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A B S T R A C T

"An investigation of the perceptions physical education teachers have of their working lives in the comprehensive schools of a North-East County Borough."

by Derek A. P. Hughes

The purpose of this investigation was to increase understanding of the work of physical education teachers in the seven comprehensive schools of the North-East County Borough of Hucklebrough (pseudonym). The study, using reflexive techniques, was exploratory, and attempted to capture the essence of what it was to be a physical education teacher in a period immediately following comprehensive reorganisation, when the schools were adjusting to the raising of the school leaving age.

The investigation covers a five year period, from the foundation phase in 1974-75 to the substantive phase in 1979-80. In-depth interviews, focusing on the realities of their working world, were conducted with 62 teachers. The private interviews, which were tape-recorded, and the verbatim transcripts returned to interviewees for correction and elaboration, resulted in 71 teacher-accounts.

The teacher-accounts were studied closely; and four major physical education teacher perception categories established.

1. social perceptions, including perceptions of pupils and professional colleagues;
2. school-structure perceptions, including perceptions of school organisation and resources;
3. career perceptions classified by years of experience, and
4. self perceptions.

An analysis of 32 seven-consecutive-day diaries, which took account of seasonal influences, resulted in estimates of the physical education teacher's working week.

Physical education is perceived by these teachers to have declined over the study period. The curriculum, and the extra-curriculum, and the teachers' professional morale were perceived to have been richer in the foundation phase than in the substantive phase; by 1979, each and every physical education department had sustained disabling inter-personal tensions; the schools' resources, unevenly distributed throughout the Borough, were inadequate to sustain a coherent system of physical education.

The study suggests that the physical education syllabus and its outcomes are determined more by a school's physical resources and organisational structures than by rational educational judgements.

AN INVESTIGATION OF THE PERCEPTIONS PHYSICAL EDUCATION
TEACHERS HAVE OF THEIR WORKING LIVES IN THE
COMPREHENSIVE SCHOOLS OF A NORTH-EAST COUNTY BOROUGH

DEREK A.P. HUGHES.

THESIS PRESENTED FOR
THE DEGREE OF MASTER OF EDUCATION
UNIVERSITY OF DURHAM

Volume 1, thesis, supplemented by
volumes 2 - 4
containing teachers' accounts.

THE RESEARCH WAS CONDUCTED IN THE SCHOOL OF EDUCATION.
SUPERVISOR: Mr. Beverley Shaw, B.Sc.(Econ), A.T.D.



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from it should be acknowledged.

17 MAY 1984

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I N T R O D U C T I O N

Introduction

The whole of this report is presented in four volumes: volume one, the thesis, follows a conventional pattern; volumes two, three and four contain the accounts of the teachers who collaborated in the investigation.

Volume one is in three well defined parts: part one states the author's curiosity and refines the questions in chapter 1, outlines the parameters of the survey and describes the research procedures adopted in the data collection, and its analysis in chapter 4 after reviewing some supportive literature in chapters 2 and 3; part two reports the findings which are reviewed in detail in chapters 5, 6, 7, 8, 9 and 10; part three, chapter 11, attempts to summarise the key features identified in part two. The appendices, as well as including customary materials, also provide additional details intending to encourage those who may be contemplating research of this kind.

The teachers' accounts of their working lives were considered to be too rich to discard and have been included, in full, in volumes two, three and four. The accounts appear in numerical order of teachers' code numbers which are prefixed by letter M or F to indicate male or female. The reader however, should be alerted to the difficulty of transcribing tape-recordings of informal conversation; in particular, pauses in speech, repetition, changes of thought, interruptions and non-verbal expressions present syntactical problems for both the transcriber and the reader. Consequently, hesitation or prolonged pauses in speech have



been indicated by '...', 'ers' have been eliminated and, when dialogue is quoted, the teacher is distinguished from the interviewer by underlining the speech of the interviewer only.

A basic assumption of this work is that physical education teachers are targets for critical attack without sufficient effort having been made to locate them within their particular work situations or within the wider contradictions of the education system or to appreciate their attempts to deal with these contradictions. This study, by listening to particular teachers, attempts such a location and such an appreciation.

CHAPTER ONE

CHAPTER 1

Statement of the Problem

The purpose of this study is to investigate and define the essential nature of what it is to be a physical education teacher. It attempts to capture some of the meanings of school and schooling as perceived by 62 physical education teachers. Major issues which arise are their responses to their pupils, their colleagues and their working contexts. The perceived identity of the young or older physical education teacher, man or woman teacher in the real world of one of seven comprehensive schools in Hucklebrough⁽¹⁾, a North East County Borough, seven years after the simultaneous implementation of R.o.S.L.A. and comprehensive reorganisation in 1973 is investigated, in order to illuminate factors other than those which are consciously perceived by physical education teachers but which nonetheless influence them in their working lives and affect their day to day professional responses.

The author is not, in this work, concerned with an analysis of teaching per se but is concerned with the notion of being a teacher, specifically for the purposes of this study, a teacher of urban pupils in a town very much affected by the national economic and political changes witnessed in the second half of the 1970's.

Roots of the inquiry

The inquiry arises from a three-fold professional curiosity; firstly, the ways in which physical education teachers make rationally defensible practical judgements in the school as it exists; secondly, the effect of comprehensive

school organisation on the development of Physical Education; thirdly, the way in which any refinement of understanding emerging from these questions might enrich the effective professional education and training of physical education teachers.

It is assumed by the author that these questions merit deeper examination, definition and refinement. At the same time it is acknowledged that because of their complexity they require time and resources well beyond those available to the part-time researcher endeavouring to complete a worthwhile small-scale study. Nonetheless they are considered to be important questions and are basic to the research endeavour.

As well as giving the study some direction they may also go some way to explain any intuitive decisions made in its conduct and presentation which may not be explicit.

The following paragraphs articulate the process of refinement and selection involved in arriving at the questions considered to be worthy of examination: these, in turn, give order and substance to the study.

The Problem of Teacher Education

The nature of teacher education is currently the subject of intense debate. In the absence of a unitary science or special discipline of education the academic and theoretical ingredients of teachers' courses must rely on what Scheffler has referred to as 'multiple modes' of analysing educational problems.⁽²⁾ The practical, 'school experience component' of teachers training, it has been demonstrated,⁽³⁾ is ill-defined and any student gains are more fortuitous than planned. The Department of Education and Science⁽⁴⁾ after evaluating 15 B.Ed.

degree courses in 1978 claims that they are seriously deficient in this respect. Where coherence is sought fragmentation, it appears, is found. Simply, teacher education drifts; its definition and direction remain contentious and uncertain.

Yet it should be recognised that advances in the science of instruction, psychopedagogy and micro-teaching have been accomplished and are likely to strengthen both the theory and practice elements in the immediate future. Discrete teacher skills have been isolated. Instructional techniques have been developed, informed by better understanding of the learning process. The technical development of V.T.R. and its application to teacher skills analysis and improvement has already made a significant impact on teacher courses.

Perhaps because of such developments the tensions faced by course designers increase exponentially. At the same time the synthesis of theory and practice in education remains elusive. Consequently for the learner-teacher, discontinuities are characteristic of the transition from college to school. The gap between conceptions held by lecturers of what constitutes an appropriate professional preparation and the realities of schooling as experienced by teachers is unlikely to be closed in the foreseeable future.

In such a climate the teachers of the teachers, when stating their terminal objectives, search for meaningful, if incomplete, models of what constitutes a competent professional. One such model has been postulated by Hirst⁽⁵⁾ which serves to assist in identifying the particular interest of the author in this study.

Hirst, in his definition of what constitutes 'the essential nature of professional studies' argued that they were 'concerned with the job that people will actually do in the institutions as they exist, not as they might exist in some ideal society' ⁽⁶⁾. He suggested that 'there are crudely, four major distinct but inter-related elements to professionalism of any kind,': first, the possession, by the professional, of knowledge and understanding necessary for rationally judging what ought to be done in carrying out the professional tasks; secondly, the professional's ability to make rationally defensible practical judgements as to what to do exactly in given particular circumstances; thirdly, the possession by the professional of the necessary skills to carry out effectively what is judged ought to be done; and fourthly, the professional must have an appropriate set of dispositions, 'a pattern of motivation and tendencies, such that he actually does as his understanding and judgement direct.' ⁽⁷⁾

It is the second of these elements, the ability to make rationally defensible practical judgements, which the author finds especially interesting. Hirst, assuming that the capacity to make practical judgements is amenable to training asserted, 'I see no reason why this whole domain of practical judgements should not now be planned in coherent developing programmes of study.' ⁽⁸⁾

It is this assertion which, throughout the remainder of this study, is regarded as problematic.

Teacher Judgement and Teacher Perception

The stance adopted by the writer for the purpose of this work is that a practical teaching problem does not exist unless and until it is perceived to be a problem by the particular teacher. By the very nature of what is known about human perception, a problem so perceived by the individual is then defined idiosyncratically. Practical problems, then, are defined by particular people. According to their definition of the situation they will formulate their particular questions and make practical judgements after practical reasoning. In turn this will result in either action, or sets of actions, intended to be a solution to the perceived problem, or a conscious decision to take no action.⁽⁹⁾

Focus on Teacher Perception

The key to this issue, and to the whole of the following study, is the crucial importance of understanding more of the perceptions teachers have of, and in, their professional contexts. It is the central purpose of this investigation to illuminate the ways in which physical education teachers define their professional roles and perceive their pupils, their colleagues and themselves. What meaning do they give to their professional endeavours in relation to their interpretation of schooling? What professional factors precipitated especially strong responses; and how do teachers articulate and manage their extreme emotions if, and in what circumstances, they are evoked?

Such questions are referred to by social scientists as teacher consciousness. The answers to these questions may

lead to a better understanding of unresolved problems such as the nature of physical education teachers' autonomy in curriculum innovation. The replies evoked may suggest ways of encouraging extended professionalism. But in any case those who do undertake the planning of training programmes in professional practical judgements would be ill-advised to disregard teacher consciousness as a highly significant component.

A better knowledge of teacher consciousness may, at best, enable the planners of such programmes to assess their course entry points and may alert them to some of the problems which need definition before purposeful strategies are planned. At worst, it may prevent an over-optimism of the outcomes which may reasonably be expected.

Importance of Physical Education Teachers' Perceptions

Physical Education research shows a marked preference for the positivist traditions. Sociological approaches to the problems of physical education teaching tend to demonstrate that the physical education programme actually presented to secondary boys and girls has changed very little in the past 20 years, implying that the system is resistant to teacher influences or that teachers are rather static. At the same time teacher education, it is claimed, has extended its range of recommended activities and, after questioning outdated assumptions and practices, explored alternative curricula. Evaluative writing suggests that such static programmes indicate a general stagnancy in the schools which is to be deplored; programmes were 'confined and restricted'⁽¹⁰⁾ and were so variable (a 'system' judgement)

as to necessitate local authority or governmental intervention. The assertion that school programmes are confined and restricted remains in the literature at least, unchallenged.

Certainly, if it is true that there has been no change in physical education programmes since 1963,⁽¹¹⁾ this fact alone is sufficiently interesting to merit investigation, explanation and evaluation. But what is of greater concern in this study is the importance of the physical education teacher's definition of the school physical education programme. Whether they perceive it to be static, and, if so what changes would they regard as beneficial. This is subsumed in the bigger question of the ways in which physical education teachers perceive their own professional endeavours in particular contexts. Only if they perceive the programme to be adequate will they ask appropriate practical questions and initiate practical judgements to effect beneficial change. This is the issue at the centre of the curriculum innovation problem.

While it is not the purpose of this study to examine critically the rationales of any programmes it is crucial to identify teachers' reflections on the day-to-day reality of programmes in particular schools. Furthermore, if teachers are, or have been, sensitive to any deficiencies in the programme, it is likely that they may identify barriers to innovation. The question arises whether or not particular barriers are perceived or manifest. If they are perceived and ignored they remain unchallenged, in the minds of men and women. If, following perceived programme inadequacies,

the teachers have been instrumental in initiating change, and failed, then manifest barriers to innovation may have been identified. Any such barriers, and whether or not they were perceived, would merit further isolation, definition and examination in subsequent studies.

Given that the immediate concern is to examine physical education teachers' professional consciousness, that is the ways in which they perceive and respond and use their professional environment, the problems of developing operational strategies must now be considered.

Research Endeavour Identified

Arising from the refinement of the author's gross professional interests to a narrower but sharper focus of inquiry, the definition of the research task becomes clearer.

The empirical endeavour was to induce a group of Physical Education teachers to talk about their working lives; to describe to an interested, non-threatening listener, the investigator, the things that they cared most about, the major obstacles to the achievement of their goals, their professional aspirations and anxieties. They had to be convinced that the listener was searching for an understanding of the reality, as opposed to the fiction, of being a physical education teacher. The spirit of collaboration, given all its research hazards, was the key to getting closer to such perceptions of reality.

The remaining problem to be resolved was the mode of the interview. A tension existed between the choice of a highly-structured exchange where the interviewer questions and probes pre-determined factors or, alternatively, a freer

intuitive mode allowing the interviewee to select and elaborate with minimal constraints.

As the purpose of the endeavour was to 'generate theory' in the manner proclaimed by Glaser and Strauss,⁽¹²⁾ the latter mode was preferred. The investigator, however, maintained a degree of control by holding in mind a number of issues which are thought to merit continuous interest and vigilance which could be employed to steer the dialogue when it was thought to be drifting and purposeless.

The following factors which are perceived to influence the practical judgements of physical education teachers were specifically investigated: first, the physical environment including school facilities, plant, equipment and resources; secondly, social factors such as the nature and patterns of relationships between colleagues, or between teachers and pupils; thirdly, the extent to which individuals share in the decision-making process; fourthly, the programme structure resulting from the extent and distribution of time available, hierarchies of activities and amenability to curricular and extra-curricular influences; fifthly, career patterns perceived in terms of past, present and future; sixthly, how and if personal(private) self and professional self relate; seventhly, the environmental context of the school including the school's catchment, and pertinent town recreation resources and opportunities.

Throughout the study, the Newsom Report, Half Our Future, of 1963 is used as an objective normative prescription. Whether it has been read or studied by the particular teachers

interviewed or not, its influence on the general 'climate of opinion' relating to physical education discourse and practice is assumed. There is a precedent, in historical studies for such an assumption which concerns the unconscious influence of ideas on men's minds:

"...it is surely nearer the truth to hold that ideas can influence people who are unconscious of their origin, by becoming part of the general climate of opinion than that they cannot... The criteria of 'reading the works' or of 'learning the name' are therefore improper criteria by which to assess influence." (13)

An appraisal of the continued importance of the Newsom Report follows in Chapter 3, 'The Newsom Prescription.'

Locating the Investigation - the Teaching Environment

Whilst the perceptions of Physical Education teachers provides the essential focus for the research it was important to the author to select and define the teachers' working contexts with some care.

Because of the debate which preceded the national commitment to a comprehensive system of secondary education and the subsequent professional dialectic which it continues to generate, it was considered by the author to be important to take every opportunity to monitor the perceptions teachers had of the effects which such changes had on those who were professionally employed in comprehensive schools. It was therefore, decided to locate the investigation in comprehensive schools only.

In so far as it affected their working lives, it would be important to define any particular insights which physical education teachers may have into the change to, and the perceived professional consequences of, comprehensive re-organisation.

It was also of concern to the author to identify the perceptions of a range of categories of physical education teachers by sex, years of experience and status, to be found, typically, in a well-defined community such as a single local authority. It was reasonable to assume that variations in experience, for instance, may account for particular teacher perceptions of their working lives. Furthermore, because variations of school contexts such as size of schools,

catchment areas, organisational structures, physical resources or school climates may also influence teachers' perceptions it was important to include the widest reasonable range. By including all comprehensive schools in one local authority any such variations would be defined.

By ensuring that all the selected schools regularly accepted physical education students (teacher trainees) for block periods of school experience, it enabled the author to assess the nature of the professional influences to which these students may be subjected. All the teachers interviewed in the substantive phase of the investigation played some part in receiving, advising or modelling for a teacher trainee.

Additionally, to be relevant to the largest proportion of teachers and researchers the schools should be state schools set in a typically mixed urban environment. It is in such schools that the greatest number of teachers will be articulating with the largest number of pupils and attempting to identify and resolve most practical problems.

Consequently four criteria for locating the investigation were established: firstly, the schools should be comprehensive schools; secondly, the schools should be located in a single Education Authority and all its comprehensive schools should be included; thirdly, they should be 'practice schools', that is used by teacher-training institutions for regular periods of school experience; and, fourthly, the schools should be clustered in an urban environment.

Hucklebrough, a County Borough, had in 1973 reorganised its secondary schooling to comprise seven comprehensive schools. Each school had 1100 to 1500 pupils of both sexes. All were

'practice' schools.

The decision to locate the investigation in Hucklebrough, besides satisfying the four criteria specified, enabled the author to capture a glimpse of the secondary school physical education system of a town community.

The Teachers

In 1974 painstaking approach work was undertaken with the intention of gaining the full co-operation of all Hucklebrough's comprehensive school physical education teachers. This was accomplished, and on 8th July, 1975, the first of a total of eighty-one interviews, spanning $4\frac{1}{2}$ years, marked the beginning of a longitudinal study which, for the purpose of this study, was completed on 9th January, 1980. In the 'foundation phase' of the investigation 21 teachers (9 men; 12 women) were interviewed in 6 of the schools between July and December, 1975. In the 'substantive' phase; between October 1979 and January 1980, 50 teachers (26 men; 24 women), 2 College of Further Education lecturers (1 man; 1 woman), 1 Youth Tutor (male) 6 final year students (1 man and 5 women who had completed their final block of school experience in different Hucklebrough Comprehensive schools) and 4 Local Authority Officers participated. Each interview was tape-recorded and transcribed to produce an 'account'. At the substantive phase the completed transcripts were returned to the teachers in order to provide a further opportunity for them to reflect upon what had been said during the course of the interviews; they were invited to elaborate on any point and delete any misrepresentation. Only one teacher withdrew his transcript.

The report of this investigation is based entirely on the 71 accounts of the 62 Physical Education teachers (30 men; 32 women) 9 of whom were interviewed in both the foundation and substantive phases.

In addition to the interviews 30 teachers (15 men; 15 women) completed '7-day-diaries' which provide supplementary data on the nature of the Physical Education teacher's Working Week.

A detailed description of the procedures adopted at the interview is given in chapter 4, 'Design of survey'.

Such procedures are known to be highly subjective and have an inherent problem of preserving academic rigour in the quest for objectivity in the search for perceived truth. This problem was not overlooked and merits some consideration here.

Theoretical Location

The theory of social investigation now acknowledges such interpretive influences as phenomenology, ethnomethodology, and, more recently, social ecology. These influences may be seen in the literature of the sociology of education. The assumptions of earlier sociologists, asserts Eggleston, have been challenged by the 'reflexive theorists' who 'have emphasised the part that individual perception plays in determining social reality.'⁽¹⁴⁾

The author's research was informed by important aspects of these trends, by moving from systems analysis in favour of action explanations. Role theory for instance, whilst it has provided insights into conceptions of role conflict, has been criticised for its 'over-socialised conception of man'.

Consequently, the immediate interest of the author is to discover ways in which physical education teachers have self-consciously attempted, and succeeded or failed, to influence the goals, values and structures of the schools and departments in which they are located. Unless they perceive themselves to be professional evaluators and innovators then in the light of the discussion so far, their practical judgements will not be informed by critical practical questions. It was expected that their accounts of their working lives would reflect the extent to which they are men and women of 'action' or whether they have been moulded by a 'system'.

This research is concerned with the social reality of being a Physical Education teacher in a comprehensive system operating in a well-defined community, Hucklebrough, as perceived by 100% of its Physical Education teachers during a critical adaptive period when Physical Education itself was being re-defined in the newly-established school communities. It is exploratory rather than verificatory, generating theory in the manner described by Glaser and Strauss.⁽¹⁵⁾ It relies on interpretive methods in the full knowledge of their vulnerability to distortion by the investigator, an acknowledged residual problem, discussed in chapters 2 and 4. Furthermore, because of its qualitative nature, one of the author's concerns has been to present the accounts in full in volumes 2-4 to enable readers to make independent and critical assessments.

Finally, the following objectives have been formulated to serve as a general 'generating theory' guide for the investigation:

Investigation Objectives

To elicit from the population of Hucklebrough's comprehensive schools' physical education teachers their interpretation of the reality of their working lives, using in-depth interview techniques in a collaborative climate, the investigation yielded: first, 62 physical education teacher accounts, being the dialogue recorded in their schools, transcribed^d and corrected by the teachers; secondly, from the accounts an identification and categorisation of teachers' central meanings in describing their working-world by employing theoretical saturation techniques to all accounts; thirdly, a generalised description of the Physical Education Teacher's Working Week.

The findings were then summarized and evaluated.

Endnotes

1. Hucklebrough is a pseudonym for the town devised to ensure anonymity of all who collaborated in this investigation.
2. In formulating this assumption author acknowledges the authority and writing of D.P. Gauthier in Practical Reasoning (Oxford, 1963) Chapter 1. passim.
3. Cope, Edith, School Experience in Teacher Education (Bristol, 1971), and McCulloch, Myra, School Experience in initial B.Ed. and B.Ed. Honours degrees validated by the Council for National Academic Awards. (London: 1979)
4. Department of Education and Science. H.M.I. Series: Matters for Discussion 8. Developments in the B.Ed. Degree Course. (London H.M.S.O. 1979)
5. Hirst, P.H. 'Professional Studies in initial teacher education: some conceptual issues' in Alexander, R. and Wormald, E. Professional Studies for Teaching (Society for Research in Higher Education, Leeds, 1979).

6. Ibid. p.15

7. Ibid. pp. 16-25. The first element, the possession of knowledge and understanding, emphasises the rationality expected in professional judgements. The teacher must understand the nature of 'the job and what it aims to achieve, the context in which he must operate, possible alternative courses of action, the factors governing the likely results' pp.16-17.

The element of practical judgements demands that the professional must be able, in the light of all this knowledge and understanding, make rationally defensible practical judgements as to what to do exactly in given particular circumstances.' (p.17).

'We can only expect people to make practical judgements if we have trained them to do so.... judgement of this kind involves the analysis of special practical situations....' (p.21)

8. Ibid. p.21.

9. Gauthier, D.P. op.cit.

10. Whitehead, N. and Hendry, L.B. Teaching Physical Education in England (London: Lepus 1976) p.73.

11. following the publication of the Newsom Report, Half our Future in 1963.

12. Glaser, B.G. and Strauss, A.L. The Discovery of Grounded Theory: Strategies for Qualitative Research, London, Weidenfeld and Nicolson, 1968.

13. Hart, Jenifer. 'Nineteenth-Century Social Reform: a Tory Interpretation of History.' Past and Present XXXI, p.45. Mrs. Hart was protesting against a view of History that belittles the role of men and ideas, that ascribes legislative improvements to 'blind forces' or to 'the historical process.'

I am indebted to my colleague, Dr. J.S. Newton for drawing my attention to this argument.

14. Eggleston, in his editorial introduction to the series Contemporary Sociology of the School published by Methuen, 1977.

15. Glaser, B.G. and Strauss, A.L. op.cit.

CHAPTER TWO

Chapter 2

Review of Literature

There are three purposes of this review of literature: first, it locates the investigation at the micro end of the sociology of education continuum; secondly, it endeavours to give theoretical legitimacy to the investigation and the empirical processes employed; thirdly, it provides a synthesis of the development of the three strands which generate and support the study.

The development of this investigation, suggested earlier, emerges from three identified interests, that is, the sociology of education, teacher education and training and physical education teaching. In keeping with this pattern the following review of literature is conceived as forming three sub-groups representing the strands of thought to be labelled:

- A. Sociological perspectives
- B. Physical education research
- C. Teaching: theory and practice

This framework is at once expedient and misleading in suggesting separation. Essentially the investigation is at the intersection of the three strands of thought, amplified by the literature, all converging towards a better understanding of schools and the process of schooling. The expectation is that synthesis of such understanding might lead eventually to an improvement in the professional preparation and ultimate effectiveness of physical education teachers. Experience suggests that this may well be a pious hope but should in no way deflect the endeavour; more, its admittance should generate a necessary scepticism both explicit and implicit throughout.

A. Sociological Perspectives

This sub-section addresses itself to the question can a disciplined analytical approach be identified which may be applied to this problem? If so, what authoritative empirical research might guide or support the present endeavour?

Although this investigation is substantially empirical and qualitative, the ideas explored are not developed in disregard of the need for rigour; it is not atheoretical. It is located primarily in the sociology of the school domain and may be considered substantially ecological in its approach acknowledging an ethnological influence. It owes much to a number of published accounts which give some credence and support to its design, purpose and conduct,

Whilst, throughout the decade, established mainstream sociologists were being challenged by the New Criticism⁽¹⁾ and rival groups, it was said, 'self lacerate and snipe at one another'⁽²⁾ yet others were increasingly focusing on, and investigating empirically, schools and the process of schooling. Ontological and Ideological quarrelling about 'education' did not impede gains in the understanding of 'schools'.

The Manchester school studies by Lacey (1970) and Hargreaves (1967) provided rich evidence and articulated fresh insights into schooling. Their diligent observations of the realities of schooling appealed to practising teachers and researchers alike and stimulated increased research activity into the sociology of the school. Three of these are discussed below.

Of particular interest to the writer is Eggleston's Ecology of the School. Its ecological perspective it is emphasised signifies a crucial extension of the customary

constraints imposed by sociological and social-psychological perspectives. Ecological study, it argued, enriches both social action and social system explanations by its inclusion of the inescapable physical context in which man is located.

As Eggleston emphasises:

Ecological Study is not just concerned with response of individuals to their environment. It is also concerned with the creation, maintenance and distribution of resources, human and material, that constitute the environment. (3)

It is assumed that as schools are a human artefact then man can and does manipulate their 'human and material' composition and purposes. This notion of the plastic nature of schools enabling man to mould them must be a key concept of those whose interest it is to reform or improve, or, indeed, destroy them. It may well be an attractive assumption but Eggleston's approach is more cautious, posing the question:

To what extent can planned modification of the ecology of schooling bring about real changes. (4)

It is also a question to which we shall return in respect of a consideration of the school ecosystem and physical education. But the concept of a physical education in the ecosystem of a school merits closer attention than it has yet received. It offers the possibility of examining ecosub-systems in which such activities (subjects) as swimming or dancing are pursued in context. Alternatively, by emphasizing the context or environment as an inescapable and prior 'given', an ecological analysis of the sportshall, of the games area^{or} of ^{the} gymnasium may sharpen the debate of curriculum design, innovation and evaluation or teacher effectiveness and training.

The interest of the author at this stage is that a contemporary sociologist, endeavouring to understand educational provision and response proclaims, with some justification,

that the ecological approach

(...) is an approach which has endeavoured to transcend systems analyses with their emphasis on structure and disciplinary studies which view the school from a limited range of theoretical perspectives. It may be argued that human ecology even transcends interdisciplinarity because it focuses on the total habitat of the human being. (5)

Two years earlier Sharp and Green had also advocated the need to take greater account of 'material circumstances' (6) in an attempt to establish a fuller understanding of classroom social structure. This is an important point when applied to the context of physical education teachers.

Sharp and Green expanded thus:

The physical context of action, the structure of time and space resources available to the actor, has often been written off as trivial in the exploration of social structure but in our view is an important factor in the situation. (7)

Sharp and Green were amplifying their theoretical and ideological perspectives by some empirical investigation in an infant school environment. It is postulated here that in the secondary school context, specialist 'material circumstances' of space, time and physical resources may well be of such significance that they are a dominating determinant of curriculum planning execution and innovation, subordinating or distorting held educational values or socio-political perspectives and teachers' commitments.

The literature cited so far, it should be stated, is at the heart of irreconcilable ideological perspectives, especially about school-societal relationships and outcomes, whose polemical preoccupations tend to obscure rather than clarify this present endeavour. (8)

They (Hargreaves; Lacey; Eggleston; Sharp and Green; Grace) do, however, share a common interest in focusing on teacher intended and unintended impact on pupils in a specific context; it is their generalised assertions which contribute to so much dialectic acrimony.

It is also assumed that the micro environment of teaching, if previously underestimated or discounted, is now considered to be of very considerable importance by some social scientists reflecting on education and school in particular.

If the ecological approach merits testing as an analytical tool then it must consider individual intellects and feelings of men and women as objects in a given environment. It is accepted that as well as interpreting given situations idiosyncratically, an individual has the imaginative capacity to reflect on such a context of which he himself is a component or 'object'. Since G.H. Mead articulated this central concept of 'self' it has been subject increasingly to abstract elaboration, leading to such reflexive or interpretive sociological perspectives as Symbolic Interaction, phenomenology and ethnomethodology.

As these perspectives are struggling to develop coherent and acceptable paradigms and theory, one of the supreme and unresolved problems encountered by the field worker researching existing, ongoing social contexts is the language of analysis, description, explanation and reporting. In his paper 'Whatever Happened to Symbolic Interactionism?' Hargreaves acknowledges the present lack of substantive or formal theory which effectively links macro and micro perspectives. He is nonetheless optimistic of this future achievement providing that work in this area is grounded in ethnography of a high quality.

His promise is reassuring. His evaluation of past work is decidedly discouraging.

The great strength of S.I./Phenomenology has been the willingness to get close to human phenomena through ethnography. This contribution was to help to put real men back into the abstract theoretical writing of much structural functionalism. S.I.'s relation to Sociology is like that of ethology to psychology: man must be studied in his natural habitat. Some of this writing is relatively atheoretical, but there is a large if incoherent, body of theory to be found here. In my view we shall not integrate S.I./phenomenology with any other perspective unless that perspective can subsume micro theory as well as micro data.(9)

'Pure' sociology then, though promising, does not provide and appropriate or established paradigm ready made for such 'high quality' investigation or this problem. Eggleston endeavouring to build, 'from sporadic explorations that exist', a clear map of ecological distribution of educational resources, isolates the particular micro problem. In moving from the macro to the micro he demonstrates, for instance, the unevenness of educational provision at the national, regional and local levels. He now provides a most helpful link which gives credence to a local study, such as this present investigation, by alerting the reader to the limitations of aggregated data obtained from cohorts to the neglect of the individual. He makes the following appeal:

Undoubtedly if we are to reach a perspective and usable understanding of the ecological distribution of education we must proceed beyond the aggregated survey data with which we started. Though an essential and even inescapable prelude to our considerations such surveys are insufficient to provide a sensitive guide to complex realities of human behaviour that spring from and ultimately create the ecological map of education. The way forward lies through consideration of the ways in which individuals, administrators, teachers, pupils and parents perceive their

ecological environment and how in the light of their perceptions they respond to it and use it. (10)

The importance of this view is that provision of resources, as one example, and even the human resources themselves need a qualitative interpretation; better knowledge of the perceptions people have of their school environment is of paramount importance:

The study of the ecology of schooling has a real need of a phenomenological perspective in that we are unavoidably concerned with important variations in the 'social construction' of reality. The reality of education provision can be experienced in many different ways; the response to provision depends in part on the nature of these constructions. (11)

It can be seen now that both Eggleston and Hargreaves from different approaches are pressing for more detailed case studies of teachers' constructions of reality in their specific work contexts. Furthermore this is precisely what Young advocated when appealing for new directions from the sociology of education.

(Sociology of education) must take into account the historical and situationally specific character of both its phenomena and its explanations. Thus, in order to explore situationally defined meanings in taken for granted institutional contexts such as schools, very detailed case studies are necessary which treat as problematic the curricular, pedagogic and assessment categories held by school personnel. (12)

An exemplar which corresponds precisely to Young's ideal case study described above is Grace's (1978) Teachers, Ideology and Control. It would certainly meet the 'high quality' rigour demanded by Hargreaves and help remedy the omissions of previous micro-research identified by Eggleston. Furthermore, and most important, it remains true to the ethos of the sociological enterprise contained in Mill's (1956) proposition of the Sociological Imagination in attempting 'to grasp the interplay

of man and society, of biography and history, of self and world'⁽¹³⁾; it embodies the phenomenological interpretations by applying concepts related to the 'social constructions of reality' and relies on ethnographical assumptions of both situation and language.

It must be said at once that the writer owes much to the insights and methodology so clearly articulated by Grace; it stands as the model which provided the guidelines searched for at the outset. The empirical standards and resources available to him are well beyond the means of this small study but provide the necessary support and theoretical reference.

B. Physical Education Research

This section isolates key studies which may, by their methods and findings, assist in guiding or sharpening the investigation proposed.

The search has been for explanations which might lead to some understanding on any gaps which may exist between what physical education teachers would 'ideally' choose to do and what they are expected to do or feel 'obliged' to do, and what, in 'reality' they actually do in the schools as they are. These issues arise from a more fundamental curiosity to know more about how individual teachers may engineer changes in their particular school. 'It may be', as Kane speculated, 'that the teacher has no immediate control over factors such as school ethos, resources available and number and diversity of pupils which may have widespread influence on planning and achievement.'⁽¹⁴⁾; a matter of some importance to this present study.

By examining English studies published in the decade 1970 - 80, and using the Schools Council Survey of P.E. in Secondary School⁽¹⁵⁾ as a positivist marker by which subsequent studies may be compared, critical attention is then given to those studies which can be identified as sociological in their approaches. Physical Education studies are, like those of sociology, attempting to apply more reflexive techniques to sharpen understanding of physical education teachers' manifest and latent professional dilemmas. Although much of the data spring from an examination of secondary schools' curricula, detailed analysis of the comparative weightings of different aspects, such as Games (and its multiple labels), swimming,

gymnastics ('educational' or olympic) or dance, have been avoided.

A rich sources of aggregated factual data about 'current practices' in physical education was provided by the Schools Council Survey of Secondary School Physical Education in England and Wales⁽¹⁵⁾. Using postal questionnaires, responses were elicited from 888 men and women physical education teachers working in 422 various types of secondary schools. A number of features of the Schools Council survey weaken its relevance to contemporary secondary schooling; at the end of 1970 the Schools Council survey sample included only 21% of comprehensive schools when at that time 31% of the national school population was attending comprehensive schools; 83% of all physical education departments surveyed by Kane and Layson had no more than two full-time physical education teachers, and no analytical description was given about schools or departments by sex. Furthermore it pre-dated the raising of the school leaving age by 2-3 years. Nonetheless, the survey is the only one of its kind known to the author and provides some helpful indicators as to what teachers actually teach, how much time was devoted to physical education in 1970-71 in 98 comprehensive schools, and provides a definite starting point when building a generalised picture of the perceptions teachers have of their professional work.

In 1970-71 physical education curriculum-time amounted to an average of 141 minutes per school week for 1st year pupils in the 98 comprehensive schools. In the second, third, fourth and fifth years the time allocation is reduced steadily to 105 minutes for 5th Year pupils. Typically, the VIth Forms were allocated some 95 minutes per week.

Of considerable interest is the amount of time the teachers devoted to extra-curricular activities. '87% were involved in lunch time activities and 94% were involved in after-school activities'. In general about one third of both men and women devoted between 6-9 hours to extra-curricular commitments (16).

The survey did provide some well defined 'biographical details of the teachers and their professional work setting' (17) to which reference will be made later in this section.

But, as postulated earlier, aggregated survey data is but an inescapable prelude to further more sensitive insights into the complex inter-personal processes and responses of physical education teachers in particular school environments. Attention, therefore, is now focused on the formal sociological perspectives of physical education teaching.

There is, it was asserted, a poverty of research in this particular field of sociological inquiry. Such gaps in the application of sociological insights to the physical education domain had not escaped earlier concern and action by Whithead and Hendry (1976), and Saunders and White (1976).

So serious is the poverty of authoritative literature which is 'problem' oriented that Saunders and White published Social Investigation in Physical Education and Sport, which is more of a programmed learning course which merits serious attention by students and teacher-researchers who are interested in a sharper definition of disciplined approaches to the study and analysis of physical education in particular.

The concept of culture, crucial to 'systems' approaches and analyses is a key concept in Saunders and White's helpful

definition of 'the physical education component of educational sociology', which reads:

..can be described as the study of the conditions in which physical activity, characterised by physical skill, strategy or chance employed singly or in combination; contributes to the induction of children into membership of Society. (19)

Whitehead and Hendry, both of whom demonstrate a rigorous and sustained commitment to distinguishing fact from fiction in physical education, collaborated in the publication of Teaching Physical Education in England. This text formed substantial 'base-line data (...) of the situation as it exists at the present time' which is, they emphasised, a pre-requisite to rational curriculum planning.

Two substantial sections of the text provide firstly, a descriptive analysis of the existing curriculum in physical education within boys' and girls' schools, and, secondly, an examination of research 'about the physical education teacher'. Both issues are of some relevance to this investigation.

Concerning the existing physical education curriculum, Whitehead and Hendry were curious to see:

Whether recent innovations were included in Schools' programmes, the relative allocation of time to the activities taught at different times in a pupils' school career, whether there was evidence of the inclusion of activities aimed at inculcating a love for exercise during the long leisure hours of an automated society, and most important, whether they simply provided a mixed bag of exercise, selected haphazardly, for their pupils or devised a well planned professional programme.(20)

The data of curriculum content upon which they based their evaluation was provided by questionnaire responses from 196 young

men teachers who had been training at about the time of the publication of the Newsom Report (1963) and a majority of whom were in ^{the} Northern half of the country.

'Overall' they asserted, 'much of the content of the secondary boys' physical education programmes is similar to that one might have been seen (sic) in the schools over 20 years ago'.⁽²¹⁾

The essential point here is that if, as Kane established, the secondary schools are devoting something in the order of 2 hours per week to physical education then it might reasonably be expected that schools' programmes would reflect the innovative character of the teacher training course, emphasising child centred, community related and long term recreative values dependent on universal, as opposed to elitist appeal to pupils.

For Whitehead and Hendry this was an unacceptable discontinuity between professional aspirations vested in teacher preparation and actual school programmes.

Of the girls' physical education programmes, based on a sample of 75 teachers,⁽²²⁾ Whitehead and Hendry were of the opinion that, similar to the boys' programmes, it had not 'changed as radically as many have believed, despite changes in length and content of courses in the teacher-training colleges in recent years'.⁽²³⁾

On the basis of this 'lack of change' in the activities claimed to have been taught in the schools Whitehead and Hendry suggested that:

...the most surprising and striking revelation (...) was the rather confined and restricted P.E. programme actually being taught in a number of schools. ⁽²³⁾

The implications are clear; teachers must be ineffective in their innovative endeavours, impotent to influence rigid unyielding school systems or the teachers, unimpressed perhaps by colleges' doubtful proselytism, do not attempt to change the physical education curriculum. In any event, the school programmes were considered by Whitehead and Hendry to be little different from the immediate post-war era, itself very much the same as in 1938-39. This discontinuity had to be explained.

Cautiously they continued: 'Such constraints on the programme may be due to a number of factors'.⁽²⁵⁾

But what factors? Here, it seems, there is a need to distinguish and define those 'factors' which may well be the key to the unchanging programme. It is not made clear whether there is a need to examine economic, political, social, geographical or organisational 'factors'; further explanation is sought.

Kane and Layson (1974) had probed some of these 'factors' influencing physical education teachers' work. 433 women and 455 men physical education teachers were asked to rate 20 pre-determined 'influencing factors' on a 5 point scale (from Very Important to Not at all Important). Factor analysis indicated that 'total work commitment' of the curricular and extra-curricular load was the largest influencing factor; second, 'diversity of pupils', that is, range of pupils' abilities and number of different classes taught; third, 'resources' which included adequacy of equipment, staffing and timetable.

However, switching the focus of attention to the physical education teacher and demonstrating the necessity of disciplined

approaches to sharpen description of the teacher's social identity Hendry combined much of his own very considerable research with a wide range of scholarly supportive theory and data.

A detailed summary of the findings would be lengthy and inappropriate here but the author's impression, derived from the studies is given below.

Following fragmentary, idiosyncratic training based on invalid selection procedures the physical education teacher has to live with a stereotyped mass-media and professionally-damaging image, survive at the peripheral parameters in a marginal professional role; reconcile conflicting expectations of superiors, parents and pupils in a climate of suspicion of his professional worth, acknowledge Headteachers' powers and personalities which simultaneously exploit his commitment to his subject, but deny him fair career prospects, yet depend on his disciplinary effectiveness and pastoral dispositions. Some further evidence suggests that physical education teachers' social insensitivity might result in 'a feeling of neglect in less skilled and less talented pupils'.

Whitehead and Hendry's deftly assembled review, because it traced authoritative paradigms throughout, reflected sociology itself; rooted in 'system' perspectives searching and moving slowly towards 'action' perspectives for increased clarity of reality induced by a prevailing scepticism of 'system' assumptions and findings. It is suggested that the above impression may, in part, be explained by the influence and predominance of the 'functional' infra-structure of the text which is dependent on 'system' approaches and assumptions in the absence of 'action' data.

Too often the prejudices of the authors intrude; their displeasure at the lack of variety in the curriculum or innovation in the school is explicit; questionable assumptions are made that some activities are more appropriate than others in an advanced automated society. The following excerpt has an unmistakeable conformist ring about it. (p.70).

It would appear that courses differ among the 112 colleges in England that offer physical education teacher training. Consequently, the nature of physical education in schools is also bound to vary. In such a situation the onus would appear to be on local education authority and national government inspectors to ensure that school children in England are enjoying a type of physical education that is appropriate to their level of maturation, their interests, the locality in which they live, and the futures most likely to confront them. (26)

The survey evidence examined so far goes some way towards a glimpse of what the physical education teacher actually does and points to some of his social dilemmas. But that evidence it is suggested, is outdated and has been overtaken by the events of RoSLA and comprehensivization which have redefined so much secondary education for both pupils and teachers.

More recently, however, Hendry (1978) reported further insights into these constraining influences following a survey of 3,000 comprehensive school pupils and their 75 P.E. teachers, in Scotland. He made teacher autonomy a 'problem' by asking 'To what extent do teachers in Britain decide for themselves the curriculum which they teach? (27)

Physical education teachers are free from examination constraints and headteachers do give them professional freedom

within 'the limits of the timetable and certain fixed resources'.⁽²⁸⁾

Hendry now makes a crucial statement revealing a shift in perspective from 'system' to 'action' by focussing on a curious paradox that the apparant 'freedom' is subject to constraining 'hidden factors operating on physical education teachers, arising from their interpretations of the expectations of others'.⁽²⁹⁾ Here is the concession to reflexive sociology. The teacher's definition of the situation is of paramount importance to greater understanding of the gaps stated earlier.

