting up)* (Field note: Darren: lesson 2)

This practice was seen in ways he referred to instances happening during lessons to link to the levels of TPSR and help accentuate assimilation by generating discussion on these moments. Rather than stating the need to play fairly and expect students to abide by these standards, students were engaged in interactive moments reflecting on why playing fairly is needed and what the benefits are of doing this. In other words, moving from describing what should be done, to applying it and reflecting on the action. This process deepened understanding and helped link the set targets and the practice employed.

An example of this applicability practice is seen in how responsibility became an outcome of an adapted 'Prisoners' game which started off with one ball. The game rules were simple: students hit by the ball were to simply raise a hand and move to the 'prisoners' area without needing the teacher or their opposing class mates to point this out. If the game was played progressively and smoothly with full cooperation (signalling fair play and collaboration), an extra ball was included. The maximum number of balls used was three. When an action challenged fair play or collegiality (e.g. a player who was hit and failed to admit this or passed negative remarks on to team-mate), a ball was deducted. Since students loved the challenge offered by a three-ball-prisoners game, their actions and their practice were framed within a cooperative, fair environment. This collegial, cooperative environment set the motivational climate of the game played. Darren enhanced student engagement through constant questioning about the social and physical aspects related to each activity practised. As seen in the field-note below, Darren induced

reflection time on emergent issues during the lesson. These further helped heighten engagement levels and reflected his intentions of helping students experience a better applicability of the model:

> *Discussing with students (the) actions taking place during lesson. Discussing why it is important to allow time for students to say he has been hit in the game of prisoners rather than all students shouting OUT!* (Field note: Darren: lesson 7)

7.2.3 *Challenges*

While there were many positives within the lesson, there were times when Darren seemed unsure as to how to tackle specific emergent moments. Some potential teachable moments were observed (by myself as researcher) but not tapped or reflected upon by Darren. At times, following specific moments, he showed concern about which strategy would be the most appropriate to use; whether a one-to-one relational intervention or a full class approach. A major concern was the time conflict and the way the social aspects and level targets 'stole' time away from physical activity. He felt that bringing the TPSR levels to the forefront of practice meant that he had to 'side-line' the focus on the physical aspects which were a priority within the already time-challenged PE environment. Darren felt uneasy with substituting the technical cues with social ones and admitted to selectively ignoring some unfolding social moments, selecting instead ones from the array of unfolding incidents so as not to slow down the flow and active part of the lesson. Darren's concern about domain balance was constant across the full implementation program. He always referred to the physical elements and technical targets prior to the social skills. Reflection time commenced by discussing the physical targets first, then moved onto discussing the levels of the model. The restricted time frame was a major contributor to the adaptations made. Reflection time, which was planned as a closure to the lesson, was adapted and shifted to periodic reflective and relating moments throughout the lesson in support of teachable moments which arose. These sporadic interventions varied in vigour and took the form of mini-circle times. As the field note below shows, these were used when Darren felt that specific instances needed full class attention or simple reference to the levels in light of their relevance to the activities:

Darren did not do the reflection time but reflection on levels was done across the lesson (The lesson structure is changing into a flexible one where Darren is immediately putting class in active mode and then brings in the reflection periods when observable moments arise rather than left for the end of the lesson) (Field note: Darren: lesson 4)

In light of the time constraints Darren worked in, he considered using the model with selective classes, i.e. those who needed to work on their social skills rather than as a model to be experienced by all.

7.2.4   *Teachable moments and authentic student engagement*

During the implementation period, Darren brought reflection time earlier into the lesson. He felt that this fits better into his pedagogical preference as it heightened genuine engagement with the model. This decision mirrored his target of providing higher levels of student engagement. His line of reasoning showed that leaving reflection time as structurally planned, i.e. as a lesson-closure activity, would impinge negatively on the quality of engagement and induce students to relate only superficially to the levels in discussion. Darren looked at patterns and structure as routinized methods which hindered desired engagement levels (see section 6.2.1) and thus adopted a flexible, unstructured element within his practice whilst at the same time respecting TPSR fidelity. A climate which celebrated spontaneity and unpredictable outcomes was reached due to student empowered activities across the whole lesson. This created an environment in which students unconventionally engaged with the set tasks and planned activities. Interestingly, despite the restricted period of time, the adaptations supported his lessons which were holistic in domain exposure and applicability.

Apart from integrating the model levels within his activities, Darren picked on the emergent teachable moments and framed these within the levels of the model, discussed them, as well as reacted to how these emergent levels could be transferred to other contexts outside the school. An example of this action was seen in the way he reacted to a 'cheating' incident within a game. Darren, unpredictably, switched to 'circle time mode'

and engaged students in reflecting on this action in light of the game they were playing and the consequences cheating itself may have in other aspects of life:

> *Darren taps on cheating, as a teachable moment and calls a circle time to discuss this and also discusses cheating in other contexts (transfer).* (Field note: Darren: lesson 7)

The differences between the structured, originally planned TPSR lesson and the adapted lesson are depicted in Figure 27 which shows a level of flexibility brought into the structure. The experience showed that this element of flexibility heightened student engagement.

Figure 27: Heightening student engagement
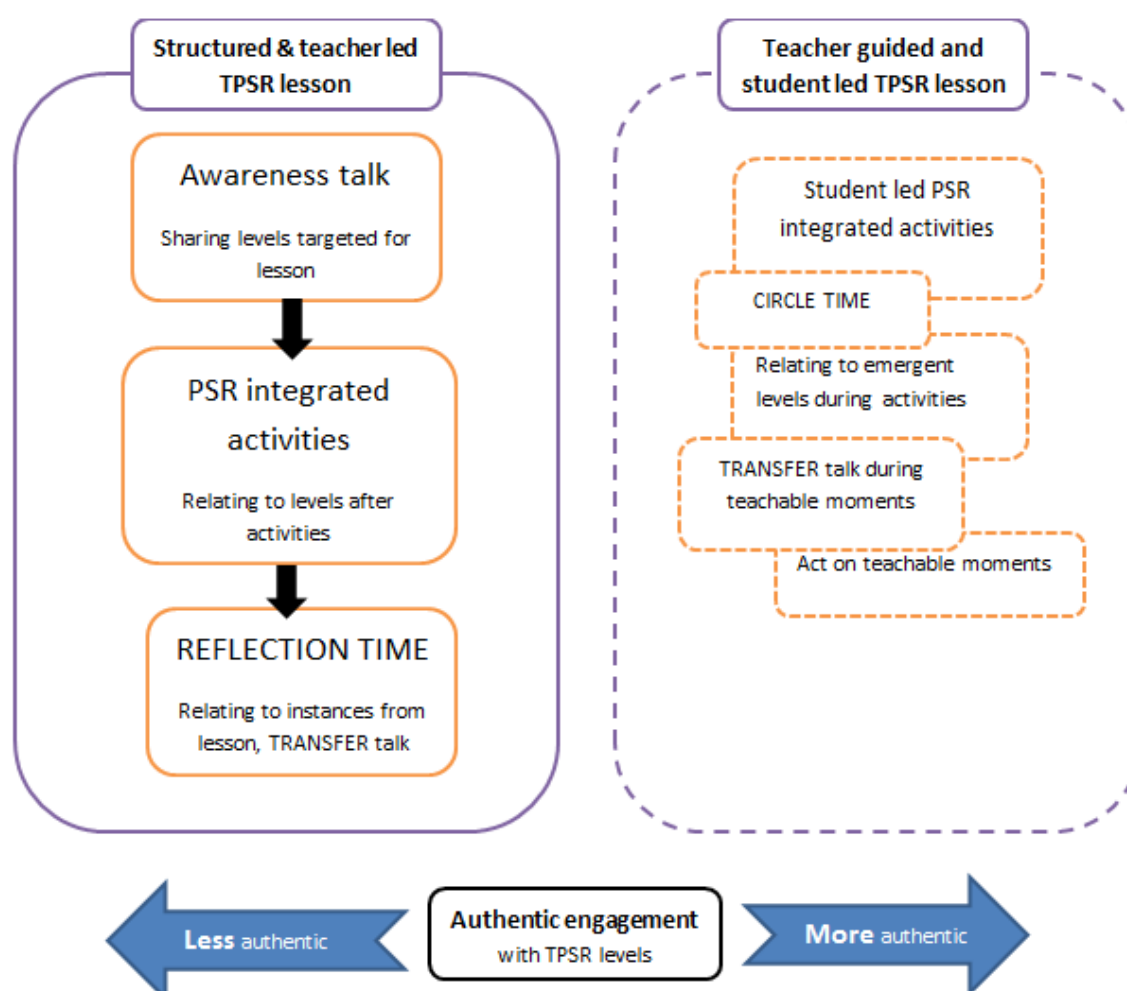
7.2.5   *Relationship building*

Throughout TPSR implementation, Darren placed the learner at the centre of the educational experience, a method which was in sync with his teaching style. His role as a guide was explicit. This position was heavily supported by his constant encouraging and concern in guiding his students towards further understanding. Positive individual and group actions observed in class were immediately praised. Students were praised for participating, cooperating and showing positive attitudes, as well as thanked for their support and help offered during the lesson. These actions may have impinged on respect, an attitude which was positive and evident in the student-teacher relationship. Whenever students related to the levels, Darren reinforced this through praise and encouragement and in the way he offered attention to the individual students. Corrective reinforcement was directed towards the actions and never at individuals. This emphatic disposition supported him in building a very positive relationship with his students who eagerly participated and took a very active role.

Darren's approach set a high motivational climate transmitting a serene, comfortable working environment which echoed confidence. This confidence, however, was not equalled by his disposition towards addressing class talk in parts of the lesson where this was necessary. The introductory and closing reflection time of the lesson were the moments which conventionally necessitated class talk. He shared his reluctance in leading group or class talk and selectively avoided lengthy talks as he was not comfortable taking a 'preaching' role and felt that these talks were ineffective ways of communicating ideas and targets of the lesson.   He argued that he preferred 'hands on' ways to facilitate understanding.   This approach further reinforced the student-led, student-empowered pedagogy adopted.   The field-note below shows the preference of applicability of the levels through practice rather than through simple verbal communication:

> *Transfer outside Gym discussion remains superficial, just a mention but no depth.*
> *(The fact that Darren does not relate to the transfer concept as passionately as he*
> *does with the levels during the lesson, echoes Darren's possible doubt in the*
> *effectiveness and worth of this transfer talk)* (Field note: Darren: lesson 6)

7.3   Kevin's story
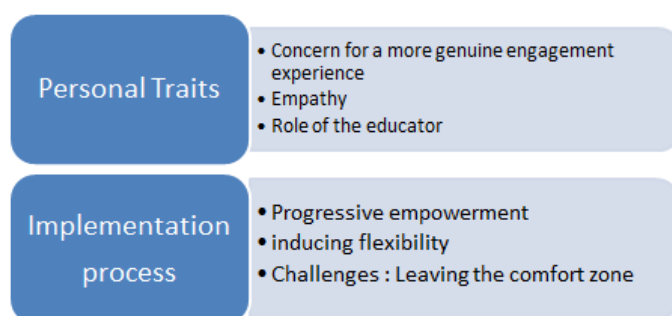
Kevin taught in a boys' church school (refer to table 9, section 4.6.1). Here, PE was delivered in double lessons lasting 90 minutes. The school enjoyed a collegial, supportive environment expressed across positive relationships between staff. Due to the large TPSR class population, Kevin had no option but to share the class with another colleague. Half the class worked with him for most of the year whilst the other group worked with another teacher. This meant that, although the full class was initially exposed to TPSR, eventually Kevin's group (half the class) were the ones remaining in contact with this innovative experience. This practice allowed for unavoidable, interesting comparative observations in the unfolding of the TPSR experience which, as Kevin's comments show, left a positive impact on students who mostly engaged with the model:

> *…seeing a huge difference between TPSR group and the other…TPSR group help each other and run games on their own…show better management and responsibility skills.* (Interviews: Kevin, February)

Kevin's main concern was in providing for an effective TPSR experience. This concern induced a need to reflect on and evaluate his role as an educator. The ways his empathic qualities were in sync with the pedagogical methods used in the model's application emphasised the impact such personal traits had on quality TPSR. Across the initial phase of implementation, Kevin became intrigued by the essence of empowerment as a major component embedded in TPSR pedagogy (see section 6.3). Empowering methods were not new to Kevin as through activities he encouraged students to take active roles such as spotters during gymnastics, leading stretching exercises and taking simple group management roles. However, throughout implementation, this quality of empowerment was gradually looked upon as 'normal'. Kevin's need to accentuate empowerment was

seen in the ways he moved from traditional to innovative ways of giving voice to students in how for example, he worked on introducing quality peer feedback and communication. This developing need across implementation was informed mainly through the understanding of the limitations students had in terms of ability to communicate, verbally interact and provide feedback. He became concerned not only by the lack of interactive abilities but also by the ways this drawback would necessarily impinge on the overall TPSR experience. This reflection directed Kevin towards planning a framework which targeted progressive and developmental student empowerment. His 'scaffolding' way of reasoning became clear. How could students be appropriately empowered when they are lacking the basic skills of effective interaction, communication and understanding the necessity of being able to do this? Interestingly, in Beaudoin's study (2002) about empowering in-service educators, authentic TPSR implementation is also seen as an achievable goal following confidence gain and an ability to empower students.

It was evident that Kevin understood the abilities and challenges of the class. The way he set out the targets to meet these challenges reflected his drive towards applying quality TPSR. Although this model was innovative to him, he questioned the plausibility of its function at the onset of the programme. Through his practice, he could read the 'gaps' between his planned targets and the present class qualities and thus he set out to work on a number of 'pre-requisite skills' to be able to take TPSR forward. Kevin progressed from traditional empowerment to more challenging ways of student-centred educational experiences. For example, students were introduced to dividing themselves in groups, devising class stations and managing them. They were also offered choices and provided with plenty of problem-solving situations. His long-term targets included having students set up games, officiate and manage organisation by themselves, leading to decisions and practices which echo responsibility learning. By introducing these empowering experiences, lived experiences show that students started to appreciate the set targets, as well as offered high exposure to the need for communication and interaction. These had been suppressed within the traditional framework of a normative PE experience. Kevin's planned long term targets were of having the class being able to take an active part in feedback provision, communicate appropriately and responsibly as well as apply these practices in self and peer assessments.

7.3.1 *Challenges met*

Kevin described the path towards heightening empowerment as 'challenging' and 'reflective'. He felt that de-centralising himself from a familiar, secure position (where he was in control) made him feel uncomfortable and awkward. Putting the students at the centre of learning led to uncertain moments. Across interactive tasks given to students during problem-solving and peer feedback experiences, he felt the need to intervene but resisted as he appreciated the need for student reflection and debate. Kevin also resisted the temptation to move in and express his opinions and decisions to class difficulties and situations. This resistance was described as 'frustrating' and 'worrying' since he initially looked at this student reflective-interactive time as time-consuming, and even as time taken from potential physical activity. Student engagement in domains other than the physical was felt to be inappropriate use of PE active time. As expressed in the comment below, empowering students with decisions which are traditionally teacher-led created issues which were challenging:

> *It is worrying to have students take millimetrical decisions in games... feeling*
> *uncomfortable on the fact that students may not trust decisions made by peer*
> *students* (Interviews: Kevin: January)

Since across the initial period of implementation, the TPSR lesson mostly drew on pre-targeted levels, Kevin's mindset dictated which levels to look out for. This hindered the abilities to scan and pick on emergent qualities pertaining to other levels. In this case, focusing on the pre-determined levels of the model 'shut down' the possibilities of interacting with teachable moments arising out of the myriad of social opportunities emerging during the lesson. The implementation experience, being an innovative one for both teacher and students, posed the challenge of how, when, and which moments were most appropriate to tap and select for instruction. The teacher's capacity to deal with this challenge improved as confidence in implementation grew.

7.3.2 *Adding flexibility to the structure*

Kevin started the implementation phase following the agreed, structured TPSR lesson (see table 16, section 6.2.4). As he gained confidence, he started to include his own adaptations

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both to structure as well as pedagogy. Although initially the balance in domain exposure was his concern, since he felt that spending time talking about the social skills denied students from exposure to active time and technical skills teaching, eventually PSR took over the circle time traditionally used for technical skills recap and consolidation. Kevin added the qualities of working together and feedback provision to the model's levels. These were described as being unavoidably linked to the main levels of the model and were considered as pre-requisites for TPSR. He related to the levels not only at the end of the lesson (during circle time) but found that reference to experiences whenever teachable moments occurred was a more effective approach. He used sporadic circle time to discuss arising issues. He also introduced the use of the 'thumbometer' to evaluate how students related to levels during the lesson and not just as part of the closure of the lesson.

Kevin progressed from implementing a structured form of TPSR lesson which provided reliability and support in the face of uneasiness and lack of knowledge in this new pedagogy, to delivering lessons within which PSR became grounded. This progress became apparent not only across practice but also across his concern for a heightened level of engagement with the model.

7.3.3   *Concern for genuine engagement*

Kevin's engagement with the TPSR model gradually increased over the course of the implementation phase. This mirrored his concern for students to genuinely engage. Across his 'scaffolding progression', adaptations to the way communication and feedback provision tasks were presented showed his concern for making things work. The recognition of communication and feedback provision as pre-requisite skills, the focus on peer feedback as a main target for the lessons, and the simplification of criteria for appropriate peer feedback provision so as to make this experience less overwhelming for students, all reflected a genuine concern to provide an authentic TPSR experience. As the following memo and quotation suggest, students were prompted to try and make the links between the activity and the levels, rather than having these explained by the teacher himself:

Kevin chooses not to inform students about the levels to be practised so that these can be elicited by students themselves during or after the lesson (Field note: Kevin: lesson 5)

I try to get students to make the link rather than (I) just mention levels. I share my intentions with students, like choosing not to tell students about the levels before the activities to see if they can elicit these (Interviews: Kevin: April)

Teachable moments were sporadically identified and, through questioning, Kevin prompted students to bridge together the action and the levels emergent from the action. Kevin's actions showed that he seemed not be satisfied with having students engage at a superficial level (meaning just doing what teacher asks and plans) but sought to engage students at a level where it would become more meaningful. Examples of these practices were witnessed in how, for example, following a student's group activity, where the level of effort did not reach its desired effect, Kevin addressed this issue and asked the students to repeat the same task again. On another occasion, he was particularly intrigued by the fact that after working on the level of helping others and linking this to outside contexts during the reflection time, the moment the bell rang, all students left without helping to put away the PE equipment. He was intrigued by this lack of applicability of levels and chose to pursue this teaching moment further. He took note of this action and made sure to refer to the need to 'walk the talk' in the lesson to follow. As experienced in his discussion, Kevin was particularly intrigued by the fact that although students did improve their awareness and knowledge of the levels within the model, their applicability and transfer was a different story. This experience was a catalyst across the community of teachers and fuelled debate around the superficial as opposed to genuine educational experiences.

Kevin also engaged extensively in one-to-one relational time with students whom he specifically selected as needing that 'extra talk' and spent time conversing with them in moments outside his teaching contact hours. This was not an innovative method for Kevin as this was part of his everyday pedagogy. Nonetheless, TPSR helped reinforce the ever-increasing need for individual attention. This specific method resonated with his personal traits which were supportive of this pedagogy.

7.3.4   *Beyond instruction*

The path taken from a superficial to a higher, more authentic form of engagement came across through several actions which lay deeper than 'hands-on' practical experiences of PSR activities. Kevin sought heightened educational 'grab'. He specifically chose to share with his students his pedagogical intentions. For example, as the below memo suggests, Kevin openly discussed with his students the reasons why he chose to empower them with class management tasks:

> *Sharing the lesson targets with students. Kevin informs students about why he chooses to empower them. This helps students understand the decisions taken by teacher and his target of helping students learn about responsibility* (Memo: Kevin: lesson 3)

In other instances, students were engaged in discussion about taking decisions and how this links to responsibility. Furthermore, students were asked to discuss the reasons why they were given the roles to officiate a football game instead of the teacher doing this, and what would they gain from this. At a higher reflective level, he also cognitively engaged students in trying to seek reasons for his adaptation to 'doing away' with the awareness talk at the beginning of the lesson and the implications of this. This form of engagement showed the efforts Kevin made in trying to provide meaning to his actions and by doing so promote the meaning for the actions.

This authentic engagement quality was evident also across the way Kevin's reflection came in before decisions were taken. The thought processes behind simple tasks such as involving students in selection for taking on specific roles in class, reflected his empathic nature which allowed him to draw on students' feelings within his decision-making capacities. Throughout reflection time, he realised that students were more often than not 'relating to negative issues more than positive ones' encountered during the lesson. His response here was to select some positive examples and through these show students different perspectives to their actions. This positivity was supported by the use of constant positive reinforcement. Kevin embraced student-centred methods and applied these in highly engaging ways by giving voice to students and feeding off their aptitudes and feel for the lessons. His collegial aptitude came across his implementation practices where his

willingness to share ideas and try other's ideas in his own practices echoed Kevin's continuous learning journey and professional development.

7.4   Sandra's story
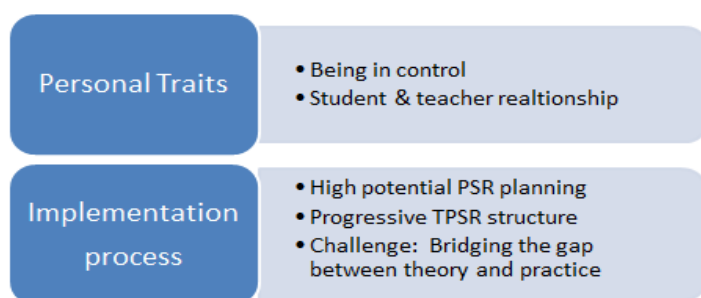
In Sandra's context, PE lessons were single periods of forty-five minutes each. The school Sandra taught in enjoyed an overall positive environment where students' behaviour in general was considered to be very good. However, in terms of collegiality, there seemed to be a division between members of staff, between Sandra and her PE colleague, as well as between staff and administration. Although this detachment was experienced on a daily basis, the school did engage in activities which portrayed collegial and cooperative work. These, however, were looked upon as being superficial and 'bluff'; in other words, activities done only to please the eye and give a positive picture to the people within and outside school. This echoes the superficial qualities of educational experiences where students and staff seem to carry out tasks without an essential meaningful application.

Structure and progression framed the approach Sandra took to teaching PSR. This was evident in the rich PSR integration within the planned lesson activities. However, the rigour in this planned, systematic structure was not reflected in applicability. The field notes and memo below portray Sandra's systematic planning and her need to be in control of the lesson:

> *A high potential of social qualities in activities selected for lesson…Student empowerment is provided, however Sandra takes control of discussion and tends to take the lead…Reference to levels are made specifically in the planned reflection time.* (Field note: Sandra: lesson 2)

Offering students opportunities for discussion but this is immediately re-taken by teacher (Field note: Sandra, lesson 4)

Sandra plans activities which do capture the levels targeted for the lesson. Activities are rich in level potential. (Memo: Sandra, lesson 7)

The way she related to students may have impinged on the overall effective engagement with the model. This approach generated reflection on the relationship between the outcomes of lessons which are overtly structured and teacher-centred, as opposed to more flexible approaches which are teacher-guided but student-led. This reinforced the concepts of authentic or superficial educational experiences and how these related to student empowerment and teacher control (refer to section 6.5.4)

7.4.1   *Planning for PSR*

Pre-action planning time reflected the PSR-loaded activities in the lessons. PSR integration within each activity was carefully planned. This offered great potential in terms of bringing across pre-determined levels. The chosen integrated activities as well as the methods applied were appropriate and targeted eliciting the levels across applicability. Structured progression and implementation were evident in practices where, for example, Sandra related to the social skills only after discussing the physical components during reflection time; a process solely practiced at the end of the lesson and seldomly across the activities carried out. This same structured approach came across in how Sandra felt that the only time the next progressive level could come in, was after students had absorbed and understood the level being presently undertaken. She argued that possible improvement in the applicability of TPSR levels with students who lacked a basic level of physical skill and ability was remote. According to Sandra, low skill ability students needed much more time working on the physical aspects than on any other areas she thought to be of 'lesser importance. This meant that talk about transfer would, in this context, be idealistic. In the group discussions, Sandra reflected on a relationship between skill level, ability and PSR. She argued that having some understanding of game rules, as well as being able to play a team game at some basic level, were judged to be requisites for

possible, and better, PSR practice. In her perspective, a common, level playing field would aid applicability. This perception, however, hid the potential exposure to social interaction which intensified when environments were increasingly challenging and differentiated.

Apart from integrated quality PSR, the planned activities offered a highly empowering experience. Students took a leading role in running the activities themselves, worked in pairs and in groups. This student-centred pedagogy, however, was not innovative. Students in this context were used to working together and helping in class management tasks. However, the majority of students were not confident in expressing ideas and sharing personal views. Students needed encouraging and prompting to get them to interact more. This struggle generally led to the teacher becoming impatient waiting for students to elicit responses and often resulted in the teacher re-taking control and providing the solutions to make sure the pre-planned lesson targets were covered. It seems that within this context, controlled by time and defined by structure, a somewhat superficial empowering experience became the praxis. Sandra, innovatively, introduced peer assessment and peer coaching in class as well as encouraged students to engage in providing peer feedback. Sandra shared these new levels of empowerment with different vigour and method across other classes outside PE. Within this empowering methodology, the challenges in bridging the gap between the planned activities, the practice and meaningful experiences were noteworthy.

7.4.2   *Bridging theory and practice*

The planned activities delivered by Sandra were loaded with TPSR levels. In practice, however, level application seemed to pose challenges which left a gap between what was planned and the outcomes. Since within the structured TPSR lesson, reflection time was set as the closure of the PE lesson, Sandra's interaction and reflection on the levels were postponed until this time.

> *Reflection time seems to be the MAIN time allocated and structured for students'*
> *voices. Here all the linking and level reference is attempted (these are seldom*
> *evident during activities)* (Memo: Sandra: lesson 5)

This choice prevented the immediate relating to the multitude of teachable moments arising across the PSR loaded planned activities. Potential PSR moments thus passed without being addressed as activities took place with no relating to the targeted levels:

> …*Sandra seems not to be reflecting deeply on the model application and the process. Implementation remains superficial and non-reflective. Failing to tap the incident (student pointing to other student and telling her off) there and then, or at least after the lesson reflects the teacher's inability to engage with the model* (Memo: Sandra: lesson 7)

As shown in the fieldnote extracts below, Sandra was uncertain as to how and when to react to arising teachable moments. This comes across as "a*n array of teachable moments which remain untapped, not capturing the moments which arose*" (field notes; Sandra, lesson 1 & lesson 2) also, "*levels emerge regularly during the activities but are not tapped*" (field notes; lesson 4). Sandra did not react to instances when students, for example, displayed lack of respect towards their peers: "*Another student pointing to a peer and criticised her effort. This was not tapped by teacher*" (Field note: Sandra, lesson 7).

Sandra understood the educational potential of these teachable moments. She saw the link to the level but felt uncertain about when and how to tap them. The delay in reacting to the unfolding moments impinged on effective applicability of the emergent value-laden educational concepts. These concepts were rarely addressed during the final closing reflection time, as most were forgotten. The desired impact from relating to the levels during reflection time was not experienced. A need to bring these levels to the surface as opposed to leaving them embedded within the planned activities was felt across practice. As much as reflection time was seen as an opportunity to celebrate students' voices, Sandra described this as a time 'exploited by extrovert students', a time which was appealing for the confident students but 'shut down' the introvert ones. Reflection, as Sandra explained, was the time generally 'hijacked' by the same students.

7.4.3 *Engagement with the model*

Effective applicability of the levels was challenging. A lack of concrete applicability of the model's levels kept this implementation practice at a somewhat superficial level, thus

Sandra seemed to bring across what Curtner-Smith et al. (2008) refer to as a 'watered-down' implementation of the model. Authentic efforts to heighten engagement and to make the levels more visible were not evident within this context. Sandra followed the plan and attempted to refer to the levels at the end of the lesson. However, this relating experience was practised in instructive and verbal ways which remained distant from effective application. The teacher recognised the need for her students to work on encouraging each other but did not create settings which would help bring out this educational need. Thus, while the targets were planned, the process in meeting those targets was not as effective.

The actions that ensued within Sandra's lessons were generally teacher-directed and controlled. The methods applied in bringing across TPSR remained at a structural level but distant from effective engagement. As the following field note suggests, the levels seemed to fit in specific moments of the lesson and although these did emerge in unpredictable ways, they were often left untapped:

> *Levels are evident in activities but are not brought out...Levels emerge regularly during the activities but are not tapped.* (Field note: Sandra, lesson 4)

This level of engagement echoed Sandra's overall ability and efforts in relating to students. The social skills were kept second to, as well as separate from, the technical components of the PE lessons. The teacher offered engaging options to students, mostly through questioning at the end of the lesson. These questions, however, did not guide students to 'zoom onto' the targeted objectives. Questioning students about how they felt in the process of the activity, why they reacted as they did, what could have been done, may have supported a shift towards a more authentic and engaging experience.

Sandra did offer empowering experiences and included innovative ones within her pedagogy, however although these were offered, they seemed to come into conflict with the encultured and conventional PE experience. As the following memo indicates, when students got 'stuck' on a reflective pause (a moment of cognitive engagement), she took over control and probed students for a quicker and less time-consuming answer:

> *Sandra does empower students but tends to regain control after a while. She seems to be impatient in awaiting students responses.* (Memo: Sandra: lesson 2)

The teacher portrayed a less emphatic nature since corrective comments were directed towards students themselves rather than focused on the action which deserved attention. This personal trait was manifested in how she, for example, chose not to take action on an incident where one of her students pointed towards another peer and talked about how this peer did not put any effort in what she was doing. This was a teachable moment with much potential in bringing across the level of respect. The level of engagement and authentic applicability, in this context, mirrored the relational level between teacher and students. This, interestingly, echoes the discussion around value orientation (see section 2.2) and subjective dispositions of educators (see section 5.5) and how these relate to the authentic nature of engagement itself.

7.5   Gillian's story
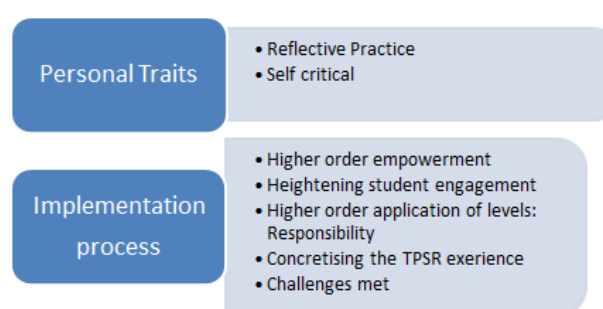
The school context that Gillian worked in (independent/private school) supported creativity and innovation and similar to Kevin's environment (church school), enjoyed a collegial and cooperative setting. Students were exposed to and were familiar with student-centred approaches and showed confidence in relating, communicating and leading activities. Students were comfortable with empowering pedagogies. This was evident in the immediate ways students related to TPSR pedagogy. As indicative in the memo below, Gillian's teaching method reflected this empowerment:

> *Whereas other teachers (participants in the study) progressively built up to reach the level of peers' assessment (a high empowering strategy) here Gillian uses these already. Students are used to being empowered to carry out similar tasks'* (Memo: Gillian: lesson 1)

This was experienced at different levels and accentuated progressively and developmentally despite a number of challenges Gillian faced. Empowering methods of a 'higher order' (a phrase I use to describe actions above the traditional norm of practice) brought about a heightened application of the levels which served to accentuate student engagement.

> *Starting lesson with a level loaded ice breaker and after engaging students in trying to elicit the levels tapped for the lesson. A different way of working the model.* (Memo: Gillian: lesson 2)

> *Transfer issues brought in earlier than in reflection time.* (Memo: Gillian: lesson 2)

This resonated with the way Gillian strived to concretise the TPSR experience. Within a perfectionist and highly reflective position (see sections 6.4.4, 6.5.1), she juggled with the model's structure, the context she taught in, as well as the outcomes of the model to try and bring the levels to life and make these more explicit and concrete.

7.5.1 *Empowerment*

In comparison to the other school settings, the basic level of empowering styles, within the context Gillian worked in was already at a higher level. Students were regularly engaged in activities which supported and promoted working in pairs and groups the latter of which were selected by students themselves. Students here were also encouraged to provide peer corrective feedback and were responsible for officiating during class games. They were encouraged to take decisions and act upon them. Gillian, in a similar way to both Kevin and Darren, empowered students with roles which traditionally pertained to teachers. Gillian, however, took empowerment to yet a higher level.

Within this cooperative and engaging context, students were for example; involved in assessing their own experiences of the levels in a self-assessment sheet. Similarly, on a higher scale of responsibility, students mastered skill assessment and were engaged in providing scores and marks for their peers and other groups. Within this context, progressive empowerment led to experiencing the main outcomes of TPSR which is responsibility. Here, students not only experienced this but engaged with it holistically,

understanding the benefits of this pedagogy as well as appreciating the reasons behind it. This, I describe as an authentic and genuinely engaging experience.

Furthermore, students designed and led their own warm up activities. They shared these with other peers as well as coached their own peers in skills related to set class tasks. The teacher made sure that the rules pertaining to the games played were owned by the students themselves. This meant that students had time to voice their concerns about rules, and cooperatively came up with new rules or rule adaptations to guide them during play. This higher order empowering practice laid the foundations for experiencing and practising responsible behaviours. In this environment, students were comfortable with empowering pedagogies and the context was thus more responsive to the teaching and learning about responsibility. It seems that meaningful responsibility learning may become plausible when the levels of student empowerment, engagement, student-teacher and student-student relationships are high. Thus, Gillian's empowering pedagogy, as much as it reflects her engagement and relationship levels, could also be the platform upon which meaningful responsibility teaching and learning are made possible.

7.5.2   *Student engagement*

As initially planned in the TPSR lesson structure (see figure 8, section 4.8.4), teacher interventions were targeted during specific times in the lesson. This structure was gradually adapted to fit the smooth running of the lesson. Gillian, similar to Kevin and Darren's pedagogical progressions, moved away from overtly structured and planned TPSR lessons. This allowed for what she referred to as '*a more authentic experience*'. She felt that planning the levels '*felt a bit fake*' and therefore targeted increasing levels of engagement with PSR. Gillian showed an ability to pick on the unfolding moments and placed these within a PSR context. These adaptations were seen in sporadic use of circle time, whenever this was necessary. This element of flexibility was demonstrated in how she improvised in the use of the 'thumbometer' to help students reflect on their levels of engagement. Consistently, Gillian brought the levels into the ice-breakers at the beginning of her lessons. Following this, and as illustrated in the following memo, she used circle time and engaged students cognitively in eliciting the levels they thought they would be working on:

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After explaining the activity Gillian asked students about which level they think they will be tapping. This is a variation which shows flexibility and adaptation to suit one's different needs as well as highlight the models' openness to improvisation and objectivity (Memo: Gillian: lesson 8)

Students were constantly asked for feedback related to the levels and discussed level integration after the final game. Levels were constantly referred to throughout discussion and questioning was used during practice. These were also sporadically linked to environments outside the school context (transfer).

7.5.3   *Heightening engagement with levels*

Gillian shifted from simple instruction to sharing with students the outcomes and instructional knowledge of the set targets. Rather than instructing students to encourage and praise each other's efforts, she dedicated time to discuss with students why this is necessary and what benefits are achieved from this collaborative interaction. She spent time discussing reasons and getting feedback on why, for instance, she chose to '*adapt the assessment schemes to meet the social domain needs since the social qualities featured heavily*' (Memo: lesson 4). Moreover, Gillian felt that by offering student-centred assessments, students would '*enjoy the assessment method carried out, as students like being in control of the assessment, being like the teacher as well as knowing what is expected of them*' (Interviews: Gillian: lesson 5). The focus, throughout instruction was always on the process rather than the end result. This sharing experience was taken a step further during circle time where she discussed with her students the role of the PE teacher as an educator for life rather than an educator of a subject. The partaking of the knowledge that is traditionally the teacher's property, showed the intent of engaging students in ways beyond conventional norms. This approach, captured across the following memos, positively impinged on the application experiences of the model levels.

Sharing the targets behind the selected pedagogical approach with students. Gillian goes beyond teaching the content and shows students why certain pedagogical methods are used. This gives more to students (Memo: Gillian: lesson 5)

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Sharing pedagogical decisions with students (Memo: Gillian: lesson 5)

Students given responsibility (high level) to decide on how to allot marks. Students were highly responsible for this and acted cautiously and with diligence. By empowering students to self-mark, this elevated effort levels and overall engagement (Memo: Gillian: lesson 5)

During planned activities, efforts in increasing authentic application of the levels was noticeable. Gillian chose to empower students even further leading them from experiencing empowering tasks to being involved in activities which were cognitively engaging, student-centred and focused on the purpose of the activities and not on the end result. In contrast to Kevin and Sandra's empowering initiatives, Gillian confidently chose to take the back seat even in activities involving assessment. Perhaps her knowledge of the group's ability gave her confidence to do this. Students experienced the delicate and intricate tasks of carrying out peer and self-assessments, as well as awarding and deducting marks as necessary to other groups as well as their own. These were recorded and presented to the teacher for her personal use. The uniqueness of this empowering experience became tangible in practices which involved, for example, students: explaining and handing over set tasks to their peers; measuring, marking, discussing and recording their peers' levels of effort; designing and managing their own stations and activities; and acquiring roles as coaches and helping out others who were struggling with set tasks. Gillian felt comfortable in going as far as allowing students to decide on whether their own actions deserved the 'press-up consequence' (an agreed by all consequence for actions falling outside acceptable norms). If the students taught that their actions were not within the acceptable and desired level, the 'press up' consequence was unavoidable and was carried out responsibly and without any resistance.

7.5.4 *Concretising the experience*

Gillian was not satisfied in simply making students aware of the TPSR levels or showing them how the levels could be applied in real life contexts. She showed a concern for a higher level of applicability and an interest for authentic and tangible experiences. Apart from tapping the arising teachable moments and bringing these into the lesson for

reflection, she focused in on the level practised in ways which highlighted these and made them visible for all students to see and experience better. Efforts shown by the teacher reflected the desire to concretise the abstract experiences, to move from a PSR experience led by discourse and reflection to an application of them.

> *Concretising and applying the level of effort using a high integration of levels within activities. By including a marking exercise for number of attempts, this lifted the student's effort levels significantly. Here the level is made applicable, measurable and concrete. Gillian makes an effort in concretising the experiences and making these measurable for better understanding and learning* (Memo: Gillian: lesson 6)

Gillian selected specific students to act as 'encouragers' during activities. These roles were eventually shared. The need to get students to experience the dual effect of both giving and receiving encouragement was an experience which helped increase applicability of the targeted levels. In other moments, she called on circle times for the simple sake of praising the levels of effort put in during activities. She discussed issues related to working in groups such as the importance of avoiding belittling statements, making peers feel better as well as talking about the impacts and consequences of cheating. Gillian also involved students in designing adaptations to game rules to make it, for example, more cooperative. This way, students were holistically and effectively engaged (physically, cognitively and socially).

Gillian included an element of assessment which was inclusive of TPSR. This echoed her overall rapport with TPSR, as well as her confidence that the areas covered were worthy of assessment consideration. She planned to use self and peer-assessments of the levels at different periods across the year. This benefited gauging applicability and level awareness. She went further by discussing with students the reasons why marks on effort should be given and why she decided to increase the percentage of marks allotted to social skills. Her desire to increase applicability and authenticity in PSR experiences became evident in the way she reacted when students failed to transfer their PSR understanding to a specific incident happening in class. An incident recalled in one of the group meetings called upon the need to show respect and help others. One student, who had a long-term injury and was not taking part in PE lessons, came to PE without having a professional and/or parental clearance to engage in physical activity during the PE lesson. His peers

knew this but declined from informing the class teacher and by doing so giving way to the possibility of their friend getting injured once again. On one hand, Gillian's ability to transfer this to the arising class situation indicated a positive disposition and understanding of level applicability. On the other, the disappointment of not having students applying their understanding to this arising moment, created doubts and concern about the appropriateness and authenticity of PSR teaching and learning. This questioned the pedagogies used which should help students cross the bridge between 'knowing about' and 'understanding' PSR and here, again, Gillian questioned the authentic and genuine application of it. The below reflections capture these concerns;

> *Some students show off their level of engagement so that I can see them being engaged... Students do what is expected of them... I do not know how much is in them... and how much is just a show* (Interviews: Gillian: April)

7.5.5   *Challenges met*

Gillian felt that whenever students were not physically engaged, they may have not been making effective use of their PE time. Prolonged reflection time, for example, although educationally valued and cognitively and constructively engaging, generated a feeling of time wasting. Having students seated for a while brought on a feeling of not giving students what they 'should' be getting in PE. Empowering students, however, was looked upon as good practice. Here again, stepping back and delegating to students the roles traditionally pertaining to the teacher was challenging. Within this context, despite living these challenges, Gillian understood the educational potential her pedagogical methods and decisions enclosed and resisted the urge to interrupt student interactive activities. In this case, educational targets were prioritised over curricular demands and encultured practices. These experiences evoked continuous reflective practice.

7.5.6   *Personal traits*

Initially, structure drove Gillian's TPSR lessons. She used ice breakers at the onset of the lesson as well as a gradually introduced the new levels by showing short video clips which

highlighted the level/s she intended to introduce. This mirrored comfort and confidence in planned, systematic approaches. Gillian was driven by perfection. She made sure that her plans were in line up to every detail with the agreed TPSR structure. She also kept records of unfolding instances in lesson by "*taking note on the clip board of moments which arose during activities*" (Field notes: Gillian: lesson 2). This trait proved to be a challenge in face of the need to marginalise structure and bring in a more flexible approach as the students gradually engaged with PSR learning. Gillian understood and appreciated the demands put on her pedagogical preferences by TPSR teaching. She gradually moved away from structured planning since genuine engagement, a quality which she targeted, did not fit within her perfectionist, systematic approach, and flexibility eventually poured into her pedagogy. This was captured in the ways she reacted to arising teachable moments and how she adapted TPSR qualities to suit both her own and the students' needs.

> *Improvising on a new version of the thumbometer to keep a good level of motivation. Students engaged with this well. This also indicates the possible variation and the objectivity of the model* (Memo: Gillian: lesson 7)

This flexibility, however generated a sense of uncertainty as to the model's fidelity and effectiveness. Bringing in measurable elements of the levels through the introduction of assessment protocols echoed an attempt to concretise the abstract educational qualities students were being exposed to. This attempt was introduced through tangible means such as:

> *Using a levels self-assessment sheet to be filled in by students…using a peer skill assessment…doing an awareness talk on the assessment activity carried out and discussing with students why the assessment procedure was done this way (student centred)* (Gillian: Field notes: lesson 5)

As shown in figure 28, moving away from structure generated tensions between the known and the unknown and between comfort and uncertainty. Uncertainty, in the present study led to teachers to question the relationships between higher authentic and genuine engagement within a flexible pedagogy adapted to suit the unfolding moments of a lesson. Gillian provided a solution for this uncertainty. During the TPSR meetings Gillian proposed that any introduction to TPSR should initially be framed around the specific needs of students and initiated via a structured plan, which eventually gives in to qualities

of flexibility and improvisation for a sounder PSR education. A similar gradual induction to TPSR was recommended by Beaudoin (2002) who suggested a sequential progression of levels together with awareness talks to help teach the necessary TPSR vocabulary. Gillian's perspective similarly embraces a gradual induction to PSR education which would help students understand the levels, become aware of the model and its targets, and put into practice empowering methods which students comprehend and appreciate. This would engage students at a deeper and a more mature PSR experience.

Figure 28: Towards a more authentic and genuine TPSR experience
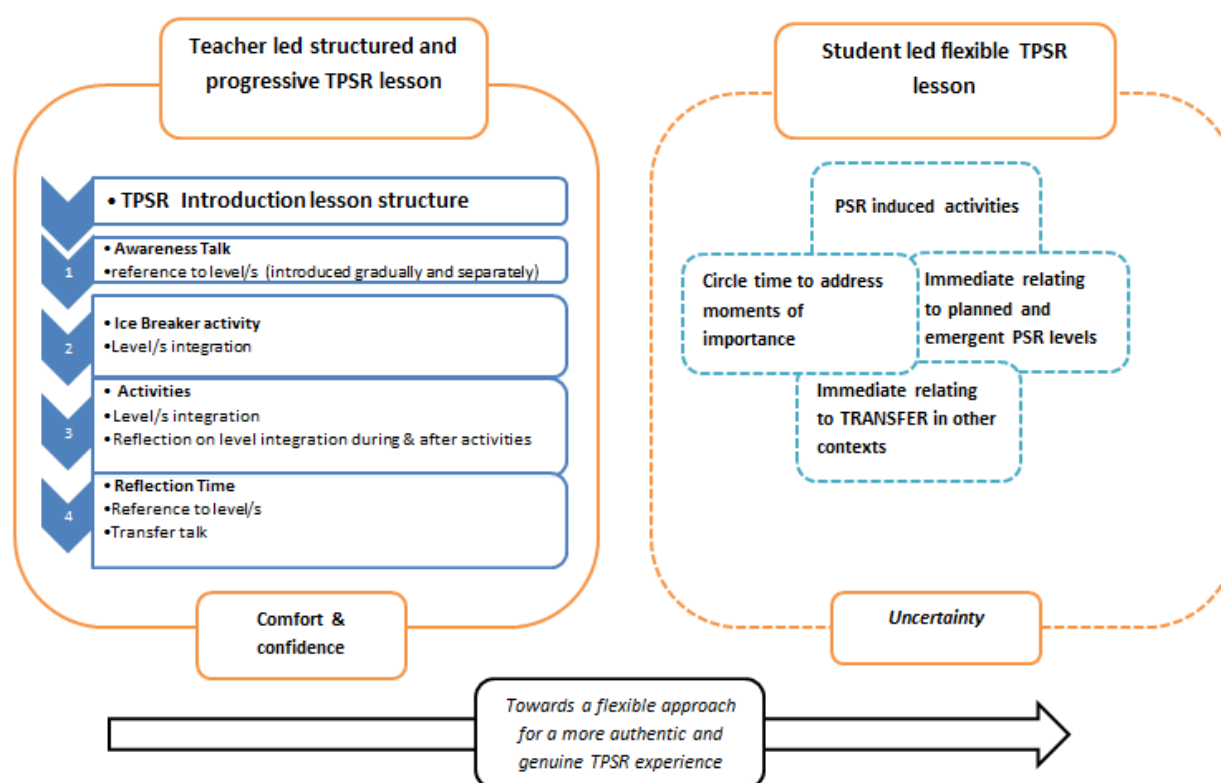
The vigour by which Gillian engaged in reflective practice was noteworthy across her planning and implementation practices. The below memos highlight these qualities:

> *Integration of level of helping others and effort are at a high level. These two levels are integrated within a student created and centred activity, in which both levels are concretised and explicitly practiced* (Memo: Gillian: lesson 6)

Gillian moves away from simple integration of level in activity but holistically engages students in experiences bringing together application of measurable and concrete level application within a framework of empowerment, decision making and responsibility. Students are taken deeper in discussing the reasons why such pedagogy would be important for them to experience (Memo: Gillian: lesson 6)

Across her experience, the full reflective cycle was evident. Her continuous engagement in reflection described by her as 'tiring', echoed her perfectionist position. The meticulously selected activities targeting the levels selected as well as the creative and innovative ways these were presented reflected in-depth reflection across the planning phase. Gillian's reflection in-action is captured across the ways she made decisions and how she selected moments and not others as the lesson unfolded. The evaluative ongoing process captures Gillian's reflections on her actions and their appropriateness. Furthermore, her concerns in trying to find better and more effective ways of bringing across her targeted outcomes come across in the memo below:

After explaining the activity (Gillian) asks students which level they think they will be tapping. (This is a variation from the norm practice which shows flexibility and adaptation to suit her different needs as well as suit the model's openness to improvisation and objectivity) (Memo: Gillian: lesson 8)

Gillian considered the most suitable 'level fit' by seeing which levels would be more appropriate to include within the various PE areas of learning. This vigorous reflective stance was often self-critical, and despite her critical stance, she consistently praised and reinforced students for efforts shown. Gillian isolated moments which deserved praise and applause as well as refrained from criticising the student but induced discussion on observed inappropriate behaviours making the action and not the actor the focal point (see section 6.5.2).

7.6   Conclusion

This chapter has collated my perceptions on teacher-participants' implementation practices and the subjective methods and perceptions on implementation of the four case study

teachers. The capture of these subjective perspectives shed light on the need to primarily understand subjective variance and to look at how this impinged on effective teaching and learning. The work of Curtner-Smith, Hastie and Kinchin (2008) offers a guide towards a better understanding of this subjective variance. They argued that the different interpretations of pedagogical models are due to the varied teachers' socialisation experiences. These experiences are identified as acculturation, professional and organisational socialisation.

Following this implementation experience, data suggest strong support for the 'SITE' qualities Hellison (2011) recommended as the building blocks for effective TPSR. These subjective experiences propose as well as reinforce findings across other related studies that teachers concerned with effective TPSR provision could not effectively meet this target without meticulous reflection (Romar, Haag & Dyson, 2015). Furthermore, building upon and improving relationships through appropriate communication (Melendez, 2011, Escarti et al., 2011) and by advancing empowerment (Hellison, 2011) are essentials. It was interesting to experience the magnitude by which reflective practice framed the experiences of teachers as well as observing and capturing their efforts in seeking positive engaging experiences. In parallel, positive relationships and empowerment impinged on traditional systematic ways of teaching in powerful ways. Teachers who engaged with these qualities and targeted a genuine and authentic experience of TPSR experienced the need to move away from the comfortable and secure structured methods of teaching to methods which were more flexible in format and practice. It is interesting to observe how teachers needed to cross over from a traditional approach of teaching onto other approaches which empowered students and positioned the educator in a different role. These subjective experiences allowed me to appreciate the various settings teachers worked within and how these environments impinged on their target of proposing meaningful value-laden PE and more generally, TPSR philosophy. This subjective focus added to the richness of an informed understanding of the applicability of socio-educational content as well as supported the multi-relationality of the emergent concepts across the study. These are brought together in search for a way forward in the coming chapters.

Chapter 8: Discussion

8.1   Introduction

In this chapter, I draw together findings presented in the preceding chapters. Initially, I present a concise, focused explanation as to how these discussions have helped to address my research questions. Subsequently, I focus on five different but related concepts which have come across powerfully in the study and fuelled reflection on the part of both the research participants and myself, encouraging us to reflect on the purpose of education and our roles as educators. Further to this, in view of socio-educational content across the local NCF outcomes (see tables 2, 3 and 4, section 2.8), I draw on the findings in relation to the local context and the implications for local policy. Although I discuss in depth the different areas in their respective sections, due to the multi-relationality of these aspects, and the non-compartmentalised and constructive approach in eliciting the findings, the different concepts are at times referred to across the various sections. This, I feel, emphasises this relationality. The main concepts explored bring together social domain abstractness, school culture and enculturation and formal and informal education. Furthermore, I explore the concept of TPSR as a much broader educational tool and finally reflect on value education and the value-laden educator.

Social domain abstractness is discussed in the first instance. It is noted that the qualities which give this domain its abstract nature are the same ones which, within a context which celebrates formal and systematic learning, can devalue its educational potential. Interestingly, although this abstractness seems to act against its value, the TPSR experiences suggest that teaching and learning of this domain comes across more appropriately through automatic, improvised and unplanned methods. This environment mirrors educational settings which promote best practice. A discussion on how this setting impinges on teacher pedagogy, as well as contextual issues framed in enculturation, is presented. In particular, I present a discussion on the evolving emergentist pedagogy (Osberg & Biesta, 2008) which not only supported the pedagogical approaches adopted by the teachers involved in this study but became a prominent pedagogy in this study. This pedagogy calls for less structured and systematic frameworks for teaching in order to facilitate meaningful and genuine educational experiences. The educationally-rich TPSR journey provided us with a myriad of experiences which impinged on various educational

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concepts. This experience went beyond what I expected. It began as an application of a specific pedagogical method and evolved into a holistic, reflective, learning experience. In this discussion, by drawing on the study's findings and broader literature, I present the TPSR philosophy as being more than simply an 'educational tool'. It goes beyond the teaching of social skills and, through its praxis, brings out qualities which are emergent in nature and necessary for effective, authentic education. Consequently, I present here a discussion which merges the concepts of TPSR and communities of practice (COP) as a way of bringing forward engaging and authentic educational experiences and consider how these could challenge the contextual realities of the educator working in isolation. In doing so, this serves to address the gap that is often evident between intended educational outcomes and how these are proposed for student learning.

In conclusion to this chapter, I re-visit the concept of the value-laden educator (see also chapter 2, section 2.2). I draw on empirical evidence from the captivating COP experience central to this study, supported by other findings related to environmental impact and institutional subjectivity. Through this, I explore how to ease the challenge of having professional educators who may not share socio-value-laden orientations and consider how engaging in meaningful professional development may support this.

8.2   Revisiting the research questions

This section considers how the data help to address the study's core research questions, as summarised below:

- *What are teachers' perceptions on the teaching and learning of qualities pertaining to the social domain in PE?*
- *How do PE teachers implement these in practice?*
- *What are the experiences of PE teachers during the implementation of a locally innovative model (TPSR) within their PE teaching programme?*
- *How do teachers fit TPSR into their pedagogies?*
- *How would TPSR fit within local (Maltese) PE settings and schooling more broadly?*

- *What are the perceived contextual challenges in embedding this model within educational programmes in schools?*

The first research question was the focus during the first phase of the study, while the second was the focus of the second phase, the implementation of the value-laden TPSR model within four case study schools. These two questions are the core focus in this chapter and while there is some discussion concerning the third question (the focus on the 'fit' of TPSR in the Maltese PE setting), it should be noted that this will be discussed in greater depth in the concluding chapter.

8.2.1 *Adressing the research questions*

The forthcoming sections help to address a knowledge gap, identified earlier (see section 2.6), regarding how teachers perceive their responsibilities in addressing social issues as well as how they understand their fit within curricular goals and apply these within their PE lessons (Jacobs, Knoppers & Webb, 2013).

The inconsistencies across literature with regards to definitions of meanings and the division between the affective and the social are echoed in differentiated meanings teachers in this study highlight when defining the social qualities (see section 2.2.1). These differences allow for varied forms of interpretation and implementation. Although findings in this study show that social qualities are valued and regarded as important, these often fail to qualify in practice as powerful educational content within a system which values systematic tangible educational experiences (see section 5.5). The rigour by which social aspects in teaching and learning have been researched does not reflect the implementation of these in practice (see section 2.4.1). Findings from this study demonstrate that teachers bring these social aspects, which are dependent on value orientations as well as institutional and environmental factors, into their pedagogies but, in resonance with other findings (e.g. Ennis et al., 1992) are often unsure of what, when and how to apply these (see section 6.4.4). Teachers with a positive disposition towards value-laden education (such as Kevin, Gillian, Sandra and Darren in this study) refer to social qualities more easily in their teaching. As findings suggest, at present, planning for these

qualites happens only during teacher traning and is seen by some as a teacher preparation and development task; something that over time and with experience becomes unnecessary (see section 5.2.2). The data show that within PE lessons the social qualities are brought across through automatic and improvised methods which unfold (see section 5.2.3, 5.2.4). This guided me towards pedagogies of emergence (Davis et al., 2000) which I found to be in sync with both my emergentist epistemology as well as the study's framework. In line with broader literature, teachers in this study were found to relate to teachable moments subjectively and in varied ways (Jacobs et al., 2013). These ways were immensely influenced by their subjective dispositions as well as other external environmental and institutional factors.

An emergentist pedagogy grounded in teachable moments which framed the TPSR implementation methods led me to explore literature on this pedagogical approach. This helped me better comprehend and explain the contextual benefits and challenges related to this pedagogy. Teacher-participants in this study wanted the TPSR experience to 'hit home' and thus they sought the most effective ways of bringing the levels across. This led to various pedagogical adaptations which replaced the pre-planned targets with a teachable moment pedagogy. This supported a dynamic TPSR experience implemented with affective rigour. Interestingly, this method challenged the present 'modus operandi' where teachers often fail to take advantage of teachable moment occurances when these arise (Pacifici & Garrison, 2004; Avery, 2008). In light of Avery's work (2008) on the potential of teachable moment pedagogy, it is interesting to note that the initial, overtly structured TPSR lessons were perceived (by teacher-participants) to overload students with information. The teacher-participant's discussions throughout implementation suggest that this overload could possibly negatively impinge on meaningful learning. Although the shifting pedagogy experienced by teachers did in a way reflect a resistance towards structure and its impact on genuine education, it is notable that teachable moments do not necessarily lend themselves exhaustively to qualities of flexibility and spontaniety. Rather, Zemelman, Daniels and Hyde (2012) argued that, by using the environments and settings responsible for best practice (student-centred intstruction, cognitive skills and interaction), teachable moments can be planned. Thus, in relation to this study, Zemelman et al (*ibid*) seem to provide for a balance between the planned and the emergent. This position may be appealing and perhaps less threatening for teachers who are led and

guided by systematic approaches and who are seeking possible ways of embedding social qualities in their PE pedagogies.

Within the case study schools, the role of the environments, the subjective institutions and school ethos within encultured practices, impinged on the perceived value social qualities enjoyed across schooling in these contexts. In sync with the reviewed literature, data from this study show that plausability of implementation of social qualities is dependent on the ability to generate environments which foster social development (Cecchini et al., 2007). Environments which celebrate collegiality inevitably promote and project better social learning contexts (Hoy, Tarter & Bliss, 1990). This collegiality is supported by Bechtel and O'Sullivan (2007) who elaborated on the collegial aspects and how this support is needed by heads of schools, colleagues and students themselves. This echoes the work of Parker, Paton, Madden and Sinclair (2010) whose study proposed an appropriate rapport and cooperation amongst professionals for effective development. This contrasts with the low collegial levels within the work environments of teacher-participants Sandra, Darren and Nicole. Earlier contributions to literature show that qualities pertaining to a positive school culture are ones which are constructed on an ethos of a shared sense of what is of value and concern (Peterson & Deal, 1998). Furthermore, Bolam et al. (2005) selected the qualities of sharing, values and vision, collective responsibility, reflective practice, collaborative and individual learning, networking, partnerships, trust, respect and support as ones which are needed in the development of a professional learning community, also mirrored in Lave and Wenger's (1991) work on engagement processes in social participation. However, unfortunately this collegiality and team support is perceived by teachers in this study as an ideological environment and, as in two school settings in this study (a girls' church school and boys' state school), referred to as a 'slogan' or an activity with superficial impact rather than a school practice (see section 6.4.3).

Bearing this in mind, and within the context of this study, a discussed theme within the community of TPSR teachers was building collaborative work cultures and changing the encultured isolation. This requires strong leadership (Ha, Wong, Sum & Chan, 2008). Literature relates to collegiality as a term which goes beyond collaboration and collaborative experiences. Collegiality, more authentically, has its roots in the cultural and architectural features of the school (Hargreaves, 1995). Here, the framework within which collegiality is placed supports the emergent needs of educators and echoes the qualities

emergent from a COP. Collegiality celebrates a commitment to a shared vision and clear direction for the school, and involves coordination and consistency of school policies, curricular continuity through scaffolding on the works of colleagues, mutual class observations, discussions, shared practices and reflection, as well as bringing together professional and school development. Despite challenges brought about by the system, the data from this study suggest that collegial approaches are a heartfelt need for educators (see section 5.4).

Although teachers were constructively and systematically prepared for TPSR implementation, the way they experienced this was personal and subjective (see chapter 7). Similarly, differences in personal experiences following a common TPSR professional development strategy were shared by Beaudoin (2012). The key outcomes of TPSR are pre-determined as being exposure to responsibility teaching and for students to be able to transfer the learnt levels outside school contexts. However, these outcomes were ultimately secondary in importance, due to the dynamic, multi-relational concepts emergent throughout implementation. Acknowledging findings in this study, which contend that different environments outside and inside schools can render the transfer of levels problematic, reflection and pedagogical changes were proposed by the teacher-participants to create meaningful social learning experiences (see section 2.5). However, despite these efforts and in sync with emergent findings in the initial phase of the study, contextual factors were key determinants of the effectivness of the TPSR work within the case study schools. Contextual challenges in implementation echoed the environmental and institutional obstacles framed within enculturation. Teachers experienced the necessity of drawing on student-centred pedagogies which meant students started to relate and interact more frequently and more effectively. The pre-determined TPSR environment induced reflection on the planning for and the application of methods which brought communication skills and student empowerment to the fore; significantly, listed NCF outcomes for the development of personal and social skills (see sections 2.8, 6.5.1). This supported an authentic TPSR experience.

Reflective rigour across the implementation phase (phase 4) echoed emergent pedagogical concerns that arose during implementation; for instance, teachers engaged in reflection on the needs to adapt the model to fit contextual and subjective needs. They did not simply discuss changes made but also the way these impinged on their pedagogies. In other

words, an emergentist pedagogy was adopted, which suited the way teachers embraced some level of flexibility to their pre-planned lessons by targeting student-centred emergence of the levels as opposed to a conventional teacher-directed approach. This emergentist approach reflected the quest for meaningful engagement, which induced reflection on the relative authentic nature or superficiality of the educational context (see section 6.5.4). This study thus projects emergentist pedagogical approaches as educational methods of quality. The rigourous reflection lived across this approach echoes the need for continuous critical self-reflection and analysis of how teachers can capture 'learnable moments' to transfer them into teachable ones. Furthermore, how teachers can assure themselves of having relevant knowledge related to student development and diversity and how they can be sure that personal beliefs do not limit students' learning experiences (Hyun & Marshall, 2003).

Student empowerment (see section 6.3.1) supported by positive relationships were key emergent qualities framing TPSR. In contexts where these two qualities were lacking (the boys' state schools, phasing out state school, girls' church school), effective TPSR was judged to be a challenge. As a result, teachers in these contexts (Darren, Nicole, Sandra) set targets to enhance these qualities to engage effectively with the model's outcomes. A student centred pedagogy was implemented through a desire to apply a more genuine TPSR experience. This echoed the reflective efforts and the level of teacher engagement with the model. This shift towards learner empowerment impinged on their their reflective practices and work within the field. This echoed recommendations for gradual student empowerment for a better faciltation towards TPSR implementation (Hellison, 2011; Parker, Kallusky & Hellison, 1999; Martinek & Ruiz, 2005). Student empowerment shares an essential role within a TPSR framework as, without this, TPSR becomes a slogan with no meaning. This empowerment shift impinged on the way the case study teachers perceived their roles as educators. The efforts in implementing an effective TPSR experience thus led the educators towards rigorous reflective practice which, in some cases (Gillian, Darren, Kevin), saw this new pedagogy transferring into other contexts outside the pre-determined PE settings (see section 6.2.3).

As noted, teachers related to the TPSR model with subjective variance. The structure was progressively adapted to fit subjective and contextual needs. Pedagogical adaptations to the model mirrored the reflective position adopted and the objective of providing an

authentic TPSR experience. Enculturation, with its multi-relational reach, came into reflection as a powerful concept which shapes all that comes into the educational experiences. Enculturation was an emergent concept across this study and demonstrated the power by which it impinges on the various aspects of education. Deal and Peterson (1999) described school cultures as compiling tacit expectations and assumptions which direct the norms, beliefs, values and traditions of schools and students and are sediment over time. This serves to mould teachers' responsibilities, as well as the subject matter and the way this is perceived by learners. This concept also shapes perceptions of what is of educational value or not, since it dictates what content should be within or outside educational remit (see section 5.3). The concept of enculturation led teachers to question, at times, the authentic nature of TPSR in this experience.

8.3   Social Domain Abstractness: Giving value to de-valued qualities

It could be argued that the emergent, unpredictable qualities of the social aspects give this domain uniqueness. Interestingly, as much as this uniqueness can be exploited for genuine and meaningful educational experiences, findings in this study suggest that this quality may hold some responsibility for de-valuing the importance of social aspects across PE (see sections 5.5, 5.6). It is the role of the educator to understand and appreciate the pedagogical appropriateness for addressing socially value-laden moments. Findings in this study resonate with others which show that social qualities emerge automatically and are best addressed by identifying these teachable moments and occurrences (Smith & Ragan, 1999; Martin & Briggs, 1986; Harvey, Kirk & O'Donovan, 2014; Wallhead, Garn & Vidoni, 2013). This further reinforces a constructivist, pragmatist epistemology which portrays the notion of knowledge not as an object which is transferrable from one place to another (or from one person to another) but understood as outcomes emergent through our participatory actions in the world (Osberg & Biesta, 2007). Each teacher-participant in this study sought to create environments which encouraged the emergence of TPSR levels as opposed to simply transferring meanings. Interestingly, the discussion and application of the adaptations carried out to the TPSR model across implementation generated a pedagogy of emergence (Davis et al, 2000). This pedagogy reinforced the spontaneity of level/value emergence from teachable moments as opposed to pre-determined and planned

levels integrated in the activities. Biesta (2015) explains such emergence in terms of curricular enculturation (a highly debated concept across TPSR discussions):

> *When the notion of curriculum is understood not as the means by which students are 'encultured' in certain pre-selected ways of being, but as a 'space of emergence'- a space where human subject is continuously emerging or coming into presence* (p.323)

From an emergentist perspective, this could help explain the living contradiction educators face and why they may look upon curriculum-based learning as overtly presecriptive and thus of leimited educational value. Biesta (2006) supports the constructivist notion that human subjectivity can only emerge from interaction with others, meaning that education takes place where social interaction happens. This places the plurality of the space of emergence as the main constituent responsible for teaching. The struggles and concerns experienced by teachers throughout the implementation of innovative concepts such as empowering experiences generated what Biesta (2006) refers to as frustration, a condition which unsettles the settled and complicates the scene to make education possible. This is in opposition to a conventional understanding of education where reaching desired goals within specific timeframes is the target. The feeling of racing against time was an expressed feeling amongst teacher-participants in this study.

Teacher-participants promoted 'emergence' as the most appropriate for social teaching and learning. Since the faculty to select, focus and analyse moments of value becomes essential, this primarily puts the educator in a position to place the emergent moments within the larger context of the content being taught for a better learning experience (Belson, 2002). This also places the teacher in a position of responsibility and pedagogical ability (Hyun & Marshall, 2008). This necessitates experience and ability, which Hyun and Marshall (2008) comment is essential for educational relevance:

> *Teacher's careful observation, recognition and interpretation of these opportunities help to form an emerging purposeful instructional action that is equal to or relevant as a learnable moment* (p.113)

Furthermore, Zimmermann (2004) talks about the need to appreciate the qualities of teachable moments as being spontaneous, dependent on the readiness of the learner, and

serendipitous which explains the 'openness' of the teachable moment that may take teacher and learner in a totally new direction.