Hendry now postulates a 'series of dilemmas, contradictions and conflicts' presenting for the physical education teacher a 'reality gap' which needs to be explored. Firstly, there exists a deep-seated discontinuity between the teacher's 'educational' intentions, such as success and satisfaction for all pupils, and the 'actual' curricular outcomes reflecting the traditional competitive commitment. Should teachers yield to the 'elitist ideology' in a bid to gain the approval of particular colleagues or, alternately, provide a 'sport for all' programme 'which might be seen as^a paternalistic curriculum for social control?'⁽³⁰⁾ Secondly, the differential treatment received by some pupils in terms of esteem and reward for internalizing and exemplifying the school's high valuation of competitive achievements, results in a divided pupil culture; a divisiveness which reflects adversely on the 'relational potential' which physical education has, it is frequently asserted, for developing understanding relations and social skills⁽³¹⁾

In such a divided pupil culture, with which sub-culture does the physical education teacher identify? Thirdly, if the teacher identifies with the 'sport for all' fraternity he may impair or lose the 'commitment and dedication' of competition-loving pupils who, it has been shown, are more likely to continue with their sports after leaving school. Finally, only if the school climate is supportive of innovation or is radically changed can physical education teachers effectively introduce 'educational' programmes which deviate from the traditional 'competitive sports' ethos.

Functionalist approaches are vulnerable to the over-socialised concept of man, reducing him to a social puppet, quite contrary to any authoritative definition of what it is to be professional.

Evidence is sought which illuminates the 'action' perspective. Where is the evidence of the physical education teacher exercising his own professional judgements, assessing the particular needs of particular pupils matched against given resources and constraints? The notion of the physical education teacher as a professional marionette should be rejected in favour of a search for evidence of his professional struggles to provide the best physical education in a given school environment according to his individual definition of the situation. This requires deviating from well-established sociological endeavours by marshalling newer techniques arising from phenomenological/ethnographic perspectives, and re-focussing predominantly on an individual behaving according to his

definition of the situation; a highly speculative and increasingly subjective departure.

Hoyle (1977), intending to 'sensitise physical educationists to newer sociological approaches', already discussed earlier in this review, is properly cautious but decidedly encouraging in asserting that such new approaches have a very positive contribution to make to research, to theory development and to teacher training.(32)

Hoyle also confirms the assertion that there is a poverty of research in this particular field of professional inquiry. Alluding to the 'grounded theory' approach employed by 'newer Sociologists' and elaborated by Glaser and Straus (1968), Hoyle writes:

Newer Sociologists would allow their theories to emerge from their data, and their data would be working assumptions about physical education - about its aims, scope, content, boundaries, etc. - which physical education teachers hold and which guide their daily activities. However we have as yet no published body of research of this kind.....(33)

Because its academic and professional predispositions are almost identical to the writer's and because of its explicit phenomenological learnings and some similarities of methodology, the study recently conducted by Ward and Hardman (1978) is especially pertinent.

Based on the assumption that:

What the teachers think that they are doing is in some ways as important as what they actually do. (34)

Ward and Hardman pursued two simple questions; 'what do men teachers of physical education teach?' and, secondly, 'why do they teach it?'

Their study involved talking, in an informal and relaxed setting, to 12 ~~men~~ teachers 'in charge' of physical education, though three were probationers, in 12 city schools in the

North West of the Country.

The report of this study suggest that two interviewers and each respondent in turn spent $1\frac{1}{2}$ to 2 hours in spontaneous open-ended semi-structured discussion; most pertinent issues, it was generally thought, were exhausted. It is not clear where these discussions took place but such a high value was placed 'on uninhibited communication' that formal interview schedules were avoided and 'no obvious method of recording, that is, tape-recording or note taking was used'.⁽³⁵⁾ To ensure accuracy of the post interview recording, the interviewers together agreed to the substance of the response by checking their schedule systematically within one hour of the interview.

It may be seen at once how vulnerable this form of data collection is to misinterpretation or distortion. The social dynamics of three people in a 2:1 conversation, two of whom were high status interviewers to, for instance, one probationer, could elicit quite different responses when articulating personal values, themselves immensely difficult to make explicit, than in a 1:1 situation.

Further, the interviewers together, rather than independently, comparing impressions possibly three hours old, could lead to misrepresentations, especially where ambiguities of 'meaning' are typically manifest in verbal exchanges. In $1\frac{1}{2}$ -2 hours it would be easy for one of the interviewers to miss important items. The author is not unsympathetic to the problem involved in such data collection as will be seen below; such field work is saturated with immense difficulties which should be recognised by any readers.

It is regretted that more information about the schools was not furnished. For instance, were the schools co-educational or not? How many men and/or women physical education teachers

were there in each respondent's department? Identification of inner city schools, suburban and direct grant schools might have enriched the composite table.(36)

Any imperfections of method need not devalue Ward and Hardman's elaborate discussion on physical education teachers' values which were pivotal to their study and report. Of importance to the author is the unmistakable distinction emphasised by them between an actual situation and the teachers' definition of that situation. The teachers' definition of the situation it is agreed, is crucial; any rational judgements either short-term pedagogical judgements or longer-term educational judgements are dependent entirely on which cues are perceived by the 'actor' making the judgements. The relationship between a teacher's values and his perception of a particular teaching context must, however, remain a matter of some conjecture and future definition.

From their sample of 12 men teachers of physical education Ward and Hardman arrive at a number of conclusions, three of which are of particular interest to this investigation: first, the teachers 'do not see themselves as working towards achieving the general aims which are clearly defined by physical education status groups'; secondly, the teachers 'are (...) concerned with pursuing a combination of anticipated pupil effects or objectives which are particular to each teacher'; thirdly, the study 'demonstrated the influence and importance of the teachers' values, how these were expressed in the programme developed, and affected how the teachers defined their particular teaching situation'.(37)

In general, however, this particular paper was found to be inaccurate, confusing and, given the published evidence, its

conclusions unconvincing. That teachers' held values are of importance to any ongoing dynamic programme or its redefinition is not doubted. It would be naive to assume otherwise. Ward and Hardman's findings appeared to go no further than saying that idiosyncratic values held by the 12 men teachers either fit or do not fit a given school ethos in a particular community. What is needed is further examination of how, or what part, teachers' held values play in guiding them in their professional decisions and actions, Values, for instance, are never better defined than when they are threatened; how did the teachers respond at times of crisis when endeavouring to impress their educational, moral and political values on the physical education curriculum? Were the teachers prepared for such professional realities as they encountered and attempted to influence? What are the human and physical impediments or 'hidden' obstructions which blocked the teachers' reasonable expression of their values in the programme or its modification?

Review of the descriptive and critical commentary of the relevant investigations carried out during this last decade confirms that answers to these questions have not been provided.

It is not suggested that any of the scholars whose investigations and disciplined opinions have been examined have assumed that curriculum design and implementation in any way resembles the 'rationality' model postulated by Eggleston; they have all taken some account of 'the subjective elements in the perceptions of teachers' (38). As physical education analysis appears to be moving tentatively from the macro to micro, adapting and applying sociological techniques as traced

in this review then further ethnographic perspectives might provide some **interesting** complimentary and illuminative insights.

Summary of physical education literature

The physical education curriculum has been presented as a static monolithic structure, dominated by competitive team games traditionally bonded to an elitist 'received' school curriculum.

For those observers who are sensitive to the speed and predicted changes taking place in a pluralistic society and in its secondary schools, the unchanging physical education programme, by contrast, evokes considerable anxiety.

Implicit throughout the readings is the value judgement that school physical education could be so much better, of infinite benefit to so many more pupils, if only innovations were made. No literature was found suggesting surprise and delight that, given the macro-societal changes resulting in extra-ordinary school conditions, so much physical education was continuing in schools with vigour and effectiveness.

Studies focusing on the physical education teachers have noted their youth and commitment but done very little to demonstrate that unflattering professional images are anything but true. Teachers are found, by 'system' analysis, to be controlled by a social network of expectations which diminish their real professional authority at the same time having the outward but falacious appearance of possessing, untypically, a disproportionate autonomy.

More recently two researchers, for the first time using 'newer' approaches, are endeavouring to examine and identify

the real world of physical education teachers as seen through their eyes and individually interpreted.

C. Teaching: Theory and Practice

This last section of the Review of Literature identifies some of the responses to changes that have taken place in the practical preparation of teachers and the resultant heightened contemporary tensions in training organisations. Although a good deal of uncertainty remains as to the effective manner in which teachers are taught 'teaching', innovations such as micro-teaching and simulation exercises, have emerged. As they are refined, 'protocol' material based, it is claimed, on reality is incorporated, in addition to exercises intended to establish idealised skills in artificially idealised circumstances.

At the time of writing there is no theory of teaching, though Bruner ⁽³⁹⁾ did attempt to build a theory of instruction in the early 1960's. At about that time a number of scholars were typically researching and publishing findings on teaching. Whilst libraries could be filled with expositions on learning and theories of learning, it was not until the 1960's that teaching, a comparatively neglected field, was subject to such extensive and intensive examination and empirical investigation.

Cope ⁽⁴⁰⁾ in a systematic examination of School Experience in Teacher Education demonstrated the ineffectiveness of much of the current well intentioned, intermittent periods of block practice, favoured by most teacher training organisations.

The research activity and the published works of Gage (1963), Flanders (1963, 1970), Taba and Elzey (1964), Stolurow (1965), Allen and Ryan (1969), Smith (1969), Stones (1968) and Stones and Morris (1972), Stones (1979) has resulted in operational developments which have been included in training programmes;

innovations in the analysis of teaching and practical training have been legion and, at the time of writing, there is good reason to believe that they are likely to continue.⁽⁴¹⁾ Few education departments are now without some form of micro-teaching laboratory; a number of universities (Exeter, Nottingham, Liverpool, Stirling) have built elaborate plants. Many organisations include throughout their courses, variations on small group experiences in school, micro-teaching episodes, simulation exercises, interaction analysis sessions, to support or compliment the traditional blocks of practice teaching.

But such innovations are not without their critics.⁽⁴²⁾ Teaching 'teaching' in its present state is a very crude and highly speculative operation. Although ongoing organisations, it is well known, are remarkably resistant to change, in this case there are justifiable grounds for their doubts.

Teaching, it is assumed, is a problem solving activity. Those problems arise from the teachers endeavour to change pupils in terms of selected knowledge, skills and values. Given that the teacher is equipped with considerable professional knowledge of pupils, of subject disciplines, of behavioural insights and an array of skills such as communicating, motivating, reinforcing, modelling, and the disposition to genuinely care for and help pupils, he is still confronted throughout his working days with a constant stream of problems of what to do to effect pupils' learning; what action to take given a situation which, frequently unfavourable, does not correspond to his intentions.

Problems of what to do, are, asserts Gauthier, practical problems and can be distinguished from theoretical problems whose solution is 'knowing something, in understanding.' (43)

Gauthier stresses that a practical problem is 'related to a particular context' and confronts a certain person (or group) whose capacities, outlook and achievements limit his action. (44)

In his examination of practical reasoning, that is reasoning involved in solving a practical problem, Gauthier is quite explicit.

The relation of practical problems to their context, is of first importance in considering the methods of practical reasoning. These methods must enable us to solve a problem under the limitations which the context imposes. If we are not able to determine what to do, but only what, had we but known, we should have done, we are not able to solve our practical problems. Thus it is quite mistaken to employ ideal standards in justifying practical judgements; the standards must relate to the judgement or decision as contributing to the solution of the actual problem. (45)

Too often student teachers and inexperienced teachers seem unable to separate immediate practical problems of the possible from improbable abstractions. A matter which leads to so much professional frustration and confounds so much analytical discourse.

A significant, if somewhat obvious point needs to be stressed; a practical teaching problem does not exist unless and until it is perceived to be a problem by the particular teacher. A problem perceived by the individual is then defined idiosyncratically by the very nature of what is known of human perception. Practical problems, then, are defined by particular people. According to their definition of the situation they

will formulate their practical questions and reach a practical judgement after practical reasoning. In turn this will result in action, or set of actions intended to be a solution to the perceived problem.

If, as Gauthier argues, the context is specific and the perceived practical problem is specific then it would seem unreasonable to attempt to prepare pre-service teachers to solve generalised problems.

On the other hand Stones (1979), an authority on teaching and the preparation of teachers argues that:

....teachers are more alike than they are different: a fortunate phenomenon. Were it not so, it would be impossible to delineate any general principles of teaching, and there would be no such thing as pedagogy. (46)

and believes also that:

There is a basic core of sameness which does enable us....to make some generalisations about the nature of teaching. (47)

The polarity of these perspectives generates a continuous tension, defying reconciliation, which can not be solved but only resolved by practices arrived at pragmatically through historical precedent. Teacher training since pupil teacher days has always operated on the assumption re-stated by Stones. It should be stressed that Stones, whilst technically didactic, is making the case for teachers to experiment in 'the most appropriate test bed of all, the classroom' (48) by encouraging them to apply psychological principles and suppositions in the practice of psychopedagogy.

There is reason to believe that much progress has and will continue to be made in developing the personal skills of the teacher using more rigorous feedback techniques provided by audio and video recording technology in which protocol materials

play a very significant part.

By protocol material Gleisman⁽⁴⁹⁾ and Smith⁽⁵⁰⁾ in their search for a bridge between theory and practice, are referring to videotape or film of real educational situations. Grant⁽⁵¹⁾ appraises the use of such material in teacher education as being 'at least as fruitful as a seminar paper or written exam'⁽⁵²⁾ and looks forward to the development of a 'protocol bank'. "In a protocol, practical situations are presented to the student through various recording media from printed handouts to videorecordings".⁽⁵³⁾ Grant's purpose in using protocol material 'is that the student should be able to recognise the theory in practice'⁽⁵⁴⁾

In simulation exercises protocol material is used in the belief that it heightens a student's awareness of practical problems encountered in a real context. If used as a basis to evoke judgements rather than a prescriptive device, it meets Entwistle's criterion that 'The application of theory to practice is the bringing to bear of critical intelligence upon practical tasks rather than implementation of good advice'.⁽⁵⁵⁾

But teaching skills appropriate to the instructional process are not in a vacuum and are not immune from events outside the immediacy of the classroom or face to face encounters. Teaching is subject to a multitude of influencing factors beyond the classroom yet ubiquitous within it; the classroom is far from being a sealed off cell.

Stones, an educational psychologist, is exemplary in a scholarly commitment to the closing of the theory-practice gap; he has been rigorously selective of only those aspects of psychology which merit application to teaching.

Others are also committed to investigating the relationship of theory to educational practice from the wider perspectives of alternative disciplines. Hartnett and Naish⁽⁵⁶⁾, in demonstrating to teachers how philosophy and sociology do and do not relate to their professional activities, after drawing attention to a number of relevant scholarly expositions, have illuminated some of the issues of this investigation.

Hartnett and Naish have distinguished particular inter-related elements of the highly complex working context of teachers which, it is reasonable to assume, affect their day to day practical judgements. Furthermore, they demonstrate that none of these elements is properly understood and, therefore must remain underestimated. If this is so then claims of protocol material to be where 'theory and reality meet' must be in some doubt or over-valued.

The pertinent issues raised by Hartnett and Naish are here modified to form a primary operational framework which provides a filter for separating undifferentiated collected data for later analysis and evaluation in the attempt to narrow the theory-practice gap.

Factors which may influence the practical judgements of Teachers

1. Context Factors (of immediate concern at school or department level).
 - 1.1 Physical Plant: external environment, buildings and facilities; internal structure, equipment and resources.
 - 1.2 Interactional Factors: organisational procedures; communication patterns; status relationships; policy making procedure.
 - 1.3 Time: time allocation; frequency-recency factors.

2. Value Complex of Social Contexts (ubiquitous values inside and outside context).

Socially assigned categories; origins of dominant values; communication, detection and interpretation of values; operational uncertainties.

3. Expectations of Formal Education Process

Beliefs of what formal education can do insofar as it affects teachers; public intentions (as expressed by politicians and administrators) related to school outcomes; untested procedures (educational engineering).⁽⁵⁷⁾

Using the above framework in any examination of actual contexts may suggest that particular factors and issues are crucial to practical problem solving. But unless these factors are perceived by individual teachers to be relevant then the identified gap between theory (the best that is known) and practice will continue to be worthy of investigation.

Finally, of considerable interest to the present investigation of the 'reality' of teachers' work, is the 'realism' of Hartnett and Naish exemplified by their critical reflection that 'One important task for educational theory is, in our view, to make explicit to practitioners its own limitations'.⁽⁵⁸⁾

The attempt has been made in this section to indicate that the practical problems encountered by teachers throughout their working days are of extraordinary complexity when contextual issues are examined.

Although newer more reflective methods of training, incorporating protocol materials are being introduced into both initial and in-service courses they must rely largely on speculations of 'reality' and should not be overestimated in their teaching training utility and transfer to particular teaching contexts.

Whilst it is believed that some progress has been made more recently in the psychopedagogic and teaching skills domain, the mapping of factors influencing teachers' practical

judgements in context remains a problem.

This present investigation was informed by and owes a great deal to the published works of scholars in the domains specified. The distinction between the domains has been maintained in the belief that to attempt a synthesis would be at once unrealistic and in danger of prejudicing the outcome of the empirical endeavour. Nonetheless, the following survey is a search for a clearer definition of the problems which may be encountered in pursuing a synthesis of the theory and practice of teaching physical education in comprehensive schools.

Endnotes to Chapter 2. Review of Literature

1. New criticism was a term used by Taylor (1977) to describe views largely characterised in the Open University Reader Schooling and Capitalism (Dale et.al. 1976) and the earlier text, Knowledge and Control, (Young 1971) and articulated by politically motivated radicals of whom Taylor said:

"...wittingly or unwittingly, the New Criticism, is directly opposing the values of bourgeois society and the 'liberal ideology, undermines institutional structures and practices that sustain possibilities of individual freedom and democratic pluralism, and is very imprecise about the structures and practices that would characterise post-capitalist society and political life."
(Taylor, 1977 p.10).

There is no intention to enter the polemics of the day but simply to acknowledge that this study was in preparation at a time when the dialectic climate of political polarisation was influencing, at times consuming, the debate.

2. Davies, B. (1976) exemplifies the severity and extravagance of the language employed.
3. Eggleston, J. (1977) Ecology of the School p.16.
4. Ibid p.13.
5. Ibid p.111.
6. Sharp, R. and Green A. (1975) Education and Social Control p.6.

7. Ibid p.31.
8. Sharp and Green have been roundly rebuked by Hargreaves for their contribution to 'new directions (p.9) which is likely to produce a hostile unfair and foolish rejection or distortion of S.I. (Symbolic Interaction)'.

But it is acknowledged here that Education and Social Control published after the start of this investigation did influence its design and conduct.

Sharp and Green endeavoured to enlarge on the relationship between teachers' thought and practice; simply, that teachers value one thing but do not put it into practice (reminiscent of Festinger's (1957) cognitive dissonance theory). It is of relevance to this investigation which is, in part, endeavouring to focus on 'perceptions teachers have of their professional lives'.

9. Hargreaves, D. (1978), 'Whatever happened to symbolic interaction' in Barton, L. and Meighan, L. (1978) p.13.
10. Eggleston, J. 1977 The Ecology of the School p.39
11. Ibid p.40
12. Young, M.F.D. (1971) Knowledge and Control p.5
13. Mills, C. Wright (1956) The Sociological Imagination p.5
14. Kane, E. (1977) Movement Studies and Physical Education p.145
15. Kane, E. and Layson, J. (1974) Schools Council Survey of P.E. in Secondary Schools. Physical Education in Secondary Schools.
16. Ibid p.24
17. Ibid p.18
18. Whitehead, N. and Hendry, L.B. (1976) Teaching Physical Education in England and Saunders, E.D. and White, G.B. (1976) Social Investigation in Physical Education and Sport.
19. Saunders, E.D. and White G.B. op. cit. p.77.
20. Whitehead, N. and Hendry, L.B. op. cit. p.23.
21. Ibid p.38.
22. Studies by Rowe (1970) and Follows (1972).
Rowe, M.A. (1970) article 'An Examination of Girls' Secondary School Physical Education Programmes'. Unpublished diploma dissertation. University of Leeds.
Follows, M.R. (1972) 'An examination of college of education programmes for intending middle school teachers'. Unpublished diploma dissertation. University of Leeds.

23. Whitehead, N. and Hendry, L.B., op.cit. p.41.
24. Ibid. p.73
25. Ibid. p.73
26. Ibid. p.70
27. Hendry, L.B., 'Conflicts in the curriculum: an example from physical education', Education Research, Vol.20, No.3, 1978, p.174.
28. Ibid. p.174.
29. Ibid. p.174.
30. Ibid. p.179.
31. Ibid. p.179.
32. Hoyle, E., 'New directions in the sociology of education and implications for physical education' in Kane, J.E. Movement Studies in Physical Education, London: 1977, p. 77.
33. Ibid. p.77.
34. Ward, E. and Hardman, K. 'The influence of values on the role-perception of men physical education teachers', Physical Education Review, Vol. 1, No.1, Spring 1978, p.59.
35. Ibid. p.61.
36. Ibid. p.63.
37. Ibid. p.69.
38. Eggleston, John., 'Conflicting curriculum decisions' Educational Studies, Vol. 1, No. 1, March, 1975. pp 3-8.
39. Bruner, J.S., Towards a Theory of Instruction, Havard: 1966.
40. Cope, Edith. School Experience in Teacher Education, Bristol:1971.
41. see, for instance, McCulloch, whose research was sponsored and, later published by C.N.A.A., London: 1979.
42. The author has direct experience of the hostility to the introduction of micro-teaching in two colleges; and indirect, via personal contacts, reports from two more. It may be assumed that this hostility is not untypical.

43. Gauthier, P.D., 'Practical Problems' in Hartnett, A. and Naish, M., Theory and Practice of Education, London: 1976. p.18.
44. Ibid. p.18.
45. Ibid. p.19.
46. Stones, E., Psychopedagogy, London: 1979, p.17.
47. Ibid. p.17.
48. Ibid. p.76.
49. Gleisman, D., 'The nature and use of protocol material', Task Force 82: Focus on Educational Reform, Washington:1972
50. Smith, B.O., Teachers for the Real World, American Association of Colleges for Teacher Education. 1969.
51. Grant, D., 'Where theory and reality meet', British Journal of Teacher Education, Vol.2, Part 3, 1976. pp 259-264.
52. Ibid. p.264.
53. Ibid. p.260.
54. Ibid. p.261.
55. Entwistle, H., 'The relationship between theory and practice', in An Introduction to the Study of Education, Tibble, J.W.(Ed.), pp 101-2.
56. Hartnett, A. and Naish, M. op.cit.
57. Ibid. pp 174-204, condensed and modified for operational purposes.
58. Ibid. footnote 228, p.121.

CHAPTER THREE

Chapter 3

The Newsom Prescription

There should be no ambiguity about the central importance of Half our Future⁽¹⁾ to all teachers in State Secondary Schools and to physical education teachers in particular. It had unparalleled authority, an ethos committed to social justice, problems were identified following consistently rigorous analysis, and concrete proposals were explicit.

Its importance resides in its national authority, for it was at the request of the Minister of Education, then David Eccles, that the Central Advisory Council for Education (England) was asked to advise him on the education of pupils aged 13 to 16 of average or less than average ability.

The Central Advisory Council for Education (C.A.C.E.), it is stressed, was appointed by the Minister of Education under Section 4 of the Education Act in December 1944 to "...advise the Minister upon such matters connected with education theory and practice as they think fit, and upon any questions referred to them by him (the Minister)"⁽²⁾

The Newsom Report, then, arises directly from this provision in the 1944 Education Act, and for the purpose of this study, it is timely to reflect on the ethos and intention of the Act:

.....to secure for children a happier childhood and a better start in life; to ensure a fuller measure of educational opportunity for young people and to provide means for all of developing the various talents with which they are endowed and so enriching the inheritance of the country whose citizens they are. (3).

It is only too easy when involved in and not infrequently consumed by the day to day problems of schooling, which is the subject of further investigation here too, to lose sight of the

broader values at stake which may be better viewed from an historical perspective.

Teachers of physical education should be sensitive to the authority of the Newsom Report arising as it does from the 1944 Act. Should they be searching for an authoritative prescription, the Newsom Report remains the only explicit National document to elaborate on the Secondary School physical education programme since the twin publications in 1937 by the Board of Education, Recreation and Physical Fitness for Youths and Men and Recreation and Physical Fitness for Girls and Women.

The Newsom Report's pre-occupation with only half the Secondary pupils labelled 'average' and 'below average', has rendered it vulnerable to the criticism that it was socially divisive. It is no part of this study to enter the polemics of this issue. Rather, it is to extend the Newsom Report's ethos to all secondary pupils. Social justice, it is assumed here, must by its definition be a universal concept; in this case to all pupils involved in State education defined by the Education Act as 'secondary'. The Advisory Council was aware of the operational 'pitfalls' and 'emotional overtones' of the terms 'average' and 'below average' reminding the reader that they were descriptive rather than diagnostic terms and countered this by proclaiming that:

There can be no question of regarding one human being as less valuable than another.....(4)

It is noted that the first and enduring sentiment expressed in the opening words introducing its report, the Committee insisted that 'The most important of our recommendations' was concern that:

.....the young people (13-16 of 'average or less than average ability') should receive a greater share of the national resources devoted to education than they have done in the past, and by resources

we do not mean solely finance....(5)

Furthermore, the first Chapter is a commitment to 'Education for All'.

Whilst the early statements in Half Our Future may be rich in sentiment and impoverished of argument they amount to a clear commitment following the Survey, which was expressed in the following way:

.....what we have seen and heard and read has seemed to lead inevitably to a number of beliefs.(6)

and went on to summarise in paragraph 3 what might be regarded as the Newsom Faith.

The first mentioned 'belief' of that 'faith' is that 'there is much unrealized talent....' and that 'The country cannot afford this wastage, humanly or economically speaking'. The assumption is made that schools can do something to identify and develop that unrealized talent and that they, the schools, as well as devising appropriate programmes and teaching methods will need strong support from parents, and they will need the tools for the job, in the provision of adequate staff and buildings and equipment.(7)

It is not surprising that these sentiments are an endorsement of those contained in the Council's earlier report, "15-18" (The Crowther Report 1959), which demonstrated the wholly unacceptable wastage of talent.

In the terms of this present investigation a crucial argument is contained in both the Newsom and Crowther Reports; human rights to education invariably precede state profit. Recognising the interdependence of '...These two purposes...' (8) is one thing, but to declare a priority in favour of the individual should not escape the notice of administrators, headteachers and

teachers, especially teachers of non-vocational subjects such as music, art and physical education who can have no significant claim to the 'national economy' argument of utilitarian stated needs of the education system....

Primacy must be given to the human rights of the individual boy or girl. But we do not believe that the pursuit of national efficiency can be ranked much lower - not least because without it the human rights themselves will not be secure.(9)

Here then, is an educational imperative - 'Primacy must' be the individual. To ensure clarification of that priority, having earlier proclaimed 'education is one of the Social Services of the welfare state' whether or not 'there will be any (economic) return', the point is made:

.....there are many persons the justification for whose education must be sought almost entirely in what it does for them as individuals. (...) There are indeed parts of everybody's education which have no economic value, and there is nobody whose education is without it.(10)

To teachers of physical education who may be continuously confronted by the 'economic functions' and National Investment arguments in their struggles for scarce educational resources it may be of some re-assurance to remember these associated reports and their definition of education as a matter, first, of Social justice in the development of individual talent.

If these sentiments are to be anything more than pious hopes, entombed in the controlled environments of libraries and hidden in politicians' and administrators' files, then they must be made operational by providing the appropriate institutions, with appropriate resources with clearly defined formulae for their realization. In terms of the physical education of secondary pupils some helpful directions, if

somewhat imprecise, were given which actually post-dated some of the practices which were already taking place in the programmes of a proportion of secondary schools long before 1963. What then were the Newsom guidelines for secondary physical education which may go some way to the achievement of 'Secondary education for all'? What were the concrete proposals?

After defining the 'character' of genuinely 'secondary' education which, in addition to fostering in pupils 'the quality of self-conscious judgement', is also concerned with alerting them to 'the part they see themselves playing (...) in adult life'.⁽¹¹⁾ It was stressed that the key concepts to such an education were 'practical', 'realistic', 'vocational' and 'choice'.⁽¹²⁾

The first of these key concepts is of particular significance to physical education teachers and to the programmes they design and effect. It is also an assumption of this investigation that however particular individuals justify physical education, be they practising teachers or scholars searching for better understanding of the ramifications of the subject, there is little doubt that first and last its effectiveness will be invested in the ways in which pupils experience bodily movement; whatever has been accomplished it will have been accomplished by 'action', in the doing of something, in a word, 'practical'.⁽¹³⁾ If there are any doubts at all in the minds of teachers there was none in the Newsom Report; physical education was clearly embedded in the Practical Subject domain of the secondary curriculum along with Art, Studio Crafts, Handicraft, Rural Studies, House craft, Music.

Nor was there any ambiguity about what would presently be called the 'core curriculum'. In the context of the current 'debate' on education, it is interesting to reflect that Half our Future was most emphatic.

If this report were about all pupils in secondary schools instead of only half we should still hold that up to the age of sixteen nobody should go without some practical work, some experience in mathematics and science and some in the humanities. And it ought to be a sizeable share of each, not a concession to idealistic theory which sensible folk need not take too seriously.(14)

having previously asserted that:

Physical education, too, is something which all growing boys and girls need.(15)

The authoritative concluding sentence of this pivotal paragraph merits selection and reflection in this review.

We would like to prescribe this for all pupils in all Secondary Schools as an obligation.(16)

Nor was there any ambivalence about the universality of physical education when re-affirming the prescription.

Some form of physical education (...) ought to feature in the programme at every stage...(17)

Whilst it hoped that there would be increasing scope for choice of activities the Newsom committee recognised that compulsion may be needed.(18)

What kind of physical education was envisaged? What are 'the essential needs in physical education' for all pupils in all Secondary Schools? Four generalised criteria were proclaimed 'exercise', 'fun', 'comradeship' and a 'sense of achievement' and, claimed the report, too many pupils had in the past been 'underestimated' and 'underchallenged'.(19) The essential message was clear: exercise, yes, and for urban boys especially,

it should be vigorous, but it should result in the elevation of 'self-esteem' for all pupils. Pupils should experience success.

However, the evidence collected and evaluated by the Committee indicated that past and present practice had been counter-productive. Why? First, because of the narrowness of the physical education programme with its traditional emphasis in 'conventional gymnastics and field games'.⁽²⁰⁾ Both of these aspects put a very high premium on sensori-motor skills. The former demanding a level of individual finesse and form well beyond the majority and the latter invariably expecting the early development of individual games skills under the pressure of collective competition. The report, sympathetic to the slower learner, the physically smaller, weaker or generally physically less well endowed pupil, demonstrated an understanding of those who lack confidence or experience real fear, and develop a self-conscious sensitivity to the probability of ridicule and humiliation, reminded the reader of the well known pupil responses: sick notes, truancy, lost or forgotten kit; all too easily labelled 'the sick, the lame and the lazy'.

Secondly, the image of physical education had led to its rejection by failing to make sensible concession to grace, beauty and 'fashionable good looks'.

Here was the signal then to urge teachers to broaden the curriculum in particular ways and to change the image of the subject. It was conceded that highly skilful teachers would be required to influence reluctant pupils. For girls dance, movement lessons and dance-drama had the potential for

promoting 'keen imagination and aesthetic pleasure' with an 'absorption rarely shown at other times in School'.⁽²¹⁾

If the physical education programme were to be improved by expanding the hitherto very narrow programme, and offering pupils 'some choice', the major difficulty was then admitted to be the availability of qualified, skilful teachers. Specialist teachers were, it was conceded, in short supply. As the Newsom Committee had favoured the notion that all teachers should have a subsidiary subject, they did not hesitate to recommend the use of such teachers to enable the 'choice' to be given to the older pupils.

(choice, however desirable, is)...not easy to contrive. A major difficulty is lack of staff: specialist teachers, especially in girls' schools, are in seriously short supply, and unless they can be supplemented by other teachers (...), who can offer some form of physical education as a subsidiary subject, it will be virtually impossible to provide an adequate choice. ⁽²²⁾

Given appropriately qualified and skilled teachers in the required numbers with a modest curricular brief there still remained the general inadequacy of secondary school physical education facilities. The Report, concerned as it was with educational 'impoverishment', exposed gross underprovision of resources; playing fields, hard all-weather surfaces, gymnasias, Sports-halls and Swimming baths were either lacking or not 'up to the standard prescribed by regulations'.⁽²³⁾

Considering that these conditions prevailed nearly two decades after the 1944 Act, small wonder that an educational commentator was of the opinion that the report:

....demonstrated how desperately unequally resources were distributed in the education system (...) Whereas 40 per cent of the Council's modern school sample had seriously inadequate buildings - a shaming enough figure - the corresponding figure for schools in slums was 79 per cent.⁽²⁴⁾

....not surprisingly it was suggested that some reconsideration of priorities was, indeed, needed.⁽²⁵⁾ In recognition of the facts, which indicated that deprivations at school were frequently accompanied by home and community deprivations, some positive discrimination in physical education was suggested as a measure of compensation; 'exceptional problems' it advocated, demanded 'exceptional solutions'.⁽²⁶⁾ Among the solutions to the problems posed by 'down-town' schools the report proposed that their schools should be supplemented with 'generous community centre facilities', or, better still, 'conceived on a different design and scale (...) serving all the social needs of the neighbourhood'.⁽²⁷⁾ This kind of 'on the spot' provision is required 'out of school hours as well as in school time'.⁽²⁸⁾

Of the 10 paragraphs devoted to physical education in the report the last two appear to be worthy of special comment; more for the apparent disproportion of space given to the topics than to their urgency for secondary school reform.

Essentially the report was fostering the idea of extending the concept of the school or, more accurately, 'secondary schooling'. The physical education curriculum ought not necessarily to be confined either to the school precincts or to be conducted exclusively by professionally trained teachers.

Informal out-door pursuits, it was suggested, were of 'special value for the pupils with whom we are concerned'.⁽²⁹⁾ The notion of 'recreation' tied in with 'residential experience' should make it possible to extend 'significantly' the School physical education programme.

Implicit here is the notion, hitherto never questioned when using the Public Swimming Baths (or Museums or Art Galleries), to extend the School day and/or supplement the

schools' impoverished facilities by using neighbouring 'community sports centres', local clubs (sailing, canoeing, rock-climbing were mentioned) as a means to solve some of the problems cited earlier. This was an extension of some magnitude; some legitimation was now given to formal secondary schooling to take place at the local rugby or squash club or the fells or rivers or stretches of navigable water. The visions were quite clear; those teachers who had felt shackled by a 'traditional' curriculum of gym and games, were given the signal to extend their horizons; lack of formal facilities may be supplemented if 'school' or 'schooling' is no longer contained within the fence or wall invariably defining 'school'.

But where was the expertise to be found to rivet the interest of these frequently more reticent pupils? Here is the council's 'policy' suggestion:

The situation might be further helped if the schools, as a matter of policy as well as a way of increasing their own Staff resources, deliberately sought the assistance in some extra-curricular activities of local experts and enthusiastic members of adult clubs, some of whom might be found amongst the parents.(30)

Endnotes to Chapter 3 - The Newsom Prescription

1. Central Advisory Council for Education (England) Half Our Future. H.M.S.O. (1963)
2. Education Act 1944, Section 4., p.3.
3. Opening words of the White Paper of 1943 on Educational Reconstruction.
4. C.A.C.E. op. cit. para.6., p.4.
5. *ibid* p.xiii
6. *ibid* para. 3. p.3.
7. *ibid*
8. C.A.C.E. 15 to 18 para.84, p.55.

9. ibid. para.86, p.55.
10. ibid. para.86, p.55.
11. C.A.C.E. Half Our Future para. 313 pp.112, 113.
12. ibid. para. 317, p.114.
13. It is acknowledged that the cognitive, the affective, the spiritual and the psycho-motor elements of the human condition are valued differentially, but the 'practical' as defined here is never omitted.
14. Half Our Future op.cit. para.349, p.124
15. ibid. para.349, p.124.
16. ibid.
17. ibid. para.374, p.131.
18. ibid. para.375, p.131.
19. ibid. para.403, p.137.
20. ibid. para.404, p.138.
21. ibid. para.406, p.138.
22. ibid. para.407, p.138.
23. ibid. para.408, p.138.
24. Corbett, Anne (1968) Much To Do About Education p.14.
25. Half Our Future para.409, p.139.
26. ibid. para.409, p.139.
27. ibid. para.409, p.139.
28. ibid. para.409, p.139.
29. ibid. para.410, p.139.
30. ibid. para.411, p.139.

CHAPTER FOUR

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Design of Survey

The purpose of this inquiry is to gain a greater understanding of the pedagogical situation of some 59 contemporary physical education teachers working in 7 comprehensive schools in an urban community as agents in the implementation of the Newsom Report.

The survey was conducted in two phases, the Foundation Phase in 1975 and the Substantive Phase in the academic year 1979-80.

It is exploratory rather than verificatory in its approach in the manner of generating theory; allowing theory to emerge from data in the pursuit of grounded theory.⁽¹⁾

It relies predominantly on the collection, coding and analysis of teachers' 'accounts' of their working world, obtained by in-depth, semi-structured interviews which were tape-recorded and full verbatim transcripts returned to the teachers for correction and elaboration. All interviews were conducted in the host schools providing the author with opportunity to observe particular contextual features.

By repeated reading and filtering of the teachers' accounts a number of 'teacher perception' categories emerged. Using these categories the accounts were coded to generate sharper descriptions of the categories which may lead to definitions worthy of incorporating into hypotheses for later testing. In any case the 'methods of this transformation (are) made public so that assumptions may be criticised'.⁽²⁾

Secondly, supportive data in the form of 7-consecutive-day diaries completed by 32 teachers currently employed in Hucklebrough, provided a notion of the physical education teacher's week.

Additionally, in order to provide an outline of their pedagogical context, the Heads of Physical Education Departments completed formal documentation of their 1979-80 physical education programme (appendix 8) and their school's physical education resources. (appendix 7).

From this research activity descriptions of the contemporary working world of the physical education teacher in comprehensive schools as perceived by the physical education teachers in Hucklebrough are presented.

Full details of the collection, processing, coding and analysis of the data follow below.

1.0 Situating the Inquiry

1.1 Operational priorities were:

- 1.1.1. to gain access to and the co-operation of 100% of all physical education teachers in an identifiable community such as a small town, with separate Local Authority administration where boundaries were well defined, which was not too large for one researcher to survey using the techniques described;
- 1.1.2. to locate the survey in comprehensive schools only in view of the national commitment to comprehensive reorganisation;
- 1.1.3 to survey co-educational schools only, where teachers were involved in adjusting to a partnership of shared or unitary policy, and the sharing of physical resources in 'physical education departments.'

Hucklebrough was considered ideal.

1.2 Approach

Very careful approach work beginning in February, 1974 was done by a detailed letter to the Chief Education Officer and Senior Physical Education Adviser explaining the purpose of the research (appendix 1). Following their authorisation to proceed, the Head Teachers were approached personally by letter (Appendix 3) and telephone indicating willingness of the author to explain any further details of research and its report if required. Access to Heads of Physical Education Departments was acquired and each was then visited to gain permission to approach individual teachers. Finally, a personal approach was made to each physical education teacher appealing for his/her co-operation.

It was considered that each of these five stages was crucial; a fault at any stage would have vitiated the whole project. From the first approach to the Chief Education Officer in February, 1974 it took 17 months before the first two formal interviews were completed on 8th July, 1975.

It should be noted that of all the individuals approached at this time only one headteacher, anxious about the extent of the intrusion and its possible interference with the smooth running of the school's programme, was hesitant about co-operating with the research project.

1.3 Population

The investigation was conducted with the collaboration of 59 physical education teachers (28 men teachers and 31 women teachers) who, at some time during the period when

when the inquiry began in July 1975 to its conclusion in June 1980 worked in the comprehensive schools of 'Hucklebrough', a North East County Borough. Additionally, 2 physical education lecturers (1 man; 1 woman), a Youth Tutor and a physical education teacher employed at the town's College of Further Education, and 6 final year B.Ed. students, majoring in physical education, who completed their final block of school experience in 6 of the comprehensive schools also assisted.

Substantially, however, the findings are based firstly on in-depth interviews with 61 physical education 'specialists', the 59 physical education teachers and the 2 physical education lecturers; secondly, an analysis of 'confidential' 7 day diaries (appendix 9) kept by 30 teachers, and thirdly, analysis of returns completed by each of the Physical Education Heads of Department concerning (a) the current Physical Education Programme (appendix 8) and (b) school resources (appendix 7).

2.0 Two Phases of the Inquiry

The inquiry consisted of two very distinct phases; the 'foundation' phase, based on data collected in July to December, 1975 and the later 'substantive' phase based on data collected during the academic year 1979-80.

2.1 Foundation Phase (July 1975 to December 1975)

Each of the schools was visited at least twice with the purpose firstly of establishing an early impression or 'feel' of its community ethos, general resources and the constitution of its physical education department; secondly, of beginning to build a more formal profile of each physical education

department (numbers of men and women, division of specialist interest in, for example, particular games or strong inclination to 'creative' aspects of physical education or extra-ordinary departmental features).

The intention was also to allay any anxiety which might be anticipated; it was found, however, that most teachers were keen to participate.

The early interviews concentrated on those teachers who had declared their intentions to leave at the end of the academic year 1975 and 16 interviews were conducted throughout July, 1975. Of the 10 who resigned their posts, 2 were pregnant and subsequently left the profession, 1 woman left the profession for business reasons, the remainder took up new appointments elsewhere.