The adaptations to the lesson structure carried out by teachers in this study induced a level of flexibility which, as teacher-participants suggest, heightened student engagement (see section 6.3.3) and paved the way for a transformed pedagogy. In other words, there was a shift from teacher-controlled pedagogies towards a pedagogy of emergence, grounded in teachable moments, which teachers used for a better, meaningful educational experience. The subjective understandings and ways of relating to these teachable moments evolved as an issue of debate through discussions among the TPSR community in this study. This necessitated deeper understanding. Once again, variations of meaning which reflect the subjective perceptions of the term's applicability come across in literature (Eeds & Wells, 1989; Sipe, 2000; Hyun & Marshall, 2003). In searching for a framework that supported a definition for 'teachable moments', and which fit with the perceptions adopted by the teachers across implementation, both Dewey (1963) and Piaget (1952) believed that these learning occasions should be informed through observation and information gathered from learners. I concur to a Vygotskian (1978) perspective which draws on the learners as the actors in knowledge construction within a social context, as well as to the notion that across interactive and social contexts (which promote feelings of confidence) higher cognitive functioning takes place. In their work on teachable-moment-oriented curriculum, Hyun and Marshall (2008) bring forward this pedagogy as a learner-centred, intended practice which builds on teachers' faculties of meticulous observations and recognition of the uniqueness of the moment. It is argued that the presentation of a teachable moment signifies the readiness and openness of a student for learning (Elmborg, 2002) but this necessitates an environment in which teacher and student learn from each other and also celebrates an empathetic teacher position

Findings from this study identify some positive outcomes but they also expose a key dilemma with regard to which educational settings (structured or unstructured) best represent higher socio-educational potential. In light of this query, and in support of findings across this study, authors such as Phelan et al (1998) and Lee and Martinek (2009) draw on the differences in environments as a catalyst for psycho-social barriers which could hinder the adoption of value teaching. Data generated in this study suggest that teacher-participants view structured environments in schooling as environments which

are not conducive towards teaching social skills (see section 5.2.1). This is evident in the subjective ethos of schools as well as the working environments which at times could be non-collegial and in conflict with socio-educational targets (see section 5.4). It seems that structure takes away qualities which are essential in the provision of authentic and genuine educational value. However, although teachers describe structure and pre-determined outcomes as being in conflict with authentic and genuine education (which should provide students with life skills), they still look at structure as fundamental in their scaffolding methods of teaching and learning (see sections 6.2.1, 7.2.3). A case in point is the addition of the social domain to the domain taxonomy (see section 2.3.2) as a way of giving structure to what is ambiguous and abstract (Dettmer, 2005). This reflection mirrors Hargreaves' (1995) recommendations for an effective school which should avoid moving towards the ineffectiveness of excessive formalism as well as takes a mid-way position between a Marxist and Durkheimian perspective of control. Findings in this study highlight this masked ideology. Teacher-participants are aware of the negative way structure and overtly systematic methods impinge on education and appreciate the appealing qualities emergent when moving away from structure, perceiving how this benefits meaningful educational experiences. However, within a system of encultured norms, teachers seek comfort and accountability; they try to systemise and structure educational targets, which may not conventionally fit within educational compartments set for instruction. The meticulous planning details shown by the teacher-participants, including myself, during the pre-TPSR implementation phase exposed this subtle need for structure where and when this is perceived to be 'missing'. This appreciation of structure as a means of guidance and comfort in addressing educational objectives comes across findings where teachers describe the model's structure as a framework which gives the social aspects meaning. This perspective echoes findings across other studies which point towards a lack of concrete guidelines and contextual form in value-laden education (Cothran, 2010; Chen & Ennis, 1996).

Furthermore, and supporting the discussion on structured and non-structured settings, teacher-participants in this study applaud informal learning settings and portray these as environments which are conducive to teaching and learning for life (see section 5.4). However, findings suggest that they feel torn between knowing about educational value in climates which are framed by spontaneity and student-empowered practices, and the less

appealing and educationally significant contexts in structured education settings. This places the local educator in a living contradiction.

8.4   School culture and enculturation

Culture is associated with taken-for-granted values, underlying assumptions, expectations, collective memories and definitions in an organisation (Cameron & Quinn, 1999, in Schoen & Teddlie, 2008, p. 132)

As with the lack of clarity around the understanding of affective and social (see section 2.3.2), the concepts of school culture and school climate share a similar ambiguity across literature (Schoen & Teddlie, 2008). This once again allows for subjective interpretations and a varied spectrum of meanings. However, on seeking the most understandable definition of culture, Schein's organisational theory (1985, 1992) and his work on organisational culture and organisational change present a model which echoes the internal organisational culture of schools. Schein (*ibid*) frames school culture under three categories: artefacts - which bring together organisational structures and processes; espoused values – comprising strategies, goals and philosophies; and basic underlying assumptions - which compile the unconscious, beliefs, thoughts, feelings and perceptions.

An unquestionable resonance between the proposed identification of what compiles a school culture and findings across this study is evident. Schoen and Teddlie (2008) propose four dimensions which comprise a school culture: professional orientation, organisational structure, quality of learning environment, and student-centred focus. Interestingly, findings in this study reflect to varied extent such qualities, thus potentially addressing the qualities necessary in working towards change. In resonance with the concept of enculturation, the basic underlying assumptions as defined by Schein (1985, 1992) are taken so much for-granted that those applying them are often not conscious of doing so. As noted in this study, some PE teachers do not feel that socio-value education is an area within their educational remit (see sections 5.3, 5.6). Moreover, in concert with the ways teachers operationalise the social aspects in PE, they are not always able to tangibly articulate them. Findings converge to this existing dilemma which is not separated from the overall educational experience and is clearly not a teacher choice. The system

and the encultured ways which frame education and the way education still encultures all active participants within (organisational socialisation), further highlights this aspect in education which impinges heavily on teacher motivation, productivity and philosophy. Worryingly, this phenomenon is not a recent concern. Sarason (1996) stated that the power relationships existent within schools are the determinants for possible change and lacks the most necessary components for productive learning. Sarason (*ibid*) argued that school environments are the places where students are told what to do, have to answer questions they do not ask, are kept away from their special interests and are not allowed to take time away from the pre-determined curriculum. This is in sync with findings emergent from the initial phase of the study where teachers viewed the educational system as a hindrance to social teaching and learning (see sections 5.3, 5.4). The following verbatim expressed by teachers in the initial phase of the study vividly brings this aspect across:

> *We cannot put students in a place which is very different from the outer world. Even the bar, the canteen, the playground have to be similar... they still see school as a prison... it (schooling) is something they have to do.* (Aaron)

> *…there are schools where students are not considered as important, schools where the teachers are so tired of the students… In some schools it's like... let's get to the end of the day and go home...* (Darren)

Findings emphasise the way encultured practices impinge on genuine and engaging teaching and learning. Teachers mentioned that within schooling, students are moulded to relate to and interact with teaching experiences in pre-determined ways. The system and its enculturation, supported by contextual challenges (organisational socialisation), hinder alternate methods of educating from happening. This echoes the work of MacNeil et.al (2009) who argued that if the qualties which make up a school's culture are incongruent, the culture itself will ensure that things do not work out well. The varied ways students behaved in the different environments within the case study school contexts fuelled this reflective position which reflected superficiality in educational experiences. Findings from this study echo this superficiality in ways which reverse the genuine concept of education. For instance, environments which promote collaborative learning and working together are selected specifically for classes who are socially adept, whereas others with social challenges are purposefully kept away from experiencing such educational settings due to predicted behavioural challenges (see section 5.2.5).   Berger and Luckman (1966)

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suggested that within each institution, reality is taken for granted, unquestioned and that it passes on to its members inherited recipes to guide understanding in the world. Why should attitudes, behaviour and stance be dependent on the environments the students are in? Why should a student show concern about respect and helping others in a TPSR lesson, but then show the exact opposite outside class and in other contexts? Hellison (2011) captured this clearly when he stated that responsibility is not 'do as I say' or 'do what you please' but seems to travel on the 'fine line between personal choice and social-moral responsibility' (p.91).

Wenger (1998) speaks about a 'source of alignment' which brings about a sort of 'literal compliance' which could be evident in participants behaviours as a result of prescribed structures and systematic methods.   Ownership of meaning, hence intrinsic value acquisition can only be acquired through complex processes of negotiation which would mean further participation, interaction, discourse and sharing of ideas in a variety of environments rather than within one specific setting (p.206). This quality conveys a strong pedagogically principle which proclaims that 'TPSR does not mean getting inside students' heads but getting them inside their own heads (Hellison 2011, p.13). The shift from extrinsic behavioural management (superficial engagment) reflecting simple conformity to pro-social behaviour (Bellini, 2007), to highly valuing a mutual trust bond (authentic engagement) is described as responsible behaviour (Kegan, 2009). Within the TPSR community, concern generated reflection and discussion on the authenticity of TPSR learning, as well as the need for meaningful and engaging educational experiences which are not effective in isolation but need to be collegially reinforced and supported. This echoes the overall emergentist epistemology which supports continuous meaning making through collegial interaction as opposed to the acquired meanings through simple conventional transfer terms. The strengths of interaction and communication (see section 6.3.2) stood out across the TPSR community during the implementation year. This is later addressed as a way which potentially could support culture change.

8.5   Flexibility, informality and a pedagogy of emergence

As much as structure and flexibility are often presented as opposites, in practice I am more comfortable placing them across a continuum. Findings from this study support other

experiences gathered throughout my work with teachers and have led me to appreciate teachers' contextual needs for defined and guided educational targets and processes as opposed to more autonomous approaches. As discussed earlier, within this context, the social aspects are abstract in nature and if, and how these are drawn upon, is heavily dependent on teacher subjectivity. For some, their implementation is questioned in terms of tangible educational value. Here, the abstract nature of these qualities seerm to de-value their position within educational outcomes. Interestingly, the TPSR implementation in this study, reversed this praxis. It brought to the surface the hidden social qualities, structured and planned these to fit a model for implementation and was constructively refined for teaching. In other words, the model, in structure, catered for the missing and devalued qualities teachers talked about (see section 6.2.1). The TPSR levels (social qualities) framed the teaching and learning outcomes and lessons were systematically planned and structured to allow for progressive development of level awareness. In other words, the abstractness of the social qualities was given a tacit structure (as well as value within this structure) which negated subjective teacher choices.

Hellison (2011) pointed to the benefits of group meeting time, which serves the purpose of giving the opportunity to students to share their views on the day's programme and discuss personal and peer episodes and instances worthy of discussion. Sharing of solutions to problems and providing advice is part of a democratic yet empowering process. However, despite these recommendations, emergent concerns around pedagogical appropriateness and PE needing to be 'active time' meant that some teacher-participants (Gillian, Darren and Kevin) progressively 'did away with' the awareness talk and moved away from transfer talk during reflection time. Instead, they related to emergence by utilising circle time during activities when reference to the TPSR levels arose. They also elicited the lesson outcomes from students as these outcomes emerged, as well as spread the transfer talk across the lesson whenever these moments were experienced. Hellison et al. (2000) share these concerns on TPSR pedagogy and the way this impinges on PE time constraints, in fact they propose that not more than 10% to 20% of the lesson time is dedicated to awareness and direct instruction. Drawing on this challenge, Hellison (2011) recommends the '10-word rule' (p.65), keeping in mind that the purpose of the awareness talk is simply to remind and consolidate students' responsibilities. Research indicates that because the model encourages constant reflection and discussion, the time issue becomes problematic.

This challenge is further accentuated across cultures where, similar to the local context, students may not be used to interactive and reflective practices (Escarti et al., 2010).

Interestingly, over time, teacher-participants in this study moved away from the comfort of structure (a much-needed component in their encultured and comfortable ways of practice) and enjoyed the practice of a flexible approach which gave in to a pedagogy of emergence (Davis et al, 2000). This thrived on real time happenings for a more genuine TPSR experience (see section 7.2.4). This choice of parting from structure echoes the NCF (2012) outcomes where this shift towards flexibility and cross-curricularity (as opposed to compartmentalised ways of teaching) is referred to as a paradigm shift and as a means of being successful in life outside school (see section 2.8). Flexibility embeds meaningful teaching and learning of social aspects in an emergentist pedagogical framework which is led by 'automaticity', spontaneity and teachable moments. Findings in this study show that within the case study contexts, social learning and higher engagement levels were more genuinely enjoyed when they were integrated within the set activities but given sufficient time/opportunity to be captured and reflected upon. In an innovative environment (TPSR) structure and uniformity were initially seen as essential and teachers considered the model as a tool which structured, made tangible and brought to life the social aspects. In resonance with this, Escarti et al. (2010) described TPSR as an effective teaching instrument which brought about structure in teaching methods and promoted responsible behavior.

8.6   TPSR as more than an educational tool

During this study, the TPSR experience emerged not simply as a pedagogy which exposed students to social skills but also exposed us (the teacher-participants and myself) to a rigorous reflective journey. Engaging with this model opened up reflective paths which not only questioned its pedagogical 'fit' within local contexts but went deeper than this. The debate around genuine engagement and educational experiences in relation to informal educational settings was transferred in discussion to other fields outside PE. TPSR praxis revealed the positive engaging levels and motivational climates generated when qualities of flexibility and spontaneity made their way into structured teaching and learning. This echoes the engaging and meaningful experiences learners benefit from when exposed to

unified learning across a multi-domain platform (Kirk, 2013; Dettmer, 2005). The educational potential within emergentist pedagogies (which welcome teachable moments as tools to unfold educational targets) is promising, and such pedagogies should be explored and studied further. In search for a more meaningful educational experience, I argue that just as TPSR philosophy impinged on teacher pedagogy by leading them towards making structural and pedagogical adaptations (see section 6.5.2) for more meaningful outcomes, by adopting this kind of reflective pedagogy the educator becomes more confident in embarking on innovative practices. This could potentially change practices. Teachers sharing the TPSR framework felt the need to adopt an emergentist pedagogy which celebrated the educational potential of the teachable moments. Interestingly, Zemelman et al. (2012) inform us that the essence of teachable moments emerges from settings which promote best practices. These practices have at their core the provision of experiential, hands-on learning, students' interests and student interaction. Since these qualities are embedded within the TPSR framework, this explains the drive and fit to adopt this pedagogical approach.

In line with the need to look at socio-moral aspects as content which should not pertain to just PE (Bailey et al., 2009; Armstrong and Biddle, 1992; Jacobs, Knoppers & Webb, 2013), the NCF (2012) targets cross-curricularity as well as views approaches adopted in teaching life skills. This need is present in writing; at present, the actions ensued to meet these needs are left to the educators to seek and develop genuine and meaningful engagement methods. I argue that only through engaging educators themselves in meaningful practices can we help in genuinely engaging them in the target of bringing across these NCF outcomes in meaningful ways. In other words, presenting meaningful education as a result of having experienced it. Aligned with this argument, and as echoed in other studies, it is possible to see howparticipants who have experiences that help them see the value of TPSR, tend to be more open to implementing it (Curtner-Smith et al., 2008; Vollmer & Curtner-Smith, 2016). The hands-on, lived experiences of TPSR within this study supported this need to engage, to reflect and assimilate the multi-relational educational concepts unfolding throughout this experience. All this brings about a motivated interest towards meaningful education.

The gap between what is explicit in writing (NCF outcomes) and the methods used to bring these to life becomes a focal point. The lived, reflective, 'hands-on' experiences

shared within a community of practice was the environment which impinged with power on teachers' practices. In other words, I feel that the TPSR experience may not have been as genuine and engaging if it was not embedded and supported by an emergent COP. This COP provided an environment which bridged this gap and brought closer the outcomes and practice. It allowed an exploration of methods and sharing of knowledge. This practice saw teachers relating to the levels of the model and adapting them to fit their specific contexts in search for a more authentic educational experience. Reflection on and decisions taken to adapt practices placed COP as a powerful and effective method with potential for breaking into the dilemma of encultured practice. This, it is argued, calls for the need to change practice by considering the educator as a potential catalyst for change; a reflection that frames the focus of the concluding chapter.

The TPSR model was selected for this study due to its socio-value-laden properties, as well as an anticipated plausibility of the model's functionality within local educational contexts. The TPSR experience, however, went beyond implementation. This experience led me towards a better understanding of the educational potential embedded within this model. The pre-set, planned targets of TPSR were only a portion of the lived educational experience. The emergent outcomes give an overpowering quality to the model (see figure 29). Teachers and students lived empowering, interactive and reflective experiences which celebrated relationship building as well as inclusivity. These qualities, I argue, are most effectively learnt and appreciated through an emergentist approach.

Figure 29: TPSR outcomes
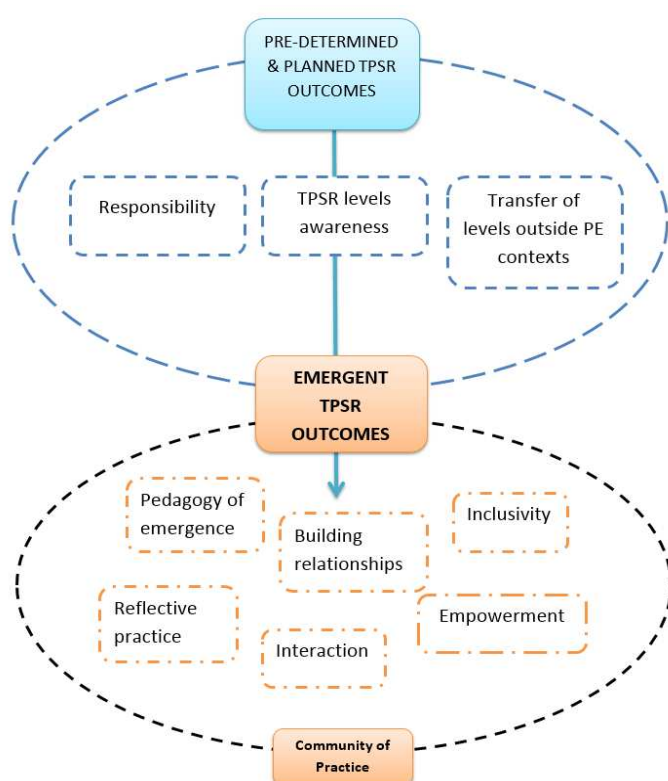
In light of the emergent finding that the medium most suited to developing social aspects is through automatic and spontaneous teachable moments, the planning phase of these qualities becomes crucial. Through the adaptations made to the model by the teacher-participants, the integrated levels become mostly dependent on the educator's ability to select teachable moments to address them (see section 5.2.5). This requires a higher ability of planning for levels integration. As expressed in the review of literature (see section 2.6), this rigour in planning echoes the need for structure for positive character trait outcomes to be effectively transmitted via physical active environments (Patrick, Ward & Crouch, 1998; Tjeerdsma, 1999, Goudas & Magotsiou, 2009). This was seen in how, for instance, Darren, through the adaptation made to his game of prisoners, created an environment which supported the emergence of socio-laden qualities to unfold. In contrast, Sandra meticulously planned activities related to the targeted levels although these were generally not effectively captured. This shows the differentiated, subjective abilities in terms of reflection and preparation of methods with high engaging potential. One may argue that this rigour may be related to the subjective orientations of the educator or pedagogical reflective ability, which also ties in with the level of dynamicity and flexibility TPSR enjoys. Hellison (2011) refers to this flexibility as the accordion principle.

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However, what emerges as pedagogically and educationally essential is the need to prepare educators not just in content but perhaps more importantly, reflective pedagogical depth.

Findings in this study reflect the pedagogical characteristics of TPSR. Across its implementation, teachers were progressively led towards student-centred approaches as well as felt the need to work on their relationship building methods for a better TPSR experience. Hellison (2011) recommended that teachers interact one-to-one as much as possible by offering focused communication with all. This would help project a democratic and fair programme. He argued that although relational time may be limited, other usable moments such as break time (within a school environment) may be taken up for this specific objective. The better the relationship with students, the better TPSR prospects are. This aligns with the proposed need to place relational learning as a top priority in schools (Weissberg & Cascarino, 2013 in Martinek & Hellison, 2016). Interaction transmits qualities to individuals by showing them that each student has both strengths and weaknesses, is unique, has a voice that is valued, and has the capacity to make decisions.

Drawing on the evolutionary and emergentist outcome, I argue that since TPSR embeds the potential for the induction of elements which pertain to best practice settings (Zemelman et al., 2012), this could provide a framework through which essential pedagogical qualities such as student empowerment and relationship building can be better appreciated by both professionals and trainee teachers. Here, TPSR can serve as a tool by which one could engage effectively, genuinely and, thus, meaningfully in the application and exploration of the various teaching styles (Mosston & Ashworth, 2008). Through TPSR, practitioners are exposed to environments which primarily bring across the much-needed socio-value-laden qualities as well as induce an appreciation for, and understanding of, the educational values arising out of empowering and relating to the learner. In other words, TPSR in this approach serves a pedagogical purpose as well as being a tool to aid better engagement with educational quality.

The accentuated level of reflective practice was witnessed in the rigorous ways teachers implemented the lessons and engaged in discussions. The interactive CoP experience constituted an ongoing process of self-supervision, a method proposed as an effective strategy to teach TPSR (Beaudoin, 2012). Self-supervision involved teacher-participants to self-reflect on their practices, improve their observation and analytical abilities and, as a

result of this, improve TPSR practice. Through reflection, teachers not only posed questions on the main target of the project (TPSR teaching) but also discussed how this related to the varied school contexts as well as their own roles as educators for life and not just educators of content. In his work related to changing school cultures, Barth (2002) brings forward the importance of discussing the 'non-discussables' (p.7); issues which impede learning that teachers face in their everyday school life but selectively chose not to talk about. Within this study, the COP setting provided for this reflective need. This position allowed the educators to learn about the prevailing school cultures, appreciate its hold on education and by doing so participate in meaningful ways of changing in part this same culture (*ibid*). Furthermore, the relevance of communication and interaction across all aspects of schooling is also brought forward in literature as a means towards addressing culture change in schools and community (Finnan, 2000). I describe the TPSR implementation phase as a holistic experience, developed and reinforced across discussion. Apart from inducing a need for empowering the learner and improving relationship protocols, this experience promoted the educator as a rigorous reflective practitioner. Unlike most content driven and isolated pedagogies, TPSR, supported by a COP setting, was applied constructively and was supported by participants' feedback, discussions, reflections and practices.

An appealing outcome emergent from these TPSR constructive meaningful experiences was the aspect of inclusivity within TPSR pedagogy (see section 6.5.1). This provided opportunities for the skilled and the less-skilled students to be more supportive and inclusive in ways they interact and view each other (Gillian). In light of the magnitude of importance inclusivity enjoys within present educational policy, this gives TPSR another priceless add-on. Since TPSR philosophy and pedagogy is grounded in a domain beyond the physical, this became appealing to students lacking in physical skills (Independent school context). In contrast, reflecting on the impact environments which celebrate skill ability have on less-abled students is unavoidable. In these environments, students seek to find a place within an ability-based hierarchy (Burrows & Wright, 2001), thus promoting educational experiences which may not be be meaningful for all. The attempts to measure potential leaves students with little space for expression of their potential abilities (Evans & Penney, 2008). Interestingly, in sync with my discussion which promotes TPSR as an educational tool, in this inclusion case, since the encultured gap between the learner and the subject is narrowed, I argue that TPSR supported through a community of practice

could potentially bring about culture change. Kirk and Macdonald (2001) stated that the ability to link research in the development of new educational programmes to the communities of practice based on contemporary knowledge is the target to aim for. In light of this study, COP is proposed as a medium which lends itself to meaningful education and a means to bridge the gap between educational objectives and the actions taken to meet them.

8.7   TPSR through COP

Throughout TPSR implementation, I developed an appreciation and understanding of the emphasis put on continuous development. This was recommended as part of the TPSR training period (fieldnotes). TPSR meetings and discussions were, in fact, planned to support the TPSR modular learning experience since continuous discussion was perceived as necessary. While TPSR meetings were structured to meet this need, they were not initially intended as a community of practice (see section 5.8.7). Interestingly, the emergent outcomes from these monthly meetings became the driving force behind the pedagogies and practices on the field. I was overwhelmed by what was happening around me as well as how all this would relate to and link with my research plans. I was also intrigued by the fact that what was targeted as a data collection process (TPSR meetings) evolved to be the fuel by which TPSR was assimilated and applied, i.e. it shaped effective and meaningful practice.

I am not in a position to claim that had I chosen to use the TPSR meetings only as a data gathering setting by focusing on pre-determined TPSR aspects for discussion rather than give way to emergent issues and experience-led discussions, the outcomes of the TPSR implementation would have been less effective. However, by drawing on the TPSR experience, the magnitude by which collective interaction, constructive meaning-making and the sharing of practices impinged on the reflective, hands-on practices, unquestionably gave this practice authenticity. Had the model been implemented in a more conventional style (perhaps without the constructive TPSR meetings), the outcomes may well have been subjective efforts faced with challenges mirroring isolated practices in local school contexts. The COP experience primarily fuelled reflection on the concept of isolation and helped tackle isolated practices through a celebration of collegial efforts. These provided

solutions to queries arising from practice. Interestingly, this practice also reflects to some extent the TPSR model's focus on personal and social responsibility.

This evolutionary COP and its progressive embedding in the study, mirrors some of the debate above regarding the concept of structure and flexibility and their relationship with quality education. The COP provided qualities which were not planned for. In this case, flexibility in my research design not only impinged positively on quality practice but guided and formed this same practice powerfully. Flexibility, in this example, proved to be a positive and rewarding quality which in sync with the pedagogical requirements on the field of practice, allowed for a more engaging, holistic and fulfilling experience. The level at which teachers engaged in reflection, shared experiences and practices and set targets portrayed a collegial climate which unquestionably fit within a constructivist framework. This excited me and set me wondering on the power a COP holds and how this can be taken up more vividly across educational settings.

Within the study, the COP induced a need for change and motivated the teachers towards changing their approaches, structure and pedagogies in order to guide their students towards a more meaningful TPSR experience. Since findings in this study show that teachers are sensitive to meaningful educational experiences, and critically view schooling as a context which do not educate for life, there is an important question to ask: i.e. why aren't these same changes experienced in their everyday work? As discussed within the reviewed literature (see section 2.5), the need for approaches which encourage hands on learning built within schools, organised around cooperative problem solving as well as programmes which are integrated, student centred, developmentally appropriate, and offer student choices are shared by a number of scholars (Smith et al., 2009; Pill, 2004). As already pointed out, research rigour does not reflect the praxis. Here, the power of COP as a medium to promote change becomes a focus with potential for de-routinising education.

Across the collegial experience of the COP, I could not withhold from observing that, perhaps unknowingly, the prescribed levels in TPSR were fundamentally the pillars grounding this lived community. This lived experience confirms the need for frequent dialogue and reflection as methods which might accentuate the effectiveness of TPSR implementation (Buchanan, 2001). Aligned with this, Mrugala (2002) proposes self-evaluations across implementation practices. In the evolving CoP, teachers were

respectful towards each other, shared and helped each other and put in effort and cooperation across the full year. They also set personal and group targets, showed concern about others' issues and challenges and finally, through reflection, transferred TPSR pedagogy to contexts outside the class and across education in general.

Drawing on the relationships which highlight TPSR's fit within a COP, I suggest that this setting not only sits well in the pedagogical framework of TPSR but is a method which reinforces, supports and helps provide a meaningful applicability to the levels. Andrew, Richards and Gordon (2017) shared the beneficial aspect of a community-based setting in TPSR/CPD training. In their study, which sought to understand learning about TPSR in light of socialisation, participants enjoyed discussing TPSR with others and described this as informal social support. This study builds on and emphasises the community aspect as a medium through which TPSR is made more meaningful. I mirror Gordon's (2009) reflections which bring out the strength of TPSR as a model which takes students towards successful participation by highlighting the link between Lave and Wenger's (1991) conceptualisation of communities of practice and the model's fit within situated learning. This link between an innovative PE model and a framework which projects education in ways which reflects communities of practice may be the road towards re-motivating participants. TPSR wed within a COP accentuates the meaning in the levels, heightens applicability and engages teachers and learners in meaningful education.

8.8   Un-packing the potential of TPSR

This study set out to explore, amongst other targets, the way a socio-value-laden model embedded in PE impinged on teacher pedagogies. The model, TPSR, was thus never explored in isolation. The findings emergent from the study reflect the outcomes of an implementation of TPSR merged within an evolving COP. As stated, the power of the COP as a medium through which experiences were shared and discussed was without doubt essential in the implementation process. This led me to reflect on the potential value of COP within teacher preparation and as part of professional teacher development. I draw on both experiences gathered across years of teaching as well as findings in this study to bring forward challenges I face when students, for example, are asked to work in groups; tasks which I propose to encourage collegiality and the experiences of working together. I

struggle to elicit meaningful and positive student experiences in these specifically selected tasks as most students prefer to work individually. In line with some findings from this study, although students have been exposed to working in pairs or groups and exposed to cooperative engaging settings across their educational development, it seems that many fail to meaningfully relate to these experiences during teacher preparation courses. In other words, the targeted educational outcomes of learning to work collaboratively are not met by simply placing students in pairs and/or groups.

Research on applied collegial and cooperative methods is extensive (see section 2.4.1) and acknowledges that acquisition of these outcomes takes time and cannot be time framed (Bayraktar, 2011; Hastie & Casey, 2010). Thus, measuring such outcomes over specific pre-determined units or time periods becomes counter-productive. In conflict with this, the NCF outcomes explicitly benchmark what should be acquired and learnt before specific age brackets (see section 2.8). This ties in with the emergent concept I refer to as superficial engagement, whereby students interact with the targeted outcomes in environments and structures which are not conducive to their learning; ways which are not meaningful and, hence, not potentially useful for life. In other words, students simply relate to set tasks since this is what they are expected to conform to. In TPSR pedagogy, fitting in collegial tasks as planned targets to highlight the concept of working together as a learning objective, makes these outcomes more authentic and genuine and thus challenge the unquestionable taken-for-grantedness enculturing this praxis (see section 5.2.3). I argue that perhaps using COP as a method to motivate discussion, share ideas and work on tasks, could help enculture students as from a young age towards appreciating collegial experiences and the benefits collegiality bring into professional growth and development. In this case, a radical approach (process-focused) towards educating for collegiality in schools may be the crux for reaching a meaningful and more genuine outcome. More concisely, the actions ensued in delivering our educational objectives reflect the authenticity and the level of engagement. In this study, the COP medium created an environment for teachers which celebrated collegiality, challenged the isolated educators' practices, fuelled changes to pedagogical methods, and by doing so generated reflection by which educators appreciated the power of this COP and the benefits of working together. This positive educational experience undoubtedly provides food for thought in reflecting on innovative educational meaningful and engaging methods.

This study highlights TPSR as a framework which can be adapted to suit the various educational contexts to support the much needed and documented social aspects of learning in Malta. Concurrently, the study also celebrates the educational potential a COP medium upholds. In support of this, I can draw on empirical evidence from the rigorous level of engagement enjoyed by the participant/teachers in this study, through embedding the TPSR framework within a COP medium. The nexus lies in the process and the actions by which the social aspects framing TPSR are supported by a collegial approach. This leads towards a more authentic assimilation of educational objectives.

Findings from this study strongly support the notion that COP can be an effective medium to accentuate authentic engagement with the TPSR levels. Excitingly, and as already discussed, across implementation, TPSR extended beyond the PE class (see section 6.5.2), fulfilling a core objective of TPSR to transfer levels outside the gym. Findings in this study show how TPSR was transferred to other PE classes, other subjects as well as, across other school environments (see figure 35, section 6.5.3). Transference of levels outside school contexts were discussed and were part of the reflective practices and relational time teachers and students shared. Moreover, transference across teaching staff, administration, as well as parents show how TPSR could also be extended effectively within, rather than just outside, school contexts. This was evident in how, for example, John, being a prefect of discipline within his context, shared the TPSR philosophy during his morning assemblies with all primary pupils in his school. Through these early morning talks, the levels were introduced and shared across the whole school population with evidence of positive engagement otcomes (see section 6.5.3). This, undoubtedly, is a method which challenges isolated practices and supports uniformity in ethos.

In some contexts (independent school, boys' church school) parents showed interest in what was going on in PE since the level of motivation and enthusiasm in some students (in particular, the less sport-skilled students) improved. It was interesting to note that parents were supportive and interested in learning about this value-laden approach to teaching PE. These methods helped transfer and extend the work on TPSR not only within schooling contexts, but also through experiences students shared at home. This extension of TPSR environments promotes further exposure to TPSR and allows students to move towards what Jarvis (in Illeris, 2009) referred to as socially acceptable resolutions towards reflecting on their actions and interactions in ways which are intrinsically driven.

Furthemore, and in support of this extension of TPSR practice, Wright et al. (2010) argued that transference to a single domain presents a 'slippery slope' (p.295) as school settings are only one important life domain which allows for TPSR enactment. This is supported by arguments showing the need to involve the whole school community, involving teachers delivering other subjects for the probable acquisition of more encouraging results as the time frames for teaching PE within schools are too short (Escarti et al., 2010; Lee & Martinek, 2009). Moreover, in light of the isolated practice of the educator in the Maltese context, these methods, in support of a community of practice, are key in the development of a school ethos which reinforces value-laden education.

8.9   The value-laden educator

As shared at the onset of this study, my concerns regarding the lack of attention given to socio-value aspects across teaching and learning framed the rationale of this research. Literature informed me about the subjective value orientations framing the individual. My position was clarified, and I became comfortable in understanding that I was led by a socio-responsibility orientation (Jewett et al., 1995). This, in light of Ennis, Ross and Chen's work (1992), explained my concerns as well as perspectives on teaching and learning. However, although the research journey provided answers and direction to my queries, I remain concerned about the fact that subjectivity and the varied orientations of the educator allow choices for idiosyncratic frameworks to guide pedagogies (Thornberg, 2008; Ennis, 1994). A deeper exploration on the subjective qualities pre-service educators possess prior to the start of their professional development leads to an understanding that value orientation is perhaps just one paradigm responsible for the formation of pedagogical frameworks. Lawson's occupational socialisation theory (1983,1986) captures acculturation, professional and organisational socialisation (mentioned earlier) as key influencers in teacher formation. Here, acculturation is described as the most powerful form of socialisation experienced by PE teachers, whose views and pedagogies are shaped by their interactions with other PE teachers, sport coaches and their experiences of school life, PE and sport. Professional socialisation is grounded in the process by which teachers acquire knowledge required for physical education teaching. Literature suggests that this form of socialisation is the weakest form of socialisation (Lortie, 1975) and would impinge

positively on teacher development if PETE and pre-service teachers share a common technical culture. Evidence suggests that PETE has minimal impact on pre-service teacher formation and that it is not easy to change the pre-conceived perceptions on PE accultured in the earlier years (Curtner-Smith, 1999). Organisational socialisation (a concept I refer to in this study as enculturation) is the process which encourages the status quo; one by which a trainee teacher learns the practices and culture of the present generation of teachers (Van Maanen & Schein, 1979). Lawson (1983a,b) discussed the conflicting philosophies experienced by teachers trained across innovative and non-conventional methods and the survival of such methods within prevailing schools. This work mirrors the experiences shared by some teachers in this study and reinforces, again, the power and dangers of this form of socialisation.

This awareness on value orientations and socialisation processes becomes crucial in teacher formation discourse. The subjective make up of the educator is a challenge which is also met across emergentist pedagogies since, through this approach, teachers use practices which are based on meticulous observation and depend on the ability to interpret these according to subjective understandings of child development and their own set of beliefs about what is worthy of teaching. Furthermore, students' responses to teaching, albeit emergent and student-led, still remain shaped by teacher intentions and understanding. It seems that although pedagogy is framed to give meaning to student voices and choices, these remain always contained within an adult-centric perspective.

Research shows that teacher's subjective value orientations and the values framing a school culture could be either compatible or in conflict and studying these relationships accentuates our understanding of improving school cultures (Leonard, 1999). Findings generated across this study informed me about the challenges value-laden educators face in trying to bring elements from their socio-responsibility orientations across and into their pedagogies. These challenges which problematize the '*fit*' are grounded in the schooling system whose practices heavily contrast with and repel the emergent qualities defining the social aspects (see figure 30).

Figure 30: The 'fit' challenge of the value-laden educator
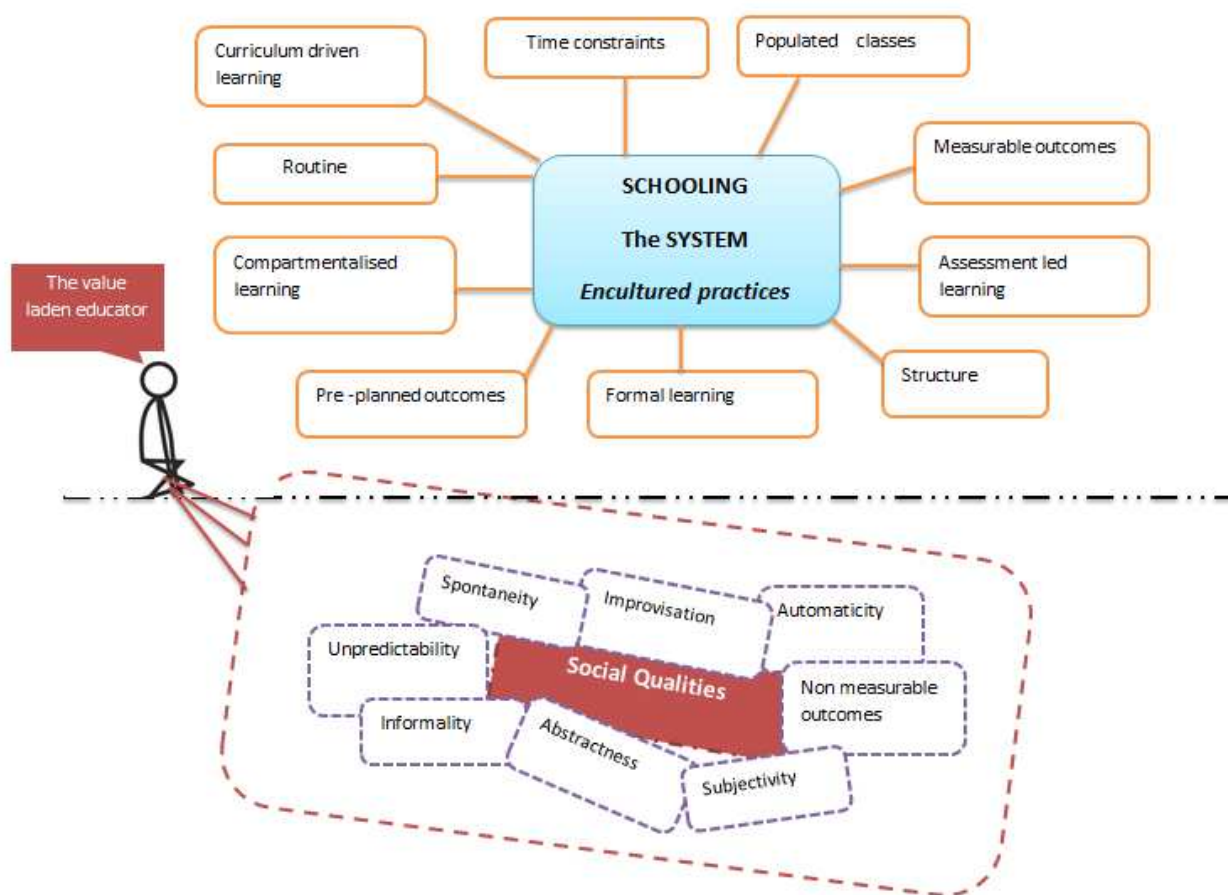
However, from a political/logistical perspective, it does not since due to teacher number demands, employment cannot be refined or filtered this way. If subjective value orientations were valued criteria for determining potential educators, then this presents a problematic situation which conflicts with quality education. In search for a possible route which would bridge the gap between what we believe should be taught and how to teach it, I draw on the findings which show the subjective ways the TPSR pedagogy impinged on the different educators to propose a way forward.

It is essential to qualify the TPSR experience within this study as one which was: adopted by teachers with a positive disposition towards socio-value-laden education; embedded within a COP framework which provided ongoing professional development; and implemented across traditionally game-oriented PE curricula and the subjective differences these diverse contexts offer. As much as this gives this experience uniqueness, the findings and experiences across this implementation cannot be isolated from its context and methodological framework. As seen in the application of TPSR pedagogy, teachers

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related differently to methods of implementation. Although similar in value orientation, teachers' levels of engagement varied across their specific teaching and learning contexts. Through a COP framework, the process became meaningful to educators. I argue that this process (COP) offers enlightening experiences which, through reflective practice, provide educators with an awareness about and understanding of their subjective orientations, their ontological commitments and the power these hold on the ways these frame pedagogical approaches and decisions. Deepening the understanding of school culture, would allow a better position to act upon the values, beliefs and attitudes to better the learning environment (Bossert et al., 1982 cited in Macneil et al., 2009).

Using TPSR as a value-laden educational tool to implement educational content related to social aspects, framed within a COP, promotes reflective professional development which accentuates awareness of the educators' responsibilities. I understand that the educators involved in this experience shared a socio-value orientation which would have impinged, to some extent, on the overall experience of the implementation phase. However, the COP as ongoing professional development in TPSR, supported the reflective experiences which powerfully related to the practices ensued by the educators. Just as much as responsibility is the final outcome of TPSR, a COP wed with TPSR promotes the teacher as a responsible educator. Questioning effectiveness, authenticity and meaningfulness by positioning the educator in experiences which promote these, is a proposal which I pursue and express in the concluding chapter.

Drawing on the findings from this study, I argue that only through experiencing responsibility and living the multi-relational aspects this brings along with it, can one fully appreciate the need to educate about it. The core concepts across this study were never emergent in isolation but experienced in a multi-relational domain. Similarly, by drawing on the evolving dynamic TPSR experience, teaching responsibility in meaningful and effective ways necessitates providing for it within contexts which celebrate it via a multi-relational approach, leading to a more authentic experience. This replaces the methods which superficially isolate it for clarity, but distance it from authentic engagement. Considering this in relation to the Maltese educational context, through this process of collaboration/COP, perhaps the NCF outcomes can finally evolve from written ideologies to meaningful and reachable targets to be met by all. These outcomes are celebrated in a projection of the future educator by re-examining perceptions about students' entitlement,

creating a vision, being able to inspire others, working collaboratively and collegially with other practitioners, demonstrating commitment and resilience to implement meaningful change, as well as engaging in on-going professional development. In the concluding chapter, some of these outcomes are embedded in the proposed way forward.

Chapter 9: Conclusion

9.1   Introduction

In this chapter, I initially present some limitations to this study. Following this, I focus primarily on the final research question, which is concerned with the potential 'fit' of TPSR within local school contexts and about the challenges this may evoke. As much as I feel that the research journey has exposed me to knowledge I can draw on for this purpose, I cannot keep myself from also appreciating the powerful, evolutionary aspect of the research which shaped my perceptions and thoughts. Exploring TPSR's fit within local contexts was a curiosity which excited me before the start of this study, when I was perhaps still led and guided by a different view on research, teaching and learning, and their outcomes and results as valued targets. My initial research expectations were to capture teacher experiences across implementation in order to support evaluation on the model's applicability in local contexts. However, the process of implementation, not necessarily the end result, evolved to be the exciting part. This brought into the study multi-relational, dynamic concepts which became the fabric of the study and which powerfully impinged on the research, the participants and myself. Thus, the dynamic nature of the process frames the third set of research questions as somewhat superficial, since providing answers to these, in isolation from the multi-relational concepts which came to prominence across implementation, would not do justice to the findings across this lived experience. In light of this, in the following sections, I draw upon the findings and research experience to propose a way forward which reflects this journey and how it enlightened me in my future work as an educator. Furthermore, I look back at the lack of clarity concerning the content PE teachers should teach and, more profoundly, at the lack of facilitation of social learning in growing multi-cultural contexts which promote the exposure to social skills as educational valued qualities (see section 2.6). By returning to the outcomes made explicit in the NCF (2012), I forward a proposal by drawing on the qualities of the educator who is, across this policy, asked to create a vision and inspire others, demonstrate commitment and resilience to implement meaningful change and work collaboratively and collegially with other practitioners (see section 2.8).

Earlier, I positioned this work as an educational action research study with social purpose (see section 5.4.1). Through reviewing current practice and reflecting on past experiences, I identified a problem: a lack of coherence in understanding and practice regarding the social domain within Physical Education in Malta. This problem was set up for exploration and through collaborative and shared experiences with all the challenges these brought about (McNiff & Whitehead, 2011), reflected on ways how this practice could be changed (Altrichter, 1993). In line with the progressive structure and my intrinsic concern regarding the area under study, I share in these concluding sections a way forward which I eventually target to initiate, implement and evaluate. In particular, I discuss the impact of this research experience on myself by sharing the ways this journey strengthened my initial position as a socio-value-laden educator, my growth as a critical reflective practitioner, and my evolved interest and focus on alternative approaches to teaching and learning. I share my strengthened constructivist pedagogical position in teaching and support this by drawing on the necessity for continuous professional development - an approach opened up to me through this study. I also discuss the concept of meaningful educational experiences which promote process as a means to educate with meaning as a target which should support an educator's perception on education. Further, I draw on my research experiences to propose a merged educational experience that weds together educational components constructively lived across this study and consider how this celebrates meaningful education and may be implemented across local teacher preparation programmes. This, I argue, can be done by perceiving the educator as a catalyst for change. I propose the need for the educator to first experience meaningful educational experiences (see section 8.6) before being able to effectively provide for these in their teaching. I put forward the possibility of re-shaping teaching and learning outcomes through reflections on professional development which are grounded in process-oriented, meaningful experiences. This is proposed for educational settings more broadly, as well as across teacher preparation programmes.

9.2   Limitations to the study

My PhD journey was fulfilling and enlightening. It was a journey of deep reflection and the experience was, at times, overwhelming. As mentioned, the dynamic nature of the

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study undertaken necessitated the exploration of educational ground not necessarily intended. The overwhelming evolutionary aspect drove me towards taking different routes which, although informative and supportive, had the potential to impinge on the planned focus of the study. This evolving and dynamic aspect, for instance, explains the adaptations and changes to the methodological framework. This dynamicity also explains the data collection of sets 2, 3 and 7 (see table 13) which aligned with the initial way this study was planned following meetings and discussions with TPSR experts in Valencia. The progression and evolution of the study, however, informed the focus of the study and thus the selection of data sets 1, 4, 5 & 6 as necessary to meet the evolving needs of the study and its focus on the pedagogical impact of TPSR on teacher-participants. Furthermore, word limit restrictions of the thesis was a determining factor which guided me to be selective and choose wisely.

My intention throughout this thesis has been to bring across my research journey as it was 'lived', but this has been a challenge. Indeed, reporting in writing my thoughts and decisions in relation to the multi-relational aspects of this study seemed at times impossible. This challenge was further accentuated with my desire to be faithful to chronological progression, thus the element of chronolgy within the thesis is somewhat limited. When reflecting on the provision of TPSR training, which was planned and delivered in a modular approach, the knowledge and experience gained in this innovative area was far from exhaustive. From one perspective, athough the monthly TPSR meetings served as ongoing professional development, perhaps a longer training programme would have prepared teachers more confidently in facing their implementation year. From another perspective, however, innovation is embedded within this study's framweork, since TPSR was a novelty in the Maltese PE contexts. Innovation is captured in the reflections and actions of teachers introduced to TPSR pedagogy via a teaching/learning medium used in teacher preparation courses. It is also captured in my experience with grounded theory as an analytical tool. This study exposed me to GT methods as well as new experiences in analysing data. This experience saw me carefully progressing across analysis, as well as reflecting on methods and decisions which could have supported the analytical process. Thus, the analytical process and the emergent findings in this study, reflect a cautious, wary mindset which grew- as did my confidence - as the study progressed.

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9.3 Myself and the research journey

Echoing the evolving nature of research, it is fair to say that what started off as a study phase to meet the qualifying needs for my lecturing post at university evolved into an enlightening journey of personal development. This PhD journey provided me with continuous development in a pre-selected educational subject that subsequently evolved to incorporate a myriad of educational concepts. These constructively gave meaning to the contexts explored. The meaningful educational experience is one that I wish all educators could share. As much as I try to transmit this experience explicitly in writing, I feel I cannot express the rigour of the intrinsic, motivating moments lived when, for instance, the multi-relational aspects of emergent concepts provided meaning and understanding to queries that I had. Neither can I express the excitement generated when emergent concepts, pedagogies and reflections unknowingly 'fit' the fabric of the study. These experiences fuelled a need to look deeply into matters of concern, which I had thought to be specifically study-related moments. Just as much as TPSR pedagogy flowed into contexts outside the case study teachers' pre-planned settings, I too see myself implementing critical reflexivity across contexts in my lecturing, as well as across my coaching practices. I find myself in a constant state of reflection which as much as being supportive in re-thinking, communicating ideas, and presenting content in more educationally appropriate ways, it is also, at times, discouraging. There are moments in my work where I feel that my informed understanding of things may not be appreciated or understood. I cannot withold my frustration when I come across these moments in which I feel I want to humbly, yet convincingly, share what I have learnt through this experience, but then realise that I can only do this verbally. This may then, unfortunately, qualify this experience perhaps as un-meaningful to the person reading this. During my teaching, I find myself engaging with an emergentist approach, relating to links and the relationality between concepts and using methods which promote an appreciation of values through constructive teaching and learning experiences. This frames my understanding of education. Although this philosophy framed my pedagogical approach to some extent before (instilled, perhaps, through my coaching role and my professional responsibilities in teaching pedagogy), I now practise it and apply it with more confidence.

Within the study, the lived TPSR experience drove teachers to question their understanding of teaching and learning and their roles as educators, in other words, their

identities. Since TPSR targets teaching responsibility as well as transference of the levels across other settings outside school contexts, I expected the focus of discussion and emergence of data to explore these outcomes. The process of implementation in relation to the multirelational concepts it brought with it was the nexus of the experience. I now appreciate the power of process as the way to meet targets meaningfully.   This appreciation transfers to the pedagogical approaches I take which are now even more effectively framed within methods that empower students to elicit meanings and engage in reflection. I have never been comfortable simply imparting knowledge. I am now even more sensitive to my pedagogical approaches in ways which question how meaningful are the concepts I share with students. In preceding chapters reporting on this study's findings, I refer to teachers moving into 'TPSR mode' (see section 6.2.3). Similarly, the TPSR experience impinged on my reflection-in-action in ways which guide me in bringing across the links, relationships and thoughts as these unfold. I refrain from keeping these to myself as now I believe that the links which come across in my thought processes are essential to examine and share. I find myself using constructive approaches which celebrate collegiality, cooperation and respecting others, and grew ever more sensitive to moments which unfold across my teaching experiences. Whereas before, my professional practice was one in which I put my thoughts into action with the intention of providing students with learning opportunities, now I also share those thoughts impinging on pedagogical decisions taken. This constructive, meaning-making experience challenges traditional compartmentalised approaches which isolate educational content set up for learning. I no longer look upon subject content as content to be delivered in isolation (i.e. as a topic) but rather appreciate focusing in on it without losing the multi-relational concepts which strengthen it and which I feel students should understand. Just as much as TPSR on its own may have not been meaningful, wed together with a CoP and framed constructively, the experience became more meaningful. This approach celebrates cross curricularity, a highlighted NCF outcome (see section 2.8).

In line with this reinforced radical approach, my research journey accentuated the essence and need for continuous professional development. The aquisition of a teaching warrant unfortunately promotes the notion that one is a fully developed educator. The end result here challenges the concept of CPD. My research journey reinforced personal growth as a concept which cannot come by choice. Personal growth is essential. Earlier I qualified CPD as an emergent concept which supported the evolutionary collection of theories

supporting this study (see section 3.5). My research experience exposed me to an environment which unintentionally embraced innovative CPD methods proposed in literature (Armour & Yelling, 2004, 2007; Makopoulou & Armour 2011; Bezzina & Camilleri, 2001). CPD framed within a CoP, apart from embracing emergent educational components (which fit comfortably within the overall framework of this study), exposed me to experiences of meaningful professional development. The rigorous reflective stance taken up by teachers across the implementation phase mirrors the demands and necessity of ongoing professional development. For example, Dr. Escarti, at the planning phase of the TPSR training module, recommended continuous development of TPSR practice as a requisite of, and not as an add on, to the training module. This reflects the essential personal committment to life-long learning (Hargreaves, 1997; Hargreaves et al., 2002). Having been encultured in a conventional inset style of CPD, I had no idea of what was to emerge from the TPSR meetings. Only through living the experience could I appreciate the way this data collection setting was transformed from one described as idealistic (Armour & Yelling, 2007) to a hands-on, lived practice as it captured Wenger's (1998) proposed interactive experiences. Furthermore, the experience echoed Vygotsky's (1978) socio-constructivist framework by celebrating collaborative efforts as well as embracing student centred needs. It also encapsulated proposed effective CPD structures widely expressed in the literature (see section 3.5.2). The innovative and meaningful CPD experience was made possible through the COP medium, which combined educational components recommended for best practice settings (see section 8.2.1). As discussed earlier, I propose this research setting as one necessary to inform and develop a teacher's understanding of meaningful education. The evolutionary aspect of the research took me to explore a myriad of educational concepts that were never intended. I feel that through sharing norms and values, and engaging in reflective dialogue and collaboration with focus on teaching and learning, I reinforced my position as an active professional educator (Constable, 1995).

The meaningful educational experience and the ways this has impinged on how I perceive education and educating can be brought into debate around the emergent concept of enculturation and occupational socialisation. I have, through empirical evidence and supported by literature, discussed the power by which this concept drives educational experiences and all that relates to it (see section 8.4). Changing culture has been presented as a mammoth task. However, the qualities proposed in literature that are necessary for

this task have also emerged from this research experience. The components recommended to induce change emerged as ones which framed the value-laden educational programme set within CPD through a COP. This setting has effectively impinged on my encultured view on education and has supported a change in the ways I look at education and present educational experiences. From this perspective, meaningful educational experience holds potential in re-shaping culture and moving towards change. This puts the onus on the educator as a catalyst for change. Findings across this study show how a collegial environment (COP) framed within common goals (TPSR) positively impinged on teacher engagement, motivation and rigour. Reflective and effective education were the outcomes of this rigorous level of engagement. This perspective may be an approach adopted as a position for reflection on initiating a culture change.

9.4   The educator as a catalyst for change

Waugh and Punch (1987), listed a number of variables which affect teacher receptivity to a system-wide change. These variables included: beliefs about education issues, feelings and attitudes on previous educational systems, fear and uncertainty of change, practicality of new systems, perceived expectations and support, and cost appraisal of change. Success or failure of innovations depend on the perceptions of teachers regarding how or whether such innovations would help maximise the learning outcomes for students (Ha et al., 2008). Interestingly, through the emergent COP in this study, these uncertainties emerged as topics of debate. The collegial environment supported this and fuelled the educator to move from a sceptical position at the onset of the study to progressively believing in, and owning, the work carried out. In line with the outcomes of this study, research suggests that the educator can be the initiator of change (Cothran, 2001) since it is the teacher who has the central role in determining success or failure of implemented change (Fullan, 2001; Sparkes, 1991; Richards et al., 2001; Harrison & Killion, 2007). The outcome of the implementation year across all schools in this study may have not resulted in the transference of the TPSR levels outside the school context, and may have not developed more responsible persons, but the journey left a mark on the role of the teacher-participants, their fit within the context of education and a heightened reflective awareness and understanding of meaningful education. This was a process which was

initially externally imposed yet eventually internally developed and progressively owned. The experience with meaning in this study fuelled motivation and reflection.

Bechtel and O'Sullivan (2007) discussed enhancers and inhibitors of change. Surprisingly, similar to the findings in this study, challenges are related to environmental, subjective and institutional differentiation in the likes of school culture, context, roles of heads of school, the importance of a common vision and immediate environment conditions, as well as teacher beliefs and dispositions. These similarly impacted on teacher change processes in various ways. Cothran and Ennis (1998) shared a concern regarding curriculum design. They argued that if this is not in line with the values and interests of the ones experiencing it, conflict and confusion are inevitable. This ties in with the notion of having educators with some form of uniformity across values and ethos. This was discussed in light of a proposal to use engaging teaching and learning practices as a medium to induce reflection on the value of value-laden education (see section 8.9). Secondly, it also echoes the concept of engaging students in more authentic and genuine methods to provide meaningful teaching and learning climates. Interestingly, Housner's (1996) four pronged approach to innovation and change, views de-professionalisation, minimising isolation, overcoming marginality and re-thinking teacher education. These concepts, across this study, were either brought into discussions by teacher-participants or were emergent from analysis.

Interestingly, emergent qualities across the TPSR implementation phase echo others which are perceived as facilitators for culture change. For instance, Schweiker and Marra (1995) listed twelve norms which are categorised under teacher knowledge and qualities, as well as effective teacher interaction. Amongst these qualities are collegiality, trust and confidence, tangible support, professional development, teacher and staff effective interaction, appreciation and recognition, caring and humour, involvement in decision making, and open, honest communication. These qualities unquestionably were embedded in the TPSR CPD setting, framed within a COP. Upon reviewing literature related to the emergent concepts from this study, I was overwhelmed by the resonance with other scholarly works. This adds strength and rigour to a lived experience whose meaningfulness I try to remain faithful to in a proposal for a way forward.

9.5   A 'meaningful' way forward

Earlier, I expressed my intention of sharing in practice, and not simply in writing, my lived research experience. Only a lived experience would do justice to the essential meaningful quality of this journey. I strongly feel that by experiencing and assimilating meaningful experiences, an educator is motivated in creating other, authentic educational experiences. I draw on and link to the experience of the impact and the power of practice as proposed meaningful CPD experiences (see section 3.6.2), rather than a conventional telling approach. With this target in mind, I seek ways in which this meaningful journey may be lived through teacher preparation programmes in diverse contexts – something which would be influential in generating change.

Informed by findings across this journey, I grew sensitive to issues related to structure and the ways this impinges on authentic education (see section 8.3). In appreciation towards some level of systematic structure, since this is a need echoed in literature and across my findings and which culturally provides solice and comfort for educators, the suggestion I bring forward is not one which compartamentalises educational content and conventionally sets it for instruction. Rather, the framework I propose embeds the educational content. However, instead of conventionally isolating it, it uses this same content to induce meaning-making experiences which fuel other educational concepts through which the multi-relational aspects of education can be meaningfully appreciated. In other words, the framework does not simply inform students superficially through minimum and ineffective engagement, but aims at enagaging them more authentically through experiencing the content itself. In TPSR, the various levels which target responsibility stand out. Similarly, when viewing a COP setting, the qualities of sharing, interacting, collegiality, co-operating and reflective practice feature strongly. However, when across this study the two frameworks were merged together (TPSR and COP), the resultant setting provided educators with an environment within which they lived and reinforced the TPSR levels in a meaningful way (see figure 31). This provides evidence to something that Mrugala (2002) proposed might be of benefit to educators; he stated that teachers implementing TPSR might benefit from support which embraces the same values they are trying to teach. The COP setting applied and embedded the TPSR levels within, thus engaging educators meaningfully and, through reflective practice, reinforced this lived experience. Moreover, this study provides evidence of the benefits that TPSR implementation affords through the

proposed sharing of successes and struggles (Beaudoin (2012). The constructive meaning-making setting fuelled reflection on a myriad of educational concepts arising from the cooperative sharing of experiences e.g., discussion about student-centred and empowering needs, positive relationships and other valued educational concepts. The emergentist aspect of these concepts, similar to the emergentist pedagogies adopted by teachers for meaningul engagement (see section 8.2.1) gave them authenticity and meaning. Because of the strong emergentist setting, this somewhat systematic framework endorses and celebrates a philosophy which embraces a radical process driven approach. Some outcomes are pre-determined, others are emergent and this adds to and gives value to meaningful education. This is the setting I target for my learning programmes. My target is now more confidently engraved in providing meaningful educational experiences.

Figure 31: Outcomes of the TPSR-COP merge
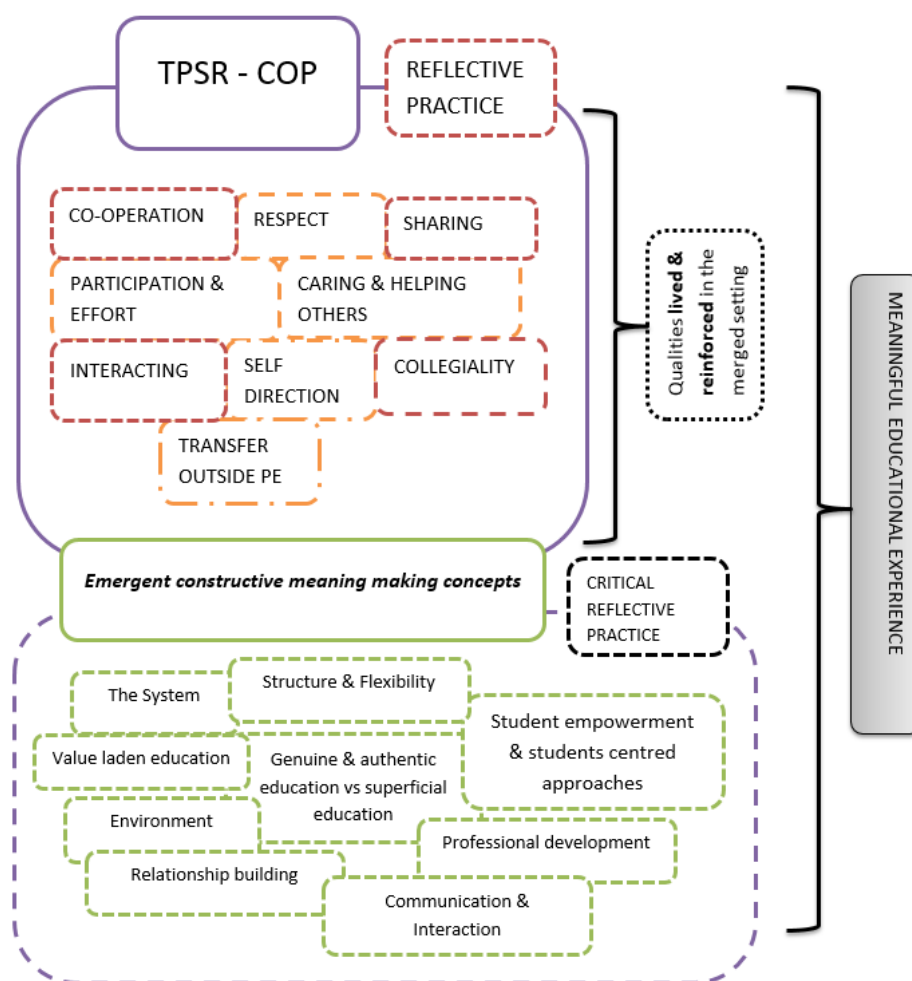
Amongst other aspects, this study set out to explore social aspects and how these are brught across through the vehicle of PE. The framework intended at the onset of the study was simple. It was grounded in my understandings of research and the environment contextual education is embedded and structured in. I have always appreciated emergentist pedagogies and felt that these are more effective as teaching tools and more engaging for learners. The concepts emerging from this study emphasise these qualities and echo their need to be viewed not simply as guidelines which may be followed by educators, but as requirements for the designing of education with meaning. The meaningful values of the educational concepts emergent from this research experience lie in emergence itself. These concepts were not superimposed or pre-determined to support the research but rather emerged powerfully as needs and requisites for a more meaningful experience. The emergent concepts out powered the initial intentions of the study. Thus, just as much as emergentist pedagogies provided better TPSR engagement, across the study the emergent qualities became most rewarding and appealing. This study therefore reinforces the educational potential of emergentist pedagogies as ones which may be more conducive towards teaching 'with meaning'. In light of the meaningful emergent concepts, I feel that now I cannot withold these concepts from framing the programmes which would support my work with future educators. In other words, my work is now framed within a philosophy rather than structure which celebrates process-driven outcomes and is embedded in professional development for meaningful teaching and learning. Across this study, just as much as emergence gave meaning to the educator, it contextualises educational content by giving learning more meaning.

The TPSR-COP merge created a context and climate which brought across the sought and intended social aspects across educational settings in the various contexts and supported this educational experience by giving it authenticity and meaning. As discussed earlier, I cannot evaluate what the outcome might have been had I chosen to implement TPSR without the embedded and evolved COP. However, drawing on empirical evidence and experiences across this study, unless some contextual changes are made, TPSR may be challenging to implement with meaning across Maltese educational settings. As shown and emergent across this study, a number of meaning making concepts evolving throughout the TPSR meetings and discussions (see figure 31) show the need for changes and improvements in the local school systems. These changes are felt necessary in the provisions of student empowerment, professional development, communication,

relationship building as well as collegiality and school ethos. Since these qualities are ones which are embedded within the fabric of TPSR but which unfortunately are not generally reciprocated across all schools and practices, this makes such contexts less conducive to TPSR teaching and learning. This is supported by findings which highlight the conflict between school cultures which are not open to change and model-based PE practices (Curtner-Smith, 2008). As suggested in this study, a COP environment provides the essential climate with qualities which are effective as a medium through which the TPSR levels make more sense to teachers. Since the value and meaning of these same levels were transferred across a COP, they seemed to become more meaningful to the educators before they were applied within the classrooms. The COP environment generated a context which celebrated the lived experiences of the following educational concepts: value-laden education, student-centred approaches, empowering the learner, collegiality, communication and interaction, sharing practices, reflective practice, and relationship building. All these qualities are related to process-driven methods and the nature of emergentist pedagogies. These educational concepts are all extensively supported by theories and literature; however, their non-pre-determined emergence across implementation gave them additional context, meaning and, thus, value. This experience is one which impinges with power on the educator's perception, which is a need across teacher professional development. The TPSR – COP merge exposed teachers and students to an educational journey which supported teacher development, brought across socio-value-laden education and generated reflection about potential meaningful educational approaches and environments to be transferred to other educational settings.

9.6 Fusing TPSR and COP: Sharing this merged experience

The research experience informed me about the dilemmas relating to overtly systematic approaches and teachers' mixed perspectives on structure, as well as the appeal of informal, more flexible methods and their impact on meaningful education. In light of this, I am hesitant in presenting a structure through which I share my lived experience. The framework I advance mirrors Hellison's proposal for a TPSR model that enjoys flexibility, an open one which targets relating to and encouraging interaction with the developing educators. Drawing on the educator as a catalyst for change, I consider how

my lived meaningful journey could be transferred into teacher preparation courses. For the sake of introducing new challenges or practices targeting improvement, I refrain from isolating any particular concept from my research experience since the multi-relationality of the emergent concepts was a dominant feature. Across these relationships lie the strengths of meaningful education. From this perspective, I look at socio-value orientation and socio-value education, TPSR as a tool to induce and promote the social aspects represented in the NCF, as well as COP as a medium through which a meaningful educational experience is lived. I draw on these key areas to support my proposal for enhanced teacher education practice.