By the end of December 1975, 21 teachers (9 men; 12 women) representing 48% of the town's teachers designated 'physical education specialists', had been interviewed. The sample included 5 Heads of Department (4 men (1 H.O.D. elect) and 1 woman who resigned her post from August, 1975) and 4 'Senior Women' (term devised by the author as inconsistent usage in the Borough of the term 'Head of Women' created some confusion).

2.2 Substantive Phase (October, 1979 to June, 1980)

The three kinds of research activity and data collection were:

2.2.1. Interviews; to produce teachers' 'accounts' and

'perception categories.'

2.2.2. 7-Day-Diaries, describing the Physical Education teacher's week.

2.2.3. Data Returns from Heads of Department describing physical education contexts.

2.2.1. Interviews

Throughout the term October, 1979 to January, 1980 every physical education teacher in the town was interviewed. This population of 50 included:

26 men (including a Youth Tutor, 1 F.E. Lecturer and the teacher on secondment who was interviewed at home on 9th January, 1980);

24 women (including 1 P.E. Lecturer and the replacement teacher for a teacher on maternity leave);

Interviews were also conducted with:

- i. the Borough's Industrial Development Officer
(recorded; not transcribed);
- ii. an Education Officer;
- iii. a Borough Town Planning Officer;
- iv. the Borough's Housing Manager.

2.2.2. 7-consecutive-day-diaries

Diaries were completed by 32 teachers (17 men; 15 women), and were organised to reflect the seasonal influences relevant to the working lives of physical education teachers and at the same time to demonstrate one week in the life of one complete department.

2.2.3. Data Returns from Heads of Department

Each Head of Department was asked to complete information sheets concerning:

- i. the Physical Education Programme for 1979-80, outlining the boys' and girls' curriculum (appendix 8);
 - ii. Resources and Supplementary Information (appendix 7);
- Complete returns were received from 6 schools. The seventh school did not supply details of the boys' programme only. (Girls' programme and school resources were completed and returned).

3.0 Method

3.1 Interviews: location and recording

All 81 interviews in this inquiry were conducted and recorded in a private situation in the schools or personal studies of the interviewees with one exception, which was conducted and recorded at the interviewee's home.

An I.T.T. Studio 60, battery/mains cassette tape recorder and 120 magnetic tapes were used throughout. This particular recording apparatus had a number of advantages; it was quick and simple to set up and use and required no halter microphone; it slipped in and out of a standard-sized brief case minimizing any distractive disturbance; it lay flat on any surface e.g. chair, stool etc. remaining relatively inconspicuous throughout the interview. The use of 120 tapes ensured that there was one hour's uninterrupted recording. The interviews frequently lasted longer than the 1 hour intended. The reports presented here are determined entirely by the length of tape on one side

of the cassette (approximately 1 hour's duration).

It is well known that some subjects are sensitive to recording machinery to the extent that inhibits or distorts the views expressed and invalidates the data. It was the experience of the writer that any early awareness of the intrusive nature of the apparatus was very short indeed, usually amounting to 2 minutes and rarely longer than 5 minutes. It is significant that with very few exceptions all the transcripts terminate abruptly and artificially because the recorder had stopped unobserved due to the absorbing nature of the interaction generated in the interview which overran the tape capacity.

3.2. Establishing the collaborative relationship

The style of formal reporting should not conceal the subjective nature of the endeavour, 'to make some form of empathetic entry into the social world of another'.⁽³⁾ It was intended to get as close as possible to the teachers' constructions of the reality of their working world: what did they see, feel, hear throughout their working days? What or who were the 'devils' in their working lives? Did they have any personal 'crusades'? What was the essential 'worthwhileness' of their professional activity? Such terminology at once invites positivistic outrage, though it may provide supplementary qualitative data for later verification.

An essential pre-condition for such an enterprise to be effective is the establishment of a collaborative relationship. Consequently time and care were taken

in an endeavour to overcome any status differentiation or barriers between researcher (a college lecturer) and subjects (school teachers) that may reside in the minds of the teachers. However sensitive and painstaking the researcher's intentions and procedures may have been, it is recognised that some subjects in these specific circumstances would conceal, perhaps distort, their 'realities'. The teachers with three exceptions, appeared to the researcher to have accepted the shared mutual concern of the 'struggles' and joys of physical education teaching.

A tension was recognised between establishing and retaining a subject's confidence on the one hand, and 'objectivity' invested in 'researcher neutrality' on the other. The promotion of trust involved in exploring mutual interests and shared problems must pose a threat to research validity. Where the conflict was sensed it was resolved in favour of maintaining the collaborative spirit at the risk of weakening 'objective' rigour.

The validity of accounts in general has been questioned.⁽⁴⁾ It was admitted to each teacher that truth was a research problem; it was, therefore, a shared problem. Reassurance of anonymity was given in an effort to overcome any anxiety of disclosure; but the 'truth' of statements must remain a problem. It must also be admitted that the researcher found it impossible throughout many hours of interviewing

and the inevitable informal exchanges to conform precisely to the seven principles established by Elliott and Adelman in 1975. In particular, extra-verbal signals may well have breached principle five expecting the 'Interviewer to refrain from indicating approval (...) of the facts cited in the accounts as it emerges.'⁽⁵⁾ Furthermore, from time to time, depending on the degree of independence of the interviewee, his/her expressed opinions may well be challenged (a) for greater clarity and (b) for testing the degree of conviction; such as for instance, when a teacher proclaimed with a marked degree of enthusiasm, the efficacy of 'options' activities for older pupils, the researcher might suggest that 'in practice' this appears to be nothing more than 'child minding' or giving out the toys, and, by implication, reduce the professionalism of the teacher.

Given these above imperfections Elliott and Adelman's principles were adhered to throughout with very special attention being given to principle seven, that the 'Interviewer respects the integrity of the context by promising the interviewee control over other people's access to his account'.⁽⁶⁾

3.3. Interviewing and production of teacher's 'accounts'

The interview structure changed over time during the project, from structured interview procedures in the foundation phase, to a flexible semi-structured interview moving towards open discussion, typical of

the substantive phase of the Inquiry. The change was due in no small measure to the researcher's own increased confidence in the responses which the 'subjective, qualitative' methods yielded. Perhaps more important, however, was the stultifying, even threatening and restricting influence which structured interviews impose. Whereas, given a supportive, non-threatening climate, open discussion and emphasis by the interviewer on listening to the interviewee moved much closer to the realities sought.

3.3.1. The Substantive Interview

The substantive interview had a notional semi-structured pattern. In so far as the researcher had in mind certain standard items or areas for discussion, it was semi-structured. The structuring was 'notional' to the extent that when a teacher grasped the essence of the research endeavour and demonstrated a willingness to articulate personally identified important issues, the pre-determined 'notional' structure was abandoned in favour of full expression of held sentiments, values and perspectives.

As each interview proceeded, the interviewee was encouraged explicitly to pursue issues which he/she considered to be pertinent to the immediate task of responding to the researcher's interest, 'to see your job through your eyes....here' and 'What is it like to be ...(name)....a physical education teacher in.....school in October, 1979?'

It was assumed that given encouragement to take the initiative in defining areas of personal concern the teacher's definition of the situation would be elicited.

3.3.2. Notional Structure When interviewee has not been interviewed in 1975.

1. Biographical and professional background of teacher: education and training, social origins, teaching experience, personal strengths or dominant interests.
2. Perceptions of Teaching Context: features of 'school' as a whole; response to physical context, plant, resources; social context, pupil response, support from headteacher, colleagues and parents; Physical Education Department's cohesiveness and tensions.
3. Perceptions of Physical Education Programme Realities: key features of curriculum; reflections on extra-curricular activities; impediments to full expression of preferred priorities; 'options' within the curriculum; changes in last four years.
4. 'Self' (Professional) Image: Professional priorities, general educational; specific to Physical Education; personal certainties, uncertainties, professional aspirations; further training/education; perceived 'autonomy.'
5. Community Involvement: personal commitments beyond school; sport, church, politics, 'community' commitments to drama, art, music, societies etc.

3.3.3. Perceptions of 'change'

When teachers had been interviewed four years earlier their second 'substantive' interview focused on the changes perceived to have taken place: firstly, to describe the changes and secondly to evaluate them. Had there for instance, been any increase or decrease in curricular-time of physical education for particular pupils? Was the extra-curricular programme perceived to have been enriched? Were staffing resources maintained

or improved? Had any departmental identity, in terms of dominant educational values, emerged?

3.3.4. Post-interview production of teachers' 'accounts'

A crucial component of the procedure incorporated to establish confidence in the collaborative nature of the enterprise was the return of the 'draft transcripts' to the interviewees. The 'draft transcripts' were in their raw state from the typewriter and demonstrated the sometimes incoherent, hesitant, repetitive nature of much verbal behaviour. The teachers were invited (appendix 6 for 'accompanying letter to teachers) to withdraw or amend statements actually made or to elaborate any point which they felt was inadequately explained.

All transcripts, except one lost by the interviewee, were retrieved. One teacher asked for complete withdrawal of the transcript. A majority made no alterations. A minority made very minor, mostly cosmetic and grammatical alterations. Eight teachers went to some considerable trouble to include their reflective thoughts, all of which, as with all other alterations, were included in the final transcripts presented.

The substantive transcripts appear as seen and amended by the teachers except that an elaborate screening process was applied to ensure that teachers, schools, officers and towns involved should not be

identified. Fictitious names have been used throughout. The meanings of the statements, it is thought, are not impaired. Two statements of 'self' thought likely to identify particular teachers have been removed.

The above process, that is, the interviews tape recorded, tapes transcribed, transcripts examined, corrected or elaborated by subjects, 'returned' transcripts processed for anonymity, results in a document to be called a teacher's 'account'. In volumes 2, 3 and 4 the accounts are numbered 1 - 62 and are prefixed by M-male and F-female. The date of the interview is also given.

3.4

Emergence and selection of teacher perception categories

As the interviewees' transcripts were returned to the researcher, any requested corrections, deletions or additions were transferred to the working copy.

By a process of close and repeated reading of the working copies of the transcripts (to be referred to as 'accounts' hereafter 'trial' categories were suggested by the statements of the interviewees, disregarding the interviewer's questions or statements. (It was often the case that, for instance, a question expected to elicit a 'curriculum' answer would actually result in a 'social' or 'resource' response.

The trial categories were written on 5 x 3 index cards using very simple terms (or 'tags') in the attempt to separate and classify discretely statements made by the interviewees. A card labelled 'pupils' would indicate 'a statement about pupils'.

Similarly such tags as 'split-site', 'headteacher', 'gym club'.....indicated a statement about the split-site (or headteacher or gym club etc.) When no more tag cards were required it was assumed that the point of 'theoretical saturation' ⁽⁷⁾ had been reached. The trial categories indicated by the tag cards were grouped appropriately according to their distinctive properties such as, statements about people or statements about timetable or statements about values. This classification process continued until the categories were reduced to a reasonable operational number, at the same time avoiding any over-combination of trial categories which might lead to loss of sharpness or later ambiguity. A tension was experienced here as many interviewee statements fall into more than one category. It is a matter for the researcher's sensitivity to determine a dominant meaning or allocate a single statement to 2 or more categories for example...

Researcher - What are you enjoying most?...has it hit you that the job goes on and on?

Interviewee - Yes it certainly has. 9 to 5 (...) but I find when I am enjoying the teaching it is self perpetuating. I would rather come back to school than go home for the week end. I am very lucky here; lots of children are good pupils and it is a good school for P.E. (...) Here (as contrasted with final T.P.) they (pupils) want to learn or are indifferent (...) so with a little pushing you can get rewards for it.
(M18, p.2)

The interviewee's response could be interpreted as a 'statement about....;

(a) the physical education department

- (b) the school
- (c) the pupils
- (d) professional values
- (e) 'self'

The result of this classification was the emergence of four major categories of teacher perceptions and sixteen operational sub-categories which were subsequently used to 'code' all accounts.

1. Social Perceptions (5 operational categories)

1.1 Physical Education Colleagues

1.1.1 Head of Physical Education department

1.1.2 other physical education colleagues

1.2 Non-physical education colleagues

1.3 Pupils

1.4 Interpersonal tensions

2. Value Perceptions* (3 operational categories)

2.1 Self images

2.1.1 Personal self image

2.1.2 Professional self image

2.2 Social commitment*

3. School Structure Perceptions (5 operational categories)

3.1 Facilities

3.2 Programme realities

3.2.1 Curriculum organisation

3.2.2 Extra-curricular activities

3.3 School (general)

3.4 Physical education department (specific)

4. Professional Perceptions (3 operational categories)

4.1 Salary

4.2 Training

4.3 Career

*These categories were imposed by the researcher.













1.0	<u>SOCIAL PERCEPTIONS</u>	
1.1.1.	Head of Department	
1.1.2	Other P.E. colleagues	
1.2	Non P.E. colleagues	
1.3	Pupils	
2.0	<u>VALUE PERCEPTIONS</u> (Later, Self-Perceptions)	
2.1.1	Personal 'self'	
2.1.2.	Professional 'self'	
2.2	Social commitment	
3.0	<u>SCHOOL STRUCTURE PERCEPTIONS</u>	
3.1	Facilities	
3.2.1.	Curriculum	
3.2.2	Extra-curricular activities	
3.3	School	
3.4	P.E. Department	
4.0	<u>PROFESSIONAL PERCEPTIONS</u>	
4.1	Salary	S
4.2	Training	T
4.3	Career	C

Fig. 4.1 Operational Categories showing coloured coding-spots used to mark identified statements.

1.4 was discarded. Social commitment, was later changed to self-perceptions and 2.2 was discarded.

3.5 Coding of accounts

Each of the above operational categories was assigned a particular coloured self-adhesive spot or star (Blick No.8) as illustrated in figure 4.1.

All accounts were then coded; as a statement was identified the appropriate coloured spot was placed in the left-hand margin; additionally key statements were emphasised using luminous Stabilo Boss coloured overlay.

3.6 Data Analysis Sheet

A tabulated matrix chart (Data Analysis Sheet) was prepared by transferring the 'now coded statements' by placing account page number references in the appropriate category cell.

SCHOOL																
	SOCIAL PERCEPTIONS				VALUE PERCEPTIONS			SCHOOL STRUCTURE PERCEPTIONS					PROFESSIONAL PERCEPTIONS			TOTAL No.
	P.E. COLLEAGUES		NON-P.E. COLLEAGUES	PUPILS	SELF - IMAGES		SOCIAL COMMITMENT	FACILITIES	PROGRAMME REALITIES		SCHOOL	P.E. DEPT.	SALARY	TRAINING	CAREER	
	H.O.D.	OTHERS			PERSONAL	PROF.			CURRIC. ORG.	E.C.A.						
F6	3,7		7	1, 2, 3, 3, 9.		2, 3, 4, 7, 9, 10.			1, 5, 6.	4, 10.	1, 2, 7, 7.			1, 3, 5, 6, 11.		
T.R. (F4)	2	-	1	5	-	6	-	-	3	2	4	-	-	5	-	28

Fig. 4.2 Coded statements of teacher F.6 transferred to Data Analysis Sheet by account page number

In Fig. 4.2 the teacher F6, made, in total, 28 coded statements: two statements about Head of Department (on pages 3 and 7 of the account); 5 statements about pupils (pp. 1, 2, 3, 3, 9); 6 statements about professional 'self' (pp.2, 3, 4, 7, 9, 10).

Although researcher interpretation is problematic, (see below) the data analysis sheet exhibited a crude quantification of categories of physical education teachers' perceptions classified by population, school department, sex and years of professional experience and salary scale.

3.7 Interpretations of teachers' meanings

The problematic nature of interpreting meanings of 'another' must be acknowledged. Some teachers were highly articulate over a wide range of perception categories whilst others exhibited a good deal of hesitation or incoherence in particular categories. Expressing personal value priorities was testing for most teachers. A teacher may be lucid about a departmental deficiency but when asked 'what changes would you wish to make were you Head of Department?' any observed hesitancy in responding should not necessarily be interpreted as a reduction in conviction or analytical competency. Whereas if the interviewer suggested 'If I (interviewer) acting as Head of Department suggested at a departmental staff meeting 'x, y, z,'. How would you respond?' may well act as a trigger mechanism for the release and expression of hitherto covert values. Additionally there is the constant tendency for the researcher's preconceptions to intrude.

Throughout the research activity, however, every attempt had been made to minimise distortions due to interpretation of meanings. It is at this stage that the investigator is at the heart of the ethnomethodological process as described by Th. Wilson.⁽⁸⁾

For the purpose of studying interpretive processes as such, the investigator suspends interest in what actions the actors are performing and why they are doing so, although the actors themselves are, of course, vitally concerned with these questions. Instead, attention is directed to the "methods" by which the actors assemble, communicate, and justify accounts of themselves and each other of what they are doing and why they are doing it. Of particular importance is the manner in which the participants produce and sustain through their accounts on a given occasion their sense that their interaction is embedded in an objectively existing world and that they share common definitions and a common language.

After the 35 years in which the author had been immersed in professional physical education discourse the 'definitions of a common language' may be more apparent than real. It is hoped that any alleged scepticism will act as an objective filter.

4.0 The physical education teacher's week

4.1 Sample of 7-consecutive-day-diaries

The '7-day-diaries' completed by 32 of the 46 teachers employed in the Borough during the academic year 1979-80 provided an additional source of data for the reality of physical education teaching commitments.

4.2 Definition of time categories

It was decided to adopt the three basic time categories,

C-time, S-time and O-time defined by Hilsum and Strong (1978) in their analysis of the secondary teacher's day.⁽⁹⁾ However, because of the characteristic commitment of physical education teachers to extra-curricular activities, it was decided to elaborate O-time by the inclusion of O/p-time and O/w-time to give sharper definition of the physical education teacher's week. Additionally, in view of its possible relevance to teachers' overall perceptions of their working lives, some measure of travelling time (T-time) and extra-mural teaching in the evenings (N-time) would be of considerable interest.

C-time: that part of school hours normally assigned to teaching periods, but also including assembly times and free periods;

S-time: the breaks and lunch period which are nominally the teacher's own time, but during which he may engage in teaching activities;

O-time: all the time outside school hours i.e. before the timetable officially begins in the morning and after it finished in the afternoon, devoted to teaching activities;

O/w-time: time given on Saturday and Sunday to teaching commitments. O/w-time extends to include time devoted to formal teachers' courses;

O/p-time: Time out of school hours devoted to personal gains in knowledge and/or skills which intentionally or unintentionally enhance the teacher's professional role.

4.3 Description of 'working week' and 'professional commitment index'

The 'working week' is conceived as consisting of the total of C-time, S-time, O-time and O/w-time over a period of seven days that is, time devoted to curricular, extra-curricular, and attendance at formal teacher's courses.

But using the elaborated discrete categories however, it is possible to suggest a concept of Professional Commitment Index; a summation of C, S, O, O/w, O/p and N-times. Arguably such an index is a quantification of a teacher's commitment to applying his professional skills or refining his professional knowledge and insights.

The data provided by the teacher (appendix 9 for example) was transferred to Diary Analysis Cards (Appendix 10) which enabled a cross-check analysis to be made of the previously defined time categories.

The raw data was then subject to statistical computation to provide mean and standard deviations of the time categories for the sample (n 30) and by male/female classification.

To ensure that seasonal influences were reflected in the the diaries, the teachers were asked to monitor and record particular seasonal periods assigned by the author in collaboration with the Heads of Departments.

5.0 Physical education programmes and contexts

In the Foundation Phase it was quickly established by very superficial observation that school physical education resources and physical education programmes were far from standard throughout the town. Whilst the number of pupils on role at each of the seven comprehensive schools was

very similar, the same cannot be said of the availability of facilities, time allocated to physical education and staffing resources.

As suggested in the review of literature, schools' physical education programmes may be influenced as much by 'other factors' as by abstract aims, objectives and values. Other factors might include on-site facilities, neighbourhood provision (sailing, squash etc.) and peripheral resources such as a mini-bus.

There was a need, therefore, to obtain some reasonably well-defined answers to the following questions. What aspects of physical education are included in the programmes? What time is devoted to physical education for particular categories of pupils? What are the key physical factors which contribute to the complex teaching context?

Two schedules were prepared; the 1979-80 Physical Education, Programme Description Schedule (App.8) and Resources and Supplementary Information Schedule (App.7) which were intended to provide comparative data whereby distinct profiles of each school could be assembled. The schedules are briefly outlined below.

5.1 Schools' physical education programmes

An outline of each school's 1979-80 physical education programme, indicating the time allocated to physical education and the activities intended to be taught throughout the 11-16 age range was obtained.

Information was provided by the Head of Department with, in most cases, the assistance of the senior woman physical

education teacher, by completion of the Programme Description Schedule.

The data provided may not be a precise description of what actually takes place. It is well known that formal public statements about what is claimed of school programmes may be expected to deviate from their informal interpretation, implementation or realization. Only very careful and prolonged monitoring similar to the procedures adopted by Hilsum and Cane⁽¹⁰⁾, and Hilsum and Strong⁽¹¹⁾, would yield reliable details. In so far as the data supplied represents outline departmental intentions it provides an indispensable 'backcloth' for any evaluation of teachers' expressed values and opinions, as discussed in the review of literature (pp).

It is beyond the scope of this present research to make any evaluation of the programmes presented.

It will be seen that a separate page of the schedule is prepared for each whole year group and distinguishes between boys and girls. The data supplied shows the time formally allocated to physical education by classes or groups of pupils of each year.

Detailed syllabuses were not asked for; it is sufficient for the purposes of this research to have crude quantification of selected aspects of physical education as significantly identified and categorized by the Heads of Departments.

Loss of time due to school or public examinations, 'occasional' holidays, special events such as sports days, open days etc. was not asked for and is consequently ill defined.

5.2 Resources and Supplementary information

Whilst the Physical Education Programme Description Schedule was limited to the formal curriculum, the Resources and Supplementary Information Schedule was searching for wider contextual information.

Item 6, Minority Sports, attempted to capture the richness of any ongoing activity, such as, for example, fencing or sword dancing, too easily overlooked in the generalised discourse of the interview.

Items 1 - 4 concentrated on the conventional resources, but the schedule attempted to avoid too narrow a perspective by revealing any other significant human resources i.e. Items 9 and 10 give details of outside help from other colleagues or parents or coaches etc.

A highly significant component of the P.E. department or life of an individual teacher may be through established school institutions such as an annual camp or expedition, Y.H.A. or Sports tours or Field Studies. Item 7 attempted to identify any such activities.

Of some historical interest is the issue of examinations in Physical education. Item 5 was included mainly as a glimpse of developments which might have a bearing on immediate teacher perceptions.

To avoid creating an 'influencing set' on the interviews, all schedules were dispatched well after all interviewing had been completed. But from informal

feed-back whilst the researcher was collecting the 'returned' transcripts it was evident that many teachers were aware of the omission of relevant discussion points on completion of the interview. In order to compensate for the limitations imposed by one hour's discussion on the Heads of Departments the opportunity was provided for the inclusion of data which may have been neglected or overlooked during the interview. The inset box (top right of schedule) enabled elaboration of frustrations or problems.

The box also provided the opportunity for expanding on the peripheral roles encircling the physical education teacher. The influence of such people as the groundsman or caretaker cannot be ignored in consideration of the physical education teacher's role set. Yet they appeared infrequently in the discussions.

Summary

The whole empirical endeavour sustained over a period of five years, involved the preliminary liason work to establish the inquiry and the co-operation of 100% of the teachers; the organisation and accomplishment of 81 recorded interviews and the retrieval of corrected teachers' accounts; the collection of supportive data in the form of 32 7-day-diaries and the completion of schedules by Heads of Departments, was a test of painstaking administration and organisation.

The result of these procedures is a bank of data which should enable the author and, it is hoped, others to explore

physical education teachers' perceptions which, it has been argued, cannot be separated from particular contexts.

The interviews provide a basis for a better understanding of the teachers' perceptions of their professional activities, whilst descriptions of the teaching contexts may be deduced from the supportive data provided by the Heads of Departments.

The 7-day-diaries lead to a better understanding of present day physical education teaching commitments.

By comparing key features of both the foundation phase and the substantive phase a description of the shifts in emphasis that have taken place in the critical period immediately following comprehensive re-organisation is possible.

Some of the apparatus used and procedures adopted may, at first reading, appear to be unduly unsophisticated. However, detailed attention was given to the accuracy of interpretation and reporting throughout.

It now remains to subject the data to critical analysis in the pursuit of a refined understanding of the pedagogical situation of the physical education teachers of one North-East community.

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PART TWO

CHAPTER FIVE

FINDINGS

CHAPTER 5

The Schools and their Physical Education Teachers

Situation of the Inquiry

'HUCKLEBROUGH' (population 100,000 approximately) enjoys County Borough status and has a long and well defined ecclesiastical and industrial history. In common with many neighbourhood communities it has been especially vulnerable to the current economic depression. Throughout the period of the investigation it had no fewer than 6,142 Registered Unemployed, representing a percentage rate of 13.7 at a time when the regional percentage rate was 9.2 (August 1979).

In 1784 Hucklebrough was 'esteemed a remarkably healthy place (...) when we reflect on its situation, the dryness of the soil and the extreme purity and elasticity of its air' (Official Guide). Physical education teachers will readily interpret this as cold and windy, recognising that it is unfavourable for most pupils' outdoor programmes for a large proportion of the school year.

In an independent study conducted by Boothby and Tungatt⁽¹⁾ Hucklebrough was reported to have 'reasonable levels of public and private provision' of recreation facilities but as large scale indoor facilities are lacking 'reliance is made on (its) outdoor facilities.'

Both rugby and soccer are well represented in the town. Each school had well established associations with particular clubs of both codes. Additionally, the town has an athletics track but support for its athletics club is minimal. There is a strong netball Ladies' League but hockey for women is impoverished outside the town's school provision. It is estimated that there are 40 tennis courts, 10 bowling-greens,

4 putting-greens and 2 golf-courses. Whilst Hucklebrough has no multi-sports complex it has a modern well appointed swimming pool and some 10 squash clubs owned and managed by rugby clubs.

The influence of school on levels of sports participation in the area is difficult to determine. Typically,

Throughout school and adolescence boys showed more interest in sport than is shown by girls. Girls not only showed lower activity levels, but dropped out of sports at a faster rate; they had lower interest in sports spectating and similar activities. Because most school sports activity was compulsory for our respondents, it is difficult to discover clear patterns relating school and later sports activity.(2)

Secondary Education

The Education Authority reorganised its secondary education in 1973-74 to a comprehensive system at the same time as raising of the school leaving age to 16 years. The system in 1979 was described in the Official Guide:

Secondary education is conducted on comprehensive lines and there are seven schools catering for children between the ages of 11 and 18 including one R.C. School.

The seven schools involved in this investigation constituted both a social unity and diversity. All the schools are maintained comprehensive schools situated less than three miles from the town centre and therefore in comparatively close proximity to each other. Four schools formed a reasonably close cluster contained within a 1 mile strip. Two others to the North of the Borough, being a little over 1 mile apart, were reasonably close to each other separated only by an Industrial Estate. The seventh, the most Westerly school, might be seen as the odd one out.

Each school contained a very high proportion of working class pupils. Five of the schools, Aiden, Callaly, Dovedale,

Eltermere and Gargrave are surrounded by or adjacent to predominantly high density council housing estates.

Both Bambrough and Fleetwith were adjacent to predominantly 'private' suburban neighbourhoods. In the case of Bambrough the neighbourhood was very mixed; from very high density Council housing to spacious housing associated with the town's prosperity of the earlier part of the century and the inter-war era. Fleetwith is on the western boundary of the town adjacent to open agricultural land to its west but otherwise isolated and concealed by an arc of 'exclusive' type residences of the 1960's and 70's and rapidly developing residential 'executive type' private housing. This prestigious physical environment is but one of the features of this school which tend to distinguish it sharply from the remainder.

The Schools

A brief sketch of each school includes, a description of school site, catchment characteristics, physical education resources, physical education staff 1974-75, and 1979-80, and a note indicating features of the physical education programme which the Head of Department included in the School Resources return (appendix 7).

It will be seen that there is an uneven distribution of resources throughout the Borough. Whereas for example, Aiden possesses, in addition to the standard sportshall and heated swimming pool, three gymnasias and an assembly hall, Fleetwith possesses no gymnasium and must share the school's only assembly hall. The staffing of Bambrough should be compared with Callaly's establishment; whilst Bambrough has 1422 pupils on roll and employs six physical education teachers, Callaly, with one hundred fewer pupils employs two more teachers.

The information presented here conceals the variations,

observed by the author, in the quality of the original provision, and the subsequent maintenance standards sustained throughout the five-year period.

It can only be concluded that there could be no coherent town physical education system operating in Hucklebrough, only school departments responding idiosyncratically to local variables.

The information given, however, forms an important frame of reference for particular teacher perceptions reviewed in the following chapters. Figure 5.0 lists the schools in alphabetical order and provides selected statistical data which, together with the more detailed physical education data enables the reader to build a profile of each school and form a generalised picture of the Hucklebrough comprehensive school working-context.

School	Roll 1979	% Attendance 1977-78	Juvenile Court Appearances 1977-78	Care Orders 1977-78	Free School Meals ⁽¹⁾
Aiden	1425	88.59	39	13	225 (15.79%)
Bamburgh	1422	86.88	66	35	258 (18.14%)
Callaly	1315	87.30	41	16	252 (19.16%)
Dovedale	1330	87.18	32	17	208 (15.64%)
Eltermere	1259	88.23	36	20	197 (15.65%)
Fleetwith	1275	90.70	15	5	117 (9.18%)
Gargrave	980	90.95	21	10	147 (15.00%)

1. School meals delivered throughout 1977-78. Frequently used as a 'pupil poverty' indicator.

Fig.5.0 The Schools

The teaching context of each school is given below followed by an examination of the physical education teacher population.

Aiden Comprehensive School

Number on roll (1979): 1425 boys and girls.

Teaching establishment: 83.9

Site: A single campus which was previously a secondary modern school (mixed) and two technical high schools, (boys' and girls'), built in 1958 (separate buildings; one headteacher). The comprehensive school was formed by the amalgamation of the secondary modern boys and girls with the technical high school for girls. The two independent clusters of buildings now form an upper and a lower school.

Catchment: The school is surrounded by post-war council housing built between 1953 and 1969 and where most pupils live. It is predominantly working class.

Physical Education Resources (1979-80):

Outdoor Facilities.

On-site playing fields accommodating:

- 2 Grass Athletic tracks
- 3 Hockey pitches
- 3 Rugby pitches
- 4 Soccer pitches
- 5 Tennis courts
- 4 Netball courts

Indoor Facilities.

- 3 Gymnasia
- 20 m. Heated swimming pool
- 1 Assembly Hall
- 1 Sportshall

One Mini-bus

Physical Education Staff

1974-75 Men (6)	:	HoD, plus 5 assistant teachers
Women (6)	:	6 women assistant teachers
3 Teachers interviewed	:	HoD, Senior Woman and one assistant man.
1979-80 Men (5)	:	HoD (Male, Scale 3), plus 4 assistants (2 temporary)

Women (4) : Senior Woman (acting HoD during HoD's secondment) plus 3 assistant women (1 temporary). All interviewed.

Programme

C.S.E. (mode 3) for 32 boys and 11 girls in 1979-80.

Minority activities: canoeing, golf, orienteering, rock-climbing, sailing, Duke of Edinburgh's Award Scheme.

Residential projects: 3 camping week-ends, 1 week camp, 1 outdoor activity holiday, 3 Y.H.A. walking tours.

Bamburgh Comprehensive School

Number on roll (1979): 1422 boys and girls.

Teaching establishment 83.5

Site: This split-site was the result of retaining the good general teaching accommodation and facilities of two of the three schools which amalgamated to form Bamburgh. The former Boys' Grammar School, previously a wealthy family house converted into a school in 1938, is now the upper school, whilst the former Girls' High School, built in 1911, is the lower school. The old buildings which housed the Secondary Modern School were vacated completely in 1975.

It takes some 20-25 minutes for pupils to walk between the two sites which are divided by a park. Most Physical Education accommodation is at the upper school.

Catchment: Extremely mixed. The catchment area includes the centre of the town and an intake from a zone of endemic poverty referred to in this study as The Orient, as well as from a long established middle class residential area. Some of the housing dates from 1870. The bulk of the housing, however, is dated 1890-1920 and through the 1920's and 1930's. A little replacement housing was completed in the middle 1970's. Based on the earlier traditions of the Grammar and High Schools the school's main thrust is academic achievement.

Physical Education Resources (1979-80):

Outdoor Facilities

On-site playing fields accommodating

- 2 400 m. Grass athletics tracks
- 3 Hockey pitches
- 2 Rugby pitches
- 2 Soccer pitches
- 5 Tennis courts
- 8 Netball courts



Indoor Facilities

- 1 Gymnasium (Lower School)
- 1 Assembly Hall (Lower School)
- 1 Sportshall (Upper School)
- 20 m. Heated swimming pool (Upper School)

One Mini-bus

Physical Education Staff:

1974-75	Men	(3)	:	three assistants
	Women	(3)	:	HoD plus two assistants
1979-80	Men	(3)	:	HoD (Scale 3), two assistants (One scale 2, one probationer)
	Women	(3)	:	One Senior Woman (Scale 2) plus two assistants (Scale 1).

Extra-curricular help given to Basketball, Rugby and Hockey by three colleagues. "No difficulty in finding teachers to run rugby or football teams." (HoD).

Programme

Minority activities: fencing and weight-training introduced to some 4th forms in curricular time.

Residential Projects (1976-79): annual ski-holiday (not organised by P.E. Department).

Callaly Comprehensive School

Number on roll (1979): 1315 boys and girls.

Teaching establishment: 79.4

Site: Formerly two secondary modern schools completed in 1938.

In 1964 they combined to form a co-educational school.

The school is surrounded by high density terraced housing built in the period 1890-1920. From the on-site playing-fields the view is dominated by the factories of an Industrial Estate to the north of the school. The boundary is marked by high chain-linked fencing. In the broken and breached gaps, barbed wire strands and home-made orange-box fences have been erected by the residents in an attempt to defend their small rear gardens. Paper and plastic litter clings to the fencing on all sides.

The ground floor windows of the three storey buildings and the 'pre-fab' classrooms are protected by robust wire caging. There is more graffiti on these buildings than on any other site in the borough. From two of the school's three exits the pupils are funnelled into a street of the shabbiest shops in Hucklebrough including "The Private Shop" advertising 'Adult Books, Marital Aids....', two chip shops (one a Chinese take-away) a betting shop as well as an assortment of small traders' premises.

Catchment: Essentially working-class. The depressed housing is now subject to an Urban Renewal programme.

Physical Education Resources (1979-80):

On-site playing fields accommodating

- 1 400 m Grass track
- 1 Hockey pitch
- 1 Rugby pitch
- 2 Soccer pitches
- 4 Tennis courts
- 4 Netball courts

Indoor Facilities

- 1 Gymnasium
- 1 Assembly Hall
- 1 Sportshall
- 1 22 m Heated swimming pool

No Mini-bus.

Physical Education Staff

1974-75	Men	(3)	:	HoD plus two assistants
	Women	(4)	:	Senior Woman plus 1 full-time assistant (probationer) 3 part-time assistants.
1979-80	Men	(4)	:	HoD (Scale 3) plus three assistants (one Scale 2; two Scale 1).
	Women	(4)	:	Senior Woman (Scale 2) plus three assistants two of whom are probationers).

Extra-curricular help given by eight colleagues (including one woman) with Soccer, Basketball, Rugby, Table-tennis and Badminton.

Programme

Minority activities: 5th Form Fencing Club; sailing one evening per week for a selected group; Golf and Weight-training are 5th Form options. Duke of Edinburgh A.S., started in 1979.

Residential Courses: Football tour for 5th Form, Easter 1979. VI th Form Camping several week-ends throughout each year.

Dovedale Comprehensive School

Number on roll (1979) 1330 boys and girls

Teacher establishment: 79

Site: Formerly three separate Roman Catholic Schools this single Comprehensive School now comprises two contrasting sites approximately one mile apart. Whilst the upper school buildings were completed in 1963, the lower school buildings date from 1897 and blend with its surrounding parkland and mature well-wooded residential neighbourhood. Each site has playing field accommodation though the upper school fields are so badly drained that they are unusable for 60% of the time.(HoD).

Catchment: Mixed. The Borough's Roman Catholic community.

Physical Education Resources (1979-80):

Outdoor Facilities

On-site playing fields accommodating

- 1 400 m Grass track (Upper School)
- 1 200 m Grass track (Lower School)
- 1 Hockey pitch
- 2 Rugby (1 upper school; 1 lower school)
- 3 Soccer pitches, (2 upper school; 1 lower school)
- 6 Tennis courts (Unusable (HoD))
- 3 Netball courts (2 upper school; 1 lower school)

Indoor Facilities

- 2 Gymnasias (1 upper school; 1 lower school)
- 1 20 m swimming pool
- 1 Sportshall

One mini-bus

Physical Education Staff

1974-75	Men	(6)	:	HoD plus 5 assistants (P.E. trained)
	Women	(4)	:	Senior Woman plus 3 assistants (P.E. Trained)
1979-80	Men	(3)	:	HoD (Scale 3) plus 2 (P.E. trained) assistants (Scale 1)
	Women	(3)	:	Senior Woman (Scale 2) plus 2 (P.E. trained) assistants (One scale 2; one scale 1)

Extra-curricular help given by eleven men colleagues with Soccer (10) and basketball (1).

Programme

Minority activities: archery, canoeing, fencing, orienteering and rock-climbing, and a thriving Sailing Club organised by Head of Creative Arts Faculty.

Residential Courses: Annual ski-holiday (for 20 pupils) and a residential course (for 15 pupils) in South-West England.

Eltermere Comprehensive School

Number on roll (1979): 1259 boys and girls

Teaching establishment: 72.7

Site: In 1974-75 this school was operating on 5 sites.

Throughout the 4 year period as the main Eltermere Site, completed in 1958, was extended the former Grammar School and Secondary Modern Schools were closed. Finally when the Humanities Block was completed in 1974, the school was housed on opposite sides of a road linking two post-war housing developments built firstly in the period 1949-55 and, secondly in the period 1954-65.

A high railway embankment footed by scores of pigeon lofts, forms the northern boundary of the playing fields. The railway line served some nearby heavy industrial plant which can be seen overlooking the adjacent housing developments. Little attempt has been made to plant or land-scape the school site and the newer buildings, including the sportshall, present unbroken areas of harsh red brick. Grass verges on either side of the low chain-linked fencing are densely littered.

Catchment: Already very mixed and changing to new family and executive-type housing projects started between 1967 and 1979. This most northerly sector of Hucklebrough forms a recognisably distinct district due to its geographical situation, historical development and earlier administrative boundaries. Whilst it could not be regarded as isolated from the Borough it is agreed by common consent of the towns-people to be a sub-culture with its own distinctive names and associated clubs.

Physical Education Resources (1979-80):

Outdoor Facilities

On-site playing fields accommodating

- 1 400 m Grass track
- 2 Hockey pitches
- 2 Rugby pitches
- 2 Soccer pitches
- 4 Netball courts
- 4 Tennis courts

Indoor Facilities

- 1 Sportshall
- 1 20 m Heated swimming pool
- 1 Gymnasium
- 1 Assembly Hall

One mini-bus

Programme

Minority activities: 'Limited Golf'

Residential Courses: Annual visit to Lakeland Outdoor Activity Centre (not organised by P.E. Staff) and an annual ski holiday.

Extra-curricular help is given by unqualified colleague with rugby teams.

Physical Education Staff

1974-75	Men	(3)	:	HoD plus two assistants
	Women	(3)	:	Senior Woman plus two assistants
1979-80	Men	(3)	:	HoD (Scale 3), plus two assistants
	Women	(3)	:	Senior Woman (scale 2 appointed during the year) plus two assistants (one scale 1 and one temporary probationer).

Fleetwith Comprehensive School

Number on roll (1979): 1275 boys and girls

Teaching establishment: 75.8

Site: Opened in 1973, Fleetwith is the only purpose-built Comprehensive School in Hucklebrough. It is sited on the western outskirts of the Borough adjacent to some individually designed, spacious planned, high quality housing dated from 1948. The executive-type housing development continued throughout the 1960's and 1970's and is presently being expanded.

The two storey school building attractively finished in light grey exterior blocks, sits unobtrusively in a natural hollow. There has been great attention to a liberal tree planting policy which will eventually screen the school's car park and bus terminal. There are no shops in the vicinity. There is an enviable absence of both fencing and litter. The view from the school playing fields is extensive.

Catchment: The pupils are from school-supporting families. As such, they conform to school uniform and support school activities with comparatively little dissent.

Physical Education Resources (1979-80):

Outdoor Facilities

On-site playing fields accommodating

- 2 400 m Grass tracks
- 3 Hockey pitches
- 3 Rugby pitches
- 2 Soccer pitches
- 4 Tennis courts
- 5 Netball courts

Indoor Facilities

- 1 Sportshall
- 1 20 m Heated swimming pool
- 1 Assembly hall

One mini-bus.

Physical Education Staff

1974-75	Men	(3)	:	HoD plus two assistants
	Women	(2)	:	Senior Woman plus one assistant
1979-80	Men	(3)	:	HoD (Scale 3) plus two assistants (two scale 1 including a probationer).
	Women	(3)	:	Senior Woman (Scale 2) plus two assistants (One scale 1 and a probationer).

Programme

Fencing, Golf, Orienteering, Weight-training and Duke of Edinburgh's A.S.

Residential Courses: Ski-holidays and sports tours abroad undertaken by Physical Education Staff.

Extra-curricular help with Soccer, table-tennis, badminton and gymnastics from 5 colleagues (including 1 woman helping with gymnastics).

Gargrave Comprehensive School

Number on Roll (1979): 980 boys and girls

Teaching establishment: 57.2

Site: A vigorous building programme throughout the 1950's and 1960's consisting of six private housing projects encircled the site of Gargrave Secondary which itself was opened in 1964. It is presently the smallest of the Borough's comprehensive schools.

Catchment: This most vulnerable community is largely made up of families of skilled craftsmen who bought houses here in the Borough's more prosperous days. As the key industries decline or close, these families are experiencing redundancy and unemployment for the first time and on a disproportionately large scale.