My research journey started with what eventually turned out to be a necessary step towards understanding who I am; an examination of value orientations and how these could possibly impinge on the the work of educators (including myself). Positioning myself as an educator with a socio-value orientation strengthened the uderstanding of myself and made me aware of how this orientation drove my decisions, perceptions and personal points of view. However, this also informed me about the educational value of subjective orientations and the need to become aware of how such subjective orientations impinge on one's way of teaching and living more generally. What are the educational drawbacks (for one's self and students) of being led by any specific value orientation? Becoming aware of the different orientations, understanding one's own orientation, and understanding how powerfully this impinges on quality education is, I propose, the first step towards an appreciation for meaningful education. As such, it is an essential experience across teacher professional development. I support Richards et al's. (2014) recommendations to professionals working with pre and in-service teachers to learn about their starting point to receptivity. Familiarisation with value orientations amongst educators is, I argue, an essential educational experience which sets the starting block from which an appreciation towards socio-value-laden education is initiated. I therefore concur with the recommendations put across by Andrew, Richards and Gordon (2017) that breaking down the custodial orientations of teachers necessitates exploring the exposure to affective qualities throughout their acculturation and professional socialisation. This may help address the worrying factor (which I elaborated on earlier in this thesis) of educators who hold subjective theories which do not include social development. This understanding and appreciation of socio-value education, as an essential part in the educational process is accentuated through applicability, interaction and hands on experience. This advances

these values from simple written objectives into ones applied with meaning. Through my experience in this study, this can happen if the medium framing this learning experience is one which celebrates collegiality, the sharing of experiences and interaction with peers. This echoes how Martinek and Hellison (2016) refer to the collective evolving work carried out by professionals on TPSR who are 'buoyed by the same set of TPSR core values, making these practitioners a true commnity of practice' (p.9).

The medium of a COP across my research journey was the emergent environment which was responsible for the dynamic multi-relationality of educational concepts to happen. Within this relationality, the authentic educational experiences were lived. Thus, it is futile to bring forward the educational content of value orientation and TPSR as a model which embeds socio-value education, yet present these through conventional methods of teaching and learning as this would simply place these as modules of educational content. Across the study, the participant-teachers were introduced to TPSR through a modular approach (which included theory and practice) and class students were introduced to TPSR via an interactive power point presentation. Both methods can be described as conventional; however, the COP setting gave meaning to the applicability of the content knowledge since it allowed for constructive meaning-making among the teachers which supported the practice of implementation. In concert with proposals in international and contextual literature, a COP environment is one which is proposed to frame continuous professional development (CPD). I extend this by proposing that a COP environment should not only be lived and applied across teacher preparation courses (such as University) but must be lived by teachers and students within educational institutions and across their educational development. By drawing on the emergent concept of superficiality, bringing forward COP as a framework supporting CPD is appealing in nature and sound in concept. A COP medium is an effective context through which student-teachers can familiarise and position themselves with value orientations as well as explore the educational content of TPSR and its applicability.

Drawing on my professional experience, educational components with a high level of hands-on practical fieldwork (including teaching practices) have traditionally been favoured by students across their development as professional educators because they are meaningful to developing teachers. Within schools and across their teaching practices, student-teachers are expected to apply theoretical concepts around areas of teaching and

learning such as, exploring the various teaching styles and different pedagogies as well as the works of educational theorists and critically reflecting on their work in relation to the Maltese educational context. This would help teachers develop their skills and broaden their understanding of education and educating. Unfortunately overtly structured teaching practice protocols encultured this learning experience as an assessed and examined practice rather than a period for exploration and pedagogical growth. Students have been encultured in ways which impinge negatively on the practice experience itself. It would be ambitious to propose that students should explore the pedgogical qualities of TPSR across their teaching practices within the present contextual school structures. Here, I can now relate to the originally set research question on the applicability of TPSR across the local context. Although I see the magnitude of benefits students gain from this opportunity, I now comprehend even more the incompatabilty between genuine application of TPSR and the contextual teaching practice climates student-teachers are often involved in. Unless, as experienced across this research study, the context and framework within which TPSR is presented changes to one which fits the pedagogical necessities of this value-laden model, the experience will fail to be as effective and profitable as it could and would only fit within a framework which Sherman (1996) referred to as 'studentising' (see section 3.4.1). On the contrary, similar to past as well as more recent, well intended educational initiatives which were and are contextually introduced with haste, it becomes looked upon as a burden and as other educational content to be 'banked'. This banking approach is the experience I lived and shared with educators in relation, for instance to the introduction of TGFU as an immediate pedagogical necessity introduced in local PE teaching and learning contexts. Here, in light of this argument and its relation to this study, the educational worth of TGFU, in the absence of gradual applicability and investment in experiencing it's educational potential, is diminished and devalued.

As a development within teacher education, I propose the introduction of a COP medium as experienced in this study, something which, throughout students' teaching practices, would bring students together to interact and collegially share experiences on practice and planning. This could help bridge the gap between content knowledge and pedagogical knowledge (Dyson, 2014). This collaborative setting challenges isolation which students feel during this study phase as well as supports the notion of collegiality through professional development. In other words, student-teachers are not introduced to a COP environment specifically for them to learn about the qualities of, for example, collegiality,

but through emergent collegial interaction, they start appreciating how beneficial this environment is for an educator. Bringing COP settings into the local educational context is a heartfelt need which could benefit teachers' professional development as well as support students in their early educational endevours. This is a path which holds promise in breaking encultured practices and building ones which are educationally enriching and profitable.

The multi-relational educational concepts that I came across in my research journey, together with the aspects related to an emergentist pedagogy, led me to reflect upon a non-compartamentalised, flexible way of bringing across socio-value qualities. I cannot now see myself presenting TPSR as a standalone module; I understand the minimal impact this promises in terms of genuine and authentic engagement. I can now relate to Hellison's disappointments when TPSR was reduced to being merely a behaviour management tool applied in contexts where structure is prominent or when educators do not share an appreciation about their subjective value orientations. I also understand the dangers of assuming that pupils will simply 'take up' the educational content presented to them and apply this in practice in meaningful ways. Moreover, I cannot see myself presenting the educational benefits of a COP setting divorced from its practical lived experience. Thus, by drawing on my research experience, the works of scholars on TPSR education (e.g. Beaudoin, 2012) as well as the work of a number of professionals on values teaching across teacher professional development programmes (e.g. Martinek & Hellison, 2016), I propose an approach (depicted in figure 33) which could be of value to educators and their educational contexts. This approach reflects the evolutionary aspect of this study. Thus, it initially informs the educator about his/her understanding of value orientations and helps them to become aware of how this may support or challenge his/her teaching. Such an appoach becomes crucial in PETE. Indeed, Schempp and Graber (1992) have suggested the need to challenge the value orientations of pre-service teachers as experiencing alternative orientations could enable change to take place. Since social aspects were the focus of the study, and TPSR was the medium by which these were reinforced, and in light of the need for socio-value education awareness and its potential for promoting a constructive experience which celebrate a myriad of educational components, I select this tool as the medium to generate awareness about the educational worth of socio-value-laden education. I propose that teaching and learning around value orientation and socio-value education are best presented across a COP medium. This heightens assimilation and gives

learning more meaning. Consequently, via a wed TPSR-COP setting implemented across teaching practices, young developing educators are exposed to an applicability of a myriad of emergent educational components. These, rather than being conventionally delivered, are lived through methods which promote engaging pedagogies framed within a process driven philosophy. This setting celebrates cross curricularity, empowerment and collegiality.

Figure 32: TPSR – COP for a meaningful teaching and learning experience
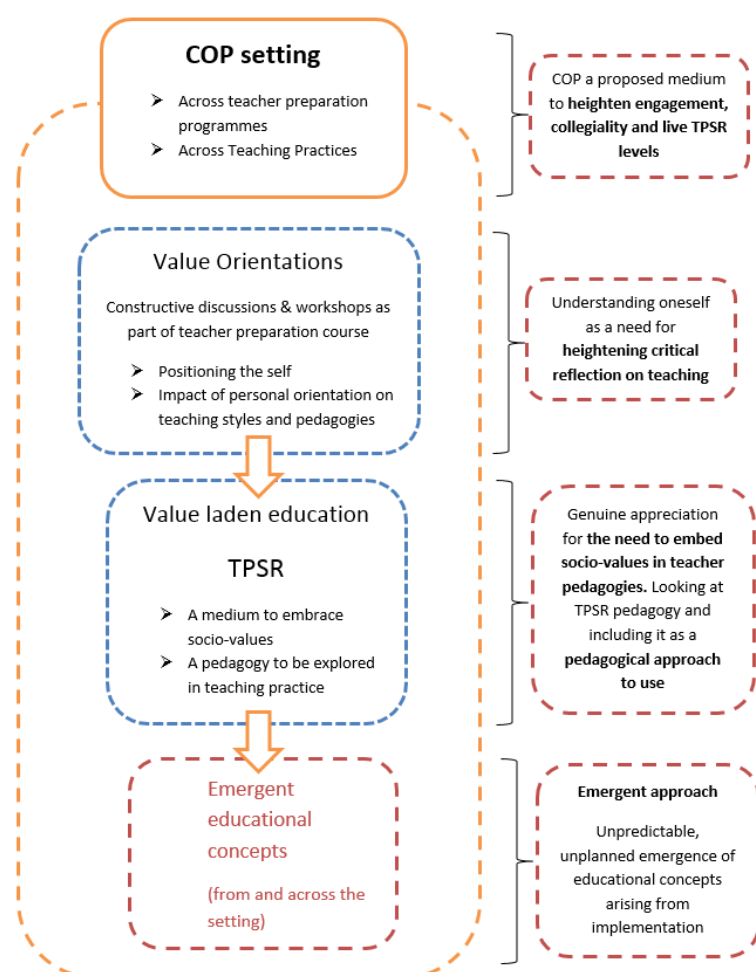
9.7   Conclusion

This journey started out with intrinsically-driven personal objectives which sought to understand and explain knowledge on the social domain in contextual PE settings. Furthermore, the intentions were of reviving the social qualities across an established value-laden model (TPSR). However, the research journey, as presented through this thesis, provided much more than this. Echoing the radical ethic framing this study, the planned pre-determined outcomes for exploration became part of a complex process which celebrated a myriad of educational concepts. The process of this study was the meaningful experience which provided genuine learning.   This journey, across its evolvement, supported multi-relationality which within its complex network gave meaning to the practices across TPSR implementation. This journey helped me appreciate the essence of providing for meaningful educational experiences. I appreciate now the challenges I face and the need to practice (myself) and reinforce (with student-teachers) the necessity to look beyond the pre-determined outcomes set for learning and focus on the processes which may lead to the learning of these. I am driven and encouraged by Lawson's (1983) hypothesis which suggests that professionals with innovative PE orientations working with pre-service teachers are likely to leave an impact on their formation. I am encouraged, and look forward to encouraging others, to leave behind conventional, time-framed and structured learning pedagogies and engage in ones which more genuinely educate. The challenge for myself now is in imparting the 'meaningful' across our teaching and learning experiences. Hopefully, this personal challenge may be shared by others. This could, perhaps, gradually re-enculture practice.

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APPENDIX A (i): INVITATION FOR PARTICIPATION IN STUDY

Physical education and the different domains

Dear colleague,

You are being invited to take part in a research study. This study focuses on the teaching of physical education through the different domains. The study is carried out in a number of phases which are progressive and developmental. The initial part of the study for which you are invited to take part will involve an interview. The progressive phases of the study would eventually offer opportunities to all those interested to enhance teaching competencies through discussions, workshops and other professional development opportunities. Since the study is carried out in collaboration with professional physical educators, a sample of 25 physical education professionals from state, church and private schools have been selected. Although it would be greatly appreciated if your participation is confirmed, decision to participate or not is up to you. If you do decide to take part, you will be asked to sign a consent form. Please do note that even if you decide to take part you are still free to withdraw at any time and without giving a reason.You will shortly be contacted and asked to meet me for an interview. This interview should not take longer than 40 minutes.

Following this interview you will be invited for a discussion on issues of interest within the physical education teaching profession. (Kindly bring along the attached consent form to be completed on the day of the interview)**.**By taking part in this study, apart from helping me in acquiring needed data, you will benefit from sharing and acquiring educational information which you will find useful and interesting. From an ethical perspective, it is important to understand that all information collected during this study will be kept strictly confidential. No names will be mentioned and codes will be used to guarantee confidentiality and anonymity. The gathered data will be destroyed after a period of 5-6 years or after the termination of the study.

Following the various data collecting phases the results will be analysed and will be used in my thesis as part of my PhD studies. As participants within this study, if requested, you will be given a written report on the final outcomes. This study project which has been approved by the Research Ethics Committee at Loughborough is being carried out under a research programme at the school of Sport, Exercise and Health Sciences at Loughborough University. The project is sponsored by the University of Malta.
For further information or if in need of further clarification please do not hesitate to contact me on my personal phone: 79486255 or via mail on ivan.riolo@um.edu.mt

I thank you for patiently reading through this invitation. I look forward to work with you soon.

June 2012

_____

Ivan Riolo

APPENDIX A (ii): TEACHER CONSENT FOR PHASE ONE OF STUDY

Physical education and the different domains

Researcher details

Name: Ivan Riolo

Position: Asst. Lecturer IPES University of Malta

Postal Address: Mischiv, 10, Patri Guze' Delia Street, Balzan. BZN1172

Contact number: mob: 79486255, off: 23402031   ***Please tick box***

I confirm that I have read and understood the information sheet for the above study and have had the opportunity to ask questions.   ☐

I understand that my participation is voluntary and that I am free to withdraw at any time, without giving reason.   ☐

I agree to take part in the above study.   ☐

I agree that my data gathered in this study may be stored (after it has been anonymised) for a period between 5 to 6 years and will be destroyed after the termination of the study.   ☐

                                                          Yes   No

I agree to the interview being audio-recorded   ☐   ☐

I agree to the use of anonymised quotes in publications   ☐   ☐

_____   _____   _____

Name of Participant   Date   Signature

_____   _____   _____

Name of Researcher   Date   Signature

APPENDIX A (iii): INORMATION LETTER & CONSENT FOR HEADS OF SCHOOL

March 2013

Dear Head of School,

Following the first part of my research study which involved a number of interviews with a selected number of professional physical educators, I am now in the process of collecting data from within the fields of physical education teaching and learning experiences.

The teacher working within your educational institution has been selected to take part in the second phase of this research study. This research phase entails observations and field note taking during a number of physical education lessons (N=4) carried out with a selected number of schools and selected physical education teachers and classes. Due to validity and other research issues concerns, video/audio recording is essential for data collection. The observations would comprise, apart from the approval of all ethical processes, the setting up of a video recording camera a few minutes before the start of the physical education lesson and video/audio recording the full PE lesson together with Field note taking. The observer/video recorder will take all necessary precautions so as to not hinder the flow and process of the normal lesson. The dates and times of all observation sessions will be communicated and agreed upon by both college authorities and teacher beforehand.

Confidentiality is guaranteed as all video recordings and field notes taken will only be used for the analytical process of this research and will not be given, copied or removed from a secure repository under lock and key unless for the purposes of the study or other related studies . These recordings as already stated will be referred to at a later stage and the data may be used for the purposes of further research within a ten year time frame after which they will be destroyed.

Although participation in this research is valued and much appreciated, you are reminded that your school may opt out of this research study at any time. If you wish, on completion of the study, information on the emergent data would be shared on your request.

This study project is being carried out under a research programme at the school of Sport, Exercise and Health Sciences at Loughborough University. The project is sponsored by the University of Malta.

I thank you for your cooperation and support and hope to be able to proceed with research plans.

Regards,

_____

Ivan Riolo   mob: 79486255 e.mail: ivan.riolo@um.edu.mt

IPES

SSEHS (Loughbourgh)

I hereby give my consent to the above described research study

_____   _____

     Head of school   School Stamp

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APPENDIX A (iv): EDUCATIONAL INSTITUTION APPROVAL (Church schools)

Directorate for Educational Services

Secretariat for Catholic Education

30th January 2013

Mr Ivan Riolo
10, Mischiv
Triq Patri Guze Delia Street
Balzan
BZN 1172

Permission to Carry out Research

Dear Mr Riolo

I would like to inform you that you have been granted permission to conduct the second part of your research which now involves access to the research field.

If you would need further help do not hesitate to contact me.

Wishing you the best in your research.

Best Regards

Dr Rose Anne Cuschieri
Director for Educational Services in Church Schools
Secretariat for Catholic Education

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APPENDIX A (v): EDUCATIONAL INSTITUTION APPROVAL (State schools)

DIRETTORAT GĦAL
KWALITA' U STANDARDS FL-EDUKAZZJONI
FLORIANA VLT 2000
MALTA

DIRECTORATE FOR
QUALITY AND STANDARDS IN EDUCATION
FLORIANA VLT 2000
MALTA

Request for Research in State Schools

A. (Please use BLOCK LETTERS)

Surname: RIOLO   Name: IVAN

I.D. Card Number: 479368(m)

Telephone No: 23401031 .   Mobile No: 79484255 .

Address: 10, MILLHIV, TRIQ PATRI GUZE' DELIA

Locality: BALZAN   Post Code: BZN 1172

E-mail Address: ivan.riolo @ um.edu.mt

Faculty: EDUCATION (SSHS LEVE Course: PhD   Year Ending: 15/16

Title of Research: Using TPSR to bridge the gap between physical education & the third

Aims of research: ☐ Long Essay   ☐ Dissertation   ☑ Thesis   ☐ Publication

Time Frame: (March) 2013, Oct - May 2013/14   Language Used: Maltise
            (April)

Description of methodology: Observations within the field of Physical Education

School/s where research is to be carried out:

Years / Forms: Form I - IV   Age range of students: 11 - 14 yrs

* Telephone and mobile numbers will only be used in strict confidence and will not be divulged to third parties.
I accept to abide by the rules and regulations re Research in State Schools and to comply with the
Data Protection Act 2001.
Warning to applicants - Any false statement, misrepresentation of concealment of material fact on this
form or any document presented in support of this application may be grounds for criminal prosecution.
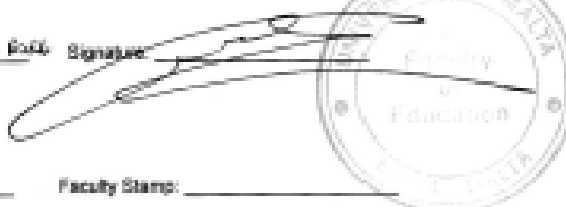
Signature of applicant: _____   Date: 31 | 01 | 2013

B.   Tutor's Approval (where applicable)

The above research work is being carried out under my supervision.

Tutor's Name: _Prof. Carmel Borg_   Signature: _____

Faculty: _EDUCATION_   Faculty Stamp: _____

C.   Directorate for Quality and Standards in Education - Official Approval

The above request for permission to carry out research in State Schools is hereby approved according to the official rules and regulations, subject to approval from the University of Malta Ethics Committee.

Approved on condition that parental consent form and consent form of teacher are submitted to the Research and Development Department before the research is carried out.

_____   Date: _2 6 / 2 / 2013_   Official Stamp

Director
(Research and Development Department)

RESEARCH & DEVELOPMENT
DEPARTMENT
Education Directorate
Floriana VLT 2000
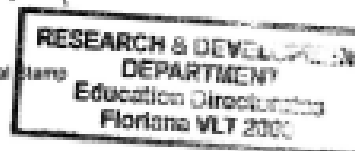
Conditions for the approval of a request by a student to carry out research work in State Schools

Permission for research in State Schools is subject to the following conditions:

1.   The official request form is to be accompanied by a copy of the questionnaire and / or any relevant material intended for use in schools during research work.

2.   The original request form, showing the relevant signatures and approval, must be presented to the Head of School.

3.   All research work is carried out at the discretion of the relative Head of School and subject to their conditions.

4.   Researchers are to observe strict confidentiality at all times.

5.   The Directorate for Quality and Standards in Education reserves the right to withdraw permission to carry out research in State Schools at any time and without prior notice.

6.   Students are expected to restrict their research to a minimum of students / teachers / administrators / schools, and to avoid any waste of time during their visits to schools.

7.   As soon as the research in question is completed, the Directorate for Quality and Standards in Education assumes the right to a full copy (in print or on C.D.) of the research work carried out in State Schools. **Researchers are to forward the copies to the Assistant Director, International Research, Directorate for Quality and Standards in Education.**

8.   Researchers are to hand a copy of their Research in print or on C.D. to the relative School's.

9.   In the case of video recordings, researchers have to obtain prior permission from the Head of School and the teacher of the class concerned. Any adults recognisable in the video are to give their explicit consent. Parents of students recognisable in the video are also to be requested to approve that their siblings may be video-recorded. Two copies of the consent forms are necessary, one copy is to be deposited with the Head of School, and the other copy is to accompany the Request Form for Research in State Schools. Once the video recording is completed, one copy of the videotape is to be forwarded to the Head of School. The Directorate for Quality and Standards in Education reserves the right to request another copy.

10. The video recording's use is to be limited to this sole research and may not be used for other research without the full consent of interested parties including the Directorate for Quality and Standards in Education.

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APPENDIX A (vi): RESEARCH APPROVAL (Loughborough University)

ETHICAL ADVISORY COMMITTEE

Loughborough University

RESEARCH PROPOSAL

FOR HUMAN BIOLOGICAL OR PSYCHOLOGICAL

AND SOCIOLOGICAL INVESTIGATIONS

This application should be completed after reading the University Code of Practice on Investigations Involving Human Participants (found at http://www.lboro.ac.uk/admin/committees/ethical/ind-cophp.htm).

1. Project Title

Using TPSR to bridge the gap between physical education and the Social Domain.

2. Brief lay summary of the proposal for the benefit of non-expert members of the Committee. *This should include the scientific reasons for the research, the background to it and the why the area is important.*

Grounded in research, Physical Education comes across as a brilliant vehicle to bring across qualities from the social domain within educational settings. The initial research question targets investigating the perceptions about this abstract domain amongst a sample of local physical education teachers within state, church and private schools.

Drawing on the magnitude of positive outcomes recorded across TPSR implementation research, this 'Socio value-laden model' is chosen as a model to be: introduced to teachers, discussed, structured to fit the local setting and finally implemented. Educators implementing this physical education programme are periodically interviewed for evaluation on implementation procedures, perceptions, efficacy, efficiency and overall perceptions on the programme.

At the end of the implementation phase students fill in evaluation sheets which target their perceptions on the implemented programme.

3. Details of responsible investigator (supervisor in case of student projects)

Title: Dr.   Forename: Rachel   Surname: Saunders

Department: SEHS (Sports Exercise & Health Sciences)

Email Address:

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Rachel Sandford R.A.Sandford@lboro.ac.uk

Personal experience of proposed procedures and/or methodologies

4. Names, experience, department and email addresses of additional investigators

Professor John Evans

SEHS (Sports Exercise & Health Sciences)

John.Evans@lboro.ac.uk

5. Proposed start and finish date and duration of project

Start date: October 2011   Finish date: 2016   Duration: 5yrs

Start date for data-collection: July 2012

NB. Data collection should not commence before EAC approval is granted.

6. Location(s) of project

Malta

7. Reasons for undertaking the study (eg contract, student research)

Student research

8. Do any of the investigators stand to gain from a particular conclusion of the research project?

No

9a. Is the project being sponsored?   **Yes** ⊠ **No** ☐

If Yes, please state source of funds including contact name and address

Ms.. Victoria Perici

Office of Human Resources

University of Malta

9b. Is the project covered by the sponsors insurance?   **Yes** ⊠ **No** ☐

If No, please confirm details of alternative cover (eg University cover).

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10. Aims and objectives of project

The study targets the transferring of social qualities within the social domain of teaching, through an implementation of a TPSR model within the local context using physical eduaction as a vehicle. This model has at its heart the teaching of social qualities and transference of values. Experimental implementation of this model provides data regarding the plausibility of using this model as a pedagogical tool targeting improved student behaviours and richer value-laden education. Introducing an innovative methodology which has at its heart issues concerning social development could be a way of promoting better value-laden programmes.

11a. Brief outline of project design and methodology

(It should be clear what each participant will have to do, how many times and in what order.)

The study is presented and delivered across six parts.

Part 1: Social Domain Awareness

A total of 25 teachers from local state, church and private schools are selected to be interviewed. Semi structured interviews regarding knowledge of and implementation of qualities within the social domain in the teaching of Physical Education are carried out.

Part 2: Discovering TPSR & Field Observations

A small scale field observation study is carried out with a selected number of classes prescribed as challenging by a selected number of physical education teachers following a discussion on TPSR . The scope of these observations could be influential in standardising subjective interpretations of meaning. This field work targets possible uniformity in defining labelling terms such as '*challenging, anti social, irresponsible behaviour'* as described by teachers during TPSR discourse. These structured field observations will also help in the planning and implementation of a TPSR intervention programme.

Part 3: Applied TPSR for teachers

All teachers participating in part 1 of the study are invited to join a professional development module targeting induction into TPSR teaching. This module consists of a specific number of hours including both theoretical and practical components on both content and pedagogical issues of TPSR. By the end of this module, teachers would have:

Acquired a good understanding of TPSR and its targets,

Acquired a good understanding of how TPSR can be implemented in a structured way,

Acquired a good understanding of the pitfalls, difficulties and issues of the model,

Acquired a good understanding of the importance of fidelity towards the aims of the model,

Acquired the competence of adapting curriculum content to fit TPSR programmes,

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Part 4: Structuring the TPSR programme

A purposive sample of *four* teachers are selected for this last phase of the study. Selected teachers are mentored in developing a scheme of work covering one full academic year in an area of their choice in which TPSR is included as a main pedagogical component. The discipline selected may be dependent on the teachers competence within the areas of choice, however TPSR content and methodology is standardised across all the four teachers and across all areas of teching.

Part 5: Implementing the TPSR programme

Throughout the one year implementation phase, periodical interviews with teachers are held at the end of every month. Interviews focus on implementation, challenges, improvements, adaptations and issues related to the delivery of the programme. Teachers are randomly visited in their schools so as to ascertain stuctural, pedagogical and fidelity to TPSR teaching. Regular contact between teachers and myself is kept to help in feedback provision, difficulties encountered and other emergent issues. Teachers are also encouraged to keep logs on their lessons.

Part 6: Investigating student response to the model

At the end of the TPSR programme students are handed programme evaluation sheets in which they are asked to evaluate in simplified forms their experiences within the programme.

The data generated from the different phases across the study will help bring to light possible answers to the three targeted research questions:

i) Perceptions: What are the teachers perceptions on the teaching and learning of qualities pertaining to the social domain in physical education?

ii) Experiences: What are the experiences of teachers during the implementation of an innovative model (TPSR) within their physical eduaction teaching programme?

iii) Plausibility: Is TPSR a model which could be implemented within local physical education curriculae?

11b. Measurements to be taken

(Please give details of all of the measurements and samples to be taken from each participant.)

Nil

12. Please indicate whether the proposed study:

Involves taking bodily samples   Yes ☐   No ☒

Involves procedures which are physically invasive (including the collection of body secretions by physically invasive methods)   Yes ☐   No ☒

Is designed to be challenging (physically or psychologically in any way), or involves procedures which are likely to cause physical, psychological, social or emotional distress to participants
                                                                          Yes ☐   No ☒

Involves intake of compounds additional to daily diet, or other dietary manipulation / supplementation
                                                                          Yes ☐   No ☒

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Involves pharmaceutical drugs (please refer to published guidelines)   Yes ☐   No ☒

Involves testing new equipment   Yes ☐   No ☒

Involves procedures which may cause embarrassment to participants   Yes ☐   No ☒

Involves collection of personal and/or potentially sensitive data   Yes ☐   No ☒

Involves use of radiation (Please refer to published guidelines. Investigators should contact the University's Radiological Protection Officer before commencing any research which exposes participants to ionising radiation – e.g. x-rays)   Yes ☐   No ☒

Involves use of hazardous materials (please refer to published guidelines)   Yes ☐   No ☒

Assists/alters the process of conception in any way   Yes ☐   No ☒

Involves methods of contraception   Yes ☐   No ☒

Involves genetic engineering   Yes ☐   No ☒

If Yes, please give specific details of the procedures to be used and arrangements to deal with adverse effects.

Nil

13. Participant Information

Number of participants to be recruited: 25 teachers for the initial part of the study (social domain awareness)

4 teachers in TPSR implementation phase (from the original 25)

Details of participants (gender, age, special interests etc):

Professional physical education teachers with not less than 2 years teaching experience.

How will participants be selected? Please outline inclusion/exclusion criteria to be used:

25 teachers are purposively selected from the 10 local state colleges, church & independent schools. All selected teachers have more than two years teaching experience.

How will participants be recruited and approached?

Teachers will be contacted directly via e.mail to inform them that they have been selected to contribute to a study focusing on the teaching domains.

Please state demand on participants' time.

Phase 1: Interviews (1 hour)

Phase 2: TPSR discussion & field observation   4 hours (approx)

Phase 3: Applied TPSR for teachers 8/10 hour module

Phase 4: (4 selected teachers) Structuring the TPSR programme weekly meetings with selected teachers for programme development (2 hour meeting per week between June-July 2013)

Phase 5: Implementing the TPSR programme (monthly interviews 30 minutes each)

14. Control Participants

Will control participants be used?   Yes ☐   No ☒

If Yes, please answer the following:

Number of control participants to be recruited:

N/A

How will control participants be selected? Please outline inclusion/exclusion criteria to be used.

N/A

How will control participants be recruited and approached?

N/A

Please state demand on control participants' time.

N/A

15.   Procedures for chaperoning and supervision of participants during the investigation

Throughout the implementation phase regular contact and communication is kept between researcher and teachers implementing the model. Regular visits to the schools so as to monitor model fidelity and help assist teachers during this phase of the research. E.mail and skype contacts are used together with other periodical meetings if deemed necessary.

16.   Possible risks, discomforts and/or distress to participants

N/A

17.   Details of any payments to be made to the participants

N/A

18. Is written consent to be obtained from participants?   **Yes** ☒   **No** ☐

If yes, please attach a copy of the consent form to be used.

If no, please justify.

(See attached)

19. Will any of the participants be from one of the following vulnerable groups?

Children under 18 years of age	Yes ☐	No ☒
People over 65 years of age	Yes ☐	No ☒
People with mental illness	Yes ☐	No ☒
Prisoners/other detained persons	Yes ☐	No ☒
Other vulnerable groups (please specify)	Yes ☐	No ☒

If Yes, to any of the above, please answer the following questions:

What special arrangements have been made to deal with the issues of consent?

N/A

Have investigators obtained necessary police registration/clearance? (please provide details or indicate the reasons why this is not applicable to your study)

N/A

20. How will participants be informed of their right to withdraw from the study?

This right is explained to them and provided in writing at the initial phase of the study (Interview phase). Participants are reminded about their rights at the beginning of each phase of the study.

21. Will the investigation include the use of any of the following?

Observation of participants	Yes ☒	No ☐
Audio recording	Yes ☒	No ☐

Video recording   Yes ☐   No ☐

If Yes, to any, please provide detail of how the recording will be stored, when the recordings will be destroyed and how confidentiality of data will be ensured?

The below paragraph is extracted from the semi structure interview protocol and will be clearly indicated prior to the interviews.

"First of all I would like to thank you for accepting to participate in this interview. As part of my doctoral studies my intentions are of gathering information on social issues within the area of physical education. Hopefully the data and information gathered will possibly provide knowledge on both teacher perceptions on this area and future teacher preparation courses. I will treat your answers as confidential. I will not include your name or any other information that could identify you or your school in any reports I will write. All audio tapes and records will be destroyed once the study is completed and results are published."

Data recordings are stored under lock and key and will only be accessed for transcribing and for issues related to the study. The tapes will be destroyed after the publication of results and work.

22. What steps will be taken to safeguard anonymity of participants/confidentiality of personal data?

Codes are used to refer to interviewees. No names or indications are made which could identify the participants or their respective schools

23. Please give details of what steps have been taken to ensure that the collection and storage of data complies with the Data Protection Act 1998?

Please see University guidance on Data Collection and Storage and Compliance with the Data Protection Act.

The below considerations are made to make sure that data collection is carried out in compliance with the data protection act;

Confidentiality and Anonymity

Participants are assigned a reference number or code and data is stored against this number/code rather than against the names of participants.

Storage of Primary/Raw Data

Interview Notes/Questionnaire Responses/Transcribed Interview

Interview notes and transcribed interviews are stored in their original form and destroyed after the compilation and end of the study. The duration of the period is between 5 to 6 years. Participants are informed that this data will be stored for a period of between 5 to 6 years or after the study has been terminated. The supervisor will be the person responsible to ensure that data is destroyed and disposed of in an appropriate manner.

Obtaining Consent from Participants

Consent will be obtained from all participants and copies of consent forms will be kept with the raw data. Before agreeing to take part in a research study, participants are provided with full information on:

Ownership of the data created in the course of the research

The format in which the data will be stored.

Who will have access to the data.

The length of time for which data will be stored.

What the data will be used for.

Ownership of the final results of the research.

Data Protection Principles

The investigator ensures that the below principles are met following data protection principles;

1. Data will be processed fairly and lawfully.

2. Data shall be adequate, relevant and not excessive.

3. Data is not kept longer than is necessary for its purpose.

   The Data Protection Act applies in full. Obtaining consent before using data, to collect only necessary and accurate data, and to hold data securely and confidentially will be adhered to

   Publication of results

   Published research results will be anonymised, and no information that would allow individuals to be identified is published.

24. If human tissue samples are to be taken, please give details of and timeframe for the disposal of the tissue.

Please note that this information should also be outlined on the Participant Information Sheet

N/A

24. Insurance Cover

It is the responsibility of investigators to ensure that there is appropriate insurance cover for the procedure/technique.

The University maintains in force a Public Liability Policy, which indemnifies it against its legal liability for **accidental** injury to persons (other than its employees) and for accidental damage to the property of others. Any **unavoidable** injury or damage therefore falls outside the scope of the policy.

Will any part of the investigation result in **unavoidable** injury or damage to participants or property?

Yes ☐   No ☒

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If Yes, please detail the alternative insurance cover arrangements and attach supporting documentation to this form.

N/A

The University Insurance relates to claims arising out of all **normal** activities of the University, but Insurers require to be notified of anything of an unusual nature

Is the investigation classed as **normal** activity?   Yes ☒   No ☐

If No, please check with the University Insurers that the policy will cover the activity. If the activity falls outside the scope of the policy, please detail alternative insurance cover arrangements and attach supporting documentation to this form.

25. Declaration

I have read the University's Code of Practice on Investigations on Human Participants and have completed this application. I confirm that the above named investigation complies with published codes of conduct, ethical principles and guidelines of professional bodies associated with my research discipline.

I agree to provide the Ethical Advisory Committee with appropriate feedback upon completion of my investigation.

Signature of applicant:

Signature of Head of Department:

FRH/03/13

UNIVERSITY OF MALTA

Request for Approval of Human Subjects Research – Academic Staff

Please type. Handwritten forms will not be accepted
You may follow this format on separate sheets or use additional pages if necessary.

FROM: (name, address for correspondence)	PROJECT TITLE:
Ivan Riolo Mischiv Patri Guze Delia Street Balzan BZN 1172	Using TPSR (Teaching Personal & Social Responsibility) to bridge the gap between physical education and the Social domain
TELEPHONE: 23402032	
E-MAIL: ivan.riolo@um.edu.mt	
FACULTY: Education	

DURATION OF ENTIRE PROJECT:

from ____March 2013____ to ____May 2014____

ANTICIPATED FUNDING SOURCE:
(include grant or contract number if known)

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1. Please give a brief summary of the purpose of the research, in non-technical language.

Inspired through the drive towards a more holistic education experience (NCF, 2013) and grounded in studies which reflect physical education potential in transmitting social qualities (Kirk, Macdonald & O'Sullivan, 2006). The study sets out to investigate the social domain within the learning outcomes of physical educators, and the methodologies used to deliver this area. The study later introduces TPSR ; a teaching model which buys into social learning qualities (Hellison, 2012) to teachers through a CPD seminar run by an expert within the field and later, following teacher training, implemented over one academic year with a number of trained teachers (n=4). Data regarding teacher perceptions and model fidelity will be collected through field observations and video/ audio recordings. A validated instrument TARE v.2 (Escarti', 2012) as well as log books, field notes and evaluations will be used as analytical tools. Similar studies (Wright et.al., 2011, Gordon, 2011) across a variety of educational settings have been carried out. The proposed study targets investigating the perceptions of teachers on TPSR implementation.

2. Give details of procedures that relate to subjects' participation
(a) How are subjects recruited? What inducement is offered? *(Append copy of letter or advertisement or poster, if any.)*

Teacher recruitment
Teachers were recruited through purposive sampling. Empirical evidence collected from a number of interviews carried out amongst a sample of local physical educators (N=25) provided criteria which reflect social learning preferences within teaching pedagogies. Four (4) teachers who buy into such value laden education and whose teaching approaches relate to social learning have been selected and verbally informed of the research at hand. Teachers have eagerly and verbally consented to taking an active part in this research.

Student recruitment
Field observations including video and audio recordings will take place focusing on the whole class experience. Field observations will focus on the pedagogist (teacher) and the whole class. Classes are selected by teachers. For the initial observations classes are selected against no specific criteria. For the implementation phase, teachers are asked to select one class which they feel is socially challenging. Students will not be informed about selection criteria.

⊛ *see attached further information on student recruitment (back of proposal)*

(e) Which of the following data categories are collected? Please indicate 'Yes' or 'No'.

Data that reveals – race or ethnic origin   No

         political opinions   No

         religious or philosophical beliefs   No

         trade union memberships   No

         health   No

         sex life   No

         genetic information   No

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3. How do you explain the research to subjects and obtain their informed consent to participate? (If in writing, append a copy of consent form.) If subjects are minors, mentally infirm, or otherwise not legally competent to consent to participation, how is their assent obtained and from whom is proxy consent obtained? How is it made clear to subjects that they can quit the study at any time?

Meetings with heads of schools and selected teachers were held during which the research purposes and methods were explained. Ethical considerations were also discussed prior to their consent. Consent forms clearly state that all participants can opt out of the study at any time they want. Consent forms do also include specific details considered to be important for the different participants within the research.

So as to minimise non consent, an initial meeting with all students will be held during which brief research purposes will be explained. Students will be briefed about recording the normal running of lessons. Parent and student consent forms will be handed following this meeting

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4 .Do subjects risk *any* harm—physical, psychological, legal, social—by participating in the research? Are the risks necessary? What safeguards do you take to minimize the risks?

Since the study focuses on action and verbal interaction between teachers and students and students themselves, no close ups or individual actions would be recoded unless deemed to be necessary and important for the study. Field observations focus on the teacher and the whole class. Students are not exposed to any physical, psychological, legal or social harm. On the contrary, students would benefit from an exposure to social learning pedagogies and enhanced communication patterns.

5. Are subjects deliberately deceived in *any* way? If so, what is the nature of the deception? Is it likely to be significant to subjects? Is there any other way to conduct the research that would not involve deception, and, if so, why have you not chosen that alternative? What explanation for the deception do you give to subjects following their participation?

Subjects are not deliberately deceived in any way. Care was taken in the planning process so as to avoid similar difficult situations. Rather than deception, students will not be provided with information deemed to be irrelevant and/or not important for them to know regarding the purpose of the study. During the meeting to be held with all classes prior to the implementation period, students will be informed that my presence on the field will only be as an observer, note taker and video and audio recorder and that my presence would not in any way interfere with the normal running of their physical education lesson.

6. How will participation in this research benefit subjects? If subjects will be "debriefed" or receive information about the research project following its conclusion, how do you ensure the educational value of the process? *(Include copies of any debriefing or educational materials)*

The research process and development throughout the implementation phase wold benefit both teachers and students as the model (TPSR) promises a gradual development of increased levels of student empowerment and the growth in responsibility (Hellison, 2011). Students will be continuously exposed to qualities which may be innovative or different. The implemented model encourages pedagogical qualities leading towards the practice of social qualities within physical educational contexts. This is beneficial to students and a growing experience for educators.

Participating schools will be kept informed throughout the research phase and on conclusion of the research, if requested, information on the outcomes of the study will be shared.

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(b) Salient characteristics of subjects—number who will participate, age range, sex, institutional affiliation, other special criteria:

Video and audio recordings target to capture active participation and verbal interaction taking place on the field during physical education classes between teacher and students and students themselves. A whole class approach is taken. The age range of students lies within the first 3 years of secondary schooling (11-13 years of age, Form 1-3). Gender is dependent on the schools selected. The classes selected for the implementation phase are socially challenging classes. These criteria reflect qualities of effort, self control and self direction, helping others, respecting the rights and feelings of others and transference of values in outside settings (Hellison, 2011) .These criteria will be finalised following TPSR training prior to the implementation phase.

(c) Describe how permission has been obtained from cooperating institution(s)—school, hospital, organization, prison, or other relevant organization. *(Append letters.)* Is the approval of another Research Ethics Committee required?

Permission/s have been granted from the below institutions/bodies:

Directorate for Quality Standards in education
Directorate for Educational Services Secretariat For Catholic Education
Heads of schools
Teachers
Consent forms are prepared for parents
Informative Consent forms and a meeting prior to the implementation phase are prepared for participating students

(d) What do subjects do, or what is done to them, or what information is gathered? (Append copies of instructions or tests or questionnaires.) How many times will observations, tests, etc., be conducted? How long will their participation take?

Field observation and video/audio recordings focus on verbal and non verbal interaction between teacher and students and students themselves within the field of physical education lessons. Video/audio recordings focus on the whole class and on the teacher throughout the lessons. Students will carry on their usual and normal physical education lesson. Nothing extra, specific is required from subjects within this study.

Initial field observations are targeted for the period March/April 2013. Four (4) teachers and four (4) classes will be video/audio recorded during four (4) physical education lessons. (total 16 video recordings). Each recording is 45 minutes in duration.

Throughout the full year implementation phase (October 2013 - May 2014) each teacher (N=4) will be observed and video/audio recorded during physical education lessons once a month. (N=32)

The implementation phase will come to an end in May 2014. Although the study focuses on teacher perceptions, students will be asked to fill in validated TPSR evaluations (Hellison, 2011) towards the end of the implementation phase which target (although marginally) giving students a voice within this study.

TERMS AND CONDITIONS FOR APPROVAL IN TERMS OF THE DATA PROTECTION ACT

- Personal data shall only be collected and processed for the specific research purpose.
- The data shall be adequate, relevant and not excessive in relation to the processing purpose.
- All reasonable measures shall be taken to ensure the correctness of personal data.
- Personal data shall not be disclosed to third parties and may only be required by the University or the supervisor for verification purposes. All necessary measures shall be implemented to ensure confidentiality and, where possible, data shall be anonymised.
- Unless otherwise authorised by the University Research Ethics Committee, the researcher shall obtain the consent from the data subject (respondent) and provide him with the following information: The researcher's identity and habitual residence, the purpose of processing and the recipients to whom personal data may be disclosed. The data subject shall also be informed about his rights to access, rectify, and where applicable erase the data concerning him.

I, the undersigned hereby undertake to abide by the terms and conditions for approval as attached to this application.

I, the undersigned, also give my consent to the University of Malta's Research Ethics Committee to process my personal data for the purpose of evaluating my request and other matters related to this application. I also understand that, I can request in writing a copy of my personal information. I shall also request rectification, blocking or erasure of such personal data that has not been processed in accordance with the Act.

Signature:

APPLICANT'S SIGNATURE:
I hereby declare that I will not start my research on human subjects before UREC approval

DATE   20th February 2013

To be completed by Faculty Research Ethics Committee

We have examined the above proposal and advise

Acceptance   **Refusal**   **Conditional acceptance**

For the following reason/s:

Signature _Ray Haworth_   Date _22 rd March 2013_

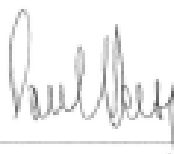*To be completed by University Research Ethics Committee*

We have examined the above proposal and grant

Acceptance   **Refusal**   **Conditional acceptance**

For the following reason/s:

Signature _Paul Berry_   Date _2/5/2013_

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Student (Class) recruitment

In the first observation phase, (March/April) since the intention of field observations is not to monitor or assess progress but to gain an awareness on group behavior and teacher pedagogy, teachers are asked to select any class during which they will be observed and video/audio recorded . It is not necessary to carry out these observations with the same class, however for logistics and ethical reasons, selecting one class is recommendable. Class selection is teacher dependent without any specific criteria. Teachers are asked to select classes whose members (according to administrative data, approve to data protection policies regarding issues of video and/or audio recordings). Teachers will discuss this matter with their respective heads of schools. This criteria would facilitate research issues as video/audio recordings are necessary since the research tool TARE to be used for analysis is a tool which requires this kind of data. Field notetaking will only be used alone when video/audio recordings are not possible.

In the second observation phase (Implementation phase), since the intent is of implementing, monitoring progress and evaluation of TPSR, it is required that a selection of **one class** is made by the teacher. Criteria for selection of this one class could be **socially challenging behaviours**. Teachers are encouraged to select one class which they describe as challenging in terms of social responsibilities. This one class (and not individuals) is the class selected for field observations and video/audio recordings throughout academic year October 2013 - May 2014

Dissemination of Information sheets & parent consent forms

Teachers (whose consent is already given) have been informed that once approval for research has been granted, they will be contacted so that a meeting with the selected classes will be held. I will meet all the classes involved in the research study. (N=4) During this meeting I will inform all students re issues on: the value of research, research purpose, the use of video/audio recordings, data protection policies, confidentiality issues, appreciation of participation. I will also present to them an information sheet which I will refer to during the meeting.

Research purpose

Students are briefed about the purpose of research and the intention of improving quality of teaching and learning. Students are informed that the observations are on the PE lesson itself focusing on teacher and students participation and that their help and support in this research will be greatly appreciated. Students will be informed about their rights for participation or not. They will be informed about data protection and confidentiality issues and that these recordings will be used for research purposes only. The student information sheet highlights the need and importance of student participation for the overall improvement of physical education standards.

In cases where students opt out of participating from audio/video recordings, the first option would be to tap other classes where full participation may be possible. If this is not possible, then field note taking to replace video/audio recordings will be used. In cases where students give consent to video/audio recordings however not to participation in the research, these individuals will be given a guarantee that they will not be in any way included in any observation notes, referred to in any possible way and will be totally 'ignored' for the purposes of this research.

Information sheets (Parents & students)

At the end of the meeting all students are given parent consent forms and informed that as part of the research ethical process the need of parent consent is a must. Students are asked to hand over the information sheets and explain the research to their parents and return the consent form signed by the next day. Students are informed that their participation in the research depends on parent approval. Students are also to take with them a student consent form which they will also sign after consultation with their parents. Both consent forms (parent and student) are to be returned to the teacher by the following day.

APPENDIX A (viii): STUDENT INFORMATION LETTER

Dear student,

I am presently lecturing in the Institute for Physical Education and Sport and am carrying out research in the areas of Physical Education. My intentions are of observing teacher and student participation in a number of physical education lessons. My targets are of improving the quality of physical education for students and teachers. As part of this research I will need to video/audio record a number of physical education lessons in a number of schools between the period October and May 2013/14. Observations will be carried out once a month These recordings will help me analyse the subject of physical education better and will provide me with valid information on how to improve our subject. These recordings will be taken during your normal PE lessons, will not involve any changes to your timetables and will only require the presence of a video camera and myself somewhere in the gym/yard/ground where the lesson is taking place.

The research will involve:

Video/audio recordings of 8 different physical education lessons taking place between October and May 2013/14

Your normal participation in the lesson

Important to know:

All video recordings are strictly confidential. They will be kept under lock and key and will only be used for research purposes.

No names of students, schools or other information will be included or used

All recordings will be destroyed on completion of the research purposes

To be able to do this research I needed the cooperation of a lot of people; namely:

Directorate for Quality Standards in Edcation

Directorate For Educational services Secretariat for Catholic education

Heads of schools

Teachers

Students

Parents

Without the cooperation of all of these people and institutions together research will not be possible! I would greatly appreciate your cooperation in making this research possible. You participation is greatly appreciated and is the way of contributing towards a better physical education experience!

Regards,

Ivan Riolo (researcher)

APPENDIX A (ix): STUDENT CONSENT

The researcher provided me with a circular of information and explained the process of the research including video/audio recordings. I have read the letter handed to me to take home and difficulties were explained. **I agree to participating in this research project and give my consent for participating in the video/audio recordings of my normal PE lessons**. I have been informed and know that I may end my participatuion in this research if need be.

I understand and have been informed that these video/audio recordings which will take place between October and May 2013/14 will be kept safely under lock and key and that they will only be used for ther purposes of research. I know and have been informed that no names of students, schools or other sensitive information will be published or mentioned. I know and have been informed that these video/audio recordings will eventually be destroyed once the research needs are satisfied.

Name of College/School _____ Class: _____

Student name: _____

Student signature: _____

APPENDIX A (x): PARENT INFORMATION LETTER & CONSENT

October 2013

Dear Parents,

As part of a research study I am currently taking I would be shortly carrying out a number of observations of physical education lessons within a number of local colleges between the periods October till May 2013/14. These observations would entail video/audio recordings of a number of physical education lessons (One lesson per month, as part of the usual academic programme) your son/daughter would be taking part in. Data collected throughout these observations would be most helpful in the process of the research.

Please note that access into the schools and physical education fields would only be made possible after acquisition of consent from a number of stakeholders namely; the Directorate for Quality Standards in Education or the Directorate for Educational Services Secretariat for Catholic Education (as necessary), heads of schools, physical education teachers and finally approval from your part and your child.

All video/audio recordings will not hinder in any way the normal running of the lessons. All the data recorded will be treated as strictly confidential, will be kept under lock and key and will only be used for the purposes of this study and research within related areas. No names or any other personal data pertaining to students will be used or highlighted at any point during the research since this research focuses on teacher pedagogy and not on students themselves. Although I encourage all students to take an active part in this research study, please note that students may opt not to.

Whilst keeping in mind that research aims at improving the quality of education for your children, I kindly ask you to fill in the attached consent form and send it back to school with your son/daughter to be handed to his/her physical education teacher. Whilst thanking you all for your support and cooperation, I invite you to get in touch with me in case of any difficulties or if in need for any clarifications. I thank you and greatly appreciate your cooperation.

Regards,

_____

Ivan Riolo   Mob: 79486255, e.mail: ivan.riolo@um.edu.mt

Institute for Physical Education & Sport (IPES)

SSEHS (School of Sport Exercise and Health Sciences) Loughborough

Research Study in Physical Education   Parent Consent form

I have read the attached research information sheet which describes the research intentions, process and purpose. This study involves video/audio recordings of a number of physical education lessons (once a month between period October to May 2013/14). As already informed, these recordings will only be used for the purposes of this research and full confidentiality is guaranteed. No names of students, names of schools or any other information which challenge confidentiality will recorded. The research aims at improving the quality of physical eduaction teaching and learning.

I hereby give my consent for video/audio recordings of physical education lessons of my child's classroom

Name of College/School _____ Class: _____

Name of Student: _____

Name of Parents: _____ _____

Signature of parents: _____ _____

APPENDIX B: INTERVIEW PROTOCOL

Ice breakers

Examples…

How long has it been since you graduated?

How long have you been teaching?

Have you taught different ages?

Any preference?

How is it in your present school?

Any future plans?

Purpose & Confidentiality

First of all I would like to thank you for accepting to participate in this interview. As part of my doctoral studies my intentions are of gathering information on social issues within the area of physical education. Hopefully the data and information gathered will provide knowledge on both teacher perceptions on this area and future teacher preparation courses.   I will treat your answers as confidential. I will not include your name or any other information that could identify you or your school in any reports I will write. All audio tapes and records will be destroyed once the study is completed and results are published.

Do you have any questions you would like to ask about the study?

Are you happy to continue?

Please note that you may also ask questions during the interview

TOPIC 1: The Domains

Can you talk to me about the different Domains in teaching Physical Education?

> **Probe:** *There are the physical domain, the cognitive domain, the social domain & the affective domain*

Note: If interviewee is not making the desired appropriate link then the below probes are handed out:

Intervention 1:

Probe: In physical education lessons a teacher can go into different domains depending on the targets and objectives of the lesson. Sometimes teachers integrate domains within planned activities:

Example 1 (Provide written example 1)

*A P.E. teacher organises students in a 4 vs 3 adapted game of basketball during which students exert themselves (**physical domain**) during this activity, the students in possession of the ball need to communicate and pass the ball to each other (**social domain**) in order to find the right shooting option by the student who is unmarked (**cognitive domain**). The unmarked player who successfully scores the shot is complemented and given a high five by his team mates (**social & affective domain**)*

Example 2: (Provide written example 2)

A PE teacher introduces sprinting as part of an athletics module. The teacher divides the class in groups of 4 so as to encourage discussion & interaction *(**social domain**)* and hands over to each group two tasks: Task 1) Researching the 'sprinting posture' (**cognitive domain**) and following this, Task 2) Working as a group to try out these postural positions and provide feedback to each other (***Physical, Social & Affective domains***)

What are your views on these?

Do you think there are domains which are more commonly used than others?

Do you refer to any particular domains in your teaching?

TOPIC 2: Personal views on Domains

Do you feel that there are any domains which are more important than others?

Do you think these vary from one individual/age group/situation to another?

Can you talk to me about using the domains in your teaching?

Are there any domains which you feel are more difficult to implement than others?

When did you learn about the domains in teaching?

> *Probe:* Tell me more about how this area was presented to you?

> *Probe*: In what ways were these domains presented?

> *Probe*: Were they given equal weighting?

If you had to rate from 1 to 5, with 1 being extremely important and 5 being not at all important, how would you rate the importance these domains were given in your teacher preparation programme.

> Why do you think so?

Topic 3: The Social Domain

Can you tell me *what comes* to your head when I mention the Social Domain?

> *Probe*: Characteristics? Behaviours?

Can you tell me about your views on this domain?

Intervention 2

Interviewer: I am hereby giving you a few themes related to the social domain. I am giving you some time to read through them after which I will progress with the interview.

Interviewee is presented with flashcards on which are written i) self control, ii)respecting the rights of others, iii) respecting the feelings of others, iv) Effort, v) cooperation, vi) self direction, vii) helping others, viii) leadership. (Interviewee is given 2 minutes to go through the written themes)

Interview progresses.

What are your views on these?

Which are the qualities from these cards that you would really go for?

> *Probe*: How would you prioratise these?

Why do you select likewise?

TOPIC 4: Implementing the Social Domain

How do you cater for the social domain in your physical education lessons?

Do you plan for the social aspects beforehand?

(*IF PLANNED*) What issues do you take into mind when planning?

What are your views on actually planning these social qualities in the lesson plan?

How much do you think that these social aspects are being catered for across students educational experiences?

> *Probe:* Do you think there may be any reasons for this?

How do you feel about the <u>assessment</u> of qualities within the social domain?

> *Probe:* Do you assess these? If so where did you get the assessment ideas?
>
> If not, would you consider assessing these?

Can you give me some examples of how qualities within the social domain may be tackled during physical education classes?

Do you recall any personal experiences in which you tackled a social issue with any of your classes or pupils during physical education lessons?

> ***Probe:*** What was the reaction?

Topic 5: Professional Development

What are your views about having in service courses focusing on the various domains of teaching?

Would you be interested in attending?

How do you think these courses should be organised so as to leave an impact on those attending?

Would you like to add anything?

Thanks. Following the interviewing part of this project I intend organising an informal gathering for a number of physical education teachers during which I would like to discuss the outcomes and methods of a model which targets a specific domain within physical education. I will keep in touch.

Thank you for your time.

APPENDIX C: EXAMPLES OF MEMOS & DIAGRAMMING

Diagram 1: Relationship between student age & domain exposure

Memo: Social domain to be started earlier than other domains. Students are to start practice within the social domain earlier than with other domains such as the cognitive domain. The latter can be tapped at a later stage. *NOTE: Importance of social domain as well as possibly the subjective perception towards this domain.*

Diagram 4: Possible impact of increasing pe time on social domain exposure
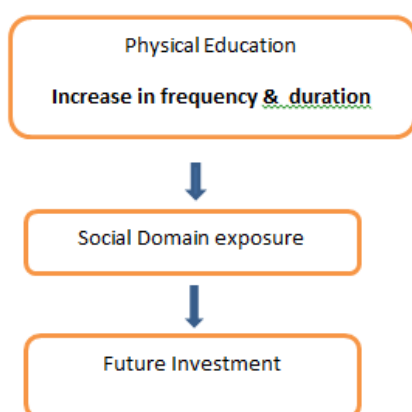
(Kevin)

Memo: If frequency and quality of PE experiences is increased, then more exposure to the social domain is possible. This is a possible way to invest in social domain practice. *NOTE: Curricular outcomes are given more importance and qualities pertaining to this area of knowledge suffers since it is not prioratised thus not given any quality time. Would increasing PE time make social quality exposure more possible?*

Diagram 8: Domain integration for quality PE
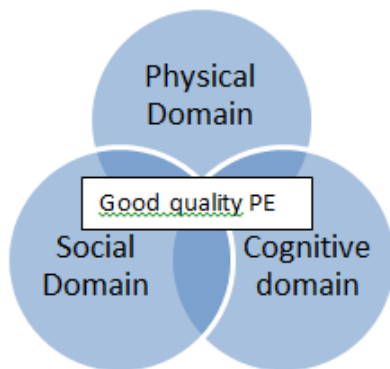
(John)

Memo: Quality PE is the combination of all domains. Removing the social domain cold be de-motivating for students. *NOTE: verbally teachers value this domain. It's importance is evident in theory.*

Diagram 12: Two schools of thought. Develop or ignore student weaknesses?
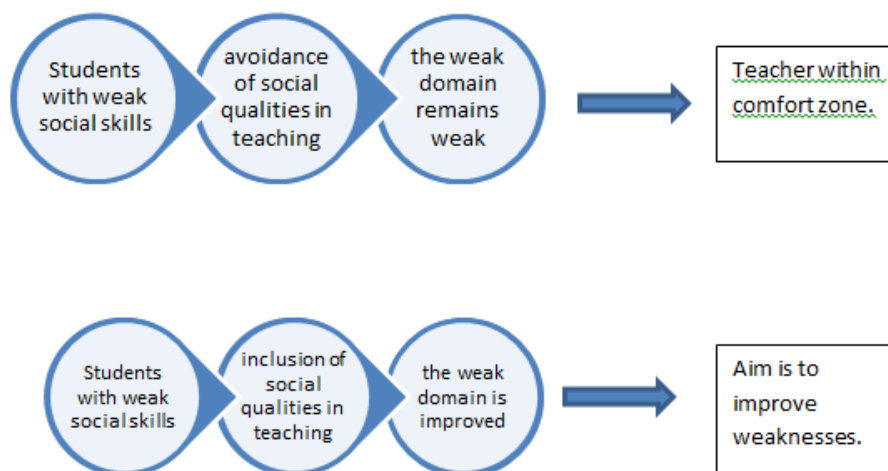
(Adam)

Memo: Should teachers work on students weaknesses or not? Can teachers choose avoidance of socializing opportunities in class because students are not socially mature? (link to Watson & Clocksin 2013, teachers happy to roll out the ball as long as they have fun) Should not teachers aim to tap weaknesses and develop them? This goes against educational principles. Teachers use social skills such as group work with students who have social skills which are good enough o allow this. Teachers avoid using social groupings with students who do not possess social skills. This is contradictory to education.

Diagram 17: Domains exposure during teacher training course

B.Ed. course

Domain content & coverage during teacher training

→ Teacher UNCERTAINTY ???

Not relevant during that time

Will absorb much more if we had to do the course again

Study for exams ONLY

Becomes relevant at a later stage during teaching and with experiences

Student immaturity at the time of the course does not help make them understand concepts like integration, thematic approaches, holistic education etc..

Memo: Uncertainty regarding the coverage and exposure to the domains across the B.Ed. course. If social skills are tackled these are considered irrelevant or not important (study material for exams only!). Students are not making or not able to make the important links between life and education, issues related to holistic approaches, integration, thematic approaches etc. Students are being exposed to educational concepts which students may not be able to attach to the real life experiences and see the value these hold. Work experience provides moments for making link between theory learnt and practice. NOTE: Because of compartamentalising and pre conceiving what is educationally relevant to students, the actual application and appreciation of educational aspects are lost.

Diagram 22: The teaching & learning environments

Classroom setting vs outside setting

specific social qualities

different social qualities

predictability

unpredictable

Social experiences help us get to know the students and their needs

Certain qualities are hidden or enforced

Outside class environments create social experiences which allow educators to get to know students better. Class settings provide us with student qualities we expect to observe and see (superficial) rather than the real qualities within students (real)

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(Adam)

Memo: PE takes students outside the class setting. This allows students to interact in informal settings which bring out the real social qualities of students as opposed to restricted behaviours within a class setting. (link to figure 4 which shows the positive qualities of teachers who want to explore the weaknesses of students and help them develop these. Could it be that this unpredictability happening outside the class be a reason which puts off primary class teachers from taking kids out of class?) *NOTE: informal settings seem to promote the social skills much more than any structured educational setting.*

3. Catering for and implementing the social domain

Educational exposure

Social learning across educational system

Codes   *initial categories*
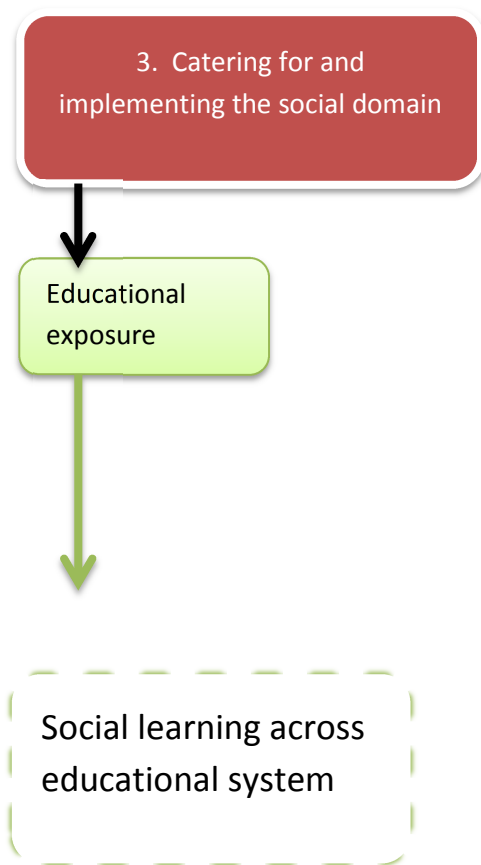
Cannot generalise

Depending on the school   School autonomy

In some schools more than others

Not all schools are alike

Variying from teacher to other   Subjectivity

Catering for some aspects..others no

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Every school is different.

Depending on the school and teachers

Happening in a few schools,

Some schools who are managing to get there

Ethos of various schools and how much heads stress about it.

Questioning autonomy and why?

Some wanting autonomy others no , the problem of responsibility. So most play in the middle.

Competing between colleges. A drive for marks so no chance to try out things

Diversity within diverse schools

Depending on how much teacher want to put forward his bel...

and his way of looking at and way of living

No matter how many syllabi, how many forms.

Depending a lot on the teacher

Diversity in teachers

PSD, Drama, Break activities, extra-curricular activities

 these more relaxed (not like syllabus to go through)

Meetings with parents head mentions issues like resp...

helping others

Some of these may come in a prize day or a special event organised

at school

We (PE teachers) have more chance of trying to instil these values

In outings and school activities these things come out more,

Informal settings' as richer in social quality environments

they mix together much more, chance to communicate.

PE caters more for the social domain than other subjects

I am sure that if you ask them in form one what these values are

they would know and what they imply

The ones who are socially strong, they owned it before coming to school

Moving towards something united,

so it gets easier to teach something across board,

thematic weeks

Yes in different ways not just in their own subject

even through cultural activities

Okay in PSD lessons but at administration level no.

(integrated cross curricular)

Integrating social learning 'cross curricularly'

Reward schemes using green cards for positive

Rewarding positive behaviours

extrinsic/intrinsic issues?)

Counselling, guidance and PSD section push all the time,

Especially in these last years, they have PSD lessons

Students with difficulties are referred to PSD teachers

or one to one talks

Compartamentalisation of social quality learning

Some are managing to survive from the environment

hat staff gives them

When teachers work is really appreciated by admin,

support from the family and motivated pupils

The more teachers feel they are part of the school,

the more I think they will transfer these values.

Problem is working in an environment around you

that is against these values

If a student leaves your lesson and finds a mess in another

it's a struggle with that class as you can't really build with that class

'pressure of the chair', sitting down, desk disallow social qualities

to happen

Motivating demotivated students in a phasing out school.

School environment leaves an impact on students. PE here is used as a steam let off.

Confined to a classroom not a lot of cooperation takes place

Administrative barriers, cross curricular is in theory,

but in practice? It can happen between 2 teachers

but on teacher initiative.

Positive environment for transference of social values

The School environment

Not being given enough at primary level

In my case they have chance to mix and mingle

but in other lessons sitting down, restricted,

no noise so hard to bring these out

You can throw this out of the window, as administration no

Teachers need to work hand in hand

Management of school maybe do not feel the need to do

certain activities,

pity as it helps a lot in other things.

Bad leadership

Some values are becoming less and less important.

I'm okay so no need to worry about others

Unfortunately this did not change from back in 1993,

we talked about mean and mark and grades in level.

Unfortunately it still is.

System changes, we have much more homogeneous

classes and different abilities

Since classes are now supposed to be decreasing in number,

directly or indirectly the social domain is being given much

more importance

syllabus too vast so you cannot go through them

in some topics

Curriculum too vast, teachers do not have time to plan

In Malta we concentrate too much on academics,

too much volume of work . I do not image teachers

focusing on these things in class. The system.

I really struggle to get the children to learn these things,

mutual respect is lacking. In the past we used to be more respectful

> **Vastness of syllabus /'the system'**

They are not always tackled, especially in the primary,

we need to work more

Students need to socialise, need to learn how to

communicate

We need to include it even more

These things should be the most important things in the

educational system to start off with them

There might be a difference on what is written and what is

implemented on the field

> **Need for more exposure to social qualities**

> **Student numbers**

The enormous number of students in certain schools

> **From initial categories to theoretical coding and refining the initial categories**

Cannot generalise

Depends on the school

In some schools more than others

Every school is different.

Not all schools are alike

Depends on the school and teachers

This is happening in a few schools, There are some schools who are managing to get there more than others

Ethos of various schools and how much heads stress about it.

Are schools really autonomous and why? Some want autonomy others do not want it, the problem of responsibility. So most play in the middle.

Ethos of various schools

Institutional subjectivity

Varies from teacher to other

How much heads stress about it.