Physical Education Resources 1979-80):

Outdoor Facilities

On-site playing fields accommodating

- 1 400 m Grass track
- 3 Hockey pitches
- 2 Rugby pitches
- 2 Soccer pitches
- 8 Tennis courts
- (only 2 playable)

Indoor facilities

- 2 Gymnasias
- 1 Sportshall
- 1 20m Heated swimming pool
- 1 Assembly Hall

No mini-bus

Physical Education Staff

1974-75	Men	(3)	:	HoD plus two assistants (1 probationer)
	Women	(3)	:	Senior Woman plus two assistants
1979-80	Men	(3)	:	HoD (Scale 3) two assistants (One scale 2 and one scale 1)
	Women	(3)	:	Senior Woman (Scale 2) two assistants (two scale 1 including a probationer).

Extra-curricular help with Sub-aqua and Life-saving given by two women colleagues.

Programme

After 2 years abandoned C.S.E. Physical Education Examination.

Minority activities: weight-training and Subaqua swimming.

Residential courses: Local Authority field studies centre, annually for 60 pupils and 4 teachers. Y.H.A. (Lakeland), Walking Tour (Annually). Ski-holiday annually at Easter. Sub-aqua week.

The Teachers

Although 81 interviews were conducted throughout the study, only the 68 'teacher accounts' obtained from the 59 physical education teachers have been analysed and discussed in the following chapters. This is not to say that the accounts of the 4 Local Authority Officers, the Youth Tutor and the 6 Final Year physical education students would fail to inform the total research endeavour. To include them, however, would be to diminish the essential purpose of this report to focus on the perceptions of those teachers who are working full-time in the seven comprehensive schools described.

In the foundation phase of the investigation (1974-75) 21 teachers, 9 men and 12 women were interviewed. This represented 48% of the Physical Education teachers employed at that time. In the substantive phase (1979-80) 47 teachers, 24 men and 23 women, representing 100% of the teachers employed at that time, were interviewed. As 9 teachers were interviewed in both the Foundation Phase and the Substantive Phase it may be seen that 68 accounts were obtained from 59 teachers, 28 of whom were men and 31 were women.

The key quantifiable characteristics by sex, teaching experience, professional status and qualification of physical education teachers employed in Hucklebrough's seven comprehensive schools is given below:

Patterns of the teachers' Experience (See figure 5.1 over)

Based on years of teaching experience, four well defined clusters of all teachers interviewed emerged.

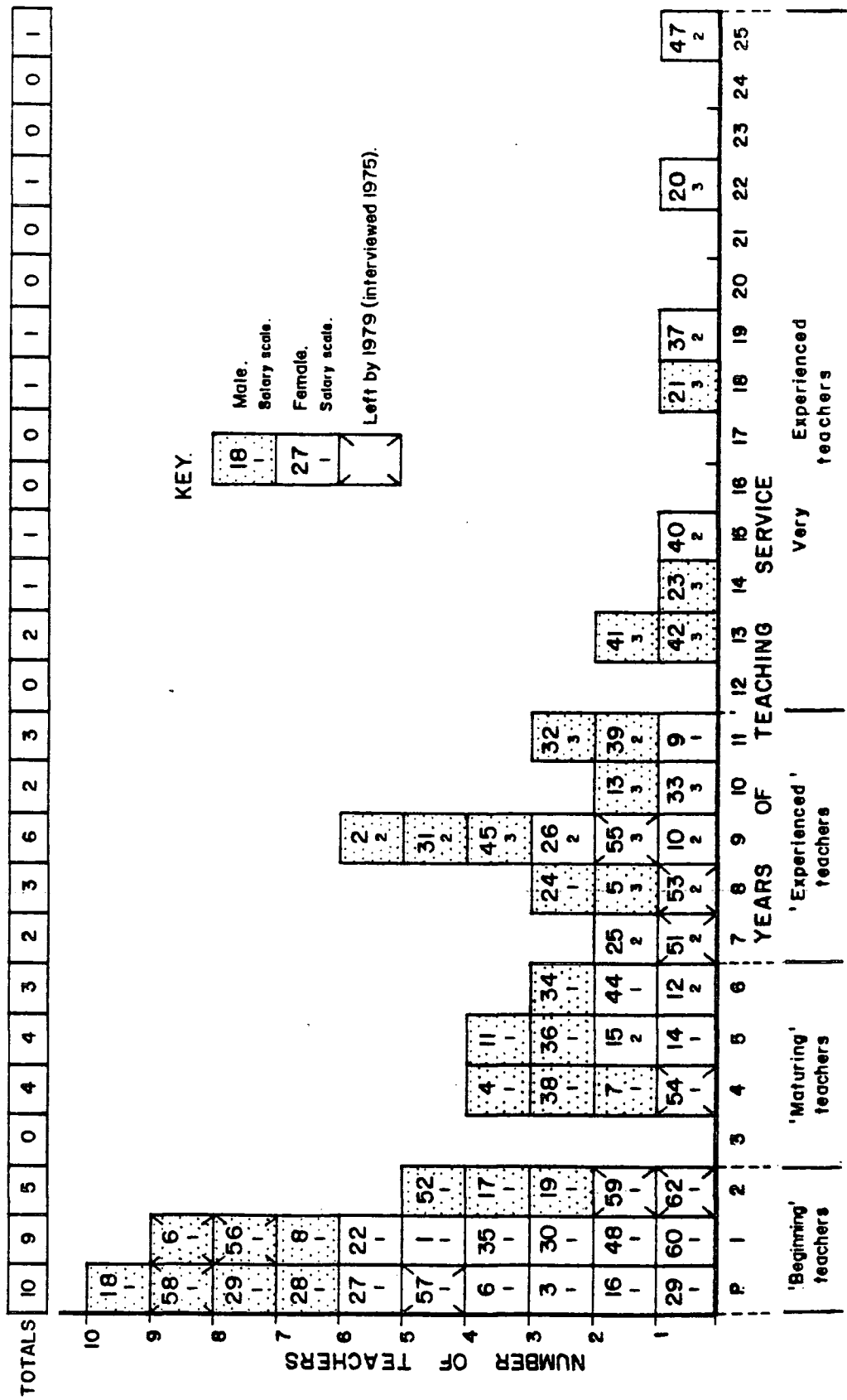


Fig. 5.1. Distribution, by years of teaching experience, salary scale and sex, of the teachers interviewed.

Cluster one: 'Beginning teachers' (24) consisted of

	<u>Men</u>	<u>Women</u>	<u>Totals</u>
Probationer teachers	4	6	10
Teachers with 1 year's experience	3	6	9
Teachers with 2 years' experience	<u>3</u>	<u>2</u>	<u>5</u>
	10	14	24

Cluster two: Maturing teachers' (11) consisted of

	<u>Men</u>	<u>Women</u>	<u>Totals</u>
Teachers with 4 years' experience	3	1	4
Teachers with 5 years' experience	2	2	4
Teachers with 6 years' experience	<u>1</u>	<u>2</u>	<u>3</u>
	6	5	11

Cluster three 'Experienced teachers' (16) consisted of

	<u>Men</u>	<u>Women</u>	<u>Totals</u>
Teachers with 7 years' experience	-	2	2
Teachers with 8 years' experience	2	1	3
Teachers with 9 years' experience	3	3	6
Teachers with 10 years' experience	1	1	2
Teacher with 11 years' experience	<u>2</u>	<u>1</u>	<u>3</u>
	8	8	16

Cluster four: 'Very experienced teachers' (8) consisted of

	<u>Men</u>	<u>Women</u>	<u>Totals</u>
Teachers with 13 years' experience	2	-	2
Teachers with 14 years' experience	1	-	1
Teachers with 15 years' experience	-	1	1
Teachers with 18 years' experience	1	-	1
Teachers with 19 years' experience	-	1	1
Teachers with 22 years' experience	-	1	1
Teachers with 25 years' experience	<u>-</u>	<u>1</u>	<u>1</u>
	4	4	8

At the Substantive Phase only

	Men	Women	Totals
Beginning teachers (less than 3 years' experience)	6	10	16
Maturing teachers (4 to 6 years' experience)	6	4	10
Experienced teachers (7 to 11 years' experience)	8	5	13
Very experienced teachers 13 to 25 years' experience)	4	4	8
	<hr/> 24	<hr/> 23	<hr/> 47

Professional Status of Teachers in the Substantive Phase

Salary Scale	Men	Women	Total
Scale 1	13	13	26
Scale 2	3	8	11
Scale 3	8	2	10
			<hr/> 47

All the 'Beginning' teachers were on Scale 1 salaries. Of the 10 'maturing teachers', two, both women, had gained scale 2 posts.

In the 'experienced' group of 13 teachers, 4 men and 1 woman held scale 3 appointments, 3 men and 3 women held scale 2 appointments and 2 teachers, 1 man and 1 woman were on scale 1.

Of the 8 'very experienced' teachers, 4 men and 1 woman held scale 3 posts and 3 women held scale 2 posts.

In view of the analysis of career perceptions in Chapter 8, it should be noted that 10 teachers (7 men, 3 women) in the maturing and experienced categories, remained in scale 1 posts, and perceived themselves, in the prevailing professional climate, to be trapped. At the same time seven scale 1 men teachers were very much aware of the fact that five of their women colleagues had gained scale 2 appointments, whilst four of their men colleagues with only very few more years of experience had reached scale 3 status.

Professional and Academic Credentials

All teachers in this investigation were of 'qualified' status: all had studied physical education as a component of their professional training courses, though one teacher conceded that she had not trained for 'secondary' teaching.

It is interesting to note that of the 47 teachers interviewed in 1979-80, 10 were graduates. One experienced teacher had gained a B.A. (Open University) and nine teachers, five of whom were probationers, had been appointed after successfully reading for B.Ed. degrees. Furthermore, four teachers (3 men, 1 woman) were registered Open University students and two others, (both non-graduates) were known to the writer to be considering 'very seriously' applying for Open University places.

Finally it is not untypical of the North East Region to note that 50% of these teachers were born and raised within 25 miles of their present place of work. Whilst six teachers had spent their formative years at a distance of 100 miles or more away from Hucklebrough, the remainder would identify themselves as Northerners having lived most of their lives within a distance of 100 miles of Hucklebrough.

Endnotes

1. Boothby, J. and Tungatt, M.F. (1976 revised 1977) 'Urban Recreational Facilities and Organisations', North East Area Studies, University of Durham Working Paper 38.

2. op.cit. Survey paper 6, p.18.

CHAPTER SIX

Chapter 6

The Physical Education Teachers' Social Perceptions

The purpose of this section is to review the perceptions Hucklebrough's physical education teachers have of their social contexts. What were their constructions of the realities of professional relationships which constituted their working climate?

During the dialogue between interviewer and interviewee some teachers indicated explicitly which particular relationships mattered most to them. But with others, as with a great majority of the statements, it was exceedingly difficult to differentiate their statements about people such as pupils and colleagues without at the same time making explicit or high interference value statements or structural statements or professional statements (see F.47, p.10; F.37, p.13-14; M.36, p.6). Nonetheless where a statement was made about people and professional relationships which the investigator thought reflected a teacher's interpretation of his or her definition of the social context of their working world, it was coded under one of three social perception categories:

1. Statements about physical education colleagues
(including statements about Head of Department);
2. Statements about colleagues other than physical
education colleagues (including statements about
the Headteacher);
3. Statements about pupils.

Because of the critical relationships of the Head of Department, at once demanding affective sensitivity to build group unity whilst simultaneously effecting instrumental

responsibilities, the Physical Education Colleagues category was sub-divided to produce two sub-categories; firstly, Head of Department and secondly, 'other' physical education colleagues.

Social perceptions overall accounted for a little over 30% of all coded statements, and ranked second in frequency to school structure perceptions.

Within the Social Perception Category, the frequency distribution of coded statements was as follows:

<u>Sub-category</u>	<u>Percentage</u> <u>Social Perceptions</u> <u>Category</u>
Pupils	37.5%
Non-physical education colleagues	28.5%
Physical education colleagues (excluding Head of Department)	24.7%)
Head of Department	9.3%)

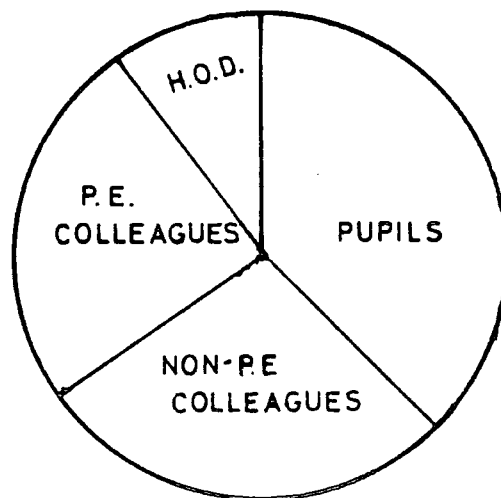


Fig.6.0 Proportionate distribution of social statements made about pupils, P.E. colleagues, non-P.E. colleagues and Heads of Department.

It is proposed to review below each of the sub-categories in the following order: Pupil perceptions, physical education colleagues and non-physical education colleagues.

Physical Education teachers' perceptions of Pupils

There was a very considerable difference in the types of statements made about pupils in the Foundation Phase in 1975 and the substantive phase in 1979.

All the schools were, in 1975, urgently pre-occupied with establishing new comprehensive identities. The new school structures and, for many teachers, the unparalleled experience of working in newly-formed departmental teams made heavy demands on professional relationships. Additionally the complex redefinition of comparative status positions within the schools of individual teachers of the prestige struggles of subjects, added to the urgency and contributed to the overall tensions experienced by the physical education teachers. But the enduring problems of the teachers were motivating and engaging the older pupils in purposeful physical education lessons.

If those physical educationists outside the schools, lecturers and administrators, were highly articulate in abstract physical education prescriptions of programmes and teaching methods, those inside the schools were facing rather more basic problems of control and, albeit with a minority of pupils, struggling for survival. There can be little doubt that many teachers were experiencing a professional shock in their articulation with the older, alienated pupils, which stretched their professional organising and social skills to the limit, and well beyond in some cases. After 13 years in the profession two of which were as Head of Department at Bamburgh, Mrs.

Quayle (F.55) decided to resign.

Mrs. Quayle was a very respected teacher in the town and in many ways her account epitomised the experiences which many experienced teachers had encountered throughout this critical period. In the re-organisation she had been appointed Head of Department: previously she had enjoyed 'working together (for 8 years) with one other teacher' in the 'very nice High School' where 'everything just ran like clockwork' (F.55,p.11). 'We had a tradition where everybody changed. They all had a school uniform which included a physical education uniform.' The pupils 'hardly ever forgot their things'.

Like so many of the teachers interviewed in 1975 she referred to the unprecedented 'chaos' (P.15) perceived in the new comprehensive schools:

'Well I was the only one who had been here and Heather and Diane were new. They didn't know their way around. Nobody knew what to expect. We were all finding our way around. And these children from Sherburn Road had had a terrible two years - especially in the last year when the inside of their school was ripped out practically and of course the P.E. mistress was leaving - she didn't bother. So they never got changed, so they had no tradition of getting changed.'

How many joined together?

Three...The Grammar School, for boys, the High School, for girls, and then Sherburn Road Secondary Modern.....and we had great problems with them (Sherburn Road pupils). (...) There still is a nucleus which resists. It's going to take a long time to work through again to the standard we had before (...) If we always keep on on on.. You've got to be....Every lesson ... And checks. And kit inspections....you have to keep on to establish tradition. (...) There is a nucleus in the second year who, at the moment doesn't care and don't bother to bring anything. They will be bad all the time, I think, because they came into the school as first years when everybody was new ... and there were so many probationary teachers and they didn't know their way about

the building even.'

F.55 p.11-12)

Physical education teachers are substantially dependent on pupil co-operation to ensure that appropriate clothing is provided and regularly brought to physical education lessons. While innumerable schemes have been tried over the years to provide school back-up provision of clothing, none has been universally satisfactory. Physical education lessons more than any other lessons depend on pupil co-operation and reliability in this basic requirement. Some teachers over the years have given up the struggle to get pupils changed. Others have resorted to various expedients from encouragement and reward to highly dubious coercion.⁽¹⁾ Others like Mrs. Quayle, faced with an unaccustomed new context struggled for two years:

'The thing is - that I was a bit fed up of was...being so spread out, the communication for girls for teams is terrible. Now when I was in the High School I could put a notice on the board and I would be sure that they would see it. Now here you have to get a notice to everyone or give the list to two or three reliable members of the teams and make sure that they check the team out because it is impossible to say that we will have a meeting then and have everybody turn up. It just wouldn't happen. And I could give kit out and say that I want it back on Monday morning. Well I can't do that now. I've got to take it all with me. And if it is an away match I have to take hockey sticks with me - I've got to take the pads home with me - I've got to take the pads home with me....and so they are dumped at home all weekend. And I have to collect it all together and bring it to school because we need it first thing on Monday morning for games. (...) I have forgotten the sticks on a Friday and had to return at six o'clock at night to get them. Just silly things like that. Now home matches.....it's because the bairns'll come and the gear is all there and I need just take the skirts and the tops. And I never had to take the skirts and tops before because they all had their own and they were all smart. Now we have a proper team uniform. Then it has to be laundered after that for the next week.'

(F.55 p.12-13)

Her determination to reach the standards to which she had grown so accustomed throughout her formative professional years could not now be achieved. Her frustration is captured in the following reflection:

'Oh, I often thought I could not go on another day. Then I thought that's silly... But I thought it's my fault that the department is in such a mess. I felt terrible. I couldn't sleep at nights. Because it had all run so smoothly before...and I thought that I had all the equipment and I know what I wanted to do.....Why isn't it going right now? And there were so many problems that cropped up in those first few months. I thought Oh I can't stand this. However, now I think I am sorry to leave because it is now levelling out and more people know their way about. It's just beginning to come back now.'

(F.55 p.12)

Mrs. Quayle was, under the 'old' system, an effective teacher. A few days after the above interview she left the profession. It should be emphasised at this point that the context in which she found herself a leader has also defeated her successors. Five years later, judged by any reasonable professional criteria, it remains 'chaos'.

(F.48 pp.26-27)

The teachers at Eltermere were also struggling to gain the interest and co-operation of the older pupils. Among them two senior and highly experienced men teachers were quite explicit about pupil relationships and control. Peter's 1975 account demonstrates a sensitivity to pupils' home background and the needs to build relationships over a long period:

'The most important thing I think in teaching of any sort is personal contact and the respect that you build between yourself and the kids. I have a lot of respect for a lot of the kids... I know their weaknesses and strengths, but I can only build up on that over a period of years, by knowing them.'

(M.41 '75 p.2)

He emphasised that in the new school 'we are fighting to exist rather than to build anything' (p.3). He thought the size of the school and its resultant structure prevented effective teacher-pupil relationships from emerging (p. 2-5). However understanding he was of the disadvantaged pupils, it did not prevent him from identifying 20% of the school's pupils as 'borderers':

'It is a question of understanding the background that is there, but outside of that very small percentage who have got genuine reasons I think there is a broad band of up to 20% who are what I would call 'Borderers' who if they have a teacher who is not prepared to make them do it would invent excuses....they have colds, sore feet, sore thumbs, sore arms every other week...I tend to be a little bit harsh on this category of kid and I do punish them physically and I punish them hard if they don't bring their kit. It means that occasionally I have to punish the top 5% who are genuinely problem kids... they have to be seen to be included with the others ... so in a way you treat them slightly unjustly, but it is to keep your waiverers in line. The vast majority of kids, as far as P.E. is concerned are very willing.'

(M.41 '75 p.4)

Alan (M.21), the Head of Department, a very independent and strong personality not easily beaten by anything or anyone, admitted in 1979 that ...

'Four years ago I would have got out and done a labouring job. Not particularly because of P.E. At the time we went Comprehensive we had the Raising of the School Leaving Age. We had these children who didn't want to stay on. We also went into County. There were three things you see ... so that if you asked County anything, nobody knew what the answer was. They were frightened of treading on someone else's toes. And everybody was stabbing everybody in the back (comprehensive reorganisation) establishing a pecking order. Modern staff were frightened that the Grammar School Staff were going to take over and become academic. The academic were afraid of the Modern School

children. Never having taught them. So there was this huge turmoil. Inter-mingled with all this were these 5th form yoboes ... who didn't want to know ... who were just going taunting Grammar School pupils. So that there were a few of us left who could cope.'

(M.21 p.5-6)

In 1975 Alan had encountered similar problems to

Mrs. Quayle:

'...over the last two years of comprehensive school we had difficulty with 5th year kids and I think everybody has ... moreso with P.E. because you ask them to bring something in order to teach them. If they don't bring that equipment then you can't teach them ... you are in difficulty. (...) you can punish them for ever and a day and it doesn't make any difference. So I have to accept in many ways that there is quite a large percentage especially in the 5th year who have an aversion to P.E.'

(M. 21 '75 p.4)

This teacher-pupil impasse resulted in a proposed policy change for the following fifth years to voluntary participation in physical education.

'next year's fifth will be an option ...'

'Would it worry you (if P.E. were completely optional)?'

No. Not at all. I would sooner say to the kids "Come to school if you want," and you would have very few problems...." (p.5).

Kathleen (F.54) a colleague of Alan's, describes how, following a dialogue with fifth years, she abandoned physical education for 'sums'. Her reflections demonstrate the supreme difficulties some teachers were meeting when trying to form a 'contractual relationship'. 'Choice' of activities is frequently thought to be an effective means of engaging the interest and commitment of older pupils, but this was far from the case with Eltermere's fifth-year girls in 1975.

'....in the fifth year (they may choose) things like badminton, trampoline, table tennis all the things that they wouldn't do in the early years. And they throw it all back at us. We've tried everything. (...) No matter what I tried they just threw it all back at me... from September to Easter ... they weren't interested. So in the end all I could do with them was each lesson we sat and wrote. ... What they liked to do was not P.E. What they liked was sums. And this is what they thought was great. And if I went in with sums each week ... this is what they called them 'sums' ... not 'maths', then that's what we did. Fifth year girls ... Didn't want P.E. at all. No way. They were offered everything. Everything.'

(F.54 '75.p.1)

... apparently she was not the only teacher in the school who had 'failed'. 'Most people say they don't teach them (fifth year pupils) ... they just keep them occupied ... keep them busy for the lesson ...' (p.3).

'Did you feel bad about this?

'It worried me to start with. I thought that I was incapable. You see ... that I couldn't manage them. But when I spoke to the others (teachers) it was surprising the number of people who wouldn't even have them. Because they were frightened of taking them for a lesson. 'Cos they were so wild.. wouldn't have them. (...) I thought, perhaps I haven't had enough experience for dealing with it. Perhaps I shouldn't have had them as fifth years. (...) I tried different approaches ... Going in and being very nice to them and saying 'Right what would you like to do this lesson?' And talking to them ... But even then they didn't seem mature enough to talk back to me like that. They couldn't accept that I was being nice to them. And they fought shy of this. (...) So another week I would go in and think 'right! Damn them all. They are going to do what I want them to do.' I could get them into the gym ... 'You will sit there for a single lesson and get your shoes off' ... You see they are all in trousers as well which is another big draw-back up here.'

(F.54 '75 p.2-3)

The following very frank anecdote of Kathleen's desperate struggles to find some kind of survival strategy typified many of the town's physical education teachers perceptions of real experiences in establishing professional relationships.

'Tell me what you have tried since September (1974)?

'They don't have to go outdoors at all.
Which is the main thing in the fifth year...
they don't like to have to go out because
it is cold. So they could do football...
It's not allowed but...fifth years....they
would have a go. Yes it sparked an interest.

"Well can we go on and play like this in our
boots and trousers?"

"No you bring a skirt or you bring something
just to change into and we will go in"

"No chance"....they are not bringing anything
to change into.

So that went. But that sparked an interest.....
because they play it on the streets apparently.

"I'll show you basketball....you know a good
game"

"no"

"Badminton. Tabletennis. Trampoline?"

All these were rejected. They would have
done football if they could have gone in in
boots and trousers.

Did you try that?

No, you couldn't. That's not allowed. (...)
But we have a pile of shorts. I said 'I'll
provide the shorts. Next week all you've got
to do is take your shoes off and we will go in'

"No. changing is out"

So I said to them "...well I've tried. When
you are prepared to change you can tell me.
Until then we will work'

And, you see I thought that 'work' was going
to be a penalty. And when I went in and said
'right we will do some maths today....we are
going to do some multiplication...'

"Multiplication?"

So I had to call it 'times'. So we had to talk in terms of 'times' and 'addy ups'. Gave them all these and...

"...can we do that next week?"

What have I done? (chuckle) I didn't know what I had done then. So we've done maths...just to keep them happy. You see they want to be treated like adults... the big thing...you know. I know a couple who went to Alan when I was playing hell with them....

"She doesn't treat us old enough". She treats us like kids"

I said to Alan, I tried. I've spoken to them like adults, but they don't respond. They can't take it as adults even though they insist they want to be. A lot of them left at Easter...and they knew that they were all going to go by about half term. They started doing things like games (paper or verbal)...naming things like as many flowers...'M', a letter...that was great.'

What effect has this had on the 'professional' you?

I think that I have given in. And instead of sticking to it...to teach them as I am supposed to do, I was letting them get away with it...doing games (chuckle). I don't know whether I do right or not. It has certainly eased my life.

When you compare yourself with your other woman colleagues whom you get on well with....When they have had them in the third and fourth forms, are they still able to hold them in the fifth year, or do they crumble?

This is what hit me you see. When I first came here. Having all these problems with these fifth year classes, I said to Pam "Well would you take them for one week, just to see you take them." "You know, Pam didn't want them...Nobody wanted them."

What do you still treasure?

I don't know (long pause). My dream is still coming from - (own Grammar School named). Just to have a school where the classes simply come and change and you just teach.'

(F.54 '75 p.7-17)

Kathleen's dream, 'just to teach', expressed the exhaustion which she and many of her colleagues felt as a result of 'coping'

with these pupils in these particular circumstances, Kathleen was invited to return to the school to 'do some supply work', but is not teaching physical education, by choice.

The above excerpts from the 1975 accounts illustrate the kinds of heavy demands and strains on both men and women teachers, all of whom had proved themselves to be exceedingly competent teachers. All had enjoyed the satisfaction of forging eminently workable 'contractual relationships' with very similar kinds of pupils, but in very different social and structural contexts.

After two years of comprehensive re-organisation Pam (F53) had no hesitation in admitting, "Yes. (change had affected her) It has killed my enthusiasm." But she also signalled hope for the future by suggesting that, "The present first and second years' are lifting the school" (F.53 '75 p.1)

Those first and second years were the inheritance of two probationer teachers who replaced Kathleen, and later Pam. At the time of the substantive phase of the inquiry in 1979 these pupils had either left or were in the Upper School of Eltermere, by which time Jill (F.14) and Joan (F.15) were completing their fifth year of teaching together as a team. Both of them spoke about the pupils, but with a marked reduction of the previous intensity and no suggestion of despair. Certainly the fifth years were perceived by Jill to be 'apathetic' and doing a lot of moaning, not about participating, but 'can't we play a game?' (F.14 p.19)

Jill spoke warmly about her job satisfaction. The girls' attitude in the lessons 'is a lot different (...) Now I have fifth year girls that I took in their first year and you can see the improvement. It is far better than when I started.' (F.14 p.20)

Jill had not found forming pupil relationships easy and had made some early errors of judgement typical of beginning teachers, but had learned by them and:

'Now I would allow a certain amount of flexibility. I wouldn't be as dictatorial as I was then. Not that I would be easy on them, but I would understand that this was just them. Just the way they were. And as it happens that group who left last year, I got on really well with them. I didn't get them as third years I thought 'great' ... 'haven't got them again.' And then I got them as fourth years. And whether it was because I had improved, or whether they had matured or settled a little bit but I had a great relationship with them in the end. I was sorry to see them go. And I used to laugh looking back to that lesson. I mean they were only second years...and they seemed such a problem! Such a mountain! ...to overcome. And I used to dread taking them. Yet as fifth years, I quite looked forward to the lesson. Strange!

So experience simply means that you don't worry as you used to about similar events...because each class will try the same kind of things?

There isn't one class that bothers me now. Ever!

I don't think that there will be many teachers in this town would say that.

There isn't one class that I dread to go to. There are classes that I don't particularly like...but no class that I think; Oh, no!

F.14 p.21-22)

There was a genuine warmth in her manner and style when asked to elaborate on the nature of the relationships in the school generally:

'Do you consider yourself a caring kind of person?

I think so, yes.

Do you consider the school a caring sort of school? "

...(reflecting)....Generally I think it is a good school I think that it really does care about the pupils."

Which school would you send your children to in Hucklebrough?

Wow! (shocked by question). If they were academic... if they were bright, then Fleetwith. I would say. ...They have a good catchment area. They've got a purpose built school. Which I think helps. There is no split site and no travelling.

Would it care for your little girl or little boy?

I think so. I'm still not quite sure.

Supposing they had to come to Eltermere, would it worry you?

It wouldn't worry me, no. (no hesitation)

They would get their fair whack?

I think so. I think a lot of the staff do bend over backwards to cater for them all...and to try and give all the pupils a fair deal. And I know that at the end of a year when we have a coffee morning for the fifth year who are leaving, however bad they've been they say thank you for this...or 'it's been all right really'. And I think that shows that it's a caring school. Because we do get a lot come back. They do come back from work....and talk.'

(F.14 pp.23-24)

Joan's account confirms that teacher-pupil relationships have improved at Eltermere during the last five years, so much so that she found in the pupils a kind of prop to support her during a particularly unhappy eight-month period in her personal life, 'the kids were a great comfort.' She too had experienced some early shocks of teaching fourth year hostile girls who hated P.E. and thought "I'm not going to get out alive" (F.15 p.2). But she had also witnessed the improvements, 'we had a great system going. The department was great for about two or three years. We really achieved fantastic things." Joan endorsed the fact that she wanted

to stay at Eltermere. 'I like the school. I like the kids. The staff are good (...) It hurts me when the other schools in town say 'Haven't you got a team for this.....haven't you done that?' I am very loyal' (p.16) When asked,

'What is the best thing you have done in your professional life so far?

Again on my two levels that I think I teach at. One was getting some 3rd and 4th year girls, who were difficult, who had chosen to do P.E. as an easy option on Friday afternoons....getting them to enjoy it after being totally apathetic. The other thing was one of my netball teams winning the shield for the league. That was tremendous.

Take a pick between the two.

Perhaps winning because of the lift it gave the kids - if you had seen their faces. I am thinking of one girl in particular who is now at New College. She cried because she had never won anything before. She knew the school had hardly won a thing. She worked like mad throughout that game and the season. To me it was a heart stopper. That was more emotional, whereas with the other I still haven't let on that I am pleased with the fact that they are doing P.E. and enjoying it. They come to me and say, 'This is the 6th week running that I have got my kit.'

(F.15 pp.16-17)

These kinds of reflections contrast with those made in Eltermere's earlier days. The problems are by no means resolved, but there is no longer the same tone of hopelessness or defeat which prevailed in 1975.

Whilst most teachers, when asked, would not hesitate to describe their perceived 'problem' areas in respect of professional relationships, a dominating theme was a joint commitment to extra-curricular activities which was tied to a repeated phrase of 'really getting to know the pupils.' It was sometimes difficult to know which mattered most to the teachers, the enthusiasm for the activity or the satisfaction in the shared relationship which inevitably accompanied extra-curricular commitments.

Gemma was obviously well-pleased, in spite of County obstruction and interference, with her last school ski-ing expedition to Austria for 45 Fleetwith pupils...

'It is a very good week. And you really get to know the children if you are living with them.

You sound as though you devote the whole of your life to P.E.

Well I enjoy it. I enjoy my lessons but I enjoy my clubs more. The kids really open themselves out to you. They are there because they want to be there and you can see your own sport being extended to what it should be extended to... I just like the kids to enjoy themselves. In lessons as well I like them to go out there and enjoy learning things....Not to go out and just pass the time away...enjoy the feeling of learning something new.'

(F.25 p.8)

Mrs. Baker, after conveying her profound resentment at the headteacher's attempt to withdraw financial support from her hockey fixtures, concluded that...

'I don't think that he realises that you build up a relationship which is extra...which stands you in good stead for during the day. You have different relationships with the kids...because you see them out of school...And he doesn't appreciate that that can help you in your job as well...and it can make you a more effective teacher in many ways.'

(F.26 p.12)

Bill (M.24) was also contemptuous of the headmaster because he showed no interest in the pupils' achievements; 'He (the headteacher) knew that we had gone to watch Gordon (a pupil selected for England) play at Twickenham and he didn't even ask how he had played or anything. Showed no interest in the lad' (p.4).

'Is it turning sour on you?

It comes and goes in waves. There are times when you feel wholly fed up with it. You feel why do it?...if it weren't for the kids, I wouldn't do it. I feel the kids would miss out. I am prepared to give up my time...'

(M.24 p.4)

Later on in the interview Bill was asked,

'What is the thing which gives you most pleasure out your job?'

Basically seeing the children improve. Not necessarily good kids getting better and better, but perhaps a poor kid learning to do something. Probably one of the greatest satisfactions is getting a kid who can't swim to start swimming. There's a lad in the 6th form now and he used to wear a spinal collar....he was allowed two hours a day...something like that...to take it off. And the only thing that they allowed him to do was swimming. He was a very thin lad and he couldn't float...he was a sinker. And he had tremendous courage....He would get in...and he wasn't afraid of work. And he would get in... it was the only activity he would do at the time... he is incredible now...and he couldn't swim...and he was the only lad who couldn't do it...and he used to persevere...and he eventually learned to swim and then he came on in leaps and bounds once he got away...That gave me more satisfaction since I have been here. But I enjoy the team I take. I like to see them improve. I like to see them do well. Individual players getting representative honours...yes. I think it all comes back to the basic thing...watching kids improve. Enjoying their improving as well...seeing them getting some enjoyment out of it. And also getting the satisfaction from your teams doing well...and you have coached them and you see them improve and you say 'I've done a good job.'

(M.24 pp.13-14)

Callaly, which has more graffiti on it than any other building in the town, where there is a truancy problem of both pupils and teachers, also has a considerable number of problem pupils from problem families. Jeanette (F.10), after teaching physical education in the school is very familiar with such problems. She is one of six teachers in the town who are moving into pastoral roles such as, in her case, Year Tutor. She considered that one of the problems

'...is concerned with the pressures that are brought to bear on the pupils themselves.

Such as?

Well, home pressures. Are they living up to the children next door? What is the 'in thing'? Now I think this...together with broken homes...

Are there more broken homes now than in 1970?
In this School?

Yes. It is amazing, you don't know who is living with who, or where a child is actually living any more. One girl today was in soaking wet clothes...skirt and top...she came to me for some dry clothes. She had washed them, this morning...she had been living out in somebody else's house for a fortnight. Her mother had just had a baby. This type of thing...not because of the rain but because she had washed them. Those are real pressures. Perhaps we do have the same problems. I think that with parents working... or not working, some of them live on the social security all the time...there are many pressures coming from that. The problems in the school are the same...timetable problems and all the rest of it. But there are more problems being experienced by the pupils outside of school...that makes things difficult. I don't know how to describe it really.

Do you feel locked into Hucklebrough? Do you feel any sense of loyalty to the town?

The loyalty I have to the town is the loyalty to the children in this school. I have become attached to the children in the school.'

(F.10 pp.12-13)

Whilst the above illustration might come from any school in town, it also represents a significant teacher sensitivity to pupils' problems and typifies a prevailing concern for a great majority of the pupils. Much of the Hucklebrough teachers' professional motivation is rooted in such an 'attachment to the children in the school.'

Doris (F.1), although she had only just completed her probationary year at Callaly also demonstrated a very similar devotion or commitment to the school's pupils. Her hesitancy about the wisdom of what she was actually doing in knowingly opposing some of the invisible pressures is all the more clear when, as in this case, it led to a perceived professional success.

'What's the highlight of your experience here.
The kind of thing I mean...that you can reflect
and feel that there was something that really
did some good...and you felt really great about
it?'

It's the hockey really. I took it over from Mrs. Everton I was the only woman doing hockey. Working from the list of girls, chased up by girls. They didn't come to the practice. I chased them up again and even on the day of the practice and dragged them out...right they're not interested....The third year girls that came to the practice were what we call the 'B' set...'they are the ones that have nothing between the ears', are the kind of remarks made by these girls...they are the girls that get into trouble...you know. I said that 'those who come to the practices...then you play'. Honestly some days I thought I can't play that girl...she'd show me up (animation of sticks). However I moulded squad system...and said 'look I can only play eleven at a time but I will move you around.' And I didn't play my best eleven ...I didn't go round my 'A' set to pick 'you, you and you'. Eventually we went to the junior tournaments...and played all that came...swapped them around...and they really got united and they won the tournament. And they are the kids that have been rejected from Netball...when they played the 'A' set girls at the beginning of the season they were beaten and they said 'Oh well I suppose that you don't want us then Miss'...'Like we've been chucked out of Netball. And for them to win the tournament well...They are known as the 'toughies'. They never let me down once. It was a real struggle for them with bus fares for some of them. Their behaviour was great. One of the girls has been expelled now. But when she came to hockey she was smashing. They felt that they were Callaly Junior...I wasn't sure whether I was doing the right thing. But that was my best achievement in the school. That's given me a lot. That they actually won as well. They got their pictures in the paper... It gave the kids so much. And by giving the kids so much it gave me it back too. And that was really something. If you make them feel that they are useful then they will respond to that treatment. I am doing the same again this year.

(F.1 pp.17-18)

Any generalised summary of so many varied social encounters and rich professional bonds between teachers and pupils runs the risk of pretentiousness. But by repeated reading of the teachers' accounts leaves the investigator with a very clear impression of teacher-pupil relationships in physical education.

The teachers' professional commitment to the children is paramount. It is this commitment which contributes more than any other factor to their professional motivation. So strong is this particular social factor that very considerable counter-productive influencing factors are subordinated to maintaining an extra ordinary output of personal time, energy and professional skill.

The perceived intrinsic professional rewards are predominantly experienced in sharing the pupils' joy in their achievements and endeavours; to have been instrumental in and witnessed the uninhibited happiness of a pupil in his or her mastery of, for instance, the lifetime skill of swimming; to observe the emerging self-confidence following acknowledged and recorded improvement in performance after genuine endeavour; to have been involved in the co-ordination of a group of pupils to form a cohesive group or successful team; to be thanked by ex-pupils for organising never-to-be-forgotten holiday expeditions. Once such professional achievements and satisfactions have been experienced, an insatiable appetite is created for the 'sweetness' of such vicarious pleasures, 'the cream on the cake' (M.21 '75 p.3).

This essentially shared delight goes a considerable way

in explaining both the degree of professional drive and the motivation of the physical education teacher and the inseparable very high risk of intensive frustration; once the teacher is so committed, the two must go together. Consequently any impediment to the formation of successful relationships generates an exceptional sense of rapacious deprivation, as may be seen in teachers' reactions to loss of pupil contact time or withdrawal of facilities.

The professional appeal of such residential expeditions as Y.H.A. tours, camps, foreign tours, ski holidays are invariably invested in 'getting to know the pupils better.'

Older pupils who show no interest in physical education and are actively unco-operative or bel^ligerant, the 'skivers', are perceived to be the outstanding problem of relationships for which they have no immediate solutions, only long-term hopes. A group of physical education refusers can disrupt the physical education programme at will. Any teacher who is faced with hostile 15-16 year olds can do little beyond superficial encouragement or pointless coercion. Here, typically, teachers are experiencing a professional dichotomy: should they teach those co-operative and enthusiastic pupils and abdicate responsibility for the 'refusers' : or should they persevere to engage in a sustained, time-consuming attempt to form a contractual relationship at the real risk of depriving the 'keen' pupils of valuable planned educational experiences? No professionally acceptable solutions are presently available. Some teachers however, like Joe (M.2), are now conceding, reluctantly, that 'compulsory' physical education for older pupils is no longer appropriate:

'I can't see why it (compulsory physical education in the last two years) should be made compulsory personally. While I am saying that...if you gave them the choice a lot of people, especially girls, would opt out of P.E. Our fifth years are mixed...the P.E. is compulsory but they choose what they want to do. And I find that often the girls that don't regularly fetch their P.E. gear...when I am in the Youth Club...say I have a night class...the girls that avoid P.E. at school are at the Youth Club fully kitted out playing netball. Yet during the day they don't bring their P.E. gear for the compulsory P.E. lesson.

What happens at the Youth Club...who takes them or do they take themselves?

I think they tend to take themselves. There is somebody in charge but... No it should not be compulsory in the fifth year but at the same time...I dread to think what might happen if it was voluntary. I think most of the lads would still do P.E. ...But... (expression of doubt).'

(M.2 pp.7-8)

This does not, however, prevent this teacher from giving and sharing, for the benefit of pupils, every 'break' and lunch hour and three evenings per week amounting to some 12 hours. (see Working Week M.2. Ch.10, Table 10.1)

Physical Education teachers' perception of colleagues (P.E.)

The teachers' constructions of the reality of intra-departmental relationships emphasises some of the difficulties physical education teachers experience when working in teams of six to eight men and women of varied experience and disparate temperaments.

During the period 1975-80, colleague relationships deteriorated markedly in each of the seven physical education

departments. Not one department could be declared a happy, cohesive team where consensus prevailed. In three of the schools, relationships had deteriorated to the extent that some colleagues preferred not to communicate at all with each other and only minimally when obliged to. In two other schools relationships were highly volatile and erupted during the period of the substantive phase of the investigation. Another department, following a confrontation between the Head of Department and the Headteacher was still a little dazed by the social shock waves of the encounter which compelled each teacher to declare, sometimes reluctantly, personal value choices in a seriously unhappy climate. Another department was in a state of uncertainty about its future identity because of an unhappy '78-'79 period of personality clashes combined with changing roles and consequent role ambiguities. The remaining and most stable department was separated ^{the} by sex of teachers; the women were resentful of male colleagues' criticism and at the same time were themselves fragmented by discord.

It must be said at once that, whilst physical education activities were, by 1975 standards, impaired, no department could be said to have collapsed entirely; most were ticking over largely as a result of the commitments of individual teachers to particular activities and pupils. The cohesiveness and co-ordination of departmental endeavours, particularly curricular innovations, characteristic of 1975 had, by 1979, given way to piecemeal and undirected individual enterprises, sometimes shared but rarely supported by the interest or active involvement of all or a majority of the

team members. The extent of extra-curricular participation by both pupils and teachers had declined throughout the 4 year period, but remained bouyant.