Depends on the school and teachers

Some aspects are catered for, others no

Depends on how much teacher want to put forward his beliefs and his way of looking at and way of living

No matter how many syllabi, how many forms, It depends a lot on the teacher

Teacher subjectivity

Debriefing

Meetings with parents head mentions issues like

respect, helping others

PE as a good medium

Variation in Implementation practices

We (PE teachers) have more chance of trying to instill these values

I think PE caters more for the social domain than other subjects

Integrating social learning 'cross curricularly'

We are moving towards something united, so it gets easier to teach something across board, thematic weeks (independent school)

Yes in different ways not just in their own subject even through cultural activities

Rewarding positive behaviours

Reward schemes using green cards for positive behaviours (extrinsic/intrinsic issues?)

Structured social learning

Counselling, guidance and PSD section push all the time,

Especially in these last years, they have PSD lessons

Students with difficulties are referred to PSD teachers for one to one talks

Okay in PSD lessons but at administration level no (integrated cross curricular)

Institutional subjectivity
Teacher subjectivity
Variation in Implementation practices

Subjectivity , diversity & Autonomy

Institutional & teacher subjectivity

PSD, Drama, Break activities, extracurricular

activities,

these more relaxed (not like syllabus to go through)

Some of these may come in a prize day or a special

event organised at school

In outings and school activities these things come out more, they mix
together much more, chance to communicate.

I am sure that if you ask them in form one

what these values are they would know and what

they imply

The ones who are socially strong, they owned

it before

coming to school

Some are managing to survive from the environment

 that staff gives them

When teachers work is really appreciated by admin,

support from the family and motivated pupils

(M28: 03-07-2015)

The more teachers feel they are part of the school,

the more I think they will transfer these values. (M27. 03-07-2015)

Problem is working in an environment around

you that is against these values

If a student leaves your lesson and finds a mess

in

another it's a struggle with that class as you can't really

build with that class

'pressure of the chair', sitting down, desk disallows social qualities to happen

Motivating demotivated students in a phasing out school. School environment leaves an impact on students. PE here is used as a steam let off.

Confined to a classroom not a lot of cooperation takes place

In my case they have chance to mix and mingle but in other lessons sitting down, restricted, no noise so hard to bring these out..

It can happen between 2 teachers but on teacher initiative.

Unfortunately this did not change from back in 1993, we talked about mean and mark and grades in level. Unfortunately it still is.

System changes, we have much more homogeneous classes and different abilities

I really struggle to get the children to learn these things, mutual respect is lacking. In the past we used to be more respectful

The School environment (vs social learning)

Administrative barriers, cross curricular is in theory,

but in practice?

You can throw this out of the window,

as administration no.

School management & administration

Teachers need to work hand in hand

Management of school maybe do not feel the need to do certain activities, pity as it helps a lot in other things.

Bad leadership

Since classes are now supposed to be decreasing in number, directly or indirectly the social domain is being given much more importance

The enormous number of students in certain schools

Some values are becoming less and less important.

I'm okay so no need to worry about others

syllabus too vast so you cannot go through them

in some topics

Curriculum too vast, teachers do not have time to plan

In Malta we concentrate too much on academics,

too much volume of work . I do not image teachers focusing on these things in class. The system.

Competition between colleges a drive for marks so no chance to try out things (M29: 03-07-2015)

Not being given enough at primary level

There might be a difference on what is written and what is implemented on the field

They are not always tackled, especially in the primary,

we need to work more

Students need to socialise, need to learn how to

communicate better if you are in a class and teacher

bla, bla, bla you are not really working in a social

environment even if surrounded by people

We need to include it even more

Not being given enough at primary level

These things should be the most important things in the educational system to start off with them

| Values 'brought in' and not within schools (carry over from home) | 'Informal settings' as richer in social quality environments | Positive environment for transference of social values |

Environmental influences

Area 1: Perspectives of the learning domain

| School management & administration | The School environment (vs social learning) 'The system' | Societal Changes Need for more exposure to social qualities |
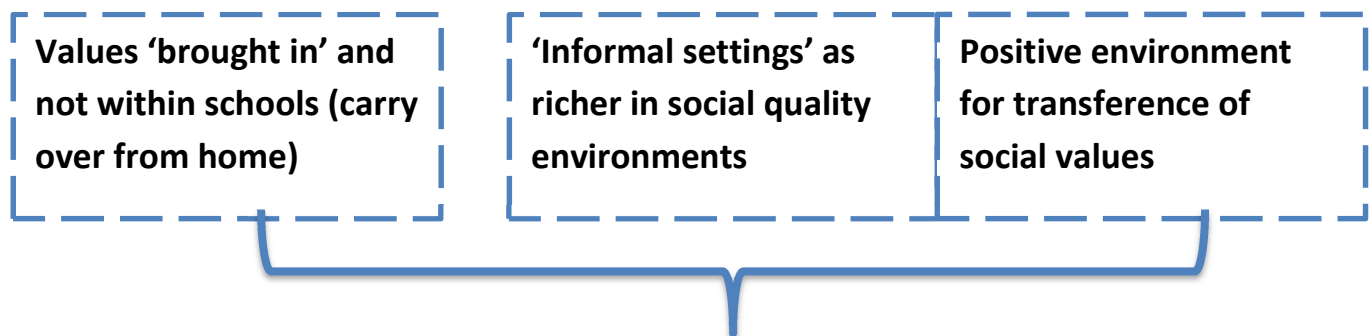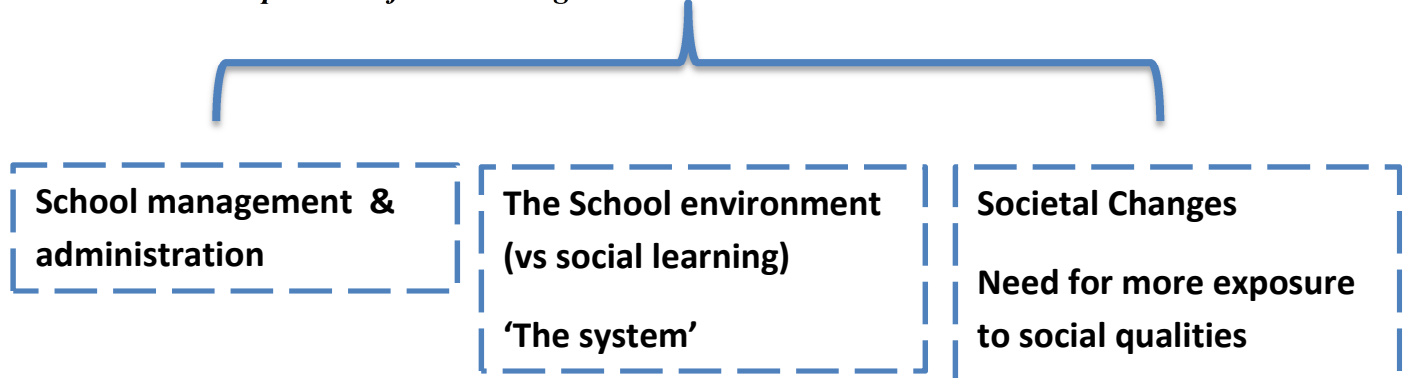
APPENDIX C (ii): VISUALS

Area 1: The Learning domains
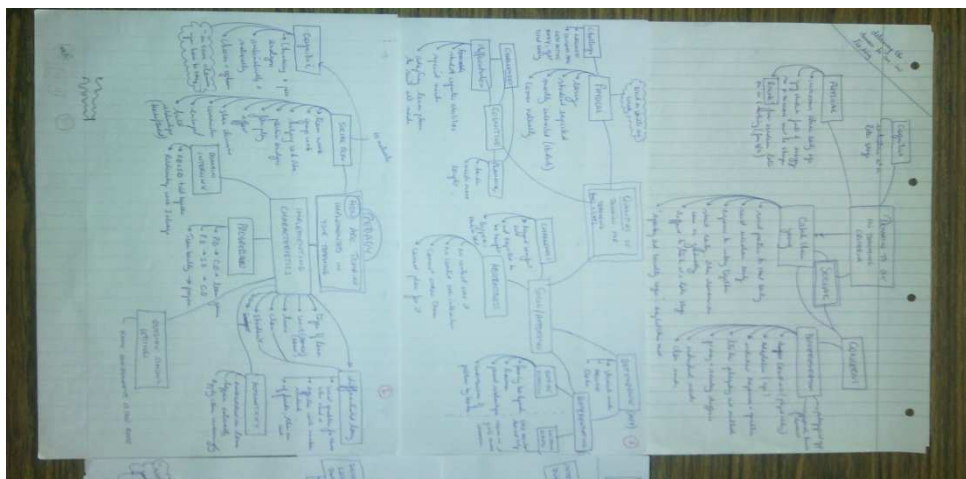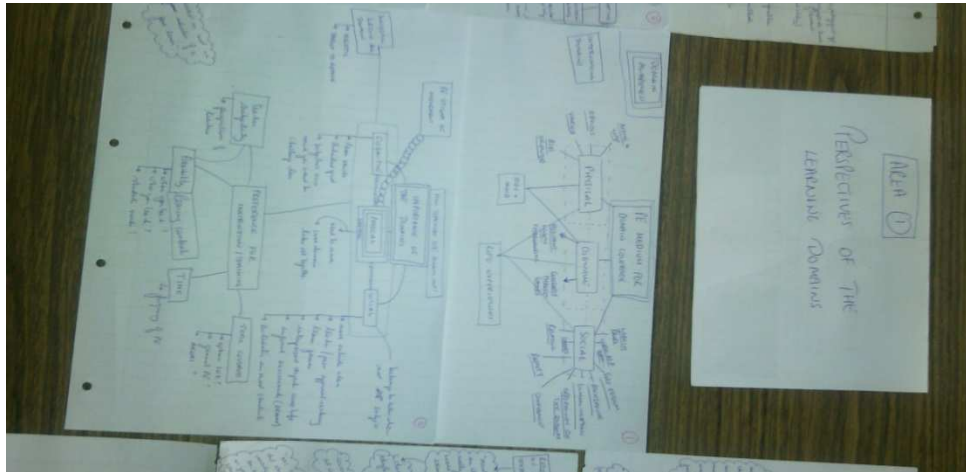
Area 2:   Perspectives of the Social domain
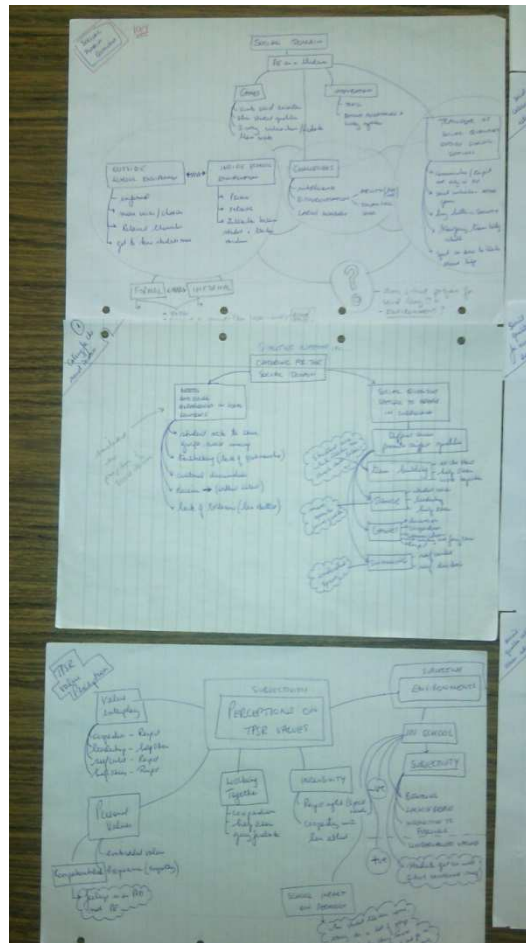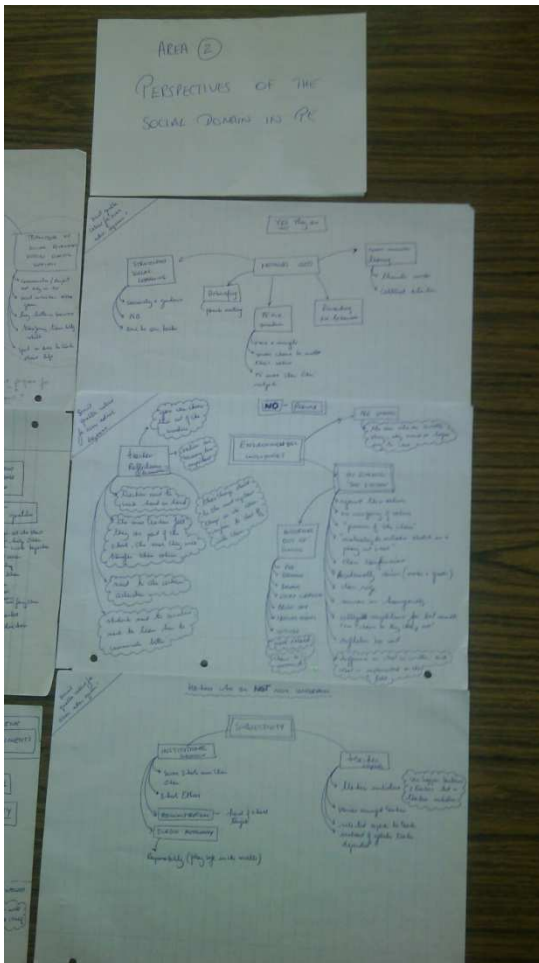
Area 3: Experiences of and implementing the social domain
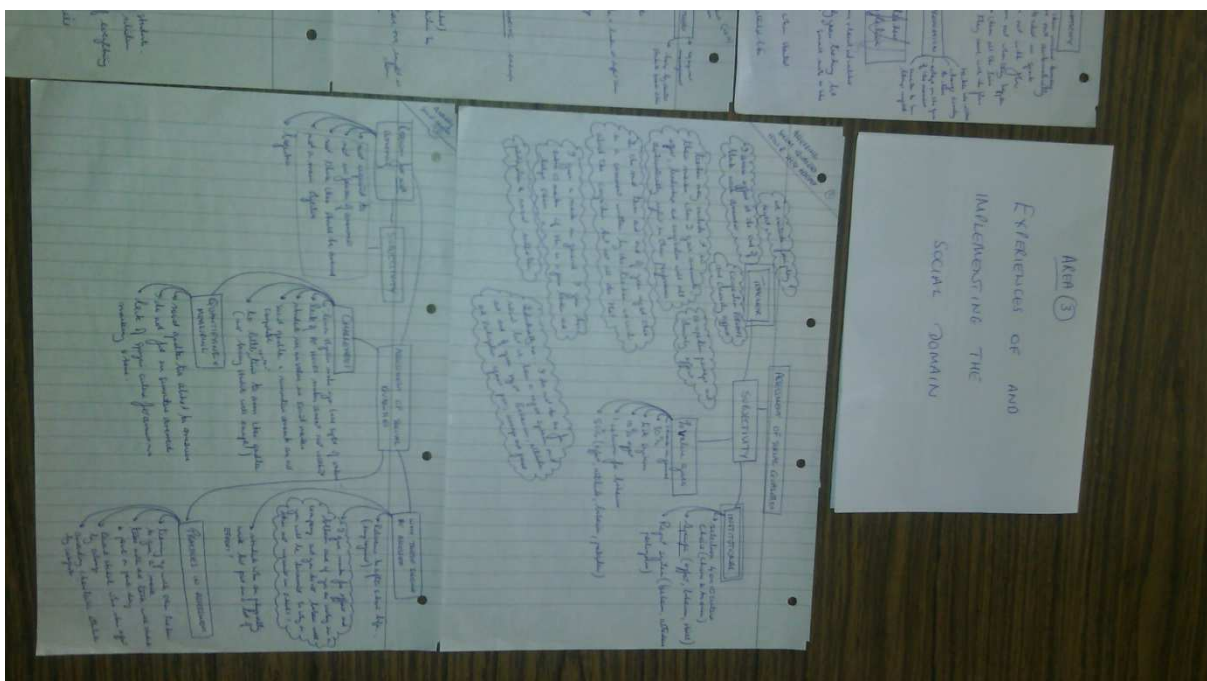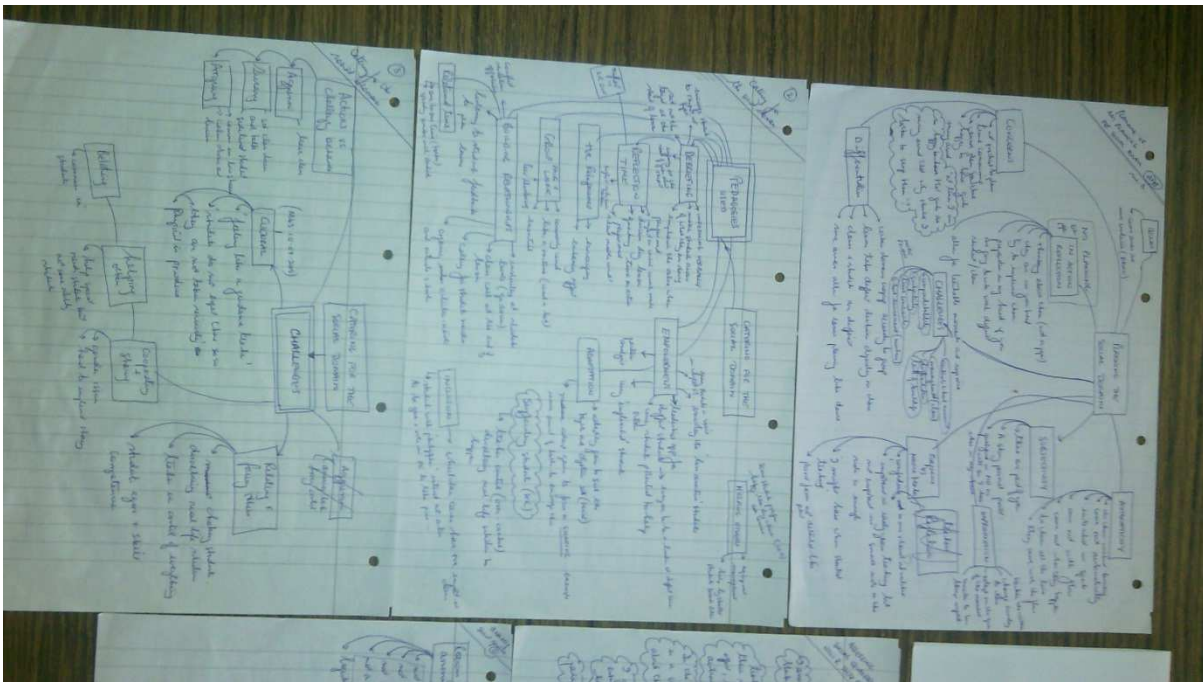
APPENDIX C (iii): WHAT ARE THE VISUALS TELLING ME?

IDENTIFYING THE CORE CATEGORIES

Teachers perceptions on the learning domains

From a total of twenty five interviewees, ten show an understanding of the term *teaching domains*. The remaining fifteen are either not aware of the term domains (N=8) or unsure (N=7). An intervention, during the interviewing process, helped contextualise the domains within pe environments. This helped the interviewees relate to the areas targeted for discussion.

Teachers provide their ***subjective interpretations*** of the domains and what they understand by them. This subjectivity is reflected in the variety of issues discussed.
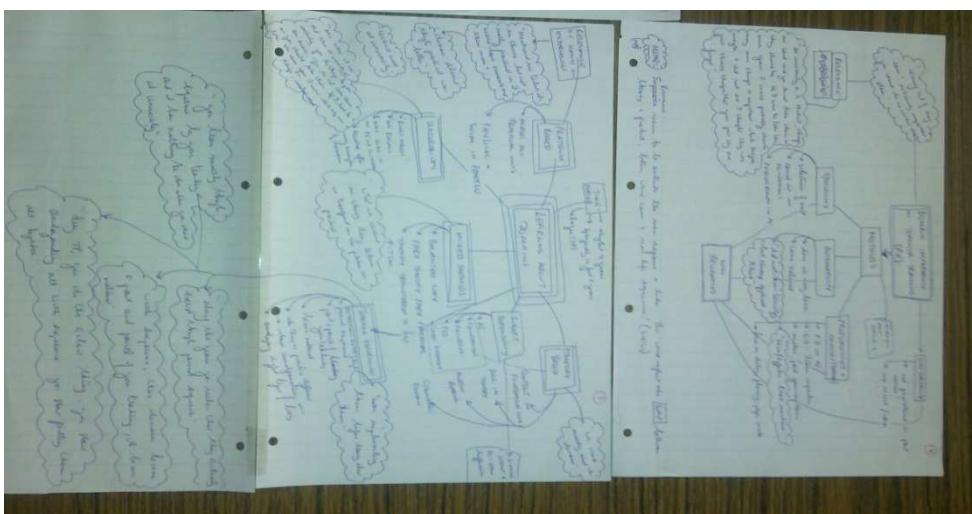
The physical domain is central since the stigmatised 'need to move' is central in PE. On the other hand this domain does not singularly reflect effective physical education, 'Sweat is not an indicator of a good lesson', however the links of this domain to the cognitive and the social domains are evident. Subjectivity is reflected in how teachers look at the many domains feeding into quality educational experiences, example: One view promotes the idea that a successful PE lesson taps on all the domains since it gives a more holistic experience as well as has different targets to meet, on the other hand another view projects 'the social' as belonging to a cross curricular theme in education and not specific to a subject.

Teachers link specific tasks and areas to the different domains whilst describing their qualities, example, the physical domain is described as a lifelong goal through being active for life, obvious, varied and boys oriented. This domain is described as a domain which comes naturally, easy, student expected and is the area which interest students mostly. Laziness and the nowadays less active life styles are the challenges within this domain.

The cognitive domain relates to skill learning and to the level of challenge chosen for the class as well as game concepts which vary in challenge and impacts learners differently. Planning for this domain is thought to be time consuming and harder.   Student differentiation makes this domain challenging as student cognition and physical abilities vary, which prompt adapted lessons to fit all needs.

The social domain is related to informal experiences taking place outside the classroom (such as Drama), interpersonal aspects across life experiences and experiences which relate to teacher-student relationships. Teachers relate the social domain to working in teams, groups and pair work and look at this domain as potentially open to teach respect, communication and helps build self-esteem and confidence.   Teachers relate to experiences brought in by students from outside schools as challenging, example; diverse family backgrounds, family traumas, personal relationships and the lack of knowledge (of

teachers) working with students. These challenges are magnified when considering aspects of differentiation within school environments.

The abstractness of the domain, in that teacher has: no control over it, no control over class interaction, and the fact that one cannot plan for it is another concern. Subjective dependence on students' needs, abilities and teacher, as well as the enculturation that students 'do not expect this to be taught' take this domain to levels beyond the comfort zone, thus making it harder to implement. Zooming into the challenges met across social domain implementation, the major concerns are issues grounded within ***institutional and subjective differentiation***. Grouping students by ability, adapting activities to meet students' individual and class needs through appropriate pedagogical and levels of domain are challenges relating to classroom management. Subjective teacher philosophies and pedagogies, subjective educational settings within primary and secondary schools are concerns which hinder social domain transfer.

Teachers talk about the link and relationships between the domains. Subjectivity is again reflected in the way teachers look at these domains and the methods for their instruction (this to be merged with other data from the social domain specific area). The methods and ways the domains are presented for instruction depend on the *topic* being covered example; a difference between students taking SEC PE option, general PE and also the different teaching areas within the PE curriculum, *time constraints*; if PE had more time in curriculae the various domains could be more represented. *Teacher subjectivity*; the different philosophical standpoints of educators, and the *different learning contexts* which allows for differentiation in application example; where you teach?, Who you teach?, and students' needs.

Implementing the Learning Domains

Teachers talk about how they implement these domains to fit into their teaching practices. The qualities pertaining to when teachers feel that these domains could be used are shared.

Teachers see the cognitive domain as an opportunity to provide thinking skills and analysis as well as a way of providing for choices and options, however this domain seems to be linked to classes/groups who show an ability in this domain and separated from others which are weak; 'in some classes you have to skip'. Teachers see this domain as a domain which may be introduced at a later stage. This progressive and developmental outlook is also reflected in the way teachers relate to the physical domain, as a domain necessary to tap as from a very young age since students are still full of energy.

Teachers talk about domain interlink as they see these domains in a relationship which links all three. Others see the domains fitting within a progressive structure where teachers could start off with the physical domain then move on to the cognitive and eventually to

team games, others see the social coming in after the physical as a means of progression. Other teachers opt for team building to start with as this sets the class vibes for other domains.

When talking about the social domain, teachers show subjective ideas on its priority, whereas some value it but do not prioratise it, some look at this as the starting off domain and argue that 'other domains can come in gradually'. Teachers refer to qualities which relate to *working together,* example: team work, group work, helping others, sharing decisions, partner analysis, building relationships as well as qualities which relate to *interaction*, example; communication and encouraging others. Fair play and effort are also qualities brought forward. Teachers look at this domain as a domain which needs to start off early as students are 'sparking and socially eager' as well as because social practice becomes harder when students get older. Teachers also mention that students 'need to experience interaction and working together'.

Teachers refer to a number of characteristics which help determine the criteria for domain use in lessons. These qualities are *administrative, structural* and *pedagogical.* The lesson type and the teaching unit tackled determine which domains suit best, example; dance seems to be an easier medium for domain integration. Class size and time for PE are other qualities which impact both frequency and quality of domain integration. Differentiation is again brought up since quality of students is another factor which impacts domain practice. Some teachers talk about catering for specific students needs, example; using the social domain with students who need it, thus providing for specific needs and not using it with students who have no social difficulties. Some teachers talk about how the domains are embedded within the lesson, happen naturally and how they apply them unknowingly. This 'automaticity' explains how teachers, through their pedagogical methods, use the domains without specifically referring to them.

Learning about the learning Domains & their importance

Teachers talk about their experiences in meeting the learning domains across their teacher training. Data portrays a variety of 'recall' or 'no recall' scenarios of how and when this educational concept was presented to them during their studies. Discourse relates to contrasting perspectives which surprisingly do not relate to the uniformity in study unit structures by which student learning takes place at University, in other words, how can the same content and pedagogical knowledge be interpreted so diversely? Categorised discourse elicited from teachers replies are grouped into: *theory based, practicum based, mixed methods, subject dependency, teaching experiences as well as uncertainty.*

Teachers talk about the domains coming across theoretical methods, mostly through reading about the domains within study units in the foundations lectures. Others talk about the domains and subject dependency. Here domains came across the different subjects in

PE as well as in the foundations lectures such as in philosophy, PSD and sport psychology as well as variations due to the single subject specialisation (PE only) or double subject (PE & EMY in the past). Other teachers talk about this knowledge being shared through mixed methods, through balanced ways and through 'transferring the theory onto the pitch'. Teachers also recall a practicum based methodology where use of the domains came across practical units.

Teachers describe the practical methodology as a better medium for domain knowledge transfer, whereas the lack of practical, hands on application of the theoretical aspects related to this learning concept is to blame for the lack of recall of domain terminology. Some teachers are uncertain about whether this concept featured or how it did, across their teacher preparation 'not sure if we did this at university', 'rings a bell'. In these case, recall was only possible following the interview intervention (sharing with interviewees examples of domain implementation). Others mentioned that this aspect came across the full four years of learning with specific focus during the first two years of study and even more specifically, throughout the school experience study unit in the second year of the course.

Teachers provide a variety of recall experiences which were discussed in light of effective engagement. Teachers talk about how the teaching experience itself provided the better medium for domain learning. Through hands on experiences the domains 'become part and parcel of your teaching' as well as offer the possibilities to start 'amalgamating all with experience 'you start putting them all together'. The relevance and positive engagement through hands on experiences is the method teachers recommend as well as a methodology which resonates with qualities of the pe practitioner. Personal experience allows teachers to start the amalgamation of theory and practice; two areas which albeit efforts in bridging them together seem to be wide apart. Teachers relate to years of experience which are needed for concept amalgamation, for teacher formation and for reflection on this need (and how this should impact CPD) 'along the years you realise that they (domains) actually exist through personal experience', 'you learn mostly through experience, by your teaching and it has nothing to do with what you read at University'.

Social Domain qualities

Teachers share what they understand by social domain, the qualities of the social domain and how they relate to this domain. When talking about what teachers understand by the social domain, the qualities of team work (N=12) and communication (N=11) are most frequently mentioned. All responses are grouped under six categories; team work, communication, relationships, tolerance, life experiences and personal development. Teachers look at the social domain as an area which is mostly related to team work, communication and building relationships.

Teachers again refer to PE as a medium which is highly conducive to teaching and learning around this domain. PE offers the opportunity to 'mix and mingle', offers ' a better chance to instill these values' and as a subject, is better equipped than others to bring across values. Teachers talk about real life experiences and how the social domain transfers to life outside schools, example; communication and respect are qualities which are needed not just in PE, social interaction taking place not just in the games but what happens after, transferring team building skills in life as well as using sport to teach about life.

The games context is popular since this provides opportunities for creating social encounters, two way interactive feedback patterns as well as the opportunities of getting to see student qualities. Some teachers talk about this interaction as an experience which goes beyond acceptance and working together. Teachers also talk about integration as they see this domain coming across a variety of topics.

Teachers main discourse zooms onto challenges which they see related to this domain. Teachers talk about inside school and outside school environments as two completely diverse contexts and paradigms, which apart from being different, are also conflicting.

Teachers talk about school environments as environments which consist of formal settings which disallow qualities attributed to the social domain. Teachers talk about how students look at school, the institution, as a 'prison', as formal institutions and as places where subjective and different messages come across between teachers and students. Teachers also talk about the impact of schooling on teachers development and how the system impacts teachers; 'when student-teachers come, they do a lot of group work, but when they become teachers, they forget and go on with chalk and talk'. On the other hand, within informal environments there is more opportunity for voices and choices, a 'more relaxed environment which allows teachers to get to know students better'.

Teachers refer to *behavioural* challenges in examples; belittling, lack of respect, insensitivity to feelings, students sticking to same groups avoiding mixing and trash talking during games. *Intolerance, differentiation in ability, social skill levels, cultural discrimination, racism (without intent) as well as large student numbers* as challenges in trying to bring across this domain. Whereas some teachers state that students 'get on well within the school environment itself' others talk about how undervalued these social values are.

Teachers were shown the social qualities pertaining to TPSR and asked to discuss what they thought about these qualities. The areas discussed were categorised under; value interplay, personal values, working together; example in cooperation, helping others and providing feedback, inclusivity and environments.

Teachers referred to the link and interplay between the qualities such as in cooperation and respect, leadership and helping others, self-control, helping others and respect. The issue of subjectivity again comes across, Teachers talk about embedded values and experiences such as empathy as qualities which are subjective. One teacher talks about feelings as an

aspect belonging to PSD and not PE. Teachers talk about inclusivity as an aspect related to special needs support through showing respect to the rights and cooperating with less abled students.

Social qualities across educational experiences

Subjectivity through varied responses is evident in teachers perceptions on whether students do come across social learning along their educational journey. Eleven interviewees think that students are exposed to this kind of learning, six state that they do not think that this domain is catered for, whilst nine interviewees are not sure.

Teachers who think they do, relate to *structured social learning experiences* as pedagogies used to bring these qualities across. These include debriefing such as during parents meetings as well as encounters with counciling and guidance, PSD lessons and one to one talks. Teachers also refer to cross curricular activities like thematic weeks and cultural activities.

Teacher and Institutional subjectivity are the main arguments for uncertainty amongst teachers about exposure of social qualities across students educational experiences. Teachers talk about *institutional subjectivity* example; school autonomy, head of school agendas and targets, school ethos and the different policies across different schools. Teacher subjectivity is reflected in example; initiative (as in a minor collaborative agreement) 'can happen between two teachers but on teachers initiative' differentiation in attitudes, preferences in areas to teach, personal ideals which are extraneous to curricular and syllabi demands.

Teachers who state that educational experiences are deprived from social learning talk about *environmental influences*;   within the school, (the system), outside school (informal) as well as pre- school environments. Teachers are critical of the educational settings referred to as institutions which structure is 'against these values' because of 'class confinement' and thus 'pressure of the chair' experiences. Teachers talk about large class populations within 'academically driven' systems who are in academic competition against other colleges hosting vast syllabi including an expanding homogeneity and other structural and psychological issues such as 'motivating de motivated students in phasing out schools'. In light of all these challenges, 'you can throw this (social values) out of the window'.

These concerns which seem to impact value-laden education or at least hinder this from happening. Teachers feel that educational institutions are not the bodies which equip students with social skills, 'the ones who are socially strong, they owned it before they came to school'. Home environment seems to be key here.

The less formal settings which could be both within school and outside school offer a more 'relaxed environment' with better opportunities and 'chance to communicate'. 'Students need to socialise and need to learn how to communicate better' within a time where 'values are becoming less important'. Amongst such informal but positive environments teachers mention PSD, drama, break time, extra curricular activities, prize days, special events and outings. Teachers put forward a number of recommendations which they feel should be implemented in order to be able to cater for these social experiences. Some feel that these social experiences should be prioratised; 'these things should be the most important things in the educational system to start off with'. The need for collegiality; 'teachers need to work hand in hand', the need for teachers to feel part of the school 'own the school' as 'the more teachers feel they are part of the school, the more they will transfer these values', as well as the need to take part in a number of activities.

Planning for the social Domain

Most teachers do not plan for this domain on paper. The majority (twenty) state that they do not plan this in writing. However this domain comes across and through, in action (during lesson) reflection.