It is crucial to this investigation to understand how these intra-departmental relationships were perceived by the teachers involved.

A good deal of personal stress and departmental disruption was due, in part, to what is here called 'personal-domestic intrusion.' It is accepted that a characteristic of professional life is the extent to which 'work' commitments intrude into 'private' life. The reverse of this process was perceived by many Hucklebrough physical education teachers, viz. the intrusion of personal-domestic life into the working life of a department and the school.

Not one department had been free of this particular form of relationship disturbance during the four-year period of the investigation. The types of personal-domestic intrusions included marital breakdown resulting in separation or divorce; tragic death of a spouse followed by an insidious 'housebreaking' experience; miscarriage immediately prior to a promotion bid; liaison and cohabitation of a family man physical education teacher and spinster physical education departmental colleague following a previous liaison involving a different teacher and pupil, in the same department; and the hospitalisation, in a geriatric ward, of a teacher's father.

All these examples are the ubiquitous crises of the prevailing adult human condition. But as they appeared in so many teachers' accounts they cannot be discounted. Their essential feature is that they were perceived by some colleagues

to be an intrusion into the work context, in some instances to be professionally unacceptable or the source of resentment ^{the} or/root of departmental disruption.

It must be emphasised that the writer is not making any value judgements in the following review but is endeavouring to report objectively the teachers' perceptions of a number of personal-domestic intrusions into their professional life.

One 'very experienced' senior woman teacher regarded the liaison between two of her departmental colleagues to have made her job of lifting an ailing girls' department 'twice as hard' (and) 'getting worse' (F.40 p.4).

'It's an awful problem because it reflects on the children as well you see, they get involved in it. Really I am getting to the point now when I have had enough.'
(F.40 p.5).

Another female member of the department (a 'beginning teacher') endorsed the above sentiment declaring her resentment of her colleague's conduct and explained its impact on her own relationship with pupils:

'But it is making difficulties with the kids because they are taking the whole of us on one basis and lumping us altogether and you get the situation where the kids are making references to our private lives which should never be made. I don't know how to treat it, I don't pretend that I've got enough experience to know how to treat it, I don't know what to say to them, I just ignore them. I can't say 'no it's not happening,' I can't say 'yes it is, but it's nothing to do with you.' You can't admit it, you can't deny it, I just don't know what to do. (Obviously the older kids know more than the younger kids but even in the 2nd year they know, I think they've accepted it in some ways which is amazing really, it's just sort of accepted). You do get the odd comments sort of once a week that really throw you, really shock you and it means how do you tell

kids about morals and all the rest of it, how do you set your own standards? You know, they'll make references to boyfriends that I've got or...and obviously I've never given them any reason to say things like that but it's just going on. It is, it's dreadful. It really is and I say 'I'm a married lady what are you talking about,' you know, as if to say marriage is sacred but it isn't to them. It's blatant.

Is it? Can you give me an example, you see because if this affair were going on and not affecting the profession it would have no interest to me at all, Only insofar as this is a reality and marring your effectiveness.

The last time, at the end of last week in the Baths and 'R' was teaching and I had come up for something, up to the baths, and I had the dog with me and it was a fourth year, she said 'ah miss can I have a look at your dog...?' And they were all stroking him and one said to R, 'have you got a dog miss?' She said, 'No, I'm out all day and it wouldn't do for me to have a dog, there's nobody to look after it.' And this girl said 'well get T. to look after it for you.' And she just turned round and went into the room, just turned round and walked in the room.

So they are confronting R. directly with it?

She's ignoring it though. Completely. She's not said anything, you know. When I came here, the first year I enjoyed it and I enjoyed the first six weeks of this term even better than last year because for a week or two I didn't cotton on because I never imagined and I knew T. didn't have his car so he was borrowing R's. and I just never cottoned on. Margaret told me in the end and I just ignored it, I thought it has nothing at all to do with me and I thoroughly enjoyed the first six weeks, I never stopped, afternoons and nights, every lunchtime every night I had a practice or something and I went home at the end of the half term thinking this is fantastic. I really was on top of it then of course you come back after half term, you can't have any nights 'cos it's too dark and it got worse and worse and R's netball has completely deteriorated and I think it's directly concerned with this. The kids are refusing to play for her. I've been over there, before you came. I wanted to watch her netball for half an hour. She didn't start till 10 past then she asked them not to go in because she had had some trouble last night, she wanted

to sort it out, so I've seen nothing of what she's done and it's just a case of... like the kids are dropping out one by one she's almost reorganised the fourth and fifth year teams which she's in charge of and she's got the kids in who haven't got a background of netball, team work and in my eyes they are just not up to it. And she's playing them at Town level. Our school is representing the Town this year, they are the good kids that are dropping out. They have no time for her, they say 'she's not putting the effort into it,' 'she's half dead' and all the rest of it, which is just true. What can you do? It's awful.

(F.48 pp.1-3)

This same department had, earlier in 1976, witnessed some tensions caused by Sue, a different young woman 'beginning teacher', publicly recognised to be cohabiting with a Vith Form pupil. After some private negotiations the teacher in question was transferred to another school, only to be replaced by another young teacher who also had her personal troubles which exerted a strain on the department:

'She (Sue) was replaced eventually by a very pleasant young lady from down South. She had just got married, she married a man who...she was his second wife, she was trained at Dartford and I thought she would be superb for movement and hockey.

Did she come straight from college?

No she taught for a year, been abroad for a year, came back, met this man and within 6 weeks I am sorry to say she married him. And he came up here as an organiser for the youth set-up. And it was quite obvious that within 6 months there was something wrong with Barbara. And of course he was off on the (...) again, 'cut cards' as he had done before. The poor girl found out she was pregnant. How this poor girl stayed at school...in fact on more days than one I used to send her home and she was such a home-loving sincere girl and he was a swine to her you see. She just couldn't take it. (,,,) And she had a miscarriage and lost the baby which was deformed anyway and after this when she came out of hospital he left her, and went off to live with this other

woman (...) and I said to the headmaster "there's no way this girl can carry on teaching. She just couldn't." So he relinquished her half way through a term and she went home South to her parents and never returned. Since then she has got a Scale 2 post, she has picked up but that girl more or less had a nervous breakdown so we've all that as well my goodness. So I said to him 'I'm going to be very careful with the next lot of interviews...'
(F.40 pp.6-7).

Marital breakdown intrusions were reported in five of the seven departments though not all were as disruptive as in the above school. However, as the accounts show, additional strains were perceived by colleagues even where teacher-pupil relationships were not immediately involved.

The second school where by 1979-80 the departmental relationships had degenerated to such an extent that the Head of Department would not ask his male colleague to participate in part of the present investigation revealed the degree of stress he had been subject to over some considerable time:

'Well it's only two years ago that I suffered from alopecia. A dirty great bald spot appeared in the middle of my head and that was tension. I went along to the Doctor and said 'what the hell's the matter'? And he said, 'It's anxiety old son.' There was only one explanation for that. You tend to have more problems, recently, certainly, I've had far more problems with the staff than I have with the children. What can you do? You can't get rid of them.

(M.42 p.2).

He was of the opinion that whilst his male colleagues were embittered because 'there isn't any apparent avenue of promotion within the school (...) in the foreseeable future', he couldn't 'see that they deserved anything. N. can teach (...) quite well but he's thrown the towel

in a long time ago.' (M.42 p.1)

The Head of Department's regret at this deterioration can be seen in this reflection:

'Five years ago we would be in the Woodcutter at five thirty every night together. After our practices, you know, we'd get the kids away and come opening time we went for a pint then went home. That was five years ago. Things have deteriorated drastically since then. We go for a drink and that sort of thing but it's very rare now.'

(M.42 p.19)

Although one of his colleagues had suffered the death of her spouse there appears to be little or no room for conciliation, as may be seen by this forthright illustration:

'She has proven herself to be an incompetent problem throughout the time she's been here. (...) Her Doctor says she is fit to work, even though the psychiatrist has seen her and says she requires hospital treatment. She is very unfortunate inasmuch as her husband died last year and she had a break-in and she's made an absolute mountain out of the break-in. People were sympathetic for a while but she's been the same for the seven years that we've been here. I've seen no real change in her in the seven years we've been here. She is a much bigger problem than any of the....it's ridiculous.

You are on a knife edge aren't you? (...) with staff relationships (...)?

Well I avoid her. Occasionally I can't. She's been causing trouble with the second year. She claims she is unfit to take games lessons. She's been told that she has to go out and take games lessons, so she started to avoid going out in the cold. Like big kit inspections and every child had to have their P.E. kit labelled, not only labelled but labelled in the place where she said it must be labelled and when they didn't do so she refused to teach them. I told her that she had to teach them and she said, 'oh yes, all right!' Then the kids came back and complained that she had refused to teach them again and I went and told her again, and eventually after several complaints from parents, after the second year tutor was bringing all her problems to me, that she had created, I'm not getting at the second year tutor, the second year tutor is a very nice girl, but I'm getting static from the pastoral people, from parents all because of her. She is sorted out now but next week probably another problem. It's a very very difficult

situation.'

(M.42 pp.8-9)

Not surprisingly the teacher in question had little respect for her male colleague:

'He is not the Head of Department that we should have (...) To tell you the honest truth I felt that I got hurt so many times by his rudeness that it is better if I am out of the way. Our discussion is as limited as it possibly can be. I know their teaching, in my eyes, is not teaching. So I close my eyes. It is not my business. They are really too young. But if they are all -right for the Head and the rest...who am I to criticise? We had a man a couple of years ago who really did try. But I know that he lost interest because he said that 'if you don't get a good example why should I try?' The women's department is completely different. Believe me we work hard.'

(F.47 p.17)

In a third school yet another senior woman teacher was experiencing 'a lot of pressure' due, in part, to her obligations to her father who had recently sustained a stroke '...and I have been visiting him every day.' (F.10 p.5). As a year tutor and senior woman physical education teacher her considerable professional commitments were competing for her personal time and she was endeavouring to adjust to her particular life realities:

'I used to look after, for instance, the Hockey club. Now D.P. has taken that over for me. She is doing quite a few clubs really. I also said that I would help with the musicals in school...i.e. do the dance scenes and take a part if I could. This time I haven't taken a part, because I don't know what is going to happen to my father. I wouldn't like to have to drop out at the last minute, if I had a part. But that means that towards Christmas... every night and every lunchtime is spent practising. So you can only give your time to so many things. If you have promised to give help, with musicals for instance, well... you can't take on other things.

You have not only the school conflict but the personal life conflict.

Yes...things that you can never envisage.

How are you resolving that? You must have worked out an order of priorities somehow in order to exist today?

Well, for instance....I have my father out of hospital on a Sunday, because he is obviously going to spend most of his days in hospital. I have him out on a Sunday so that he can have a break. This means that I can't do any school work and I can't do any other work then. Now, that time I had put on one side for O.U. work, now it means more work at night time. But of course my school work has to come first... I have to get that out of the way. So that every minute that I have free in school I am working...on the school work, trying to fit it in all the time. P.E. clubs have to go at the moment. I had to give up something... but I also made sure that someone else was stepping into my place.'

(F.10 pp.5-6)

Her dilemma was not understood by a newly appointed probationer teacher at the time of this interview some 5 weeks after joining the staff.

'Tell me how you feel about the P.E. Department... the P.E. family. Is it a cohesive family? Is it one that is fragmented? What is its first impact on you?

Strange...The women's P.E. department is very strange. And then the woman who is Head of Department isn't really Head of Department because she is head of Second Year. (...) She doesn't take any practices... I know with my first year I put in four dinner times and three nights a week. And she doesn't do anything. And I am supposed to be the one that's learning from somebody more experienced.

You feel angry about that don't you?

Hm.'

(F.3 p.4)

A male colleague did not conceal his perception of the physical education department as 'two departments within one department; male and female' (M.7 p.10) and endorsed the view

that his senior woman colleague 'is a very bad example to them (probationers) (M.7 p.11):

'Because apart from this thing about going or not going out and doing their fair share, she doesn't do any activities either at dinner time or after school, which I think is a bad example to the people who came. It would be a lot better if she was moved out, and someone else who wanted to do the job was moved in. (...) So for years she has been a passenger.'

(M.7 p.11)

It can be seen from the above examples that when personal-domestic intrusions do occur within a department, opinions and emotions tend to polarise and soon lead to resentments which poison working relationships and must be a threat to professional effectiveness.

With one exception all the departments were, in reality, two sub-departments; male and female. Very little 'mixing' was taking place:

'It sounds as if the boys and girls are quite independent. Is it really two departments?

Hmm. I think it is more or less bound to be, isn't it? The activities are so diverse aren't they...I mean. There is not a really common sport. Perhaps Badminton, we have mixed Badminton teams...there is coaching goes on between them. Athletics, the coaching overlaps a bit. Swimming to some extent...Yes...they are very much two departments.'

(M.24 p.21)

In this case there may have been a general relationship separation process at work of which the teachers were well aware but preferred not to admit too much to the interviewer. The following case is used to illustrate the nature of what is here designated 'female discord'. At only one school were the women working congenially together in 1979-80. All the schools during the period of investigation, had experienced

exceptional departmental strains due to the incompatibility of particular women teachers. Whilst it is impossible to assess any degree of impairment of teacher or departmental effectiveness, the unhappy relationships were openly reported, by those involved, to have reduced their professional commitment.

The essential discord was between two 'experienced' women physical education teachers who had taught for seven and nine years respectively.

Gemma had been appointed senior woman physical education teacher in 1975, following exemplary service in a different school in the town in preference to Val who had served in the school since it opened in 1973. The tensions were apparent in Val's 1975 account before Gemma had actually joined her new colleagues. Both teachers were exceedingly enthusiastic about their work and about representative school teams in particular. Val is a strong, outspoken and determined personality with a strong sense of 'justice' who is most unlikely to submit to domination by any other person whatever their position of authority as both her headmaster and the Physical Education Adviser knew. By the time of the substantive phase of the investigation this is how Val perceived this particular professional relationship:

'But Gemma is the type who would need to be Head of Department. Because she hasn't got anything else. She will put in a hell of a lot of time (...) It's very wearing.. very wearing...because we come to blows about it, so often. She is one of the ones I call the lunatic fringe. We disagree so violently on so many things, about the kids.

It sounds as if it is an uneasy truce that you are having with Gemma?

Yes

And with H. of D. really?

No. No. No. You see P. and I although we are like two sparks. I feel as though I could say anything to him and he can say anything he likes to me. We will argue bargee about it, but it will be all right I've known him too long. I think that his bark is worse than his bite. But with Gemma you can't. We don't disagree, this is the thing. I don't say 'I disagree'... She couldn't cope with me saying that I disagree, because she is so upset about her position anyway. If I ever commented or ever said anything it wouldn't go down very well.

What do you mean about her position?

Well she lacks confidence...about her position... I have to be very careful....I wouldn't want to upset her. But we have our little talks about it. She has her little do's. And we sit down and talk about it...and she gets it off her chest and everything. She is very lonely... and she gets very up tight about things.

Does she go home to an empty flat then?

Yes. And it is awful for her. I know because I have done a bit. (...) We talk about it sometimes...But there are times when she doesn't want to talk about it. Then she just closes up. You can't then discuss anything with her. Because she doesn't want to talk to you. It is sad...I do feel sorry for her.

All this comradeship at coffee then is all a bit of a con. isn't it?

Well Gemma had only just started coming for coffee. She didn't used to come in. At the beginning of term...we had a do (confrontation). This was last summer. We always have a do in the summer, because she doesn't want anybody to help her with the athletics. She wants it all to be hers. So, I resent that. Because I feel as though I can help her. And she doesn't want me to help her. So I don't help her. We get very tense as the time goes on you see. Well in September...I came back and I thought 'well O.K. bury the hatchet ... let's get back to working relations. And she didn't speak to me. She ignored me and this do...And it all came to a head because we had to actually talk to each other, because

we had a clash of fixtures. And lots of her netballers play in my hockey team...and I had a fixture which was a week old and she had told them the day before. So we had a blast out... And she was pretty upset and I was pretty upset because she picked out this one kid who she was going to drop from everything...because this girl said she didn't want to play for her netball, she wanted to play for me. This is where we disagree you see. I put no pressure on the kids at all. I feel that they don't need me pressurising them as well as all the other competition. And of course they are frightened of her you see. She had said to this girl '...but you are letting me and the school down.' But the girl had told her that she thought that she was letting Mrs.S. down. Which of course was the quandary that the kids were in. And S. said that if the girl played for me she would drop her from everything. So I went in to her and told her that that was nasty, and that she shouldn't do that...and that it was our fault that it had happened in the first place. Because it was our fault that we didn't tell each other. So she admitted that it was our fault and that she shouldn't have said that...and that she had deliberately ignored me...Because she can't stand the hassel. (...) I did what I didn't want to do you see. I went home to (husband) and said that I'm not going to ask her why she was ignoring me. And she did upset me. I said to him that I am sick of it all. You see I have had almost three years of almost counselling the girl, and taking her to one side...and being understanding...And I can't....I'm up to here with her...She can be unkind to me. And I suppose that I am being childish... But I said I'd had enough...because her manners were appalling..I was really upset.'

(F.26 pp.19-21)

Here was evidence of interpersonal discord which as well as reaching the pupils placed them in an impossible position. But the strained relationship was also affecting the conduct of a young female probationer teacher who had to work with both Val and Gemma:

'It seems to me that your number one problem is the management of the tensions that exist in this particular department. Am I right or wrong?

Em, yes. (...) When I started at the beginning of the year Gemma and Val were not talking to each other, they didn't speak virtually till half term which put me in an awkward position because individually I get on with each of them well, I get on with Val quite well, I get on with Gemma quite well, and I can see the different sides of their grievances. Sort of what I know about it, I mean they haven't really said anything to me about it, just sort of what I gleaned and what Sandra, the lady who works in the swimming pool has said, you know because it was sort of getting her down as well that they weren't speaking to each other and it was awkward in the sense that you didn't want to side with anybody but you wanted to sort of remain neutral, and you didn't really sort of coming in...it was none of your business really from a personal point of view, the only business that it was of yours was if it started effecting the department; (...) you can sense....the tension.

I'm just wondering how that bothers you,
socially you're very....I know you're skilled.

Well I just try not to let it bother me. Because I haven't really been drawn into it. Because they don't sort of say things about each other to me. It's not that sort of situation where they're telling me so-and-so did this, so-and-so did that. Nothing's said.

(...) but you'll always be a little bit
tense about it won't you?

Yes. It makes you sort of think twice about doing something with one of them exclusively and you think, well ought the other to know about it or have I just to go ahead and so it. Also the problem of who to consult - Val or Gemma both or neither.

(...) but if you're negotiating all these
clashes that's got to hold you back. Do
you feel that it does?

Yes, it does hold me back

Give me an example, a 'for instance' when
it has held you back, and you know it.

Well, for instance, Gemma does all the netball, Val does all the hockey. If I have my way, if I sort of do what I wanted to do, I wouldn't have anything to do with the netball, to be quite honest, because it doesn't really interest me, but I feel I have to do particularly this, a little bit of G's to keep the balance. I don't feel I could say to Gemma 'well look I've got a lot of hockey commitments, is it allright if I duck out of the netball?' You know, that's just one sort of for instance.

(F.27 pp.3-5)

The subject of colleague discord was discussed with the Head of Department: 'What are the tensions in your particular department?' His answer typifies the departmental relationships in most of the other departments; whilst the men certainly had their discords they were better able to manage them or, in the event of breakdown, live with them:

'On the boys' side, obviously closely connected there. I can honestly say that in four years we've never had any disagreement on policy. I think basically because we're always together, we tend to drink together, we tend to socialise to a certain degree together. We talk about things outside of school. Give and take arguments and therefore the policy, or the philosophies have developed on a less official basis and when it does come down to any policy decision I know the feeling from the rest of them. They know my feelings and we've already hit some happy medium.'

(M.23 p.13)

On the girls' side however, 'there's a little bit of a problem...'

'I mean the lassie who is in charge of the P.E. She's got a little bit of a personality problem in that she can be a little bit moody. There are occasions when she lets things get on top of her. I recognise this and try to help her through it (...) But it gets to a point sometimes where there is a little bit of friction (...) Just weren't

speaking to each other, you know. An occasion arose where one arranged something, another arranged something and they clashed. One was adamant that hers was the thing, and the other was adamant and I had to sit down and say, 'right you've got to sort this problem out. If you were speaking it would not have happened so you had better get your problems sorted out, get speaking and lets get things going again' (...) But it's a pity I had to take the lead, you know. And I had to be quite strong on that, you know. Otherwise it could poison the whole department.'

(M.23 pp.14-15).

This particular dispute has now come to an abrupt end.

A few weeks before the end of the school year Gemma unexpectedly resigned her post and by the end of June had left the district and the profession. Her exceptional commitment will be very difficult to replace. Her recently appointed successor, who has just completed three years of teaching service, can have very little knowledge of the relationship context which she is about to enter. Mark, a probationer, who was appointed to the school in September 1979, also resigned his post at the end of the year. So at Fleetwith then, there is a redefinition of social relationships; those involved will be observing professional relationship events very closely indeed. The absence of the Head of Department, who will be on study leave throughout the year 1980-81, gives an added burden of responsibility to the two principal characters in the development of the hitherto unhappy saga of this particular department.

Physical Education teachers' perceptions of their Head of Department

The Head of Department (HoD) is for some teachers the most important and influential person in their day to day work:

'The Head of Department is the intricate link really. I mean he's the man...The headmaster doesn't really matter - it's the Head of Department who is the important one, definitely without any shadow of doubt.'

(M.28 p.7)

....is how one probationer teacher regarded the office. Another probationer, some 5 weeks after starting her first full-time appointment believed that she was in the 'best school in the town and in an excellent department.'

'...he gave me a programme of teaching... and I was reading it and I thought 'he knows what he is on about' I was getting quite excited by this (...) I was very pleased once I had got here that I knew he was like that.'

(F.16 p.6)

The beginning teachers were, typically, dependent on the HoD and senior women physical education teachers and felt very insecure if they perceived them to be either unapproachable, 'if I have a problem I can't ask her about it' (F.3 p.4), or failing to gain respect '...he's just not a HoD (...) He isn't interested. None of us...but none of us, have any confidence in HoD' (F.62 p.8), or failing to set a model example, "...after the first year I saw he was doing bugger-all so I thought why should I flog my guts out..." (M.39 p.14).

It need not be laboured here that the HoD is perceived to be a crucial role in the development and effective articulation of a purposeful physical education department. The teachers

expected that when a department is led by an individual with administrative, social and political skills, the department has a chance of establishing itself and thriving. Without these skills, a physical education department is likely to fragment, drift and, uncertain of its identity lose confidence in a competitive comprehensive school community where valuable resources are scarce. The HoD must, above all, be able to articulate the physical education case in the on-going curriculum debate.

One of the significant experiences of the writer was the level of articulation of the teachers when invited to develop ideas about their subject. It was found, for example, that the probationer teachers were, in general, more eloquent and had a greater capacity to verbalise their thoughts, beliefs and experiences than most of the HoD's and senior women teachers. A matter/^{over}which some of them, after reading their transcripts, admitted and showed considerable concern.

Because the HoD's themselves contrasted in temperament, years and type of experience, training and professional resources, their leadership styles were very different. All had huge problems, not commonly recognised by anyone outside the subject field, to resolve, and presently few professional courses exist which offer any kind of appropriate HoD in-service training.

The following review should be read on the understanding that not one HoD has had any professional specific leadership training. At the same time each is struggling in a most

unsupportive, at times hostile, school and administrative context. Only salient points are isolated which might go some way to provide a generalised profile of some of the characteristics which colleagues expect and welcome, or, when absent, deplore and resent. Although only 63 statements were made overall about HoD's, they tended to generate extremes of praise or disdain.

It is commonly accepted that teachers are very reserved in their recognition and compliments to colleagues. There was, however, no ambiguity in acknowledging a carefully planned and efficient departmental organisation:

'D. is very good. He's a good manager. He's a good organiser. And 9 to 4 is very well organised. After school we do a lot more than other schools.

(M.2 p.5)

...was said by a teacher who had served with another HoD who was, in his words, 'a waste of time' (M.2 p.14)

A colleague added that he thought the department 'is getting stronger' and attributed this to his HoD using individual teacher's strengths:

'What D. does is to try and put people in their strengths. Although we teach everyone in the course of the year, he tries to keep you on to your strong subject. Which I think is a good thing. It is very rare that he will put someone down to take one of his weak subjects. For whatever reason, he tries to keep it that way and I think that on those grounds the department's benefitted...because you are teaching subjects that you enjoy doing.'

(M.7 p.26)

D. had a very difficult situation but not one of his colleagues had anything but praise for his organisation.

A. was another head of department who had gained a great deal of respect throughout the past few years. After 15 years experience, one teacher knew who she wanted to work with: 'I knew who was here (...) And if there was anyone I was going to work under, it was going to be A.' (F.20 p.4). 'He has a strong positive way when he is speaking' (p.7) and 'He deserves (a higher salary scale) beyond any other person in town.' This is an impressive measure of respect given by one person to another and is all the more significant when it is known that the teacher concerned and the HoD do not see eye-to-eye on a number of important issues:

'I think he put terrific pressure on everybody. I mean you felt guilty if you had a dinner time or break off really. A dinner time or an evening off (...) I felt that there was a terrific pressure. And I honestly began to wonder whether we were pressurising for the school or whether it was for A.'

(F.20 p.10)

In spite of this scepticism, full recognition was accorded because 'HoD is very good and tried to give me my year (group)' (F.20 p.13).

As well as being an acknowledged outstanding organiser this particular HoD was also a model 'teacher.' 'To me he is probably the best teacher that I have ever come across, in terms of organisation and in teaching' (M.17 p.6) Furthermore, 'The HoD has got everybody together by having these meetings every so often and by discussing things...' (M.17 p.7).

Another teacher agreed that 'He (HoD) held his team together very well' during a departmental crisis (M.11 p.9).

Finally yet another colleague acknowledged that A. was 'the real driving force behind the whole department.' Not only was his organisation good but he is also 'a very dedicated person as far as P.E. is concerned' (F.12 p.4)

From the above comments it is reasonable to deduce that these particular teachers are generous in their praise of proven leadership qualities which include: effective organisation, maximizing individual teacher's strengths, recognising individual teacher's extra-departmental school roles, listening with understanding to individual problems or propositions, demonstrating effective teaching skills and generating a personal vitality and enthusiasm for the subject and making time for meetings and departmental discussion. Any policy disagreements were perceived to be secondary to these leadership skills or personal resources.

Where such skills were lacking the teachers did not hesitate to say so: Jillian, for instance, did not conceal her early disappointment and eventual resentment of her Head of Department's leadership style. The following excerpt from her account also demonstrates a sensitivity to the professional image of her department as well as her disapproval. She begins by castigating him for not encouraging his colleagues' predispositions to promote extra-curricular activities:

'Well I think people talk about us because he won't do anything out of school. He doesn't see that as part of his job. Well that's what he told us when we started here. He has said that he won't give us any credit for anything that we do out of school. Which was a bit of a body-blow... you know fresh out of college, you were dying to get in and get going and he said that...really we were the laughing stock, in actual fact... in the town.'

(F.14 p.11)

She was later asked,

Which of the imperfections that you recognise would you like to put right?

and, following thoughtful reflection responded....

'Well, first of all, from the girls point of view, I would like the girls department to be a unit...that we can look at, and think about, and try and improve to see if there are needs for improvements. Separate from the boys...not all the time... But to be able to have a little bit of authority...a bit of lee-way to say that we would like to do this...so we could... to be able to go our way. Because at the moment it's just a general set of rules, if you like, for the whole lot...the boys and the girls. It has been the same ever since I came from college into the school...'

(F.14 p.14)

Clearly Jillian was sensitive to loss of professional control or influence on the curriculum. It appeared that she perceived a lack of a woman spokesman to present a female perspective:

'And also we are in the situation where we haven't got a Head of Girls' P.E. There's nobody...P. left to have her baby...she's not coming back. And we don't know what's happening about this scale 2... about this job. So none of us feel that we can go to (HoD) anyway and say 'can we change this?'... or 'what do you think about that...?' Because nobody's got that

responsibility (...)P. never did go to (HoD) and say... 'we would like to do this or that....how do you feel about it...can we work it?'

How approachable do you find him?

Erm...He would listen. But he wouldn't act on it...don't think he would. We have a human movement course that we run for 4th and 5th year. It is an option that they can follow, and when (HoD) did the precis of what it entailed, for children to take home to parents, he said it was to give children the whole range of P.E. activities...things that they can't do in a double lesson (...) to follow sports like golf or squash or archery...to do something like that, that we can't provide for them in school. J. asked if we could take a group of girls to do some squash... just get the basics in the sportshall because we have got Squash rackets and balls. Then to go down to a court. And he said, 'No!' And that was it 'No'. And the door was shut! 'It just won't be possible! It's not worth it.' That was the end of it. The thing is that we don't feel that we can take it further at the moment. Because we are just members of his department. We just don't have the authority to say...'well we would like the girls' P.E. to be like this or we would like to do that.'

(F.14 pp.14-15)

There was another aspect to this strained professional relationship: the financial control. Jillian thought that if there were a Head of Girls' physical education, like all the other departments in the town,

'...she is able to say 'we have so much to spend, this year or this term, to the other women in the department... What would you think that we need?' We don't ever get that chance....with HoD.

Do you know what money is available to you?

No. We don't know anything at all...about finance. I don't know. There is an Aladdin's Cave....the P.E. store. Well we are not allowed to go into it. We are not allowed to take anything out of it, without going to HoD first, and asking

if we can. He has the only key...
it is always locked.' (F.14 p.16)

Finally, she questioned his example as teacher in a
'shared' organisation:

'Yes, he will come to a lesson and say
'I've got to go and do this.' And
he'll leave you with 30 kids in the
pool. Boys and girls for you to take
as a whole group. And he can disappear
for a whole double...and just never
come back or come back when they are
getting changed. That leads to
resentment. He does the same in games.
You know, we have them in two groups...
I mean I have been out with a group...
we have a big band altogether that come
together so we have to split them up into
two groups... 'this is my group....this
is your group' and the kids know that...
And you go out and do your thing...and
then you find that he's disappeared
somewhere or he's got something else to
do. And he would send them out with a
few balls....and they are just kicking it
anywhere...or it can be coming over on to
the hockey pitch...it can be disrupting
what P. or M. is doing...When they are
trying to teach....trying to work....
trying to get some success in their lesson.
And the other kids see (HoD's) group just
kicking the ball about and just messing
about and doing just what they want.'

(F.14 p.17)

All of what Jillian had to say was corroborated by
other colleagues in the department. It was, nonetheless,
something of a surprise to the writer when the interview
with Wilson began thus:

'How long have you been here?'

Two years. This is my first appointment.
You probably want to know why I am leaving
P.E.

If you want to tell me

I suppose that it would be slightly unprofessional to talk about people in the department.

It would be naive to imagine that there is no conflict between colleagues in a department of this size.

Well...my Head of Department.

If it were not for A. would you be staying in P.E. do you think?

For much longer than I am doing, yes.'

(M.52 p.1)

He too resented the hoarding of equipment:

'He hoards the equipment. He has an Aladdin's Cave in the breakwater somewhere. We know that he had 2 dozen hockey sticks delivered. But only one dozen have appeared...the rest are stashed away...He would not release them even when we need them. There must be at least 30 footballs over at (another site) that must be 10, 12, 14 years old...

You sound angry

I am. There has been many a clash between him and members of staff who run sports teams. Tatty shirts and a couple of shoddy balls...well it doesn't make for a very nice atmosphere.

What's the solution to it?

I can't see a solution...(HoD) is so stubborn and set in his ways (...) And he wonders why his team is cracking up. Criticism or protest is like water off a duck's back. He's so thick skinned.

If you were Head of Department what changes would you make?

Get the staff team together. Get the team to understand your problem. (HoD) doesn't do that. The staff meetings that we have usually end in a set to between P. and HoD (long pause) It is a very unhappy climate.'

(M.52 p.7)

Wilson is now in another department in the school;

"I am just pleased to be getting out..."

'With a different Head of Department and a distribution of all the equipment that is stashed around it might be very different. At least tolerable. We could have some very good sports teams here. But my enthusiasm has just gone down the drain...I am aware that it is partly my fault. But next year it will pick up in science...I know that.'

(M.52 p.8)

The teachers generally showed very great respect for any HoD who struggled on behalf of physical education. The HoD's which were respected most were those who resisted any incursions of physical education time, or facilities or finance. Consequently a HoD who was thought to have made a private deal with his Headteacher which was not in the interest of the department was deeply resented. One teacher was convinced that some wheeling and dealing without prior consultation had led one HoD to deliberately misrepresent accounts of his negotiations with the Headteacher. The case is dealt with more fully in the next section. (p.58 ff.) But it can be seen from the following statements made by Mrs. B. about her HoD that suspicions about secrecy or distorted representations quickly sour working relationships:

'And I couldn't find out from (HoD) why there was no money left. He obviously didn't know. So I thought 'right, to hell with this....' You see HoD is very keen on doing things through him. We all have to do things through him (HoD). But there is a limit to that. Because you never know exactly what has transpired (Between HoD and Headteacher). You don't know what is going on. So I have stopped

trusting him to the extent where he is going to do things for me. I prefer to do things for myself.'

(F.26 p.5)

Mrs. B. reinforced this later by adding:

'And you only get to know what he (HoD) wants to tell you. That's no good to me. I suppose a lot of the nastiness with HoD was that he was annoyed that I went (to headteacher) behind his back. I found him out...exactly. I would never have known that he thought...or had made a deal with the Head....Now I think that stinks.'

(F.26 p.16)

Because Mrs. B., infuriated by a loss of funding for long established school teams, had confronted the Headteacher directly she had exposed a covert compact made between the Headteacher and HoD which affected Mrs. B's carefully planned fixture programme. But more than that, it breached her strongly-held convictions that pupils should not be expected to pay more than a token contribution towards representative inter-school fixtures. Following a disturbing confrontation which she conducted without the support of her HoD she finally compromised by agreeing to charge pupils no more than 20p. per match. Her determination is captured in the following statement:

'I've made my point and now we've got the money (...) They pay their 20p. That's all we are going to do. And I don't care what the boys do...now the boys probably pay more than that. Now if my bus money doesn't come up to half way I don't care... I've told him. Now if he ever says anything I'm just waiting for him...to return one of my bills...'

(F.26 p.11)

From Mrs. B's account it is reasonable to assume that a workable co-existence had emerged between herself and HoD. But it cannot in any way be regarded as a professional

partnership. Her trust in his authority is lost for the remainder of her professional life.

Because HoD's are in such a sensitive role their professional relationships make especially heavy demands upon their social skills. Based on the statements of all teachers in both the foundation and substantive phases of the investigation, of the seven HoDs in the town two had gained a very high and growing respect of their colleagues; one had created a special kind of instant early authority which had declined considerably in 5 years; one had lost all respect of his colleagues and offered no observable leadership and was carried by a vibrant experienced woman colleague; a fifth was insensitive to, or unmoved by, the deep universal professional resentment felt for him; the sixth had totally alienated half his department beyond reconciliation and the seventh HoD is tolerated for his adequate administration of his department without gaining any marked positive respect whilst he is, at the same time, risking a very great deal by his covert personal dealings with the headteacher.

It may be the nature of teacher dialogue to give praise very sparingly about other teachers. Little sympathy was expressed by these teachers for the very difficult role that HoDs had to fulfil. Their professional lives were largely consumed by conflict management - arbitrating and making decisions about competing, and often incompatible, demands. No one should be under any misapprehension that in Hucklebrough at least, to run a physical education department efficiently is going to require better training in management skills than are presently

available. HoDs are likely to lose more professional friends if they are to sustain the respect of their physical education colleagues without whom they cannot begin to work in a professional partnership where objectives are debated to identify held values, order priorities and design and co-ordinate anything resembling a shared departmental physical education policy.

The morale of a physical education department depends partly on its internal relationships and partly on the public esteem perceived to be bestowed upon it by colleagues in general and key high status colleagues in particular.

Because 28.5% of all social statements concerned other colleagues it may be assumed that the physical education teachers were especially sensitive to these relationships. This 'non-physical education colleagues' sub-category was, however, dominated by explicit statements concerning headteachers. The few statements made about colleagues other than the headteachers reflected some ambivalence towards them. whereas remarks made about headteachers were explicit, unambiguous and amounted to a massive disrespect; the headteachers were perceived to be hostile to the subject, negligent of the physical education teacher's professional and personal needs, and their obstructiveness resulted in trivialising the meaning of physical education within the school with a consequent decline of the teachers' and the subject's effectiveness in the school community.

The following review, firstly, gives attention to teachers other than headteachers and, secondly, concentrates more

significantly on the perceptions the physical education teachers have of their headteacher.

Social perceptions - 'non-physical education colleagues (other than headteachers)'

Though the numbers and proportions of non-p.e. colleagues actually involved in the programme varied from school to school, each school acknowledged that it received some help from an enthusiastic minority of colleagues.

'I get a hell of a lot of help from the (eleven named) academics, (without their assistance) it would be impossible to do the work that we are doing' (M.42 p.6), is how one HoD put it.

A second HoD reported that four teachers give very substantial help and added 'there's no difficulty in finding staff to run football and rugby teams'. Other schools reported receiving help from 8,4,4,3,3, and 2 non-p.e. colleagues respectively. Typically all this help was with extra-curricular activities. It is of interest to note that three non-p.e. women teachers were involved (assisting with formal gymnastics, sub-aqua swimming and life-saving respectively. The bulk of the help, however, came from men colleagues. As one male physical education teacher conceded '...we are fortunate there....the women (physical education teachers) manage on their own.' (M.2 p.6)

Apart from this minority of enthusiastic helpers the greater proportion of other colleagues were perceived to be unsympathetic or belligerent and occasionally professionally disruptive.

'Do the rest of your colleagues realise what a lot of good you are doing?

Some of the staff, yes. But most of the staff, no...."

(F.1 p.20)

...is how Doris summed up the perceived esteem of her endeavours. Jeanette, however, was more specific:

'There are lots of people who do not hesitate to voice their opinion about P.E. in critical fashion.

To the pupils?

Yes, and to the staff. They imagine too often that we just give the pupils a ball and let them kick it about, which doesn't actually happen in our department.'

(F.10 p.4)

This was confirmed by some of her school colleagues (M.4 p.11; F.3 p.16).

Later Jeanette thought that 'the thing that makes you want to come out of the P.E. Department is the attitude towards P.E. I wouldn't blame anybody for wanting to move out' (F.10 p.8).

Malcolm's assessment of some of his colleagues was more of a professional impeachment than a measured objective reflection; it does however, indicate an important element which influences a teacher's professional morale. Some colleagues, he thought, were not making their proper professional contribution to the school:

'It's a very, very, unprofessional staff in the sense that....I'm comparing it with my previous school...There are people in responsible positions in this school who do not seem to be doing their jobs properly (...) People who are supposed to be in charge of discipline, especially in the Upper School. There is just no referral system. If you do not deal with a discipline problem yourself then it won't get dealt with further up. That's for sure (...) It is a 'pass the buck' situation.

When I first came here if I wanted to refer somebody to a colleague whom I think has more experience than myself expecting him to take an unbiased view of a breach of discipline....'this lad called me so and so'...he's paid to make that decision really....He just couldn't get past the door quick enough on his way out.'

(M.4 p.13)

Some teachers, however, were themselves truanting:

'Nobody ever questions this absenteeism... incredible...last winter. This is staff absenteeism. There was one woman; she lives in town...people saw her round the town, and she didn't come in for a whole term and yet the half term she was going on the school holiday they came in for the school holiday...went on holiday with the kids (expression of incredulity) and then didn't come in again.'

(M.4 p.13)

The prevalence of teacher truancy was confirmed by his colleagues (see for instance, F.1 p.6). Furthermore, Malcolm's HoD complained about the imbalance of professional diligence amongst HoD's which 'annoyed him immensely':

'There are people in this school who are HoD's who only do less than half the work that I do.'

(M.5 p.4)

Malcolm made no concessions to one of his colleagues who had so much to offer but preferred not to be involved with school teams:

'There are gifted people. We have one particular chap who has been an England selector for schoolboy rugby. He is now a County selector for Durham County.... and we have a lot of rugby teams here, as well as football and basketball...and he doesn't take a team. And this is a man (incredulity expressed)...all that experience in the rugby world...I mean it's phenomenal. There can be no doubting his

experience and yet he doesn't pass any of it on to (school)....which is significant....'

(M.4 p.16)

The writer has a very clear picture of the decline in the extent and quality of extra-curricular activities throughout the Borough, partly, at least, explained by the withdrawal of so many non-P.E. teachers' goodwill. It should be remembered that all these schools were affected in May, 1979, by a N.A.S. dispute with the Authority. The teachers' action to work a five-hour day resulted in a deduction of salary; the now embittered teachers had, at the time of the substantive phase of the investigation, refused to resume many extra-curricular activities including former physical education commitments.

The perception that the Hucklebrough physical education teachers have of their colleagues is largely determined by others' responses to the physical education teachers own professional endeavours. In general, except for the well defined minority of enthusiastic helpers, they perceived that their colleagues were uninterested or ^{that they} hostile;/did not appreciate the educational nature, the extent and effect of their own endeavours in the school community. Other colleagues, generally, contributed more to a lowering of their morale than to its uplift.

It was, however, the headteachers who were ^{held}/substantially accountable for any decline in physical education teachers' morale and achievements. The remainder of this section elaborates the perceptions that these physical education teachers have of their headteacher.

Social perceptions (headteachers)

The following cluster of statements made by the physical education teachers of one department is considered to be representative of a moderate view of their headteacher. It should be noted that this particular department was considered by the writer to be the most stable and coherent of the departments in Hucklebrough at the time of the substantive phase of the investigation. Their collective morale was, very probably, the highest in the town.

What part did the headteacher and his senior colleagues play in what appeared to be a well-run and effective department? Was the headteacher interested in physical education as a subject and supportive of this team of teachers which was making such a high contribution to the life of the school?

Malcolm (M.4) had now learned that the absentee headteacher at his interview for his present appointment was quite deliberate:

'I came here for interview and the Head of the School didn't sit in on the interview because it wasn't an academic subject. The Deputy Head, the Head of Department and the P.E. Adviser were there. The HoD told me that the Head had said that he had other things to do. Whereas the Head of my last school was completely interested. I mean I didn't feel that I wanted any praise for it, but if you were doing something, he would be able to tell you what you had done. He could tell me which teams I had taken... for purposes of reference. Without having to ask... We feel very bitter in our P.E. Department here about the attitude of the people at the top. It has been said openly to the HoD, I don't know whether you have interviewed (HoD) yet... he said straight out, when the N.A.S. were taking this action and HoD was very bitter because of losing his money when he was giving up so many hours together with Saturday mornings... he felt it was petty minded... and the Head said to him that it would be easier for him (Head) if we didn't do any extra-curricular activities.

That was actually said to the HoD (P.E.)
Which makes us wonder why we are doing it.
But having said that we do it.'

(M.4 pp.3-4)

Malcolm had been in the school long enough to come to terms with the headteacher's apparent uninterest. He was a highly committed and highly industrious teacher, having recorded a Working Week of 44.4 hours and a Professional Commitment Index of 51.08 hours (in the week-end recorded, an expected Saturday school fixture had been cancelled.) Later comments demonstrate that he had little respect for his head-teacher.

Two probationers were interviewed after only six weeks in the school:

'Have you had much conversation with the Headmaster yet?

No.

Do you know what he stands for? Do you know what he cares about? Do you know what the school stands for?...and where do you fit in to the story?

Well...from what I can gather the head doesn't seem too keen on uniform. The head doesn't seem too keen on discipline. I mean if I had something of a problem I wouldn't go to the Head with it (...) I don't really know what he stands for yet.
No.

Has he not met you to enlist your support or explain the key problems of the school or the main objectives and values? He hasn't spoken to you?

He has spoken to me. But that was when my car wouldn't start. And I went in late one morning.'

(F.6 p.8)

It could be argued that the headteacher has better things to do than welcome, enlighten and enlist the corporate support of highly motivated recruits to his team; there were ten new members

this year.

'Has the headteacher talked to you as an individual? Or has he met all probationers... say had a tea or coffee chat about the school?'

No. Not at all.

Would you think that a good idea?

Well it was strange to begin with, because he didn't come to our interview. He wasn't in our interview. The head of P.E. was there and the P.E. Adviser.'

(F.3 pp.5-6)

The above statements, because they are from the three newest recruits could be thought to be unrepresentative of the department if it were not for the reinforcing statements of two 'experienced' (9 years) teachers. Joe, the longest serving member of the department, was asked:

'Have you had any discussions about school or P.E. policy with him?'

No

Is he the sort of man to whom you could go?

(hesitation....chuckle about answer)
He's very peculiar. I would sum him up by saying if he can become a headmaster then I don't know what (muffled.....?) He's very insular. He has very odd opinions about things and doesn't mind telling people. He is very brisk...sarcastic. His man-management is awful, quite honestly. And I would think that a headmaster should be able to manage people. He hasn't a clue about how to handle people.'

(M.2 p.4)

Joe then reflected on the headteacher's predecessor and compared:

'We are all well off....But that's not anything to do with the Headmaster... they were here before he came. The head before was a very good manager of people. He could get the best out of people. You know if we had matches he was always....at rugby matches he was always on the side line....even if he only stopped for ten

minutes or something like that... he showed his face. He encouraged you a lot. But this fellow is just not interested. He doesn't know where the fields are. The impression I have is that he didn't like P.E. and he didn't like music. For some reason those are his particular pet hates.'

(M.2 p.5)

But Joe was also professionally very active. Was his morale high or low?

'I went through a very low phase a couple of years ago. It was to do with the Headmaster's attitude. When he came to this school he started very badly; he got the staff....a lot of the staff on the wrong side of him.

Did it affect your work?

Yes. I think it did. I stopped doing my regular practices....at least I still did them but I had lost interest in them a lot. But just lately I've started doing more again...and I have started to get more interested. Things like giving up my break times...I'd rather let the kids get the basketball and go and practise their shooting at break than go and sit in the staff room.'

(M.2 p.19)

The senior woman physical education teacher agreed that the headteacher had failed to welcome probationers, 'Not many people are welcomed and shown the ropes in the way that they should be....in this school' (F.10 p.1), and added, 'It is not that they don't get much encouragement....they don't get any encouragement from the top (p.1). Jeanette also spoke of 'a battle throughout the time I have been here' as well as the head teacher's unfulfilled promises.

'All the time I have been here staff have been willing to take children for clubs. Until 1973-74 we were given encouragement from the top....in that respect, for running the clubs...with just words of praise as recognition...and a visit by the

head on occasions at the right time. But since then those occasional words just don't come, either to staff or to children. The Head has to be prompted to do this. I don't think that this should happen. He makes no bones about the fact that he thinks nothing of P.E....and would never back you up on anything. So, that in that respect, we have diminished... we have gone backwards.'

(F.10 pp.3-4)

Malcolm, and others in the department, resented a number of unacceptable interventions made by the headteacher: the withdrawal of pupils for 'odd jobs....I've borrowed so and so...'; the reduction of third year physical education time to allow extra Latin; and the purloining of the sportshall for all examinations trivialised the subject. The same, it was thought, would not be attempted in the Science or Language domains.

Tom (M.7) was disgusted by the depressing status of physical education in the school and did not attempt to disguise his opinions of the headteacher, whom he held responsible:

'What's its status like?

I think for the job it actually does in this place it is very very low. We are looked upon as the lowest of the low... in this school.

Really at the bottom? By whom?

Yes. For example....I think that it comes from the Head.

You did not hesitate about that at all so you must feel strongly about it?

Well I do. You know I think...well at the end of the year the headmaster is the first one to come down to ask HoD about the achievements of the department....a list of activities done and so on. He wants the results and so on...He is the first one there for his

report for the Governors. The thing is that for the rest of the year he doesn't want to know. You go up to him with problems and he says 'Oh sort it out with someone else'...'Don't bother me with it'...'I haven't got the time.'

You have actually gone along to him to try and talk to him?

Yes.

What about?

Well there was one time; I used to come in on a Sunday morning. I used to take a trampoline on a Sunday morning. So I went to the Head for permission to come in. (...) 'I would like to bring some pupils in....' And he said 'Don't bother me...see the caretaker. If it's O.K. see him. But I'm not....' And he walked off. The responsibility was his but he didn't want to know.

How long ago was that?

During my first year. He just didn't want to know.

Would you come in on a Sunday now?

Not any more.'

(M.7 pp.13-14)

None of this particular school's physical education teachers felt that the headteacher was even approachable. They resented his abuse of authority by resorting to ridiculing or embarrassing individuals by his heavy sarcasm. Doris (F.1) deplored the fact that 'He will not listen to your argument.... You know that physical education is at the bottom as far as the head is concerned.' (p.10)

'How do you know that he doesn't value P.E?

Because of a discussion he has had with David about P.E. in that he could sack the lot of us.

He's actually said that?

Oh no....but that's the impression he gave.

So when you came as a newcomer to the school you got the impression that P.E. was not valued?

Not with the boss, no.'

(F.1 p.11)

Doris, too, was angry about the reduction of physical education time for Latin:

'Would you feel impertinent by knocking on his door and saying that you would like to discuss this or that issue with him?

I just wouldn't do it. He is the sort of man who can make you feel two inches high. Because of his personality. I don't know if you have met him...but if you get the chance he is the most atypical boss you can possibly find. It's his manner. We have staff meetings and one of the teachers who came at the same time as me...He said 'why don't we have an agenda for the staff meeting?' 'Can we discuss the problem of teachers carrying pencils about the school?' We wanted to discuss the idea of giving a pencil to each child at the beginning of the year to make pupils responsible for ensuring that they have pencils at lessons... (I don't think that it would work they would not have them to do the work) But anyway he wanted it discussing at the staff meeting and there was nothing else on the agenda. So on Monday morning the boss put a note on the staff room board "There's a staff meeting on....and Mr. 'X' will address us on the matter of pencils." You know, very very heavily sarcastic. To make him feel yuk... He is so very very sarcastic. I don't think that he realises that it is undermining you. It's awful to be made embarrassed... to be made to feel so small in front of other members of staff. Your professional standing is eroded.'

(F.1 pp.11-12)

David, the HoD, who tried hard throughout the interview to emphasise all the positive aspects of his own department finally conceded that 'His (the headteacher's) man management is nil, quite honestly' (M.5 p.18). David's customary calm temperament was, some 14 days after the interview, replaced by a fury because of the headteacher's announcement to hold extra

examinations in two weeks time (November - December); this meant the loss, yet again, of the sportshall at a time when it was most valued by both pupils and his team of exceedingly co-operative and tolerant teachers. The complex programme, painstakingly shaped, now had to be completely remodelled. There was little hope of avoiding later disruptions to the programme resulting in departmental tensions.

The professional profile of one headteacher then, as portrayed by the explicit reflections of all his physical education colleagues, was one of disapproval and resentment: he appears, by his public behaviour and utterances to be uninterested in physical education as a curriculum subject: He is uncaring about the range and initial suitability of candidates for appointment and, later, their professional welfare and development; his offensive personality inhibits any reasonable form of professional communication or dialogue; he displays gross social ineptitude and ^{an absence of} 'man-management'; and his administrative clumsiness serves only to exacerbate his manifest discrimination against the smooth running of the physical education department.

This department survives and flourishes mostly because of the exceptional resilience of the individual teachers whose goodwill has been squeezed to the limit at regular intervals throughout the last five years. But it has also developed a defence mechanism by distancing itself from the mainstream activities and policies of the school. Were it not for two significant structures viz. geographical location and three teachers teaching second subjects, it is conceivable that the physical education department would separate absolutely from

the school during the reign of its present headteacher.

Such a drift can be detected in a number of accounts,

Doris's being only one example:

'I think the P.E. Department is, in a way, separated....you know like the P.E. Wing was from the rest of the college....it's similar in this school. It's the P.E. department and the rest....type of thing.'

(F.1 p.14)

The continuous battle intensified throughout the academic year 1979-80 resulting in an increased drift towards greater isolation and alienation. Only history will reveal whether or not a detrimental crisis point had been reached: if not, it cannot be far away.

The above statements were, it is emphasised, made by members of the one department considered by the writer to be the most cohesive in the town. Put another way, it was the least divided department. The morale of individual teachers was very delicately balanced. No observer could assume that here was a strongly knit team likely to withstand any professional set-backs. The significant point here is that the headteacher, rightly or wrongly, holds the key. Relatively minor attention by him to the personal and professional needs of his physical education colleagues could easily create a supportive climate in which presently frustrated departmental energies could be converted for the benefit of the whole school community.

The next cluster of statements comes from a smaller department which at the beginning of the academic year was searching for a new identity following internal disturbances as well as an acrimonious episode between one of its key physical education teachers and the headteacher.

This second headteacher still induced highly emotive comment by all his physical education staff with the exception of the HoD. Even he conceded that 'He puts a few obstacles in the way' (M.23 p.6), and revealed that 'In seven years (...) the only time he has been on the scene to see the school compete is on two occasions (...) when his son was competing, and that was the only reason he went along.' (M.23 p.7). Other members of the department gave examples of promises unfulfilled, a rigidity in disallowing reasonable concessionary afternoon leave to enable promising pupils to attend the County Schools' Rugby Trials (fully authorised by the Education Authority) (M.24 p.3) and attempts to withdraw the established funding to enable the customary programmes of inter-school matches to be played. All of this led to a profound contempt for this particular headteacher.

The following anecdote gives an insight into the kind of confrontation that a physical education teacher may expect when serving with such a headteacher.

Mrs. Baker (F.26) was justly pleased with her professional record in the school over past seven years. The improvement in the girls' hockey throughout the school was a credit to her and she had built, over the years, a sound hockey fixture programme in the neighbourhood. Some, though not excessive, travelling was involved. She continued:

'And last term, after Christmas, T. came and said, 'you will have to cut down your matches, there's no money left.' (...)
All of a sudden all our fixtures....we couldn't play them! So I went in I said,

'...excuse me (headteacher), could you tell me where we get the money from first of all...you see I didn't know... and why has it stopped?' He was smashing you see....He thought, 'well she hasn't said anything that I need worry about!' 'Well' he said, 'this money is set aside. It is a special fund; and from that fund we are supposed to buy things like tea for the parents and for matches and for stuff like that.' So I said, 'Where has it gone?' All the other years it had never gone. So he (the Head) said '...well on various things, Val. For instance, we went to Stratford with the Vith form....."Now six staff went to Stratford on Avon for the week-end.... they watched three plays...and he took about 20 Vith formers - staff, 20 Vith formers. So I said that I knew that they had been to Stratford. He said 'Yes...well there were all the tickets for that.' And I said 'tickets!' 'for that'? 'Yes, theatre tickets'... And by that time he could see my face that he had shocked me so I said 'yes, but I go to Wembley every year. And I take the kids there every year for the week-end. And my kids pay for everything.' He realised then...'Well it is educational...' I said 'so is going to Wembley....to London for the week-end.' Things then started to get a bit aggravated then you see, 'f that's where the money has gone....all those people to the theatre three times...Now when I go down to Wembley with my kids the cheapest theatre tickets that I can get on a party booking at £3.00...' Now if he went three times even at the cheapest rate that is £9 per person. Now I think that was a lot of money. I mean they were Vith Form...I mean...Good God every other trip that is organised you have to budget for the kids to pay everything. I was really shocked. And I thought that 'if you think that is where you should be spending this money...' and I said to him 'so you mean to say that the money has gone now. And I have to cancel my fixtures now. My girls aren't going to pay'.

'How do you know?' he asked. 'Because I have asked them.' I had asked them before hand. And I have twins playing for me... I still have...I mean that is £1...It is £1 a go!' I don't think that they should have to pay this.' So he said 'Well T. thinks that they should' I was past myself by that time and I said, 'I don't

care what T. thinks about it....'

For a long time he scared me but I was so angry....I really didn't care whether he threw me out of his office or not, because I thought that was awful. The way he just dismissed that explanation without any regard for past traditions. That's where it had gone, nothing more to be said. When I was at school I didn't pay anything. He then argued that people (teachers) just don't put money back into the school fund. So I said 'wait a minute....My girls did a sponsored 'dribble' to raise money to buy their own strip. They have also raised extra money for the school fund.' Now I don't care what other people do...We know that some people don't do anything at all...but that really wasn't my problem. And then he got really angry with me. In the end I said 'Look I am sorry but running my teams has now stopped being a pleasure to me...if this is what is going on. I don't want to run my teams under these circumstances.' I then went on to say 'I really will have to think very carefully about this, because I don't want to run my teams any more.'

'If you want to do that Val you please yourself.' Anyway the next day I went and I said, 'I've thought about it. And I want to stop...' Well he went beserk! And I was standing by the Dining Hall and I thought he was going to strike me really... I really did. I was so upset I went back and cried. And he said 'How dare you... How dare you stop running your teams... the girls will never understand.'

'I have thought about that' I said...'I think the girls will understand.'

'No they won't' he said. 'I've spoken to the girls...they'll understand and they will back me to the hilt.' Because they did. 'Not if I get to them first' he said. So I said 'I don't think that I have anything else to say to you...' I thought, 'God let me out of here...' and I was really upset (...) there was a lot of pressure...you see T. had a go at me...and he said, 'You are only doing that because...' he's a funny bloke like...

'you are only doing that because you want to stop running your teams.' Tom said that to me! 'It isn't Tom' I said, 'You don't understand....It is the principle of the thing. Do you not understand, if this man can go and spend all that money

on theatre tickets and then say that we have to stop our matches....I said 'If it's 50p now that he wants us to pay, he will be wanting us to pay all the costs. He wants the kids to pay for playing for the school.' I said 'there's no honour for playing for the school if you have to pay for it.' But Tom all the time he said to me 'well I think you should pay'...And nobody supported me. It was terrible. Everybody said they thought I was right. You see this man he slated me...He said to me 'You've gone right down in my estimation.' If he could only understand. I mean it made me ill almost because I had all this pressure...and people were saying 'Oh I think you're right....'

It became a major school issue then?

Oh yes, yes.'

An extra-ordinary confidential senior staff meeting was called to discuss the issue:

'And would the Head be at that meeting?

Oh yes, he chairs the meeting.

So he would see that you had some backing?

I had some support you see. so the boss came to see me. And I didn't want to speak to him at all. He came bounding up to see me... when you think of what he said to me before.. 'Oh Val it has come to my attention that you are not the only one who feels like this. But you are obviously putting your head on the block.' So I said 'well I don't care... that's how I feel and I am not interested in anybody else.' So he said 'well I am thinking of having a meeting of everybody who runs a team, this afternoon. Will you come?' I said 'I don't want to....' 'I don't have anything to say. I have said everything I want to say'. He said 'I would like you to come...' So I said 'I will come then.' The boss was saying things like 'you will regret this dear', and things like that. I thought 'well I don't care.'

Tell me. That was one hell of a collision....

It was awful.

Do you regret it now?

No. I would do it all again. I would do it again. It doesn't bother me.

Did you stop your teams?

Yes

For how long?

All the time. You see.....

You have finished running your hockey teams?

Oh, no. Wait a minute....I was going to explain. I had three league games to go....three out of town things and two tournaments. And I didn't go to any of those things. Pulled out of everything. That was particularly unfortunate, because I was the secretary....I was...the secretary of the Hockey you see. And I run the town team and everything. And I dropped everything. I'm not sure even whether he would even realise....I'm not sure. But I don't care whether he knows or not. Because if it ever comes up again I will tell him. I really did stop everything from then.

How long ago was this?

Last February (1979) January or February. You see the thing with him was....he went to town on me. Then the next day after they had had this senior staff meeting and he came bounding up to me and I didn't want to talk to him...He said 'I agree with you of course that you shouldn't have to pay'. And I thought 'well good God, he said in his office and told me'....and that's the sort of man he is...I said '...at least I have made the point and all you lot know about it now. So you know that if it ever happens again, that's what I will do.' I thought that the best thing that I could do was to just stick to my guns. I'm just waiting for him to return one of my bills... and if he does I will do it again. You see he has stopped frightening me. Because the man is a total lunatic. I have been here all this time...and I wouldn't trust him as far as I could see him. Because he forgets... he has what we call 'wobblers'...and he goes wild. He wouldn't support you.'

(F.26 pp.5-11)

The above story serves to illustrate two important features contained in such accounts; firstly, how an individual teacher's values which may be otherwise obscured are better defined when they are threatened; secondly, her perceptions of this particular authority figure are concealed within the story as much as they are made explicit.

The encounter between Mrs. Baker and the headteacher was predominantly a clash of educational values: Mrs. Baker believed that she was providing rich educational experiences for many pupils through inter-school hockey fixtures which merited the legitimate use of public funds; the headteacher, believing that the experience of National Theatre productions was of greater educational priority felt obliged to re-distribute school funds in favour of a theatre excursion for a selected group of 20 pupils and 6 staff to Stradford-upon-Avon. The redistribution of funding required that a levy be imposed on those pupils invited to represent the school if inter-school fixtures were to be honoured and continued.

It was this disputed principle of sponsorship which exposed a deep division between members of the same department as well as between the headteacher and Mrs. Baker. The HoD had declared to the headteacher, without consulting his physical education colleagues, that he approved of a levy on the pupils for inter-school sports fixtures. This led to a situation where the boys were not only coerced 'when necessary', to play for the school, but also had to pay the predetermined sum. Whereas the girls were never co-erced and they opposed strongly the introduction of a levy.

Not surprisingly events of this kind dominated the perceptions that Mrs. Baker had of her headteacher and, in this case, her HoD. Her image of this headteacher would include the following characteristics:

Mrs. Baker's image of the headteacher

He is wholly ignorant of the educational objectives of physical education and of the extent and nature of the professional commitment of his physical education colleagues. The range of pupils' activities, or their contribution to the ongoing school community, promoted by the physical education department is of no interest to him. Such extra-curricular activities as are done are seen by him as unrelated to the real business of schooling and are more a form of amusement for which pupils should be expected to pay.

Because of this uninterest and ignorance then the industry of his colleagues cannot be recognised; as means of assessment and evaluation are denied to him he cannot, and does not, attempt to reward his physical education teachers. Mrs. Baker's previous headteacher at least 'Used to say thank you for all your support.' (F.26 p.4).

By misleading his colleagues through his own administrative incompetence, he creates unnecessary and intolerable strains for them, frustrating most commendable community endeavours.

His temperament is such that he is unable to respond with the control and professional dignity expected of a professional leader of such an institution to its customary social pressures. Professional dialogue is therefore discouraged and ^{is} unproductive with a leader who knowingly discriminates against both the subject and its representation.

Because 'he doesn't care about people (p.3)', he is insensitive to colleagues' personal and professional pre-dispositions, which, in turn, leads him to perpetuate acts of indiscretion. His inconsistency induces a loss of confidence in his leadership. His deviousness in wheeling and dealing make him untrustworthy. He merits neither personal nor professional respect.

Such an image in a teacher's mind, whether it be true or false, just or unjust, nevertheless is a perceived 'reality'. And whilst it is drawn from the account of one individual teacher, it corresponds to the views expressed by so many other teachers that it closely resembles an archetype 'construction of the reality' of the Hucklebrough headteacher as perceived by the physical education teachers in the town.

Mrs. Baker's reduced motivation must be a loss in the physical education department and the school. Her alienation, directly attributable to the headteacher is seen in her view that 'I don't give a damn now about what the boss thinks about me...' It has a ring of finality about it. In total her physical education output is likely to be diminished whilst her professional stature has grown and strengthened. 'I feel very strongly about it (...) he only has to say something silly and that's it.' Her stand, for good or ill, is now part of the school's history. The short term effect however, from her point of view, was 'I felt that I had done the right thing (but).....they all started to pay their 50p....and then he (the headteacher) stopped that...' (p.12).

Mrs. Baker felt alone in her confrontation because she was a member of a divided department. Matters did not improve (as reported earlier p.43). During the year wholly unexpected teacher conflicts and tragic events took place which will require much time and human forbearance to repair. At the time of writing (August 1980) the department is in ribbons; a senior member of the department resigned and left her post (and the profession) before the end of the academic year; a very promising diligent and enterprising young graduate teacher (M.28), now completely disillusioned after one year, also resigned and is no longer interested in a teaching career. Some four weeks before the end of the school year one of the men teachers who assisted with the organisation and accompanied the soccer tour to Belgium was killed. The car, in which he and another member of the physical education department were travelling to work, was involved in a crash a short distance from the school.

In September, 1980, this department must re-form with only three of its former members to guide and welcome any staff appointed.

One headteacher it was reported, did take an interest in rugby football. So much so that he pressed repeatedly for a 'rugby only' policy (See F.55 p.5, M.39 p.8, M.45 p.4, F.40 p.3). This partly accounted for a number of Headteacher v. P.E. department confrontations; whereupon the P.E. teachers had been told, 'If you don't like it, leave.' (M.39 p.9).

Again each teacher in turn expressed his or her resentment: the HoD thought that the Headteacher would, if given the opportunity, choose not to have a P.E. department, 'he'd have a strong rugby department.' (M.45 p.6); The senior woman thought the Headteacher was 'obsessed by rugby - boys in particular, and preferred girls to be 'out of sight'. The general effect on the department was defeat and apathy as expressed by two teachers; 'there is no point in being unpleasant, it won't get me anywhere (M.45 p.6)' and, sadly the sheer defeat of Elaine after 6 years service to the school:

'What's the thing with the school that disturbs you most now?

The Headmaster, I think. The lack of responsibility from the top.

You sound over-awed. I don't know whether I've got that right....just a little bit defeated.

To me I've come to accept it, because I've realised that I cannot change it.

There's not much sparkle in the job?

The situation in the school I've accepted because I don't think there's anything certainly I can do about it or whether anybody else can do about it. I mean the P.E. Adviser has been in and he doesn't like the situation and he's not doing anything about it.

They are all running a mile away from it instead of facing up to it.

Oh yes.

You have accepted it. You're not fighting about anything at all are you?

At the moment, no.

Is anybody? When I say fighting - struggling to make some changes? In the Department.

I don't know. Margaret tried to with the Headmaster but she didn't get very far. I don't think you will actually. I don't think anybody will.

Is he near retirement?

I wouldn't have thought so, no. I mean I would hate to hazzard a guess as to how old he is, but I would say he was in his late 40s.'

(F.44 pp.25-26)

The morale of the town's physical education teachers, has by 1975 standards collapsed.

Above all other factors is the fact that their endeavours have over the years/received little or no recognition. They have fought and fought again and lost. Only with the pupils themselves is their any recognition and satisfaction.

Obstructed and discouraged by their headteachers they also feel deserted by their management representatives, the P.E. Advisers.

A short time before the interview with one head of department, the P.E. Adviser had called to see a probationary teacher; he had been displeased with what he had seen. Because the lesson was the first of a new series, the luckless ^{had} probationer/had no previous experience with this particular class:

'In justifying what we did I produced the breakdown of the timetable to show him who got what and he said he was astounded that these children weren't getting any P.E. So he said could he have a copy of the timetable? I said 'No'. I said 'as far as I'm concerned you can but I will have to check with the Headmaster that it's alright', so when I checked he said 'No, he can't have a one' but he would discuss it with him at any time. I said 'well I do agree with him that they are not getting P.E. They need it', and the boss's reply was that when his daughter was here taking her 'O' levels he didn't

complain that she wasn't getting any. So that was true because the Adviser's daughter did go here and she did get 'A' levels, and what have you, and she didn't get much P.E. And it didn't seem to both (Adviser named) at the time. So I feel...you can't push him on a point like that, he won't move. And there's nobody can call him (...)'.

(M.45 pp.4-5)

Endnote

1. see physical education teacher's working week,
C-time

CHAPTER SEVEN

Chapter 7

The Physical Education Teachers' School Structure Perceptions

The physical education programme is assumed to be the total contribution of the inter-dependent formal curriculum and the extra-curriculum, initiated and sustained inside or outside the school by the physical education teachers, to enrich the educational experiences of pupils with or without outside help from colleagues or parents. The profound complexity either of designing or of analysing and evaluating the physical education programme of any school is well-recognised by students of the subject and is properly at the centre of the current debate. The purpose of this chapter however, is to attempt to understand better the ways in which physical education teachers perceive their professional strategies, the factors they take into consideration when resolving tensions which exist between personally-identified education priorities, perceived pupil needs and the availability of human and physical resources in specific school contexts at a particular time.

It is assumed that these tensions create for the teacher 'practical problems' as defined by Gauthier and are related to particular contexts. Consequently the following analysis is subdivided by school.

The Contexts

Fleetwith Comprehensive School

Fleetwith is the only purpose-built comprehensive school in Hucklebrough. In the academic year 1979-80 it had 1275 pupils and its physical education department included three men and three women who were assisted by five colleagues (4 men and 1 woman)

and a visiting badminton coach. Its physical education resources include a swimming pool, a sportshall, an assembly hall and on-site playing fields (fuller details available in the school profile P.409)

The following opening discussion with Gemma, (F25) a singularly devoted and industrious teacher whose working week amounted to 56 hours and her professional commitment index of 57.58, serves to demonstrate the complex interdependence of physical resources, school timetable and organisation, and departmental structure to the reality of the programme; as Gauthier points out '...it is quite mistaken to employ ideal standards in justifying practical judgements....' (Hartnett and Naish, 1976, p.19).

The dynamic aspect of the programme and its context quickly became apparent:

I take the line that in teaching rarely do things stay on a plateau...they are either going up and improving or going down - deteriorating. Since you came to the school do you feel that P.E. has improved or not?

Over the years I have been here the children have become more enthusiastic. For instance the children are dashing into the changing rooms to get changed...they didn't used to. Dying to get on with the lesson. Coming early.

That must please you?

Oh, it does. I find that since we got the extra teacher in the swimming pool the kids are responding to two teachers as we can split them into groups. We no longer have a mixed ability group....instead two different types of children. The beginners and the more advanced. Both groups progress faster. And when one moves from the beginners group to the advanced group that is a great step. And really the swimming in the school since there has been 2 of us in the pool has really improved. So what I should like to see is smaller groups instead of the very big groups that we sometimes have to teach. When we are on options we have

something like 35-40 children.

Explain that to me.

There is one third year group this year for instance...they are not doing 'options' yet...last year there were always 40 girls in the one class to take...that class is unusually unruly and really difficult.... and it is because of the numbers I think.

That is an organisation difficulty then, isn't it?

And what you tend to do in this school when it is options,....first of all last year we had a fourth year group coming down, but they mixed them with a third year group....sending third and fourth years down together....one third year class with about five fourth year classes....between three teachers. The third year group was very small and definitely not ready for options. So we had to start the fourth years off with their options and then had to decide what to do with the third year class. And it has happened again this year, but they have mixed the fourth and fifth years together. Well fifth year are on the next stage in the options programme, whereas the fourth year are just starting,....just introducing options. We have something like 35 to a group with three teachers...and when you have options it just doesn't work.

Could you describe the 'options'? It means different things in different schools.

I mean options within P.E. They (Head?) seem to think well we have the older groups.... they are in bands in the fourth year. A, B, C bands the C band the bright children, the B band the middle group. The A band is very very small because they are remedials. But they send the B and C band down together... the two biggest groups...they think 'Oh well they can cope they have a big sportshall... just stick them all in there'. But they don't really understand what sort of programme we are trying to do. And when we do badminton, and trampolining and table-tennis...that's what we mean by options, you need to keep your groups fairly small. It is just administrative convenience for them.

So that when these fourth years come to you what sort of options are you offering them?

In the fourth year we introduce them to badminton... we don't let them choose until the fifth year. Because you can't choose anything until you know

what you are choosing about. So we teach them badminton as a class activity.

So if I am a fourth year girl what shall I have to do?

Six weeks of Badminton....Now this is just new this year....I have had to take an Outdoor Activities class...and the reason for this is that we have nowhere to go... we are short of facilities...when there is competition for the facilities when the boys are down at the same time. So I decided to do an Outdoor Activities group where we can do a bit of orienteering and do some theory....And we can get well wrapped up and do some practical work. And there is a swimming group as well.

So I shall get badminton for 6 weeks, I shall get orienteering and I shall get swimming... 6 weeks for each, or is it not as tidy as that?

No it isn't really. It is in with the games. They have a games option and there is hockey or netball which is to a more advanced level than they did in the previous years, or there is Outdoor Activities. It is an extra game for those who don't really enjoy games.... The ones who are not so practical who like a bit of theory and don't really mind going out....it's like doing geography in a way.

Have you got it going yet?

Yes but there are too many really. I have this enormous group of 30+ and I only have 6 compasses....so there is a lot of work to prepare....

Orienteering is notorious for its demands on preparation time. You must be quite excited by the idea though?

Oh yes.

Do I have a choice then between hockey, netball and orienteering?

Yes, hockey, netball or outdoor activities. That takes care of up to Christmas....after that they can do table-tennis or trampolining, because we can do table-tennis and trampolining in the same room. They do six weeks of that or swimming if they missed it last time. They do another 6 weeks of games again but it is really only three weeks because we go on to athletics then....some of the things that you can do inside.

So that when I am doing trampoline or table-tennis does that mean I am one of 35?

They would rotate within those weeks...probably trampolining four out of the six....with table-tennis two weeks....something like that. If they were gaining very much from the trampoline they would not have to do the table-tennis. It is very much geared to the individual kids... You get to know your own group and know what they are going to get most out of.

It will stretch the staff resources?
Does this mean that you are teaching trampoline and table-tennis at the same time?

Yes, I'm afraid so...I know that it's not really ideal but because the groups are so big...we've got four trampolines...that's eight per trampoline... so you think of table-tennis as a matter of occupying the spare ones...There are also girls who are genuinely frightened of the trampoline... really scared of it...so we let them play table-tennis.

(F.25, pp.1-4)

Gemma, on reading the transcript made this marginal note:

"Main point here being lack of communication and awareness of what P.E. is all about. Our fault?"

The above extract is replete with insights into this teacher's continuous adjustment to the perceived structural intrusions which frustrate her central commitment to increase pupil enjoyment in their own achievements.

When teacher resources are improved in the swimming pool the effect on pupil gain is immediately perceived and acknowledged, suggesting that the educational outcome fully justifies the provision that it is accompanied by proper and unimpeded teacher resources. Where the school structure imposed by the timetable designers (they) 'just stick them (incompatible groups of pupils) in there (sportshall space', in administratively expedient numbers, the resulting strains induce a 'not really ideal' compromise. Combining trampolining, requiring constant teacher presence and unceasing vigilance, with table-tennis, to soak up the overspill

because they can be 'done in the same room', is resolving a problem created by the school structure. It is not an acceptable educational solution.

Underpinning the whole dialogue is Gemma's professional determination to ensure pupil gain and enjoyment; her teacher-pupil 'contractual relationship' is defended against organisational threat. This can be seen in her response to the fact that they are so short of facilities 'we have nowhere to go' (p.3). Consequently, her sensitivity to 'individual pupils' leads to a particular flexibility and for those girls 'who don't really enjoy games (...) who like a bit of theory...' they get 'well wrapped up' and do some orienteering despite having only 6 compasses to 30 pupils. The introduction of orienteering is entirely consistent with the Newsom perspective; but there is a marked difference between including orienteering for its specific educational contribution and using it as an expedient.

Gemma's excerpt goes some way to illustrating the complex composition of this chapter on school structure perceptions. The physical education programme was seen to be influenced by, for instance, facilities viz. indoor space, six compasses and four trampolines, or school organisation viz, grouping and time allocation for pupils. The question which arises at this stage is the extent to which the programme is affected, given that contextual structures do influence the programme. Are the perceived influences minor and trivial or are they of such importance that they are tending to control the programme? The writer is persuaded that the curriculum at least is anything but a free-standing construction of logically-determined goals braced by elegant principles, fashioned by tested methods and achieved by immaculate teaching skills; in reality it is tied

in to a complex network of variables only some of which are facilities, school structures and departmental structures, identified here and articulated in this analysis arising from teachers' own accounts.

Barbara, (F27) who had only been teaching in the school nine weeks when interviewed, gave the impression that the programme was subject to certain discontinuities and could be more of a survival strategy than the result of sustained educational progression:

The facilities are used to a maximum really (...) when it rains, its gonna be chaos. Well it's already happened a couple of times. It's rained and the options there's nothing you can do apart from share the sports hall; the lads go in for one lesson we go in for one lesson and the other lesson they just have to sit in the changing room. Because there's nowhere to put them. We don't get anything done. We just sit them down and give the.. for the younger ones you can give them a netball quiz or a hockey quiz but I mean once they've done one...I don't know if you've noticed, the changing rooms are terrible.....terrible design because all the kids are divided and if you want to talk to them as a group you've got to sort of shuffle them all into one little area you can't do any sort of theory with them all sitting about in changing rooms because they can't see you, because they are all sectioned off.

(F.27 pp.17-18)

It may be thought that this was the first and possibly erroneous impression of an inexperienced teacher. But as each of the six teachers in turn remarked on the inadequacy of the facilities Barbara was only confirming the disruptive nature of the impoverished and badly-designed facilities.

Bill (M24), an experienced and hardened but mild-mannered teacher gave the interviewer a clearer picture of the chaos to which Barbara had referred:

It makes life pretty miserable for us (...)
Take a Thursday afternoon, we have roughly
120 boys and there are similar number of
girls at the same time. Now if the outdoor
facilities are out of bounds, that leaves us
with the swimming pool, the sportshall for
240 children which is totally impractical.
Even if you do have the dance-drama studio
(...) which is not very often.

But later Bill cited the facilities as the shortage commodity
which led to staff tensions:

When you have....the only time that friction
really occurs....to me it doesn't happen
very often because I am a pretty amicable
sort of bloke...I can get on with anybody.
It is the use of facilities (...). I
realise that the facilities just aren't
there. Lunch time activities...if you
want a practice on a lunch time or you
want the sportshall on a night you can't
get in. When it's wet, there is a big
decision...who gets the sportshall...who
gets which facilities....

(M24 p.5)

Facilities were also one of the key discussion issues
at coffee time and Val (F26) reinforced the divisive nature of
her hockey territory:

What I do with my hockey, I decide. Nobody
touches my equipment, you know...Nobody
goes on my fields or anything (self-conscious
chuckle...) ..It is out of bounds and all
that...When I first came, of course, I got
the rubbish. Because P. gave me the two
worst fields and they were under water all
the time. You could canoe on them. And he
gave me the bum stuff you see. Well they have
all been drained and they are the best ones
they've got now. And I think that gets on
his nerves. But I feel as if that's my
business. And anything that affects my
girls, is mine.

(F26, pp.16-17)

Whilst the swimming pool, sportshall and playing fields
were the undisputed physical education plant, the drama hall
was 'shared'. Paul's remark that 'the shared drama-hall was
not conducive to gymnastics' (M23 p.3) proved to be an under-
statement. If required, not only had the gymnastic apparatus
to be carried from the sportshall a distance of 50m to the
drama-hall, the hall itself was rarely available. The English

department had prior claim to its use for its drama courses and additionally, because the school structure was determined by a dominant examination ethos, the hall was commandeered for all internal and public official 'mock' examinations, estimated by the Head of Department to amount to some 18 weeks of the year (see also M24 p.1 and F25 p.11).

During this period of the investigation observations confirmed that continuity, an essential pre-requisite for perceptual motor learning in dance and or gymnastics would have been impossible. In nine random visits to the school throughout the period October to February the hall was full of either examination desks or seating for the winter drama production. One lunch hour, however, the hall was being actively used for gymnastic awards practice and recreative table-tennis. Not surprisingly, dance is not attempted in the school. Surprisingly, gymnastics appeared on both the boys' and girls' 1979-80 programme for 1st, 2nd and 3rd year pupils but was never allowed more than a 35 minute module of time. Gymnastics, it is suspected is, for much of the time, a 'fill-gap'. (F27 p.17).

Fleetwith, from the unanimous opinions of its six physical education teachers, was certainly not purpose-built for the kind of physical education curriculum and extra-curriculum advocated by much of the prescriptive literature and reflected in the nation's initial and in-service teachers' courses. Yet, by Newsom standards, it represents a considerable improvement in the facilities available to most secondary pupils in the early 1960's.

Fleetwith, it must be emphasised, had the most inferior aggregate of physical education plant. From the observations of its physical education teachers it also had a school ethos which was

examination-achievement oriented which tended to exacerbate rather than ease this particular deficiency.

Because the Fleetwith resources were not representative of the seven schools, it is proposed to examine the teachers' responses to school physical education facilities at Aiden, where the facilities were regarded by most of the town's teachers to be the best, and at Callaly, which represents the generalised picture of the physical education facilities at an urban comprehensive school.

Aiden Comprehensive School

Whereas the number of coded 'facility' comments at Fleetwith amounts to 19, the total sum of such statements recorded by Aiden's teacher amounts to 8; three teachers made no reference at all to them.

Aiden, with 1425 pupils, is on one campus and consists of a lower school and an upper school. The lower school houses a gymnasium. The upper school possesses two independent gymnasia, a sportshall and a swimming pool. The spacious playing field defines the total campus and provides a site unity. In marked contrast to the collective perceptions of the Fleetwith context, the Head of Aiden's Physical Education Department made, in 1975, the following appraisal:

I know of no other school in the country that is so well-off for areas for physical education.

(M13 '75,p.16).

Yet some tensions remain.....

Are the facilities enough for the size of school?

No. I can say that.....(M13 '75.p.16)

Any ambitious programme, he thought, depended on indoor accommodation and he perceived colleagues' resistance to working

outside thus:

I've got to be very careful of that. I've got to be careful that staff don't take advantage of my attitude to that. When it is good enough to do the outside games which itself has tremendous possibilities.. so many experiences for kids can't be had inside. You have got to get them outside (...)

(M13 '75,p.16)

None of his colleagues, however, complained about 'outside' work. Two teachers had perceived problems related to facilities which may be considered by others to be peripheral.

George (M17) was questioning the effectiveness of teaching 'circuit training' to 3rd year boys as he had experienced it during the previous year:

....plus we had the added problem last year of areas. They only get P.E. once a week. But that is also on a different day each week. So one week on a Tuesday, and one week on a Thursday. Last year a Monday and a Friday something like that. Now if the area changes, say, for example, they have one lesson in the boys' gym, they can do circuit training there all the time. If their other lesson happens to be in the sportshall, you can't do circuit training in there. So that means that instead of doing circuit training once a week, it is becoming once a fortnight. And with half terms and things like that there is going to be long breaks in between...the course would not be of any real use to them. It would lose its value.

(M17 pp.10-11)

The second problem was explained by Gillian (F16) who is a highly talented Badminton player but was frustrated by having too many pupils for too few courts. The interviewer had expressed doubts about options systems generally, which induced Gillian to defend the school's own system, but conceded that it had created problems for her:

We do teach them, (she insisted). For example we are in the sportshall on a Tuesday morning and there are three classes. They have chosen their option at the beginning of the year....from table-tennis, badminton and trampoline all in one area. Now obviously you can't have many on the table-tennis because there are only three tables. Two trampolines so you can't have an awful lot on there. I end up with 35 people for badminton on three courts, which is difficult to do very much with really. So in some situations I think that I didn't teach them anything there. What do I do? I keep thinking that there must be some kind of system that I can use where I am actually teaching some kind of shot... and I can work it out on three courts. You can only give 12 people a game on three courts. So you have to come up with some kind of skills....that's one lesson where I keep trying to think of a better way... I don't want to go in and say 'there's the racquets'. I've not really done that; I have taught them something every lesson... but I think that I should teach them more.

(Fl6 p.11)

At Aiden, then, where physical education resources are perceived to be exceptionally favourable, tensions are not eliminated. The programme again is seen to be dependent not only on the facilities possessed by the school but also on ensuring an appropriate organisational structure to enable a realistic programme to be implemented. An ambitious programme can very easily over-stretch the 'best' of physical resources. Generally however the teachers at Aiden were not experiencing the degree of frustration experienced at Fleetwith, Bamburgh or Callaly.