Teachers think about them (social qualities) try to implement them and talk about how 'the preparation is in your head if you are going to work with difficult students or class'. Improvisation comes in, in cases where teachers 'allow for teachable moments and improvise'. Teachers argue that it is not practical to plan on paper as this is time consuming, social qualities are impossible to plan as well as some teachers are already satisfied being able to get the class to move. 'At times I am so happy that the girls are moving around that why should I bother to stop them?'

Differentiation comes across as a concept in justifying for this lack of planning and preparation. Example; certain domains crop up according to the groups one faces (unpredictability), lessons taking different directions depending on class, the differences in student ability and needs as well as the different levels of applicability of the social domain in the different areas of the curriculum, (dance allows for easier planning). Aspects which challenge appropriate planning and preparation are categorised as; unpredictability, subjectivity, time constraints, school environments; (example; dealing with large numbers) outside school environments, classroom management and a lack of knowledge in planning around this area.

Although planning on paper is not practiced, teachers talk about *automaticity of the social qualities* as these 'come out when they happen' (improvisation). Teachers , here 'tackle the instant' and need to 'change and adapt on the spur of the moment according to how things unfold in the class'. These (social qualities) are practiced by teacher without knowing, are embedded in sport, come out with the flow of the lesson and seem to be part

and parcel of pedagogy since teachers 'do them all the time'. Some teachers refer to the social qualities as qualities 'which are part of you' and also as a 'strong personal point'.

Teachers differentiate between an experienced and novice teacher. Teachers relate to the importance of planning for this domain on paper during the start of the teaching career but eventually this planning becomes less important as the teacher matures, 'small notes on the side are enough'

Catering for the Social Domain

Teachers talk about how they cater for this domain across their teaching. Examples are provided which are related to specific contexts within the PE curriculum. Teachers look at the different areas of the PE curriculum as specific and appropriate for transfer of aspects from the social domain. Different areas promote different qualities. Example; teachers refer to team building as an area which is tapped at the start of the year as this is a 'structured area which teaches how students should behave and act' and gets the class to work together and help each other. Areas such as Dance, an area 'more open to social qualities' allows for students voices, leadership qualities and helping others. The games area, provides for ample discussion, cooperation, communication since this contexts promotes a lot of 'relating and facing others', as well as a medium to promote respect. On the other hand in swimming, an individual sport, qualities like self-direction and self-control are more prominent.

Pedagogies used

Teachers talk about what methods they use in delivering the social qualities in their PE lessons. These methods vary in structure and implementation and are grouped as: *debriefing, reflection time, reinforcement, group and pair work, building relationships, empowerment, adaptation and inclusion*. These pedagogies are the methods teachers implement to help bring across the social qualities.

Debriefing: Teachers use verbal instruction to help bring across the social qualities, example by; 'making them aware of what they are doing', 'emphasising the value when it is performed' 'informing students at the beginning of the year about respect', 'encourage students to example; respect rather than fight'.

Reflection time: Teachers use some time during the lesson to reflect on issues when these arise, example: 'reflect on comments made' 'discussing during lesson', 'questioning time during action performed' 'reflecting on decisions taken' 'silent mode used'

Reinforcement: encouraging and enhancing effort

Group and pair work: these are referred to as essential and 'commonly used like a routine', as well as 'peer mentoring'

Building relationships: Pedagogies used which allow allow for building relationships are; 'instructing at students levels, 'doing a class call at the end of the lesson' catering for students' needs, organising activities within and outside school, listening to students feedback to plan lessons (which feeds in to empowerment) and by providing conflict resolution opportunities.

Relational time: Using one to one time and also spending time with students during break time.

Empowerment: Teachers empower students in different ways example; by giving students a voice in conflict situations and involving the less active students, sharing leadership opportunities amongst students, using students potential and influence to help others, using partner analysis.

Adaptation: Teachers use adapted rules and games to fit the social objectives set for the lessons, example; adapting the game to focus on sharing ; example removing number of balls to focus on this.

Inclusion: Teachers relate to the positive impact wheelchair students have on the rest of the class. Also, experiences which offer an inclusive environment for students with no specific interest in Pe as a subject but with other interests which are activity related (example; sports photography) are appreciated and show a positive outcome.

Challenges

Across implementation, a number of challenges come across. These are grouped under cultural & behavioural challenges.

Cultural Challenges

Some teachers relate to how they feel about teaching and tapping the social aspects in PE lessons. The social qualities seem to be outside their educational remit and they look at these as categorically falling under others' responsibilities; 'feeling like a guidance teacher'. Also, since students do not expect the social qualities to be addressed in PE, but expect the physical aspect to be prioritised, they do not take them (social qualities) seriously.

One teacher shows concern about the fact that teachers 'suffocate students' as they are so concerned about control that they disallow real life situations to happen, example; solving conflict. This disallows real life situations from being experienced at the sake of being in control. In practice, teachers solve conflict issues using immediate action such as leaving class, side lining students in confrontation of example; aggression and swearing. Immediate but less effective (long term, real life) policies.

Behavioural

Teachers talk about *belittling* as common practice in students. Students do practice *helping others*, however they can be selective with whom to help out. Example; students willingly help out students with special needs but not help students of the same abilities. *Gender issues* come in across cooperating and sharing where within co-educational settings sharing is problematic.

Assessing the social qualities

A total of thirteen teachers state that they do assess some elements from this domain. Twelve teachers state that they do not.

Teacher and institutional subjectivity are evident when looking into practices related to assessment of the social qualities in teaching PE. Assessment of these qualities depends on school policies and also teacher agendas. Within school practices a varied use of assessment policies are evident in, example; establishing 10 criteria and teachers may select 4 from all to assess, some select to assess effort and behaviour together with skill for an overall assessment report, others refer to behaviour, attendance and participation. Schools may also allow subjective forms of assessment which reflect teachers autonomy. Some teachers choose their own qualities for assessment, example; 'we include fair play and respect', cooperation perhaps and obviously effort',

Assessment procedures and choices are subjective, 'teachers may include it in their marks', 'we write about the cooperation but not all do that'. Subjectivity, (which may reflect the importance these qualities are given) is reflected in assessment and its marking, 'I give a mark in general. I give her extra 10 marks if she is a good leader and helps others', examples used are; scoring 1 mark for social qualities overall, allotting 30% to these qualities from the global mark, allotting 10% for effort, inserting one column for behaviour, having 50% for effort, attitude, behaviour and participation.

Discussing assessment of social qualities

The teachers' philosophical dispositions as regards to assessment of the social qualities in PE are captured. Again subjectivity features strongly in that these views are divided between teachers who do not see this (assessment of social qualities) as part of their responsibilities, whereas others talk about how relevant this exercise is. Discussion, again, moves towards challenges within assessment practice.

Teachers who feel that they should not move into assessment are, in principle against assessment. They feel that they are not required to do so and that they think that these should not be assessed as these are not their main objective. On the other hand other teachers share the aspect of educating for life after school. Teachers see value in assessing these qualities since this becomes relevant after school life, in example; employment, 'I give marks for effort and behaviour and if you are working in a company and you do not behave well you will be dismissed. So why is this (social quality importance) not required

in schools?' In terms of assessment relevance, teachers also comment on students who 'are physically weak but put in a lot of effort'. This challenges the whole concept of assessment and its value within schooling.

Teachers talk about challenges in assessing these qualities. ***Time constraints* and *embedded cultural practices*** are the main areas of concern. Teachers argue that due to the limited PE contact time (logistics) with students, assessment practices are not worth it. Limited contact time disallows teachers from getting to know students well; a requirement for social quality assessment.

Culturally, within PE lesson delivery, where the active part is the expected norm, students see no value in the marks scored for social skills. Within a predominantly summative assessment structure, social quality assessment, is looked upon as un compatible. The abstractness of these qualities make these same qualities difficult to measure. A lack of specific criteria and marking methods for assessment, compliments the abstractness, subjectivity and undervaluing of this domain.

Positive Assessment practices

Some teachers talk about how they go about in assessing these qualities. Such methods take place as *collegial practices*, necessitating for example; teaming up with other teachers to mark and assess, *reflective practice*, which involves note taking, journal keeping and eventually talking to students and parents, as well as *rewarding positive practices*, like efforts, and providing certificates for positive characteristics shown.

APPENDIX D: TPSR MEETINGS OPEN CODING

TPSR MEETING (2)   NOVEMBER 2013

John

- Ineffective talking bench as students sit far apart **(taking for granted that students can solve conflict)**
- Liking interaction and talking
- Student engaging in reflective writing (level of engagement)
- Changing the way we ask questions to lead students to specific reflective practice. **(reflective pedagogy on how to ask questions to engage students)**
- 'I do not think I have gone there yet' (transfer) (need for time for students to engage better with the levels)
- Switching to different levels students forget the levels done before **(lack of consolidation? Lack of authentic experiences? Lack of reinforcement of the levels? Expecting the levels to be learnt similar to other academic concepts? Students social disposition?)**
- Having to repeat the levels carried out in the weeks before as they are lost **(expecting students to learn the levels and apply them effectively..if they do not we may feel we are failing. Encultured notion of education…if not applied, then not learnt?)**
- Students are indoctrinated from when they are young **(superficial engagement without authentic experiences)**
- TPSR as a set of guidelines to follow. Making me aware more conscious than before **(highlighting the automatic qualities)**
- Inconsistency in student attitudes, at times feeling of effective engagement using one to one talks, students relate positively, other times totally disruptive. Thumbs down and proud **(student disengagement)**
- Students see the good in TPSR now, they will not forget what they learnt since we used to sit down with you and talk **(remember experiences which are not done by all)**

- Pointing at other students whilst talking as an action to be avoided **(Reflective pedagogy/ reflecting on affective and feelings)**
- 'conflicting' (physical and social domains like fighting for space in the lesson)
- Time of lesson impacts TPSR. Single lesson with all the traveling to and away from gym.
- Empowering students in assessment practices in HRF. Working in groups helping others , taking measurements and recording the results. **(Natural way of teaching conflicting with structure and planned TPSR! David sees no potential TPSR in HRF and awaits games to start this off. However so many components of TPSR come out in his activity. CONFLICT between the automaticity/natural pedagogy and structure!)**
- Time restrictions are challenged further since the need to teach physical and social aspects too
- Feeling bad about focusing too much on the social as cheating the physical **(guilty to prioratise the social)**
- Uncomfortable with the reflection at the end of the lesson 'preach sermon'as this is fit for certain types of teachers **(subjective ability not common quality, looking at the reflection time as 'preach' and 'sermon' puts this reflective moment as a superficial exercise. David's automatic and natural way of teaching contrasts with structure ad planning!)**
- Comfortable picking on teachable moments, addressing issues as they unfold nit trying to structure these in a reflection period at the end of the lesson **(natural vs structure)**

- Engaging students in reflective practice. Getting them to reflect on the action and turning it towards them**. (authentic/superficial engagement differs from simply telling students not to do so…seeking authentic engagement)**
- Avoiding correcting in the normal ways **(Engaging in reflective practice)**
- Reflection time is now shared between two domains. Need to divide the reflection time in two? Physical and social as students are mixing domains when being asked about what was covered during the lesson. **(concern for structure/ uncertainty about the social qualities taking over priority!)**
- Clarifying which domains we are talking about for reflective talking practice at the end of the lesson **(can students identify the differences between domains? Can students categorise like we do? Do they look at these qualities as separate and diverse?)**
- 'you will be expecting one answer' (changing the system/de routinizing effect changes what you expect) **(Teachers expect students to categorise learning**

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experiences! Why? Teachers categorise the domains but students may not…teachers need to categorise and divide for teaching purposes but students may look at these differently)

- Overwhelming. Best to tap one/two domains at a time rather than open up to all. Assessment exercise was overwhelming. Equal time on each level in a year **(need for structure and planning as opposed to automaticity. Subjective needs and practices)**

- Focusing on two levels will aid reflection time at the end. Helps to focus.

- Students like to talk so it will take ages if so many levels are tapped. Focusing will get all on the same wavelength and allow for focus and more in depth understanding

- 'how did you cope with students who finished before others?' **(COP discussion and sharing of ideas)**

- working in groups of 3, coaching peers, helping peers and eventually when ready sit for the test (empowering students with responsibility)

- Giving students such responsibility is time consuming! Nice to see but just a whole lesson! **(positive authentic engagement with the levels but logistically challenging time!)**

- Allowing students to chose their groups to work. Logistical nightmare for assessment **(empowerment vs logistics) (COP pedagogical reflection)**

- Skilled student choosing to go with unskilled peers to help out, coach and support during assessment. **(subjective qualities? Authentic or superficial?)**

- Cooperating with people who you do not really like. It is hard **(conflicting environments! Hard to practice what we preach ! contradictory practices)**

- Looking at transfer of levels outside school only not within other environments, effort linked to job not to passing an exam**..(Long term vs short term. Short term help students make more concrete meaningful engagement)**

- Discussing levels deeply with students. Asking why? Sharing in depth discussions with students **(moving away from superficial engagement and drawing close to authentic experiences)**

- Respect as an intrinsic not extrinsic value. Students standing up when teachers come in. discussing the need for respect and the meaning of respect **(superficial application of respect vs authentic meaning of respect. Effort in trying to autheticize experiences. Moving away from indoctrination and superficial engagement and practice)**

- Behaviour policies of school is that they have to stand up when teacher come sin the school **(environments which promote superficial engagement with levels) (PHASE 1 data link)**

- Focusing on the positive experiences during reflection time

- Merging TPSR in activities subconsciously. Including encouraging others abd effort in the warm up **(going into TPSR mode..impact on the thought processes and reflection in action. Automaticity coming in?)**

- Structure of TPSR helps bring things out which I would probably let **pass (subjective views on structure and methods)**
- Adapting TPSR to older students. Need to adapt the thumbometer **(reflecting on progression of TPSR)**
- Need to take the class yourself coming year**..(concern about progression how would things move on?)**
- Looking at TPSR as a thing fit for the younger students only, like the text book black beauty **..(concern about progressing and the way ahead, an isolated practice fit for school and not part of life)**
- TPSR for the specific class only as the others are form 2's and older **(structure vs automaticity, subjective qualities)**

Kevin

- Using thumbometer as a class measure rather than individually **(subjective adaptation depending on personal views)**
- experiencing the change within the PE experience. Students refer to the social qualities at the end of the lesson **(familiarising with the model and possibly prioratising the qualities? Bringing these qualities to the surface?)**
- transfer works when relating to school life not adult life (Transfer outside PE but within school contexts)
- problem with lack of contact time with students. Not problematic in terms of progression. As students can see difference between his teaching and the teaching of other teacher **(students see difference in pedagogy and comment on it)**
- TPSR providing a structure to what he used to do **(structuring the automatic qualities done subconsciously)**
- TPSR does come in other lessons, comes natural as you see difference between the classes using it and those not using it **(effect is evident)**

Sandra

- Expecting students to make the link between the physical activity and the level we are working on. **(superficial engagement. After working on planks, 4Sam asks what did we learn? We learnt not to give up!)**
- 'Now I am specifying…where are you seeing effort?' **(COP changes in practices moving towards a more authentic as op[posed to superficial engagement)**
- Students able to transfer levels to real life situations. Asking questions to cognitively engage students (if you were a manger who wold you employ?)
- Including transfer of levels during lesson not specifically in reflection time at the end of the lesson **(adapting the model to suit ones needs)**

- Using questioning techniques which lead students to answers teacher is expecting to get back **(superficial engagement not authentic)**
- Transfer comes natural
- Problem with lack of contact time with students. Lack of progression is evident
- Trying to use TPSR with other classes since contact time is very limited **(interest in developing engagement with model)**
- TPSR does come in other lessons

Nicole

Specifying when they cooperated **(engaging students in application and reflection)**

APPENDIX D (i): ADVANCING ANALYSIS

The TPSR Model	Progressive Implementation	Student engagement	A Genuine or Superficial experience?	Pedagogical adaptations

The TPSR Model
- Classroom management
- A structure for values
- Categorising levels
- Unpredictability

Progressive Implementation
- Going into TPSR mode
- Extending the TPSR experience
- Transferring the levels outside the school context

A Genuine or Superficial experience?
- Transfer outside Gym
- PSR: An agreed upon 'modus operandi'
- from theory to practice
- from superficial to authentic TPSR

Pedagogical adaptations
- Empowerment
- Student centred learning
- Communication skills
- Inducing reflective practice in students and teachers
- Corrective & subjective strategies
- Adapting questioning techniques
- Structure
- Practical PSR
- Resources
- Building relationships

TPSR impact

Subjective PSR experiences

Implementation Challenges

Experiencing a community of practice

Student/teacher relationships

TPSR/teacher relationship

Teacher's role

Reaching the non-sporty students

Contextual

Environmental (-ve)

Positive collegial practices

Physical & social domain time and space

Subjective understandings

Subjective philosophies

Pedagogical challenges

Unpredictability of the model

Social skill level of students

Encultured outcomes

Encultured practices

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TPSR MEETING (2)   **NOVEMBER 2013**

Teacher experiences

Doubting positive impact of model

- 'It's working so well that I do not know if this is the children or me' **(Looking at the model as a behavioural tool, uncertain on how to look at its successes, dependency on level of students behaviours)**

Observing positive outcomes

- Seeing a difference already and glad with the small changes (positivistic)
- 'The class I had last year really needed the reflection time at the end… That class needed it' (TPSR as a behavioural management tool)

Effective strategies

- Talking bench successful

Student engagement

- Students engage at different levels with reflection and thumbometer.

Expectations

- Waiting for students to buy more into this.
- Expecting to have conflicts to bring in TPSR (**TPSR as a behavioural management tool**)

Spontaneity of model

- Planning specific levels on lesson plan but then other values come out **(automaticity and teachable moments)**

Teacher engagement with model

- Reflecting on TPSR during moments arising in other lessons, however hesitant to bring in.
- Engaging in reflection time at the end keeping the students after bell goes off **(authentic engagement)**
- Spoon feeding these to students (**Norm practice**)

Students engagement with the model

- Students need to understand the levels more, more work on viewing clips and consolidation is needed.

Positive student engagement

- Class cooperating well
- Students enjoy talking about it
- Thumbometer liked by students

Negative student engagement

- Always same 'unsporty' students showing thumbs down **(different ways of relating to the model? Engaging with model differently?)**

Worries

- Becoming repetitive (repeating examples)
- Feeling of wasting time from activity (during talking bench)

Implementation challenges

Uncertainity

- Uncertainty of what to tackle. What to correct?
- Searching for the teachable moments to reflect on at the end of the lesson. Should one point to the students or to the action? (**Reflection on pedagogy**; deep reflection on affective value **(Uncertainty of how model works, what one needs to do and not do)**
- Selecting the moment to tap? (Difficult in judging the appropriateness or the adequacy of the moment; which moment? How important is it?)

Time

- Using thumbometer which brings on discussion but challenges time. **(sacrificing physical activity to reflection time)**
- Lessons are already short. Introducing reflection time will cut down on time. Thumbometer to be introduced later…
- Reflection time is interrupted by bell at the end of the lesson (Need to plan around time)

Frequency of model exposure

- Continuity problem, students forget (missing contact time effects continuity and reinforcement which highlights the need to have this education as a cross curricular theme)

- Importance of frequency time with students (regular contact time for reinforcement)

Subjective understanding of levels

- Differentiation in meaning of respect amongst students (Although uniformising respect at the beginning of TPSR, still ambiguous in definitions)

Student comprehension

- Students do not make the link between the two domains.
- Lack of understanding why they are working in groups and not individually **(explains the for granted and natural element of working together meaning learning social skills)**

Using new pedagogies

Inducing reflective practice

- Creating reflective practices by asking students to reflect on actions rather than providing answers themselves (outside expected norms, from teacher led to student centred, empowering students)
- Reflecting on school and real life situations (makes talking bench worth wile)

Empowering students

- Allowing more time for conflict resolution **(empowering students)**

Encouraging communication

- Urging students to talk (on talk bench) 'at least try and talk' **(Forgrantedness that students socialise but they need teaching about this too)**
- Allowing students to solve personal problems and moving away from teacher expected outcomes like problem solving **(empowerment, moving away from norm expected outcomes, teacher control)**

TPSRing outside the TPSR class

- Using relational time with other individual students not in TPSR class

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TPSR teacher reflective practice

Superficial student engagement

- Students providing feedback which they want their teachers to hear. (Calling out the levels ad hoc without genuine engagement and reflection) **(Superficiality as opposed to authenticity)**
- Students know what they are meant to do but when it comes to practice all goes out of the window. **(Applicability challenges/Superficiality)**
- Students providing feedback which they want their teachers to hear. Calling out the levels ad hoc without genuine engagement and reflection **(Superficiality as opposed to authenticity)**
- Students providing feedback which they want their teachers to hear. Calling out the levels ad hoc without genuine engagement and reflection **(Superficiality as opposed to authenticity)**
- 'I feel that they are just doing them for the sake of doing them' **(Superficial engagement of students with levels)**

Reflecting on how to merge the levels in activities

- Not knowing the rules of the game creates a loaded environment for the possible use of levels **(games as a good medium to teach the levels through)**
- *'Could I even tell them before playing as a pair to establish your rules or solve the rules this will give them responsibility'* **(Reflecting on pedagogy & practice, COP)**

Adapting the model

Keeping to the usual trends in the warm up

- Starting off with the usual 2 laps jogging around the track as they are used to this then the warm up and including an awareness talk after since students want to move after the previous lesson **(Flexibility of model: adapting model to fit the needs of students and class as well as TPSR as a model which does not impose a major change but an adaptation to ones' pedagogy)**
- Starting off with warm up and including an awareness talk after since students want to move after the previous lesson **(Flexibility of model: adapting model to fit the needs of students and class)**
- Starting off with warm up and including an awareness talk after since students want to move after the previous lesson **(Flexibility of model: adapting model to fit the needs of students and class)**

Selecting the areas for the levels (structure)

- Selecting the levels according to the area being tackled (HRF = more conducive to effort and respect) **(Flexibility and subjective perceptions on model implementation)**

De-routinising the lesson to accentuate authentic engagement

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- Using thumbometer and reflection time not for the end of the lesson only since students would know that the lesson has come to an end and thus miss out on engagement. Routine is important but engagement is far more (**Pedagogical reflection on adapting the model to meet the contextual needs. Reflects trying to de routinize the lesson structure, trying to work towards authentic engagement**)

Contextualising the model

- Linking values to students experiences is essential. Linking these to adult experiences does not work (**transfer of values by linking to students experiences not adulthood…concretising the experience rather than using abstract examples**)
- Linking values to students experiences is essential. Linking these to adult experiences does not work (**transfer of values by linking to students experiences not adulthood. Concretising the experience rather than using abstract examples**)

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implementation strategies

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progressive & developmental exposure

- Introducing the levels gradually and progressively (not too much at once)
- Building on the levels (introducing these one at a time allows for focus and eventually understanding the merge of levels better)
- Reminding class about the level by re playing the video clips regularly (**reinforcing and consolidating reflection to aid application**)
- Trying to keep the TPSR class separate from the other classes even though TPSR comes to mind (**reflecting structured and planned lesson management**)
- informing students that they will be working on physical and social (compartmentalise the domains)
- Transfer of values to be left for later as it is too early for now (**compartmentalisation of levels**)

Structure & flexibility

- Planning on lesson plan for specific levels but then other values come out which I tap (**automaticity and teachable moments**)
- Normal practice to talk to students (not TPSR class only)

APPENDIX D (iii): OPEN-INTERMEDIATE TO INITIAL CATEGORISATION

TPSR MEETING (2)   NOVEMBER 2013

Difficulties and challenges

- Ineffective talking bench as students sit far apart **(taking for granted that students can solve conflict)**
- 'conflicting' (physical and social domains like fighting for space in the lesson)
- Time of lesson impacts TPSR. Single lesson with all the traveling to and away from gym.
- Time restrictions are challenged further since the need to teach physical and social aspects too
- Overwhelming. Best to tap one/two domains at a time rather than open up to all. Assessment exercise was overwhelming. Equal time on each level in a year **(need for structure and planning as opposed to automaticity. Subjective needs and practices)**
- Giving students such responsibility is time consuming! Nice to see but just a whole lesson! **(positive authentic engagement with the levels but logistically challenging time!)**
- Allowing students to chose their groups to work. Logistical nightmare for assessment **(empowerment vs logistics) (COP pedagogical reflection)**
- problem with lack of contact time with students. Not problematic in terms of progression. As students can see difference between his teaching and the teaching of other teacher **(students see difference in pedagogy and comment on it)**
- Expecting students to make the link between the physical activity and the level we are working on. **(superficial engagement. After working on planks, 4Sam asks what did we learn? We learnt not to give up!)**
- Problem with lack of contact time with students. Lack of progression is evident

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Students experiences

- Liking interaction and talking
- Student engaging in reflective writing (level of engagement)
- Inconsistency in student attitudes, at times feeling of effective engagement using one to one talks, students relate positively, other times totally disruptive. Thumbs down and proud **(student disengagement)**
- Skilled student choosing to go with unskilled peers to help out, coach and support during assessment. **(subjective qualities? Authentic or superficial?)**
- experiencing the change within the PE experience. Students refer to the social qualities at the end of the lesson **(familiarising with the model and possibly prioratising the qualities? Bringing these qualities to the surface?)**

Using different pedagogical styles

- Changing the way we ask questions to lead students to specific reflective practice. **(reflective pedagogy on how to ask questions to engage students)**
- Empowering students in assessment practices in HRF. Working in groups helping others , taking measurements and recording the results. **(Natural way of teaching conflicting with structure and planned TPSR! David sees no potential TPSR in HRF and awaits games to start this off. However so many components of TPSR come out in his activity. CONFLICT between the automaticity/natural pedagogy and structure!)**
- Comfortable picking on teachable moments, addressing issues as they unfold nit trying to structure these in a reflection period at the end of the lesson **(natural vs structure)**
- Engaging students in reflective practice. Getting them to reflect on the action and turning it towards them. **(authentic/superficial engagement differs from simply telling students not to do so…seeking authentic engagement)**
- Avoiding correcting in the normal ways **(Engaging in reflective practice)**
- working in groups of 3, coaching peers, helping peers and eventually when ready sit for the test (empowering students with responsibility)

Teachers experiences

- Switching to different levels students forget the levels done before **(lack of consolidation? Lack of authentic experiences? Lack of reinforcement of the levels? Expecting the levels to be learnt similar to other academic concepts? Students social disposition?)**
- Having to repeat the levels carried out in the weeks before as they are lost **(expecting students to learn the levels and apply them effectively..if they do not we may feel we are failing. Encultured notion of education…if not applied, then not learnt?)**
- TPSR as a set of guidelines to follow. Making me aware more conscious than before **(highlighting the automatic qualities)**
- Students see the good in TPSR now, they will not forget what they learnt since we used to sit down with you and talk **(remember experiences which are not done by all)**
- Feeling bad about focusing too much on the social as cheating the physical **(guilty to prioratise the social)**
- Uncomfortable with the reflection at the end of the lesson 'preach sermon' as this is fit for certain types of teachers **(subjective ability not common quality, looking at the reflection time as 'preach' and 'sermon' puts this reflective moment as a**

superficial exercise. David's automatic and natural way of teaching contrasts with structure ad planning!)

- 'you will be expecting one answer' (changing the system/de routinizing effect changes what you expect) **(Teachers expect students to categorise learning experiences! Why? Teachers categorise the domains but students may not…teachers need to categorise and divide for teaching purposes but students may look at these differently)**

- Discussing levels deeply with students. Asking why? Sharing in depth discussions with students **(moving away from superficial engagement and drawing close to authentic experiences)**

- TPSR providing a structure to what he used to do **(structuring the automatic qualities done subconsciously)**

- Trying to use TPSR with other classes since contact time is very limited **(interest in developing engagement with model)**

- TPSR does come in other lessons

Effect of model on pedagogy

- Structure of TPSR helps bring things out which I would probably let **pass (subjective views on structure and methods)**

- Merging TPSR in activities subconsciously. Including encouraging others about effort in the warm up **(going into TPSR mode..impact on the thought processes and reflection in action. Automaticity coming in?)**

- TPSR does come in other lessons, comes natural as you see difference between the classes using it and those not using it **(effect is evident)**

- 'Now I am specifying…where are you seeing effort?' **(COP changes in practices moving towards a more authentic as op[posed to superficial engagement)**

- Students able to transfer levels to real life situations. Asking questions to cognitively engage students (if you were a manger who wold you employ?)

Reflection on experience

- Students are indoctrinated from when they are young **(superficial engagement without authentic experiences)**

- Pointing at other students whilst talking as an action to be avoided **(Reflective pedagogy/ reflecting on affective and feelings)**

- Reflection time is now shared between two domains. Need to divide the reflection time in two? Physical and social as students are mixing domains when being asked about what was covered during the lesson. **(concern for structure/ uncertainty about the social qualities taking over priority!)**

- Clarifying which domains we are talking about for reflective talking practice at the end of the lesson **(can students identify the differences between domains? Can**

- students categorise like we do? Do they look at these qualities as separate and diverse?)
- 'how did you cope with students who finished before others?' (COP discussion and sharing of ideas)
- Cooperating with people who you do not really like. It is hard (conflicting environments! Hard to practice what we preach ! contradictory practices)
- Respect as an intrinsic not extrinsic value. Students standing up when teachers come in. discussing the need for respect and the meaning of respect (superficial application of respect vs authentic meaning of respect. Effort in trying to autheticize experiences. Moving away from indoctrination and superficial engagement and practice)
- Behaviour policies of school is that they have to stand up when teacher come sin the school (environments which promote superficial engagement with levels) (PHASE 1 data link)
- Need to take the class yourself coming year..(concern about progression how would things move on?)
- Looking at TPSR as a thing fit for the younger students only, like the text book black beauty ..(concern about progressing and the way ahead, an isolated practice fit for school and not part of life)
- Using questioning techniques which lead students to answers what teacher is expecting to get back (superficial engagement not authentic)

Adapting and contextualising the model

- Focusing on two levels will aid reflection time at the end. Helps to focus.
- Students like to talk so it will take ages if so many levels are tapped. Focusing will get all on the same wavelength and allow for focus and more in depth understanding
- Looking at transfer of levels outside school only not within other environments, effort linked to job not to passing an exam..(Long term vs short term. Short term help students make more concrete meaningful engagement)
- Focusing on the positive experiences during reflection time
- Adapting TPSR to older students. Need to adapt the thumbometer (reflecting on progression of TPSR)
- Including transfer of levels during lesson not specifically in reflection time at the end of the lesson (adapting the model to suit ones needs)

Subjective strategies

- TPSR for the specific class only as the others are form 2's and older **(structure vs automaticity, subjective qualities)**
- Using thumbometer as a class measure rather than individually **(subjective adaptation depending on personal views)**
- transfer works when relating to school life not adult life (Transfer outside PE but within school contexts)
- 'I do not think I have gone there yet' (transfer) (need for time for students to engage better with the levels)

APPENDIX D (iv): INITIAL CATEGORISTAION TO EMERGENT CATEGORIES

TPSR MEETING (2)   NOVEMBER 2013

Challenges

Time & frequency of PSR exposure

- Single lesson challenge
- Teaching both physical and social becomes even more time consuming

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Adapting and contextualising the model

Narrowing level focus

- Two levels to focus
- Better for time management

Transfer of levels to environments which make sense to students

Focus on positive experiences

Adaptation of TPSR with older students

- Adapt thumbometer?

Pedagogical adaptations

Inducing cognitive & reflective engagement

- Asking where are you seeing effort?
- Changing the way we question

Empowering students

- assessment processes

Tapping the teachable moments as they arise

- Tap on the moment not only at the end of lesson

Inducing reflective practice

- Reflection ON action and looking at action from a personal perspective
- Deep discussion on selected actions with students

Corrective strategies

- Changing these to more student centred

TPSR structure as a focus guide

- Puts the levels black on white

TPSR mode (extending TPSR)

- Subconsciously merging PSR in activities
- PSR coming out in other lessons
- Using PSR with other classes (to practice model further)

Positive student engagement

- Skilled students go with unskilled ones to help
- Effective engagement in reflection time at the end of the lesson

Inconsistency in student behaviours

Empowering dilemmas

- Giving responsibility is time consuming
- Allowing students to chose groups (nightmare in assessment)

Structure and focus

- Overwhelming to have so many levels coming in…Tap up to 2 levels and focus (assessment was overwhelming with all so many levels pouring in)
- Overwhelming exposure to levels

Expecting progression in levels

TPSR Structure as a guide

- Changing questioning to have a meaningful engagement
- Cognitive engagement through questioning technique

Physical vs Social domain

- Conflict between the two domains (space and time)
- Cheating time from physical
- Students mix domains when talking
- Need to clarify the domains..

Different expectations of teachers and students

Relationship building time appreciated

- Students remember the time spent during reflection time

Indoctrination

- Students indoctrinated behaviours (standing when teacher comes in)

Empathy (PSR in action)

- Discussing the action and not the student (pointing at..)

Living PSR

- reality contradictions cooperating with people you do not like!

Concern for continuing TPSR

- Interest in what next?

Transfer to immediate environments

Ineffective talk bench

- Students do not know how to solve a problem by talking it out

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Subjective adaptations

Selecting TPSR for class only

- Form 1's only (structure)

Looking at Thumbometer as a class measure

Uncomfortable with planned structure in lesson

- Reflection time at the end "sermon type' is not appropriate for all teachers.

Perceptions of the model as a behavioural tool

COP Sharing ideas & practice

- Discussing class management during empowered assessment practices
- 'how did you cope with students who finished before others?'