Callaly Comprehensive School

My biggest problem is facilities. I would like a department that is cut off from the rest of the school. At the moment all the kids at dinner-time go through past where

all our rooms are...into the drama hall where they line up for dinners. So consequently from 11.50 onwards the department is not mine. It is a public thoroughfare. And all the filth and dirt gets trampled in... and eventually gets trampled into the gym, because it is in the corridors...even if they've gym shoes they take the dirt in from the corridors into the sportshall... and gym. I would prefer another indoor area where basketball could be played effectively...the little gym is not big enough. Then a lot of other things could take place. I could have more badminton clubs....But at the moment it is just confined to the fifth and sixth years. Because I just don't have the space.

(M5, p.13)

David (M5) as Head of Callaly's Physical Education Department had been a key figure in creating a vibrant department which itself had contributed to the very formidable endeavour to lift a previously depressed school with a disproportionate number of disinterested pupils from a particularly socially-impooverished area, to a school which now has a comprehensive identity and continues to gain public esteem.

The following extract gives a glimpse of his problems and his energetic attempts to resolve them:

....We had no store rooms. So gradually we took over store rooms I built my own shelves. We have quite an impressive really big store room now, where the bulk of our stock is kept (...) The drama hall, the English Department used to use that....It is a handy area. I use the stage now for weight training. I use the main floor for girls dance...and an extra badminton area. We also use the dining room...and I have managed to use the Youth Centre...because there is a nice floor in the Youth Centre. We can use it for fifth year....3rd, 4th and 5th year girls' dance. That takes a group out of the way as it were. Makes more indoor facilities available for other people, which is very important. That's the big problem, space. When it's wet the boys go out and get soaked which we shouldn't have to do. All because the indoor facility is so limited. With six classes....we can fit them all in...but it

puts too much pressure on the teaching space.
(M5 p.15)

The intense reaction of one male member of staff to some perceived discrimination in favour of the girls induced by bad weather conditions when, 'there is no spare capacity', was far from being an isolated response:

My main bind against then (women colleagues) is when winter comes. They don't know where the field or the yard is, they want indoor space all the time (...) when the winter period is on you might be down for taking a sportshall session with someone else outside (...) as soon as there is a slight bit of frost or it looks like rain the girls...one particular teacher heads for the nearest bit of cover possible, and it means that whatever you have got prepared for that activity is gone. As we haven't got the space or the facilities to do it in. You don't mind when the weather is really bad and you don't mind now and then... but the thing is that it is every time. You see you go out when it is your session and turn for outside, in the cold and the rain. And the kids come out with you,...no problems. But as soon as it's reversed they don't want to know.

(M7 p.10)

There are two other major contextual influences on the programme which are illustrated in a number of accounts; firstly, multiple-use of facilities and secondly, split-site accommodation.

Bamburgh Comprehensive School

Bamburgh's six physical education teachers and 1422 pupils are familiar with both split-site and multiple use problems which is reflected in their teachers' accounts. Whilst their playing fields are regarded by one teacher as 'the best in the town' (F44 p.15), their facilities are separated by a 20 minute

walk for the pupils between the Junior site, which houses a gymnasium and some hard surface outside playing areas, and the senior site where the swimming pool, the sportshall and the playing fields are located.

The Head of Department explained a little of the effects of the split-site on the programme:

...we are supposed to see children backwards and forwards through the Park. (...) It's impossible to...we've stopped doing the middle lesson in the afternoon as a single lesson.

(M45 p.6)

.....whilst he seemed resigned to this given context, he later described what he found 'very annoying more than anything else....

...is the fact that with this multiple use of equipment you go to do something and it's gone, it's been damaged or it hasn't been put back, and the most trivial things can cause an amazing amount of bother. I think whoever designed the sportshall wants shooting. To start with I mean the thing leaks like a sink, the brickwork is coming out, parts of the bricks are falling down. We've got a situation now whereby the restrainer things at the top where you haul the nets up are coming out of the bricks and I've reported it twice. Neils Larsens (equipment contractors) have been round, they haven't done it. And if a kid pulls it, it's a pulley block on the top, it's going to come out, or at least looks it to me, the bricks easing out of the wall at the top, somebody has just stolen the locking mechanism that locks the badminton posts into the floor, now when does it happen that's the thing, when does it happen? You can never find out when it happens. We go out at six o'clock. Quarter to six, the cleaners come in. You perhaps have a football team in or a rugby team in until half past seven, then you've got the Youth Club in until 10 o'clock, you can never say, 'you did that'. We've only once pinned it down to one group and they couldn't find a football so they rove a door off a cupboard and nothing happened to them.

Was this a school group or an outside group?

Oh they are outside groups. I'm not saying we are particularly free as a school, you know, we do get odd incidents, but you can't track it down when it happens after school. People just ignore it, you know. It wasn't us, it wasn't us sir.

I think multiple use of facilities is one of the biggest problems (...)

It's always being used, right through the day. From 9 o'clock in the morning until 10 o'clock at night, it's used (...). The sportshall is a mess. (...) In the summer we need equipment down here, we've got nowhere to keep anything and you can't lock everything up, I mean you can lock the trampolines up but you can't stop them pinching the shackles which they do. When we locked the tramps up they pinched the leg.

(M45 pp.21-22)

The above perspective of conditions at Bamburgh was confirmed by all the teachers and Bamburgh was one of only two schools which made any reference to scarcity of small equipment. Elaine (F44) had earlier commented on the lack of balls for volleyball, but of greater significance was her response to the interviewer's probe of summer teaching commitments:

Could you do tennis? If you wanted?

We could do, yes, if we got a lot more racquets. We are short of racquets mainly.

I'm surprised at the shortage of equipment here.

Well, it disappears. One year we bought a lot of racquets and we let the 6th form have the key for the facilities to get the racquets out and a lot of the racquets have disappeared, a lot of balls as well. Having so many children on games at once we haven't got enough courts never mind racquets and balls to do tennis with. We concentrate on athletics.

(F44 p.24)

The Bamburgh teaching context induced a colleague of Elaine's to declare in the early stages of her interview that in any future

appointment she might contemplate, she would be careful where she went because '...there's no way I want to work as hard as I have worked here'. (F40 p.1).

Dovedale Comprehensive School

Like Bamburgh, Dovedale too had to live with a split-site situation. To the justifiable anguish of the teachers, all 1st and 2nd year pupils are deprived of regular curricular use of the swimming pool. The swimming pool is on the Upper School site. The headteacher refuses to respond to the petitions from his P.E. colleagues to allow the pupils to travel to this resource. The facility is there, but the school's geography has excluded swimming for these boys and girls - the only 11-13 year olds' in Hucklebrough who do not swim regularly.

This particular case serves to demonstrate the necessity to match facilities with school structure when examining the physical education programme.

If the school's plant and specialist physical education facilities appear, at first sight, to present their well-qualified staff with every opportunity for planning and conducting well-balanced, cohesive physical education programmes, the above excerpts suggest that such an assumption is ill-founded. It is nearer the truth, on the basis of the teachers' perceived observations, to suggest that the actual programme is conditioned by the inappropriate grouping and volume of pupils, split-site deprivations, inadequate and declining facilities and disadvantageous intervals between physical education lessons.

The prevailing conditions, combined with the exposed Hucklebrough climate, leads to a policy based more on a rationing system of scarce indoor resources than on rationally-devised schemes founded on currently accepted educational theory.

How the teachers respond to these perceived contexts and structures is the subject of the following paragraphs headed 'Programme Realities'.

Programme Realities

Orthodox descriptions of the physical education programme tend to concentrate on the distribution and frequency of both well-established and minority activities which, by tradition and precedent are collectively labelled physical education. The parochial physical education debate only rarely moves away from an 'education v skill training v competition v recreation v aesthetic v organic fitness....etc.' tension. The tension is often identified by a defence of one aspect, say dance or gymnastics embodied in the 'aesthetic element' or 'creative ethic', against the popular wave of, for example, recreation epitomised by the 'fun ethic'.

An ethnomethodological approach gives the researcher the opportunity and choice either of focussing on physical education's internal debate, or by moving back a few paces from the subject of concentrating on the influencing external agencies which either support or impede its development or maintenance within the school. It is the latter approach which is favoured in this report.

The whole school curriculum in which physical education may play variable roles is a dynamic phenomenon which is reflected in the following paragraphs.

In 1975 the writer was so impressed by the effectiveness of the Aiden Comprehensive School physical education programme sustained by a cohesive, well-administered department, that he was of the opinion that it merited special consideration as a professional training model. If, for example, selected physical education departments were designated 'professional training departments', indicating that they were exemplary professional training contexts in the manner of 'teaching hospitals', then Aiden's physical education department would merit serious consideration for such a role.

Aiden Comprehensive School's physical education department's remarkable seven year evolution, it was found, merits a special study of its own; it is acknowledged that the essential brevity of the following sketch cannot do full justice to the key members of its professional team.

Roger (M46) though no longer part of that team, started his teaching career at Aiden Comprehensive School. When interviewed he volunteered the following spontaneous testimony which suggests that the physical education department might be something rather special:

Yes, I went straight to Aiden (...) At the time I thought oh my goodness, it was hard work, but looking back I don't think I would have wanted to go to another school. (...) the success of the school was related not to the examination success but to the sporting success (...) you would have been hard-pushed to get a better team of teachers in any school in the country. I'm serious about that because it was fabulous.

(M46 p.2)

Although personal tensions were acknowledged to exist between Roger and his Head of Department, it did not in any way inhibit him from according full and generous recognition of the effective leadership given:

I wouldn't have liked to have been at a school under anybody else but him because I learned so much from him.

(M46 p.3)

The suggestion is that by 1974-75 the formal programme of time-tabled lessons and the extra-curricular activities promoted and supported by a cohesive team of energetic teachers had captured the interest and enthusiasm of a large majority of the pupils and established a climate of relationships which served to unify disparate elements from the three previous schools and to enrich the whole new school community.

Ian (M13), the Head of Department, provided the inspirational leadership which in that community at that time enabled him to create an organisation, witnessed by the writer, that had very large numbers of pupils practising all manner of physical activities at 7.45 each morning, every lunch hour, evenings and Saturday and Sundays, in addition to the normal school fixtures to be expected in most secondary schools in the borough at that time.

The social organisation that he designed and generated was so tight and effective that it continued to function some five years later notwithstanding the damaging impact of a bitter ideological power confrontation in 1977-8, involving Ian and the headteacher which resulted in Ian's disengagement from all extra-curricular activities. It is clear that the system he created, whilst impaired by his own withdrawal from it, indeed hostility to it, continued to function. It may be

seen in 1979-80, even in his absence, to be gathering a momentum. What might have been the collapse of a department may prove to be but a wobble in its development. It is too soon, yet, to judge.

The following extracts are from Ian's first interview in 1975, a time when his organisational skills could be seen in the rich activity of both pupils and teachers.

What, then, did Ian consider to be an appropriate programme for the 13-16 year old 'problem end' pupils of Aiden Comprehensive School?

One of the secrets at the top end is 'progression'. Many of the schools I know come to a stop after about the third year. (...) They've pulled all their best tricks out of the bag. (...) They've used all the novelties and used all the stimuli ...and there's nothing left. I deliberately, in the scheme of work, hold back. I make it progressive and make each year a new different year. 'Progression' leading from each year but different. So when they get into the fourth year there is something entirely new. When they get into the fifth year there is something entirely new. We do this through our objectives in the first place.

(M13 '75 p.1)

What were his objectives? He defined his objectives thus:

For example our foundation course takes three years. Our objects there are 'development'.. and growth. Physical development. Building up a vocabulary of skills and experiences...Three years. And the fourth year we concentrate on physiology and understanding fitness. And understanding the part that games play in our lives. Games in our culture. Then in the fifth year we turn our attention to recreation and leaving school...post-school physical world of sport. So there is something entirely different...a new approach altogether in the fifth year.

(M13 '75 p.1)

The early leavers, only two years after RoSLA, were catered for successfully throughout their secondary course; helped by such ideas as the introduction of....

(...) one of the things that the kids call 'Super Stars'...you know the T.V. thing. For us it is a Modern Decathlon. There is this competitive element which is tremendous for the boys. (...) We complete it before Easter so that those who are leaving us before Summer...as early as they can... They do complete this thing before they go. And it is worth them keeping working at it. We keep charts and keep showing them the charts.

(M14 '75 pp.1-2).

Full use was made of documentary feed-back; 'we keep charts and keep showing them (pupils) the charts' (p.2)...

Every kid keeps (...) a graph of his performance. We try to teach one simple message, 'hard work gives us some end product'. (...) They do their little set course and they plot their improvement as they go on. So every child in the school has done this...and sees some purpose in it...And they love it, they think that it's great.

(M13 '75 p.14)

The enthusiasm projected by this teacher is unmistakable. It is possible that he was indulging in self-deception by living in a kind of personal construction which was far from reality, but judging by some of the remarks of his colleagues it can be seen that not only did they recognise Ian's authority and consequently expected to implement the planned programme but were delighted to have such a clearly-defined framework.

When I walked into this school, I walked into here (interview room) and there were schemes prepared for this, that and the other...I could pick myself up wherever I was....and just teach. And if you had an idea...or wished to improve something...he was the ideal person to go to. 'Yes, it was a good idea or no, it wasn't'. He would direct it in any way he thought - or agree with you if he thought that you had the right idea.

(F12 p.1)

The above statement is all the more interesting when it is realised that Peggy was infant trained and, until she joined

the staff at Aiden Comprehensive School in 1974, had no previous secondary school experience.

Ian's values had been made explicit and he was committed to elaborate schemes of work underpinned with 'content' and 'method' files to which colleagues had full access and were expected to follow.

Five years later, Keith (M19) after only 8 weeks in the school was adjusting to this new highly-structured organisation. He was an outspoken young man and did not conceal a degree of scepticism when asked a direct question about his appraisal of the detailed schemes:

The programme that you have seen working so far (...)
are you quite pleased with the way that it's
laid out. (...)

(...) Well I am now, Now that I understand it. When I first came it was just a pile of papers saying do this, do that, if the day's got an r in it you do this or whatever, and once a fortnight this group will change round. But now I'm sort of settling in and getting used to the system and I think it's well planned and well worked out.

(M19 pp.14-15)

Stanley (M18), another probationer, was also asked:

Has it knocked you for six, all this documentation
and careful recording?

It certainly has. I think it is very good indeed. Mind you it would take a long time to get to this situation.

(M18 p.4)

Every teacher in turn confirmed a belief in the system. Tom (M11), asserted that '... everything we are teaching is good and up-to-date'. And one very experienced temporary woman teacher, when asked,

If you had a daughter coming here to do P.E.
as it is now, and she was 11-16 would you feel
that she would get fair value?

instantly replied,

I think she would get very good value. She would certainly get a good background in gymnastics, in swimming, on the netball side, on the basketball side...And then athletics and tennis in the summer. So from that point of view yes. I am very well aware that there are some areas of P.E. that are missing. But also you have to weigh up the time available and what it is possible to teach in that time. The way that things are blocked, I think that they do learn something in that block.

(F9 p.11)

Aiden Comprehensive School, by comparison with other schools in the Borough had better physical resources. It was also a neighbourhood school and inherited a good proportion of pupils from the 2nd tier Technical Boys' and Girls' Schools which had merged together with another school to form Aiden Comprehensive School. Consequently, given the professional leadership of this particularly strong team of teachers, the extra-curricular programme was, for a period, of exceptional proportions. But whilst the extra-curricular activities are well-known to be a source of professional fulfilment for very many physical education teachers, a fact which is confirmed by this investigation, and provide a community with a competitive stimulus and recreative outlet for many pupils, it is the formal curriculum which merits further, but brief, examination.

The key feature of the curriculum structure was distribution of time devoted to particular activities, referred to by the teachers as blocks. The blocks were, in practice, $\frac{1}{2}$ term modules realistically conceived to consist of five such modules to the academic year. This system enabled the teachers to sustain pupil interest in one activity for these periods of, say, six weeks, and at an appropriate moment change for another

activity. This ensured variety for the pupils but not at the expense of experiencing success in their recorded achievements. The risk of losing pupil interest by prolonging a particular activity by an over-indulgent teacher was also eliminated. Pupil-kept records and charts ensure that boys and girls had continuous feed-back of their progress which led, in most cases, to pupil endeavour and satisfaction. When asked in 1975,

Looking back what are you most proud of?

I am most proud of....I think in the depth I've had...The depth of the school's physical education. Getting right down through the whole mass of the kids and having some effect on them. Immeasurable effect on some of them.

(ML3 '75 pp.13-14)

The 'depth' argument was later exemplified:

Well of course if it is worth doing for a few, it's worth doing right down...to boys who aren't all that brilliant, but can get something from the competition....some progression. They do their fitness and know why they are doing it. Instead of some schools who have to flog them to do hard pieces of work, we have them right down wanting to do it. Now I have had boys coming to me, apart from some of the teams, "you know, I can beat him Sir". And that's what I am proud of, how it goes down. That's the depth.

(ML3 '75 p.14)

Whilst there are grounds for believing that Ian's interpersonal skills were unrefined, the organisation he created was based on a well-articulated set of realistic propositions that ensured reasonable variety and choice for all pupils, fulfilling Newsom's recommendations. Ian maximised the use of all physical resources and enabled those teachers who had the motivation and skills to enjoy a level of professional satisfaction rarely achieved in the conditions which prevailed

so soon after comprehensive re-organisation co-incided with RoSLA.

None of this, however, was gained without a 'constant battle' (M13 '75 p.2).

Ian was reflecting on the battle for physical education time:

....every child needs some physical education. I will never ever carry on doing the job if any child in school has no physical education. They all need that part of their development looked after...at all stages. It is a constant battle. You are on your guard the whole time. As soon as any pressure appears on the time...you establish your values.

(M13 '75 p.2)

Much of Ian's account concerns his defence of educational values against attack by colleagues from other faculties and the headteacher. His concept of a balanced education had to be articulated by him at a faculty meeting. Had he found this hard to maintain?

Yes. (...) you are educating other members of staff, who have never thought about physical education. They have come up through a traditional grammar school. Where academic education was the only objective. Where all other things were incidental... or accidental.

(M13 '75 p.6)

As Head of Department he had fought many curriculum battles: battles for time against an expanding examination curriculum; battles for values, status battles and battles for and of staffing. 'You are fighting all the time. I'm not teaching (...) I don't like it'. (p.6)

Where do you see your next battles coming?

I don't. If I ever meet another big battle, I'm not going to fight it. Seriously....I feel you can only fight so many. And I can only keep struggling for so long.

You don't seem that sort of person if I might say so.

Well...It has been very intense ...and hard... and almost a continuous 24 hour battle 7 days a week for several years. I don't get disheartened, you develop a sort of resiliency that makes you sort of rubbery instead of hard.

(M13 '75 p.13)

That statement, made in 1975, proved to be prophetic. Following a major confrontation with his headteacher, Ian perceived that his extra-ordinary professional imagination and initiative, energy and drive, teaching and organisation skills had not been acknowledged. He proved to be as good as his word, and weary of the strain immediately withdrew his professional goodwill. Either he and his department flourished and developed or he would 'do an ordinary teaching job' (pp 20-21). He would, in his own words, go for a '9.00-4.00' job.

The Aiden story has illustrated the early effectiveness of a highly motivated and gifted head of department who fully exploited the facilities and the cultural potential of the pupils by encouraging or persuading colleagues to work beyond reasonable professional limits. It was initially a physical education success story in so far as it was managed at a time of the massive and complex change which involved the combination of the RoSLA and comprehensive re-organisation and the integration of three previously independent schools. That such team work captured the interest and involvement of so many boys and girls up to leaving age will come as no surprise

to physical education scholars. But it failed to impress others.

The reality of the present situation is that, due to perceived broken promises (M13 '80 p.3), a refusal to acknowledge the quality and status of its devoted physical education teachers and the school's present priority to yield to the 'credentialist' lobby and enter the Borough's race of seven competing schools for examination candidates for the comparative prestige of 'O' levels, the overall physical education programme has declined.

It remains to be seen whether teacher consciousness will survive a decline of the subject or whether hidden social controls exerted on individual teachers, expressed in feelings of guilt, will emerge and tolerate the clearly defined boundaries of time, status, power and values. All these issues had been apparent in Aiden's fruitless physical education battles.

It might be thought that you were indulging in empire building.

Hm. I'm not sure. It might be the case. I'm certainly committed. I've got the drive and high output of energy and time which has resulted in more and more pupil participation and that is immensely satisfying. Is that empire building?

(M13, '80. Statement made after tape ran out)

Callaly's Programme realities

It may be argued that the rapid and effective consolidation of physical education at Aiden Comprehensive School followed by its unprecedented voluntary suspension was so exceptional that it is quite unrepresentative of the working life as perceived by the physical education teachers in Hucklebrough's

other six comprehensive schools. It did, however, serve to underline the continuous changes to which the curriculum is subject and the unsteady and sometimes unhappy adjustments it imposes upon teachers.

A programme instability may also be discerned in the accounts of Callaly's physical education teachers. The formal curriculum was perceived by them to have emerged from a 'shambles', seven years ago, to a well-organised and universally approved coherent curriculum by 1979. The extra curriculum, however, was thought to have declined throughout the borough generally; the school's own extra-curricular activities, in particular, had been influenced by recent professional unrest and organised protest when teachers were penalised by their County employers by loss of salary. Some discord was also expressed between the men and women of the department which created a climate which might be seen to jeopardise the programme as a whole.

Until the beginning of the academic year 1979-80, with the exception of the 5th form, all Callaly's pupils were sure of two 70 minute periods of physical education each week. The curriculum had a number of distinguishing structural features which gave it a characteristic definition.

The pupils were timetabled for physical education in $\frac{1}{2}$ year groups. The 70 or so pupils were divided by ability into three classes; the two higher-ability classes would have the greater number, leaving a small number of pupils (approximately 20) in the third, lower ability class. Each class was allocated to one teacher for both physical education

lessons throughout the year, enabling a teacher-class relationship to emerge. Each class was informed of the year's programme which was based on a 6 week module, planned to ensure that six different aspects of physical education were experienced throughout the year. Physical education options were not offered to the pupils until the 5th year. Boys and girls were segregated for physical education throughout. Callaly's 5 year formal programme is presented in Appendix 10.

The programme has not always had this clear definition:

In my first year here there were some kids in the fourth and fifth year had four doubles a week. And other kids had none at all. That was terrible. So we had to change that.

(M5 p.7)

Staff resources had to change too:

The other big battle I won was over staff....the P.E. staff. When I first came here there were two full-time men and two full-time women...and 16 odds and sods...It was terrible I used to have to look after them...check that they got the equipment out and check that it all came back. Most of the blokes could only do football. So the whole timetable had to be drawn round them.

(M5 p.7)

David's pragmatic approach may be seen in a number of instances in his elaboration of the programme (M5 pp.8-12) which, whilst 'there are a lot of things that I would want to change (...) basically the system is O.K. (...) It is the most workable system for this school' (M5 p.12).

The 'workability' theme seemed representative of the mens' perceptions of an acceptable programme as expressed by Tom who thought 'that on the whole we have one of the stronger schools

for our activities' (...) as much as possible is being done anyway' (M7 pp.5-6).

If you were made Head of Department what changes would you make?

I don't think I would make any at the moment. I think that it works well. Most of the kids are getting a lot of activities (...) And there are a lot of kids who are poor at things like football. But when it comes to some of the other activities such as the swimming or the volleyball they are good at. Otherwise, as the P.E. Adviser said, he'd rather specialise in two or three subjects and they didn't bother with things like badminton and basketball and volleyball...they just concentrated on one or two activities. But at the same time you have got people who are good at those but poor at the other activities, and are missing out a lot. As it is now a lot of people are getting more from it.

(M7 pp.16-17)

Joe has worked with two Heads of Department in his 9 years in the school and approved of the changes

I was here 3 years before David came, we had a Head of Department before David and he was a waste of time. (...) I did more in organisation, coming straight from college, than I actually do now...though I do a lot of other things now.

(M2 p.14)

David is a very good Head of Department. He knows how to manage people (p.16) (and) 'I agree with all the things that we do.' (p.14)

Malcolm, however, was more critical. Although he had found last year (his first at Callaly), more enjoyable than his last year in London he was sensitive to the misappropriation of physical education facilities.

'It really astounded me to find', for instance, that the sportshall 'is filled with desks for a full term (summer), and we lose it in November for mock exams' (and) 'We lose it for school exams in May'. This very real intrusion into the physical education curriculum could signal much the same kind of long-term threats to physical education as precipitated its decline at Aiden. The loss of this scarce resource, which

manifestly was never designed as an examination provision, was deeply resented. But there was another indicator of the school's re-ordering of priorities; 3rd year pupils were, for the first time, presented with a Latin or Physical Education choice. Malcolm interpreted 'choice' rather differently:

(...) two of our third year groups have had a choice to make...between Latin and P.E. Of course they are being pushed by the Head to drop P.E. to take Latin. And kids are coming up to me and saying 'I've never been consulted about this'...I'll mark my register and I'll call a name and the kids will say 'Oh 'x' has gone to Latin this week sir', and there is nothing that I can do about it.

(M4 p.11)

Five of Malcolm's colleagues also expressed their disapproval and apprehension at this policy. Doris had been left with 'a very very small group' which, as well as being 'ludicrous' had robbed her of the very 'girls who are making real progress' (F1 p.9). Jeanette linked the 3rd year Latin-P.E. choice with the broken promise to implement 6th form P.E. 'this year' and feared that it heralded a reversal of the improved time allocation trend which might signify a return to conditions at the time of her appointment when 'some (pupils) only got singles (periods)' (F10 p.3).

Malcolm also expressed disappointment that his proposal to initiate a Duke of Edinburgh's Award Scheme project for 6th form had been rejected:

Here (at Callaly) there's still a lot of things to be done (...) In Outdoor Pursuits there's just nobody takes any interest, which is something I think that I can open up in the school. Duke of Edinburgh Award I'm thinking of starting but at the moment the work involved would be a matter of finding the time. You see I even asked the Head what was the possibility of introducing it into the 6th form, and me

taking an afternoon to try and get these 6th formers involved. But he was against the idea really. (...) You see the 6th form in this school don't do any P.E. .. as such ... They are not timetabled for P.E., which I think is disgraceful really. (...) we are not offering them anything. And that's not because we are not trying.

(M4 p.10)

There is ample evidence that these particular teachers never stopped 'trying'. With one exception all were attempting to generate the school's extra-curriculum following its arrest during the N.A.S. dispute when Hucklebrough teachers resorted, on the instruction of the Association, to a 5 hour day. The conflict had been immensely damaging to the extra curriculum. The depth of feeling is captured by the following extracts from three men teachers.

David was still angry; he had lost highly valued colleague helpers and had reduced his own extra-curricular involvement:

Another thing that upset me last year when we had the pay taken off us (N.A.S. dispute) (...) They took quite a lot of money off us. And when I thought of how many hours they had deducted from...I put that back in one day... in over time...just one day. And you get nothing for it. (...) They docked our pay for that half hour plus Saturdays and Sundays. (...) I lost a lot of people, not of the P.E. Department, who ran football teams. I don't think you can function efficiently without these sort of people. We run 10 football teams for a start. (...) To a certain extent I feel the same way. I'm not doing as much as I used to at lunch time. I used to work every lunch time. I have cut down to about three.

(M5 pp.5-6)

Tom provided a succinct account of his very personal interpretation of the reaction to the County's measures:

I was in the N.A.S. and was called out. Stopped our pay. Got a letter at the end of the term saying if you are a naughty boy again we'll take full action against you.

We'll let you off this time by just docking your pay 'but if you do it again then you will get your hands rapped'. The whole of our Department was really annoyed about it ... considering all the extra time that we put in...and for this one occasion they dock this 'X' amount off your pay. It also annoyed us that the union didn't take any stronger action over it. But that is another matter. So what I did then, I cancelled a lot of my activities that I used to do. But the thing is I still enjoy taking a lot of activities and I like to see the kids get on. So what I did, I stopped doing one or two activities but the ones that I did...I did more of. In fact I spend as much time here now as I did only doing two or three activities...before I was doing half a dozen. So in fact I haven't really achieved anything.

(M7 p.14)

The hollowness of his protest is sensed by the double-edged personal loss; loss of pay and loss of professional satisfaction and enjoyment.

The physical education teacher's addiction to extra-curricular involvement is again echoed by Joe when considering the relative importance to him of curricular and extra-curricular teaching:

The enjoyment I get from teaching P.E. is an occasional lesson - I've just enjoyed one this morning...But I get most enjoyment from taking my teams after school. Definitely.

(M2 p.7)

By their statements and actions, this team of four men teachers reflected the supremely high value placed on extra-curricular activities which typifies the Hucklebrough male physical education teacher. They had been profoundly hurt by the effects of the County's threatening measures. Their goodwill had been severely impaired; possibly permanently. Yet the compulsion to continue with their school teams proved to be of paramount and dominating

importance; perceived employer exploitation had been subordinated.

Tom, arguably the most angry young man of the four, has surprisingly re-channelled his energies into the school's swimming teams (see M7, pp.6-8). The suggestion is that these reports are getting close to the meaning of commitment, which may be seen in David's few enthusiastic words:

I have an outstanding second year football team at the moment. They've just won the County Championship. And the things that I am doing with them at the moment ...in practices...even the good fifth years', couldn't handle...they are so strong.

That must be exciting to you?

It is, yes. It's really got me going this year. It's given...that's my biggest interest in the school at the moment. It's the best group of kids I have.

(M5 p.12)

Such references to extra-curricular activities are to be found in most of the accounts. But only one teacher spoke with the same obvious warmth and delight of her formal curriculum work, a point of considerable interest which adds a sharpness to the supremacy of the extra-curriculum in the life of the physical education teacher.

Malcolm, in partnership with Joe was not deflected from his extra-curricular commitment in spite of his shared contempt for the Headteacher who had said to David 'it would be easier for me if we didn't do extra-curricular activities' (M4 p.4). This might explain the defiant superiority to be seen in the following statement which was preceded by a critical portrait of some of his colleagues and the headteacher (M4 pp.14-16).

It's like this...When I go out of this place (tonight) I know that David has a match, I know that Tom will be in the swimming pool,

and I know that Joe is doing basketball. And there will be three cars out there tonight (pointing to staff car park); three cars out there at 6 o'clock tonight. Those three cars will belong to three male members of the P.E. Department and the other one doesn't own a car, he comes on the bus. Last Saturday morning...it was pouring down and I know that there were three rugby teams went away with Joe. There were two football teams here, and David took some kids to a trial in (County Town). Now it costs me £2.00...a time...I'd come down from City it costs about £2.00...And it's not that I want paying for Saturday morning, because I would be against that. I'm against taking money...I accept my lot...but nobody ever says 'could you book expenses?' My wife thinks that I am mad. I'll tell you the truth. Now I've got exams next week for my Open University, and yet last night I was out at a basketball meeting...tonight I've got a football match. She says that I'm just doing it myself....I ought to stop in at night...but I don't think that I could do that...That's why I do P.E. It's part of the P.E. code. But we do make a rod for our own backs. Even when there was this N.A.S. Industrial Action we were still holding practices because we were the ones who were suffering. There wasn't anyone else in this school suffering...except us. The reason we were suffering was because all the work we had put in was going to ruin.

(M4 pp.14-15)

Because it was suggested and later confirmed that 'it (the physical education department) is two departments within one department' (M7 p.10; F3, p.4), little, so far, has been said about the girls extra-curriculum.

Although they had been teaching only some six weeks in the school two beginning teachers were very actively involved with club activities and matches.

Lesley (F6), after describing some of her adjustments to full-time teaching was pleased to respond to the question:

Tell me about the nice things that have happened so far (...) the kind of things that you feel quite excited about.

Gym Club. We've started a gym club...that they have not had for a while. I like the gym club, yes...except there's so many people in such a small area...which is such a shame.

You created it?

Yes

Who do you open it to?

Everyone who wants to come. All ages.

How many takers have you got?

Not everyone comes every week because they have other practices on like.... sometimes there's Dracula which is the big school play this term. Quite a few go to that. But if everyone came there would be over forty.

If I had no ability in gym...would you take me into your club?

Yes. We are doing B.A.G.A. Awards because they don't get the chance to do them in lessons. (...) It's achievement..to get something. That's very important. I do enjoy it I just wish...there's just a lot to get through.

How often do you hold this club?

Monday lunch time and Thursday after school.

(F6 pp.4-5)

Her diary, completed three weeks later demonstrated that she had devoted over 44 hours to her professional duties.

Margaret (F3) also a probationer, spoke about her four dinner times commitments and three nights a week (p4), some of which must have been devoted to netball practices as,

The fourth and fifth year teams so far have lost every single match...usually about 20 goals to 1. And it just got a bit depressing after a while. Not for the kids but for me.

(F3 p.11)

Margaret's diary showed a Professional Commitment Index of over 48 hours of which 39.7 hours were spent with her pupils.

Nevertheless it was stated that 'the women's department is very strange' and induced another colleague to comment that 'I am not particularly impressed by the female side of the department' and suggested that 'it would be a lot better if she was moved out, and someone else who wanted to do the job moved in'.

This particular tension was the result of a key female member of the team endeavouring to carry a singularly heavy personal load which included both exceptional school commitments and particularly harassing family obligations which most certainly did not facilitate her contribution to the physical education extra-curriculum.

On further inquiry it was clear that there was no mechanism whereby such strains could be alleviated.

Do you have any department staff meetings?

Occasional one. It is very very difficult. You say 'that lunch time..' and you look at the timetables....four or five people have practices. So what we tend to do is...well there is always four of us...before we go out we will exchange ideas or agree on something or just stop and consider any problems... naturally.

(M5 p.18)

This was confirmed by Joe:

How much consultation goes on between colleagues in the P.E. Department? What formal meetings? Discussing direction of subject. What changes might be made and so on.

We don't have formal meetings as such.

Would there be any point in having them?

I don't think so. You get more from informal chats. It's going on all the time.

(M2 p.15-16)

Would Tom favour such meetings? Has the department met as a department? To express disagreement and differences...and anxieties

within the department? Would you be in
favour of such meetings?

I wouldn't mind having one or two but I wouldn't like the idea of going overboard with them. I think one of the reasons why we haven't had them is that everyone has got their own commitments within the school and it is very very difficult to find the time when everyone is free.

(M7 p.12)

Formal consultative procedures were not favoured by the department either for administrative refinements, policy making or, as was urgently needed here, tension reduction. If priorities could not be discussed then there was little hope either of identifying mutual concerns or of resolving differences. No one at Callaly, as Malcolm testifies in appraising a number of school problems such as pupil and staff truancy, is inclined to identify either problems or collective solutions:

'It is a pass the buck situation (...) there are members of staff here who don't talk to the head because relationships are just terrible.' (M4, p.12)

If you had any children would you be pleased
at the idea of them coming to this school
for their secondary education?

I would be quite disturbed.

The programmes at both Aiden and Callaly were negotiated without having to contend with a split site. Other schools in Hucklebrough were less fortunate.

In 1975, Eltermere's physical education department was operating on 5 quite separate sites. By 1978 it had been transformed to a single-site school.

Bamburgh and Dovedale, however, in 1979-80, remained split-site schools. The physical education teachers' working

lives were very much affected by this and some of their reflections are described in the following paragraphs under the heading Split-site Logistics.

Split-site Logistics at Bamburgh and Dovedale.

Two schools, Bamburgh and Dovedale, because of their split-site inheritance have a logistical problem which influences physical education curriculum policy and efficacy. In the case of Dovedale, the headteacher, following considerable and tough negotiations, ruled that all first and second year pupils should forego any regular curricular swimming. The swimming pool is located at the upper school site, 1 mile away from the lower school where the 1st and 2nd year pupils have access to a gymnasium, inadequate changing accommodation and on-site playing fields.

Whereas Dovedale resolved the problems by abandoning swimming rather than having the pupils commute between sites, Bamburgh chose to require considerable numbers of its pupils to walk between the upper school and the lower school sites, taking some 15-20 minutes if pupils hurry, but averaging on the observation day 26 minutes.

A multitude of structural features exacerbate many problems for Brian (M42), Dovedale's Head of Physical Education Department. The complexity of the problem can be seen in his account which should be read by all physical education advisers, inspectors, aspiring Heads of Department and students contemplating a physical education professional training.

Brian needs reserves of energy to begin to define the problem, let alone solve it. He recognised from the beginning of his appointment that he 'had to build from scratch. There

There was pure chaos. And I'm not sure that I have sorted it out even yet, but at least I've got it under some sort of control'. (M42 p.1)

The timetable, it must be stressed, is only one of many possible entry points:

Who makes the timetable decisions?

One of the Deputy Heads does the timetable and spends about 6 months doing it and he makes the decisions - and you go and fight with him and if you are not satisfied, and go over his head, the boss will support him. So you're wasting your time. I attack them every year, I spend the first couple of weeks making life awkward but they know eventually I'll run out of steam.

(M42 p.18)

The unremitting demands on his considerable negotiating skills call for every one of his thirteen years of professional experience. Not surprisingly, he finds working life very testing especially when timetabled for large classes of 4th year boys:

....in the morning, you know, looking forward out of one jaundiced eye, nine o'clock on a Monday morning it's bloody hell. It doesn't get any more fun as you get older either. I start off on a Monday with 3, 7, 8 and 9 games. That's a class and a half all to myself, 45 kids, first two on a Monday morning. (...) I got more out of 3, 1 and 2 in the first fortnight than I got out of 3, 7, 8 and 9 all half term, because with 45 kids what the hell can you do? What can you do with 45 kids all at one go?

So that's a timetable thing isn't it? They are sending too many groups at the same time for too few staff.

Well we just haven't got the staff.

On the Friday that I came and I went to the timetable....there were more classes there than you had staff to teach them.

I think it's five occasions in the week when a member of the P.E. staff does two people's jobs, which gives ten periods which means that I am a third of them, teacher understaffed?

(M42 pp.15-16)

His senior woman colleague recognises that as 'pig in the middle' Brian is subject to enormous professional pressures. Curriculum decisions had to be made which led to definite discontinuities as described by Judy:

...in the situation here, you do a thing and somebody else might do the exact opposite and as it happens the way the timetable is I might have one class one lesson and somebody else might have that class another lesson and they are asking entirely different things of the class so you see you can get a little bit of conflict there. I don't mean conflict really, but a difference of emphasis really.

(F37 pp.1-2)

Judy had also petitioned for some swimming lessons for 'the little ones. You see we are doing with the third year what we really should be doing in the first year (...) so we are two years behind all the way....' (p.9)

The control problems associated with 4th and 5th year girls' attitudes to swimming are well-known to physical education teachers. Judy was so exasperated that she chose to abandon swimming for all her 5th year classes:

...it's a waste (...) it's less aggravation for us because we don't have to keep getting onto them about going into the pool, you see and they were all right on P.E. they enjoyed P.E. But it's the hair business, getting their hair wet you know, so we tried it for a year without and as far as the attitude of the 5th year went it was all right, they were quite happy with that.

(F37 p.8)

The combined effect of the split-site and the headteacher's outlook is to deny swimming teaching to all 1st and 2nd year pupils. All the 3rd year pupils' swimming is, as a consequence, retarded by 2 years; by the 4th and 5th year the girls are 'refusers' so far as swimming is concerned.

The position of swimming at Dovedale results from nothing short of professional negligence and misjudgement on the part of the Headteacher. If Peter's (M36) account is true, it may well be that the Headteacher is endeavouring to re-marshall the school's resources in a general retrenchment operation. Physical education, however, is not one of his priorities. But mathematics most certainly will be:

We had almost 300 sitting 'O' levels and out of 300 eight passed Maths 'O' level. Now that to me is a disgrace and to me if I was a parent here I'd be taking my little Johnnie down the road because something's gone wrong somewhere.

(M36 p.6)

It might be thought that mathematics, at least, is not one of Brian's worries; that is, until you learn that his son is now attending the school.

Bamburgh

"The Headmaster at Bamburgh cares very much about examination results."

"He has some interest, too, in rugby."

These two statements have a disproportionate influence upon the physical education programme.

Clive assumed responsibility for the physical education department in 1974 and the investigator was interested to know what progress, if any, Clive had perceived since then:

...the P.E. situation has got no better for a number of reasons..The travelling involved, the second one is the way that the top band don't get any P.E. The curriculum's worked out so that the people who do Latin and French and things like that, well the top band get no P.E. as a subject, they get games but the people who do Latin after that group get one lesson of games -

half of a double, they disappear half-way through or arrive half-way through.

If I've got it right, Clive, most children are due for a double period and a single period of P.E. and then the people who are streamed into the upper bands only get one double games but those that are very good only get one single of games: is that more or less the pattern?

Yes, that starts after second year.

So all first years get a double and a single, second years get a double and a single, third years, depending on which band they are get a decreasing amount.

Yes (...)

(M45 p.1)

In effect....'we spend most of our time with the lower academic bands' (p.1).

They tend to overlook P.E. They don't take it seriously' (p.2).

They also designed a timetable structure which.....

means that you get a lot of first, second and third year gym lessons going on at the same time which means not only do you have to use the pool because...they timetable two classes for two teachers so you have to say, the boys in the gym, the girls in the pool, but the others are also timetabled so you get two classes in the sportshall at the same time so that out of say 4 classes, three classes are travelling up.(Between sites).

(M45 p.7)

'They' had also

...timetabled something like 120 people to use it at one time and they thought that was quite reasonable. 4 classes.

Up to the sportshall?

Yes and I said it's ridiculous and they said well we can't change it, it's in the timetable.

(M45 p.8)

Heather (F40), a very experienced teacher, did not hesitate to confirm the headmasters lack of interest in girls' physical education:

...the head is obsessed by rugby and by boys in particular and as long as the girls were out of sight and they weren't running a riot, quite honestly I could have been teaching chinese or communism and he wouldn't have bothered.

(F40 p.4)

She was more serious when reflecting on the perceived time erosion:

...and with a split site...it is difficult. I mean 20 minutes, what can you give anybody? What can you give? You've got to be hellish talented.

(F40 p.15).

There is no doubt that Heather was a highly talented and immensely energetic 'crusader' teacher, working under the most unfavourable conditions imaginable. She had experienced earlier success in teaching secondary school physical education and knew well the school's deficiencies which were, to a large extent, due to an imposed and quite impractical timetable. It was her description of the pupils' transition from primary school to Bamburgh that encapsulated her sensitivity to the pupils' loss:

I think the children we get from the junior schools have done a lot of work in P.E. (...) when we get these children coming in the first year they are responsive, they are with you, they are in touch, they understand it, and within a term it's all gone (...) they must feel very disillusioned with their P.E., as it is now, to what it was when they were in their last year at the Junior School, in lots of cases. This is very very sad. I mean I've always been used to having 2 singles and a double games with every class. That way you could get somewhere and you could see your results.

Do you ever go home and say what the hell am I doing this job for?

Ha, about every night (...) I sit down at night, I think I must be a nutter, because I sit down at night about 9 o'clock and I get the timetable out and I think now what's tomorrow? Who's where? There's a problem there. There's a problem there. I write notes galore to myself. I'm like a loony with notes. But when I've done it I can switch off. If I haven't done it, every night, I'm on all night long thinking about something, (...)

(F40 pp.15-16,20)

With the increased knowledge of the physical education context and climate as it exists at Bamburgh the writer was disposed to dismiss Heather's professional endeavours as a lost cause.

Not so....:

You see our lessons aren't one hour lessons, they are 40 or 45 minutes and they have got to commute from here up and commute back for the next lesson. So you are down to 20 minutes at the most.

So there is a split-site problem, the facilities are on the short side and the timetable doesn't help at all. So it's really a matter of survival.

That's right. It is a matter of survival and it isn't surprising that some of them get disgruntled and disillusioned but on the other hand you've got to push yourself and you've got to say, well I'm here and whilst I am here I am going to make it damn well work. You musn't let the system beat you.

(F40 p.10)

What has emerged from this review of the physical education teachers' school structure perceptions is that the school's plant, its organisational and its administrative structure are dominating influences on the physical education programme.

The physical resources, the teachers assert, simply do not match the demands made upon them. Furthermore, because of the emerging comprehensive school culture at Hucklebrough which can be identified as 'academic-achievement oriented' the potential of the resources is undermined in the re-ordering of

priorities reflected in the timetable, pupil groupings and management decisions.

The physical education programmes have been seen to be unstable in all the schools, including Aiden Comprehensive School, where they were thought, in 1975, to be unassailable. In the foundation phase of the investigation all schools were attempting to develop imaginative programmes in keeping with the Newsom prescription. The substantive phase emphasises that the adaptations which have been largely the result of structural impositions have induced a reluctant acceptance of school programmes which are the 'most workable under the circumstances'.

The many teachers who expressed the view that they gained diminishing returns from their curriculum endeavours turned increasingly to extra-curricular commitments for both personal fulfilment and professional recognition. Some of these men and women perceived this to be their proper role and were generous in their allocation of personal time. Other, however, although they perceived it to be their legitimate role, were increasingly conscious that their enthusiasm for this kind of 'survival' was weakening. A sizeable minority were expressing profound resentment at their dilemma; a number had already made significant reductions in their 'out of school' commitments and others expressed their intentions to do so.

CHAPTER EIGHT

Chapter 8

Physical Education Teachers' Career Perceptions

Statements about career (present and future appointments and promotion), training and salary amounted to less than 10% of all interviewees' reflections regardless of school, years of experience or sex. By grouping salary and career statements together and classifying by sex, the men teachers made 64 statements, women made 45.

The exuberance of two probationer teachers typifies a general optimism and refreshing response to the early experience of teaching physical education. Both had successfully completed B.Ed. courses but had contrasting opinions about them; Stanley (M18) considered his 3 year B.Ed. course to have been 'a shambles' (p.13), whereas Gillian (F16) had been highly motivated by the final 4th year of her B.Ed. course. 'I learnt so much; it was unbelievable' (pp 3-4) and went on to declare that after 'two years here, then I want to do a Master's degree (...) a Ph.D. or something', (p.4). Gillian was unambiguous about the fact that her training enabled her to 'come to terms with exactly what I was teaching....what I wanted to put over. I want to promote the excellence of the talented pupils'.(p.5). 'I am very interested in getting the children to realise their self-concept....gaining confidence in themselves. Having done the theory work, I am now relating it to the real situation' (p.5).

Although Stanley did not value his course he had enjoyed college and was enjoying teaching and considered himself to be 'very lucky here' (p.8). A marked contrast to his bitter experiences of school practices where he had experienced loneliness and neglect by both schools (teachers) and college (tutors).

He expressed a desire to stay on at the school if possible but, as he was one of two temporary appointments he may not be given that opportunity.... '...so it looks as though one of us will be kicked out.'⁽¹⁾

Keith (M.19), the other temporary appointment in the school, had completed one year of teaching but knew very well what it was like to be without a job. He had moved to Hucklebrough a year earlier 'I had about £5 - £6...' and in the process of moving and getting a flat he had 'a hell of an overdraft'. Consequently he was unsure of whether to stay in teaching. 'Not because of the work side of it but because of the financial side', (p.4).

Even if they stay at the school there is little hope of promotion. As the senior women said, 'there is not much opportunity for promotion unless you are going to move schools' (F 12, p.7). The Head of Department has approached the headteacher on many occasions, but he 'has been disappointed to lose good staff because they can't get a '2' in the school and so a good scale 1 from here has to go elsewhere', (p.8). Not surprising then, that 'there has been quite a turnover of staff', (p.7).

Peter has been teaching for 6+ years and, six weeks ago his wife gave birth to their first child.

'I mean the only way we are going to manage is in another two or three months put (wife) on the dole. Put her name down; and it's amazing the amount of people in her position who have got to do that. I think that's terrible. A teacher in a responsible position should have to resort to that to keep their food on the table. That's what it boils down to. (...)
I mean I'm looking for a job. I'm not looking for a job in teaching (...) why should I move to Birmingham or Manchester for 200 quid for a scale 2. (...) the profession's losing a hell

of a lot of money (...) but it's also losing as far as I am concerned, a first class teacher.'

(M36 pp.1-2).

After 3 years in the school when Peter had given more to the job than was reasonable to expect (and was still giving five lunch hours and three evenings) he had asked the head-teacher 'is there any chance of a scale 2?'.

'No', he said 'the best job is to find another school'.

Peter's despair is apparent in the anecdote on p.7(a) and, not surprisingly, he reflects low staff morale; 'the young ones are very bitter - terribly bitter'. (M36 p.8).

Brian (M42), a Head of Department with 13 years experience who, by his own admission 'doesn't have the drive and enthusiasm I used to have', was invited to speculate about his future career;

'If you could design your next five to ten years what would you choose to do?'

If I had a career choice (...) the Head of Lower School. (...) of 25 or so periods I would teach general subjects and perhaps 15 P.E. and games, I would think I could enjoy that for a period of five to ten years.

(M42 p.10)

Brian went further into the nature of promotion of P.E. Heads of Department: 'I can't really see avenues for any Head of P.E. in town. It's the position at which all P.E. people like myself who remain at the chalk face ultimately arrive' (M42 p.11).

A colleague he thought, 'has a reasonable chance of becoming a deputy head' (...) 'But he did an Open University degree followed by a year's secondment. But I'm certainly not prepared to spend the next four or five years blasting away at a bloody Open University degree. I couldn't possibly do the work I do at

school and do it' (...) I suppose I shall just have to hang around here until they offer me early retirement or something (p.11).

From the observations of the six teachers so far, it is the speed and intensity of the emergence of a consciousness of the realities of their professional situation which merits reflection.

After eight weeks Stanley is digesting the fact that he may well be 'kicked out' in seven months time. Keith, after 12 months has experienced the endemic poverty of the physical education teacher and is considering looking for more remunerative work outside the profession. Both display in their accounts essential elements crucial to effective teaching; enjoyment of work and the generation of warmth, elements which are clearly vulnerable to future experiences.

Peter's account, bearing in mind the vulnerability mentioned above, reflects not only the speed at which despair sets in (3 years) but the intensity of his sense of bitterness in 5 years which he alleges along with other 'young ones'. The reader must be impressed by the flow and the character of the language used, and the return to this area of discussion, career dilemma, at intervals throughout his account.

How then does Brian, a head of department and himself aware of the trap that he is in after 13 years, motivate and support Peter, a key member of his professional team? Furthermore, what is their combined effect upon the pupils?

Mark (M28) not only defined his situation speedily but also responded emphatically to it; in May, 1980, after 18 weeks teaching, he resigned his post as from August 1980. It was

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only in October, 1979 as Mark's diary shows, he enthusiastically organised a football tour in Belgium for his pupils. In the diary can be seen Mark's early reaction to his perception of the reality of being a physical education teacher.⁽²⁾

Brian's disposition to reject any idea of extended academic studies is familiar, it is suggested, to countless physical education teachers. Their first commitment is to pupils and sport. The conflict between devoting personal time and energies to extra-curricular activities on the one hand or to personal advancement on the other is resolved in favour of the pupils.

Not all physical education teachers, however, are responding in this way (See for instance M31 p.16). During the research period one teacher (M41) successfully completed an Open University B.A. course. By January, 1980, it is known that four other teachers, three men and one woman, were at various stages of Open University study. Of these, one man (M34), and one woman (F10), merit brief comment.

Geoff (M34), was 'looking for a way out of P.E. at the moment. I am disillusioned with P.E.' (p.1).

As I say one is the career prospects...absolutely zero. I'm on scale 1 here and I have been told by the powers that be that I've got no chance of getting scale 2. It is a waste of time. I'm on £83 per week after six years teaching. My wife's just stopped teaching...my first baby is six weeks old. If I can get a job outside I shall take it for £100 per week. It is as simple as that.

(M.34 p.1)

Geoff is aware that 'we are not working as hard as we were two years ago. I was doing five nights a week and Saturday morning....and I could see all the scale points going elsewhere. And I am doing two nights a week at the moment and most Saturday mornings' (pp.2-3). He is also 'doing Open University now... to help my career prospects' (p.4). 'Most of it is very

interesting. I really enjoy it (...) But P.E. misses out. It takes a lot of time. A good 20 hours or more a week (...) It has cost me time. But P.E. has definitely been hit. (p.10). 'When I came to this school we had 5 basketball teams, 5 rugby teams and 5 soccer teams. I now take 3 soccer teams and H. takes 4 rugby teams. No basketball at all.' (p.11).

The conflict, the decision and the cost to the school and pupils exemplified by Geoff's account is well-known to many physical education teachers coming to the peak of their professional competence.

Whilst it is reasonable to say that the men teachers are particularly angry about this conflict it should not be supposed that the women are insensitive to the career prospects dilemma recognised by so many physical education teachers. Some of the more experienced women are moving into pastoral roles. One such teacher is Jeanette (F10) who, besides being the senior woman physical education teacher after nine years in the school, is now head of second year. She is in a classical conflict situation with allegiances to a geriatric parent, physical education commitments involving colleagues' expectations and respect, and pupils' involvement, pastoral demands as head of year group and wide cultural interests in the school's activities, viz. drama, music, etc. She, nonetheless, gives her Open University Studies priority (p.6). The cost in this case is not so much to the school directly, which is considerable, but in the generation of departmental tensions caused by her decision that the P.E. clubs had to go or be delegated to the care of her junior colleagues (p.5).

Her junior colleagues do not perceive the situation in quite the same way. Jeanette was not insensitive to this hidden pressure.

The perceived injustice in the allocation of points for the purpose of remuneration, mentioned in so many accounts, is fundamental to both the extent and depth of physical education teachers' resentment. The position has been exacerbated recently by the new administration. Joe (M2), had no doubts at all about the effects of the transfer of administration from the Boroughs to a neighbouring County Authority when alerting the writer as follows:

We were really well off for points in Hucklebrough at this particular school. But since going into County, we've been losing points virtually all the time. It affects everybody's promotion prospects....things to look forward to...There isn't any promotion prospect.'

(M2 p.2)

Inquiries of the County Education Officer made by the writer following this allegation confirmed Joe's and others' suspicion (e.g. M5 p.4) that under the new County Authority the Hucklebrough teachers' salary conditions had indeed deteriorated. Whereas Hucklebrough was known to be generous in its discretionary powers to maximise salary points, the new County Authority minimised the points awarded for teachers' allowances.

The writer has no hesitation in confirming that as far as physical education teachers posts are concerned there is a policy to block the advancement of physical education Heads of Departments beyond scale 3 and the senior women physical education teachers to scale 2. A number of teachers are awarded scale 2 posts for pastoral work. But at the time of this inquiry, regardless of the contribution which physical

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education teachers have made and are making, in terms of high-quality commitment to the enrichment of the school community, there is no immediate possibility of there being any relaxation of the Authority's determination to pay its physical education teachers the minimum salary possible.

One Head of Department, pressing for greater financial recognition for his department had a number of fiery confrontations with his headteacher. One particularly explosive encounter had in 1978 resulted in an unprecedented cessation of all extra-curricula activities. This protest action was highly significant in this particular school. Firstly, it was led by the Head of Department who had built an exceptionally strong and dynamic extra-curricular structure in the school (discussed in Chapter 7 Structure Perceptions); something that he cared for profoundly and had been instrumental in harnessing the personal and professional 'goodwill' of his physical education colleagues. Secondly, it demonstrates the emergence of the teachers' consciousness of frustration resulting from the increasing awareness of their low prestige and lack of recognition of the level of both their extraordinary professional endeavours and, in this case, evident achievements.

Thirdly it marked a significant turning point for a group of teachers, from a passive acceptance of their defined professional situation to a determined attempt to influence a situation they perceived to be professionally unacceptable.

It is reasonable to suggest that whilst such a demonstration of teachers' emerging consciousness resulting in militant action has complex origins, it was precipitated by the perceptions these teachers had of their immediate situation. The magnitude of their professional input and necessary goodwill patently

had not been recognised; and they realised that career opportunities and rewards would not be determined in this particular context by criteria of teaching effectiveness. These criteria are currently at the core of much teacher education discourse and are rooted in the teacher socialization process.

It was assumed in most of the teachers' accounts that such definitions of the situation are beyond the immediate control of the teachers; low status is something that had to be accepted. But there are signs that in three of the seven schools, hitherto passive teachers are questioning the status quo and, by their actions, are challenging traditionally held and internalized values. There is evidence here that these previously 'hidden' controls are being exposed and challenged.

Training

The teachers' perceptions of professional training as reflected in their statements depended significantly upon the extent of their teaching experience. Not surprisingly the beginning teachers with less than three years experience were concerned more about the characteristic relationship of their initial training in colleges of education to the reality of the work they had experienced in schools. The maturing teachers, with three to six years of teaching experience, though less concerned with training issues, were typically searching for in-service courses which would be recognised for the purposes of career prospects. Those teachers

with seven or more years of experience demonstrated some of the satisfactions and tensions experienced by them of in-service professional courses.

Beginning Teachers

Teachers with less than three years experience accounted for 60% of all the statements made on professional training. Because of their high expectations that professional training was a preparation for the realities of teaching, expressions of dissatisfaction and frustration dominated their descriptions of the transitions from pre-service experiences in the colleges to full-time responsibilities in the comprehensive schools.

Margaret (F3 p.1) following rather over-protected school practices felt the shock of 'knowing that you were the only person in the classroom and you had to make all the decisions in every situation (and) you're just not prepared for it'. Margaret observed that she had no previous comprehensive school experience and until she had been teaching for some time had not realised that 'you have to change your lessons for every (different) class (in a year group) that you take'.

Lesley (F6), now a colleague of Margaret's, 'never had pupils who interrupted teachers'. Her school practices in the Midlands had included a selective school with 'very nice children' where 20 pupils was a big class. What is more, 'they were quiet when you told them...first time'. Lesley thought her 'college course was too academically oriented' at the expense of pedagogical training and she described her first year as 'one whole year without

much in the way of teaching you how to teach' (p.6). Furthermore, although she was also teaching geography, she declared, 'I'm not properly trained to teach a second subject' (p.11).

Paula (F30), now in her second year of teaching acknowledged that her discipline could be better and appealed for a particular kind of help, 'I could have done with learning more in a way. I could have done with seeing other people teach. I wish I had done that at college' (p.18).

A number of the young teachers questioned the appropriateness of college lecturers' school teaching experience to the realities of today's comprehensive schools. None was more emphatic or animated in her castigation of lecturers than Edna (F29), a graduate, interviewed in November of her first term of full-time teaching. 'Lecturers haven't got a clue what actually goes on in a school' (p.6) is the sentiment expressed by generations of young teachers. However, Edna provided illustrations typical of the dissonance that exists between trainee and trainer in the school practice supervision context (pp.10-14). Though her account verges on the incredible, few can doubt her perception of the residual paradox of the intended collaborative nature of school practice supervision. Whatever Edna learned in that particular school experience it was not, according to her own account, from any respect of the lecturer or the training system.

The system, as perceived by these particular teachers, does not prepare them for the realities of the job as they have experienced it. Whilst these four young women teachers demonstrated a spontaneous 'gut reaction' to training experienced, Mark (M28),

another graduate probationer, attempted a more detailed elaboration which exemplifies the generalized expression of some 24 young teachers:

.....But this brings me on to a real bugbear of mine, that college does not equip you for what you face in reality at school.

Now that story I would like to hear.

The feelings that I've got for it run so deep really; it all stems from the fact that I don't think they equip you at a practical level. They equip you intellectually and there's plenty of theory, and there's plenty of ideas. But in a lot of ways it's the very ideas that they generate within you that are the biggest restrictions. I know that sounds Irish but...the theory is great...like grouping kids according to size, according to physical ability, according to intellect...mixed ability groups...I mean the list is endless (...) bringing physically-handicapped kids into P.E. and mixing them with normal classes - it's all great in theory - but when you actually get down to the practical lesson on what you're doing... with normal kids, they just don't equip you... at all...I really feel strongly about this. I mean take a day like today for example, what do you do with the facilities we've got here. It's impossible to go out even for a cross-country, which is the last resort. It's impossible to send the kids out in that. The sportshall is being used for Prize Giving... but there's the girls as well. And you've got, say, 80 kids, the girls have got 80 kids... What do you do? You come to school and you don't know whether it's going to be raining. Well what do you do? At college the little things that you pick up with experience, they just don't help you with. What do you do? What games can you play? This type of thing. I was very pleased with the theory, the quality of the theory on the whole in my college course. But the actual nitty-gritty of what you have to do when you're faced with a class on days like today or you're faced with 80, if one of the other members of staff are off....what do you do with those kids if you've got 100 kids and yourself? I mean what do you do with them? This type of thing they don't help you with.

Presumably on your school practices you came across a situation not unlike today at some stage.

I mean it does happen at fairly frequent intervals, I would argue. Were you given any sort of help before you met that or was it an item for discussion after you'd met it on a school practice situation?

Well, I would say on the whole, it wasn't an item for discussion, full stop. At either side. We weren't given any help in that particular line at all.

(M28 pp.11-12)

It would be naive to assume that contemporary professional courses have been designed in ignorance of or in disregard for such expressions of alleged failures to bridge the reality gap. Psychologists, too, will be quick to note the anxiety transfer mechanisms apparent in these accounts. However, assuming that attempts have been made in all professional courses to make explicit both the practical application of that theoretical subject matter which has direct relevance to teaching processes and the limitations of other more peripheral professional courses to teaching realities, they were not articulated in this investigation.

The writer is in no doubt that the synthesis process of theory and practice as reflected in these accounts is some way from either present or future realization.

None of the young teachers perceived teaching as problem-solving in particular contexts. All expected their training to be utilitarian and prescriptive, providing them with pre-formed solutions. If paradigms for problem analysis had been presented in college courses they were certainly not mentioned by any of the 24 'beginning' teachers 9 of whom were in their second year and 5 in their 3rd year of teaching.

Maturing Teachers

Only five of the eleven teachers with 3-6 years teaching experience, designated maturing teachers, made statements about professional training. Consequently the evidence upon which the following analysis is made is relatively slight. But in many respects whilst this is the smallest group of teachers it is also the most interesting to observe and analyse. With one exception, a senior women P.E. teacher, all are scale 1 appointments.

The analysis, it should be stressed, is highly speculative at this stage. It appeared to the writer, however, that there were sufficient grounds for separating and distinguishing types of teacher by the statements they made about professional training and education. Where teachers made no statements about training, their statements about career and salary, discussed in previous paragraphs, tended to differentiate them from their colleagues.

From their 'training statements' or absence of such statements the following three categories are proposed:

- Group 1 : Teachers motivated by long-term professional career prospects. ('aspiring' teachers)
- Group 2 : Teachers motivated by short-term immediate needs. ('mobile' teachers)
- Group 3 : Defeated teachers.
('Stagnant' teachers)

Groups 1 and 2 may be identified by their expressed interest in enlarging their knowledge, skills and professional insights and perceive themselves to be advancing professionally, whereas Group 3 teachers, by comparison with Groups 1 and 2, may be seen to be professionally stagnant.

The professionally stagnant teacher is typified by Neil (M38), now in his 5th year of teaching and highly respected by his Head of Department; he feels betrayed by the profession and

his school in particular. His angry account reflected his consciousness of the hopelessness of ossifying at scale 1 in the foreseeable future. He had consulted the Local Authority Secondary Schools Adviser about career prospects, and he responded by saying 'Oh, you're better off training for another subject' and advised Neil to take a year's course in mathematics teaching. When pressed by the interviewer...

It seems to me that you have to look at retraining, haven't you?

Yes, I wouldn't mind going away for a year and doing another course but I can't see a course that would make me any better than I am now. I can't see a subject at the moment where I would be better off. You see I'm not that enthusiastic about classroom teaching.

(M38 p.15)

In contrast to Neil and similar 'defeated teachers', those teachers identified as professionally advancing appeared to have defined their situation in two different ways. Firstly, (Group 1, teachers) recognised that long-term professional prospects required a long-term commitment to advanced studies which would result in professionally recognised qualifications such as an Open University degree or an in-service B.Ed. Essentially this was an investment in their future professional prospects. Secondly, (Group 2, teachers) recognised that their immediate professional resources could be sharpened by pursuing specific short-term physical education courses such as Dance, Swimming or Trampoline as well as those more general professional courses concerned with 'pastoral responsibilities' or 'disruptive pupils'. The emphasis here was on immediacy of feed-back to their actual role.

Malcolm (M4), appeared to be especially sensitive to 'credentialism'. Immediately after qualifying at a North-East

College he secured a post in London where he was obliged to teach swimming 'and the course I received at college was by no means good enough', (M4 p.1). This experience together with other external selection demands, to know, for instance, what his qualifications in badminton were, alerted him to a realization that 'college courses didn't mean anything to other people'. He responded by making good use of the opportunities offered by I.L.E.A. and gained A.S.A., M.L.C. and F.A. qualifying certificates 'Doing the course to get a bit of paper...which seems to count for a lot'.

Whilst Malcolm was critical of his college, he conceded that such courses were actually 'laid on and it was up to you whether you did it...but couldn't really see what you were doing it for', (p.2). The motivation for in-service courses was, in his opinion, emphatically different, and Malcolm indicated that he had pursued many specific sport and recreation short courses and was, in these respects, now well-qualified for a physical education teacher of 4 years experience.

His experience however, had reinforced his awareness, not only of the public meaninglessness of highly specific games courses such as rugby and badminton, designed and conducted in colleges of education but also of the reputation enjoyed by certain status colleges such as Carnegie and Loughborough. Graduates from these colleges had been perceived by Malcolm to be a particular threat to his appointment in London (M4,p.8).

Malcolm has passed the Group 2 stage of amassing short term credentials in favour of Open University studies which, for the moment at least, contribute to his optimistic professional aspirations and he may be identified as typical of a Group 1 'aspiring' teacher.

Geoff, (M34), like Malcolm, was sensitive to the competitiveness of teaching as a career and had completed successfully his first year studies of Open University. He also recognised the status hierarchy of colleges of education generally and was of the opinion that he was disadvantaged simply because of the college he had attended:

I won't get a scale 3 in physical education. I went to a college that didn't have a great P.E. reputation. That has definitely hit me. I think it held (colleague who attended same college) back. He thinks so too. If you went to Carnegie or Loughborough...I think that is wrong. I think there are too many elites in education.....

(M34,p.4)

Geoff also considered that 'I don't know the right people so I have no career prospects', (p.9). His financial perspectives, featured in earlier paragraphs are much related to his Group 1 motives.

At one point in the interview Geoff, presumably remembering his own youthful enthusiasm for physical education teaching asked the interviewer 'I just wondered whether the boys in college now....with their enthusiasm...do the colleges let them know what the situations are in the schools...what really happens in the schools? Or do they find out when it is too late?' (M34,p.8).

Geoff, it is argued, is struggling to enhance his career chances against what he perceives to be overwhelming odds. He is interested yet alienated by the system which he feels is unjust and beyond his control. His Open University studies have for the present captured his interest, but in a contracting secondary school system he is fully aware of the uncertain future he faces.

Tom (M7) is a Group 2 teacher and realizes his future is uncertain but is developing a very special interest in swimming

coaching, 'that's what I would like to do....to get out of teaching as such and do coaching', (p.20). At the end of 4 years teaching Tom's account conveys a professional sourness but an enviable tenacity to stay to see a whole generation of pupils through the school and get the swimming in the school 'really established. Finished.'

Was he doing anything about additional qualifications?

That's another thing. I have taken one or two courses, but I find that Hucklebrough is very very poor as far as courses are concerned. They did an advanced trampoline course last year which I wanted to go on. So I applied for that and they wrote back to say that because of lack of numbers...not bothering. This tends to be their attitude. (...) It fell through because they claimed there weren't enough applicants. But I know half a dozen applicants from this school that wanted to go on it. And they said not enough. A lot of the courses that come through don't really apply to me. A lot of them are for the women...netball, women's hockey and dance. But I think that it is very very poor flow of information from the County.'

(p.20-21).

Would you move from Callaly now?

Yes. (no hesitation)

Would you go to another school in Hucklebrough?

No. (no hesitation) I wouldn't go to another school in the County. I am not impressed by the County at all. I don't bother looking at the County Bulletins, because all the jobs are for the County. I don't see the point of moving (within the County) for a scale one, which appears is what is happening at the moment. There's nothing but scale ones.

(M7, pp.22-24)

If Tom had considered any form of extended professional training he certainly did not mention it at the end of October 1979.

Of the eleven teachers forming this 'maturing' group it is estimated that nine of them share a sense of being trapped at scale 1 level: two of them are committed to long-term

extended studies; two others are presently committed to their pupils' extra-curricular activities and continue to attend short professional courses; the remainder, already alienated are rejecting the system which offers them little hope of anything remotely akin to a professional career. It will be interesting to monitor their next few years' career patterns. As increasing numbers of graduates enter the profession and simultaneously some of their peers graduate and gain extended professional insights well in excess of anything previously envisaged, perceived career pressures will continue to build up and intensify tensions (social).

It will be no comfort to Geoff, Peter or Neil or other scale 1 men with young families to learn that Joan with 4 years teaching experience has gained a scale 2 appointment as senior woman teacher at Eltermere.

Experienced and Very Experienced teachers

21 physical education teachers (12 men and 9 women) in Hucklebrough have seven or more years service and for the purpose of this investigation are regarded as 'experienced' teachers. Of these, experienced teachers eight (4 men and 4 women) have 13 or more years of teaching experience and may be referred to as 'very experienced'.

All the Heads of Department and five of the seven senior women fall into one or other of these experienced groups.

With one exception, all made some reflective statements about professional training experiences though, in total, far

fewer than each of the 'beginning' or 'maturing' groups of teachers.

Whilst they made significant comments on initial training it is their reflections on both short in-service courses and extended professional courses to which attention is given in the first instance.

Throughout the past 20 years three Hucklebrough physical education teachers (two men M.5, M.21, and one woman F.37) have been granted secondment to attend the one year full-time Advanced Diploma Course in Physical Education at Carnegie College, Leeds. Each of the three teachers made favourable retrospective comments on the experiences of their year's study, but not without qualifications.

Judy (F.37) exemplifies the now familiar hesitancy and ambivalence towards the type of course which she felt she needed after 10 years' experience. On the one hand she had perceived the need for utilitarian practical courses which would compensate for earlier omissions in her coaching repertoire; on the other hand she was motivated by her own definition of previous isolation amounting to a professional deprivation. Should she choose the more 'theoretical' course? It is, incidentally, interesting to note that Judy's response arose not from a training question but from one inviting her to reflect on comprehensive re-organisation.

Looking at the context of your teaching can you describe very briefly the effect that moving into Comprehensive has had on you.

Well the benefits to me really, I have been able to work with other people more closely in P.E. Because this is really why I went away to Carnegie in the first place. Because when you're working in a small school, just yourself, the man runs the boys P.E., you run the girls P.E. and although you meet other people in the town

at netball matches and things like that, you don't really see how other people cope from day to day and really that was why after ten years of working on my own I thought well really I need a refresher... I need time to stand back and see whether what I'm doing is worth the effort and all this sort of thing, you see. Now when we became comprehensive I found it a lot better because I was working with two other people; as it happened, one who taught me and another one who is about my age and had gone to College about the same time as me, and found that lovely. That was one of the big advantages. Nice to have somebody who was doing the same thing as me.

(F.37 p.1)

The above insight merits special attention at a time when fewer teachers are likely to have experienced the loneliness of a one man or woman department. There is no choice, now or in the foreseeable future, but to join a team of teachers which will confront the newcomer with a different array of personal social adjustments quite unlike Judy's 'beginning' days. She selected the more reflective course, but not without experiencing the now deeply-rooted dichotomy facing physical education teachers.

Going back to your year at Carnegie, was it too late or was it just about right?

It was about right but I wondered afterwards and actually this came up when I went for the interview... I wondered afterwards whether it was really what I wanted, whether I'd chosen the right course. In fact I did the Diploma with a dissertation and I did recreation and administration, you know, that branch of it. And I don't know whether it was too theoretical and not practical enough. I felt as if I wanted to do things like netball coaching. You see we missed out such a lot, trampoline and this sort of thing.

So you really took the advanced diploma?

Yes, when I should have taken I think, the supplementary. At the time I thought that.....

How long is it since you went there?

Nearly ten years. But I've thought since, and maybe it wasn't the wrong choice, in fact. Because I've become more aware of after school since I did that, of what these kids can expect to do after school in terms of P.E. And maybe this is the right way to move towards recreation and that sort of thing.

(F.37 pp.2-3)

Judy, then, appears to have reconciled the tensions she experienced. Alan, (M21) also highly motivated (pp 4-5) who also successfully completed the same course as Judy, was more direct but the ambivalence remains.

Was it a good time for a refresher?

To some extent....on reflection I sometimes wonder whether it has been worthwhile. Maybe a year getting National Body Awards might have been better spent than getting the Carnegie Certificate. I sometimes wonder if the Certificate itself is worth anything. The year spent doing the work was worth it... I enjoyed the year and I think I learned a hell of a lot.

(M.21 p.5)

Finally, David (M5), after three years experience, had been granted secondment for the same course. He had no such reservations:

I applied to Carnegie for secondment...and did a year for Advanced Diploma Course. That was while the schools were knocked to bits.... it was a good year to be away....An enjoyable year...a fantastic year really. I learnt a lot and socially it was a tremendous year. We learned a lot from each other. The other lads were all experts in one field. There were 18 of us. I was lucky....I had only taught for two years for the authority and I still don't know why I got secondment. I was told initially that I had no chance...And it just came through.

(M.5 p.3)

Until Ian (M.13) who is presently (academic year 1979-80) on secondment and also studying at Leeds, David was the last physical education teacher to be granted secondment 5 years ago. However the Hucklebrough-Leeds link is to be broken when

another teacher is due to take a year's course at York in the academic year 1980-81.

It is suggested that there are signs of a more positive response to extended professional courses by both the Authority and the teachers. The past record of the Authority has demonstrated very little encouragement by sponsoring only three teachers in 20 years, and by 1981, five teachers in 22 years. The teachers too may not always be positive in their view of extended professional training as reflected by Joe (M.2), who had been teaching for 9 years and is presently looking for promotion opportunities to move from his established scale 2 post. Joe was conveying exasperation at the incompetence of a younger colleague as follows:

And we had one lad here who was a total waste of time, as far as I was concerned. What he was doing in his athletics lesson... he wasn't teaching anything. He did a lot of soft-ball and he broke more windows than the kids...knocking the ball through the window. He was unbelievable. I was trying to tell him. Didn't seem to work. Now he's doing a degree somewhere....at University. He'll come back with a degree more qualified than I am when he returns in three years time and if we apply for the same job he'll get it. And yet as a teacher he was a total waste of time.

(M.2 p.16)

There is no mistaking in this anecdote the perceived threat of highly-qualified competitors for a diminishing number of scale 3 posts. Joe is without question a highly respected, competent and devoted teacher but senses that his competence and professional record will be subordinated to a competitor's incompetence when supported by a degree. This sentiment is known, to generations of physical education teachers. It will be some years yet before the mandate to establish an all-graduate

profession is realised. But Joe is witnessing, at first hand, the process.

This same deep resentment of lack of recognition of teaching competence may be seen in account M.21. The career struggles of this particular teacher were witnessed by the writer. There is a degree of understatement in the evidence presented here. There can be little room for doubt that the early struggles of this teacher largely account for his present well-formed and uncompromising professional disposition, which make him a key personality in this community of physical education teachers.

So over the years you have got a good deal more militant?

Yes. Well...I don't know that I have got a good deal more militant...I'm very schizophrenic really... It is very difficult to explain. I don't like being trodden on. I have my own views about things.... and if I think something is right...in all conscience I think it is right, I would fight for it. At the moment I think teachers are being treated as cattle. Having spent all the time to get qualified...and I know all about that...and that colours my thinking, because I fought like hell to get qualified. Having decided that something is right then it is right as far as I am concerned...it is something deep inside me...not something that you can explain.

(M.21 p.10)

Not surprisingly he has little sympathy with beginning teachers whom he sees as displaying little sustained determination to persevere with, for instance, a problem of pupil control. The interviewer had been curious about the way in which younger teachers, in particular, had responded to some of the problems which this school had faced in the difficult transition period of re-organisation from operating in 1973-75 on five sites to the present two sites. His response was unambiguous:

some of the younger teachers make very little effort. They give up very quickly. Discipline is something you establish. A lot of other

people have had to establish discipline. They go around the school...they never give the cane...they go around the school whenever the children see them they get out of the way and keep quiet. Now that needs working at. A lot of young teachers come in and think that it just happens. It doesn't. They don't work for it. Now, for instance, I have one of the rougher forms in the 2nd year I have gone right through to the fifth year with my form. Now I drop back down again...so they have given me the rough ones...Muggins again...! A. will sort it out! To try and sort them out I've been keeping children in detention for coming in late. 2 minutes late and I will stay in every night and keep them in. They don't come in late now. This is after 7 or 8 weeks. Well that needs working at. I had to keep them in detention every night for the first three or four weeks... until they eventually realised that I meant what I said. It doesn't just happen. So some of the younger teachers just don't work at it hard enough. How you help them I don't know. They say how do you establish discipline? It is a personal thing people have different ways of doing it.

(M.21 p.12)

If young teachers assume that teacher-pupil relationships do 'just happen' and that they don't have 'to work (very hard) for it', then either their teaching experiences have been extraordinary or their professional preparation has been negligent or they are exceedingly naive. Alternatively, there may be shortcomings in all three aspects and the added possibility of an exaggerated overstatement of the case. Nonetheless, as was seen earlier the young teachers expected professional courses to prepare them better than they had to survive in the conditions they found. The two perspectives taken together imply that training methods are presently inadequate and have a long way to go to meet the demands of both the young teachers and the experienced teachers as perceived by Alan. More positive steps are being taken towards increased participation

in extended professional courses. Open University courses are appealing to four of 8.5% of the physical education population and two teachers are attending one year full-time courses in two successive academic years, 1979-81.

But, by contrast, a significant anecdote was related by one Head of Department who was asked by the interviewer that as two new women colleagues, both of whom were graduates, had recently been appointed, didn't he 'feel that there's pressure for you to do extra courses or take a year off...?'

I tried and failed. It was in the first year at Battle's Cross when they did the B.Ed. There was a very good Biology teacher at the time, he was excellent.

And did you do one year there?

That was part-time. That was my first year of marriage. I didn't see (wife) for the first year because I was travelling Mondays, Wednesdays every other Thursday and every other Saturday morning. Sociology I failed on, I blamed the lecturer. Not (lecturer named), he was good, his group all passed. He explained everything and gave notes. Our lecturer was a chap from Yarmington. We'll not go into details he simply said, 'these are the 6 essays you've got to do this term, you've got to do 2, let's look at how we'll do this essay', and that was it. We didn't cover the syllabus. And I failed on that section. I really enjoyed the course. I did the Remedial Section through at City College, with the chap there.

Was it a three year course?

It was either 3 years part-time or one year secondment. A lot of people moaned at the time....

It was a bad time to do it though wasn't it?
First year of marriage. And you were up to
here with school work at that time. I just
wondered if you'd applied to County for a
year's Secondment?

I applied to County for secondment. But they said that if I passed I could have secondment. As it happens County turned me down before I got the results and I couldn't do another 2 years part-time.

The writer interprets the above anecdote as an indictment of a system (combination of college, lecturing personnel and local authority) which conspires to make take-up of in-service courses so discouraging. Subsequent investigation of the matter carried out by the writer confirmed that the anecdote in no way distorted the facts of the story and, furthermore exposed a total lack of follow-up which may have enabled this teacher, by prudent counselling and encouragement, to continue his studies. As it is he is left to live with his perceived sense of personal failure.

Chapter 8 Endnotes

1. The contracts of both teachers were not renewed. Stanley was reported (January 1981) to have taken a non-teaching post abroad. Keith still plays regularly for one of Hucklebrough's Rugby Football Clubs but is employed out of teaching some 90 miles away.
2. Mark's diary, because it distorted the general statistical picture of the teacher's working week, was discarded. It is, however, a most illuminating document. Here are but three observations made by Mark, concerned with the Football Tour in Belgium.

"For a period of half an hour, despite instructions and thorough briefing, we lost 3 pupils at disembarkation. They had fallen asleep in some corner of the boat without telling anyone. Would not have been a problem had all the rest of the kids not been keen to get into Belgium."

.....and later:

"One of the boys was taken seriously ill and the local (Belgian) organisers did not want to call a doctor and appeared to wash his hands of the whole affair. We had to persist and virtually force him to call a doctor. It highlighted a flaw in their facilities - there were 120 children engaged in active sports. Doctor came and did not know what the problem was and said we had been correct in insisting on his presence."

.....and, at the conclusion of the tour at 12.30 after midnight of the homecoming.

Monday 12.30 - Exhausted - Bed: No thank you from any parents. No well dones or congratulations.... Was it worth it???????

Tuesday 9.00 - School

CHAPTER NINE

CHAPTER 9

Physical Education Teachers' Self Perceptions

Most interviews produced a period of 'free-flow' dialogue, a point at which the subject felt reassured that professional differences of opinion were to be expected and that pluralism was frequently reflected in all professional groups. In such a climate, when it is accepted that no agreement exists of what constitutes a relevant and worthwhile education, explicit 'self' statements did, from time to time, emerge spontaneously. Additionally, the opportunity was taken by the interviewer to invite particular subjects to reveal and elaborate the perceptions they held of themselves by the prudent use of such questions as:

"In what ways are you different from your colleagues?"
or "Of what are you most proud in your professional endeavours?"
or "When were you last angry?" "Why?".

Subjects' spontaneous, unsolicited remarks about themselves together with their response to more opportunist, directed questions to elicit a better understanding of physical education teachers' 'self' identity were noted and coded under one of two categories: professional self and personal self.

The professional self-image statements were those relating specifically to the teaching role and were intended to be distinguished from personal self-statements of a more general or non-work self. In practice the distinction between the two is spurious. When Elaine, for instance, declared "I'm frightened of the kids actually", (F35 p.22) she was saying as much, if not more, about her 'personal self' as she was about her 'teacher role'. Nonetheless, the remark, because it related to pupils in the working context, was classified as 'professional self'.

Of particular interest to the investigator was a curiosity about the ways in which the interviewees made their values explicit. At the time of writing this review it was clear to the writer that these particular teachers, by their professional actions and statements, demonstrated an enthusiastic commitment to particular aspects of their work. However much the commitment may have changed or diminished over the period of the investigation, it remained convincing.

Such explicitness, though related to a more enduring and fundamental question as to the origins of educational objectives, is beyond the scope of this present investigation. Nonetheless whilst the interviewees' values were inferred from the overall dialogue concerning their working world which is reviewed elsewhere in this chapter, the investigator was at pains not to miss instances of the dialogue which may be thought to constitute or contribute to a teacher's consciousness.

In essence, where a teacher had evolved a personal and coherent set of values which bonded both personal values based, for instance, on interpretations of social justice, religion or politics and professional values manifested in professional priorities, it was hoped to capture something of the nature of such systems or schema.

A major problem here however, which, in the opinion of the investigator, diminishes the relative importance of this section, is to distinguish between the intended substance or meaning of statements and the skill level of articulation. It is well-known that to communicate complex ideas and values requires a high level of verbal skill in the manipulation of an elaborate conceptual language. The reader should, therefore, be sensitive to the intended informal relaxed atmosphere in which the discussions

were recorded. It will be fairer to the interviewees if the reader regards the following illustrations more as spontaneous 'off the cuff' remarks than representing precise, disciplined, propositions based on extended critical reflection. It is emphasised, then, that the spontaneity of these self-declarations is of the essence of this report.

It is proposed to classify selected statements or illustrative fragments of dialogue according to the experience and status of the teachers. Firstly, 'high status' teachers (teachers with responsibility posts and also including very experienced teachers with thirteen or more years of experience), secondly, 'experienced' teachers (of seven to eleven years of teaching experience) and, thirdly, 'maturing' teachers (including probationer teachers and teachers with up to six years of teaching experience).

High Status Teachers

It became clear in Chapter 6 'Physical Education Teachers' Social Perceptions', that the H.o.D. is a key political figure in determining much of the professional life style of Hucklebrough's physical education teachers. It is assumed in this report that the self perceptions and the held values of the H.o.D. could be crucial in determining the status of the subject within the school, the goals and norms of the department, the co-ordination of colleagues' abilities and interests, the collective expression or frustration of pluralistic values to be expected in teams of six or more professional people. What, then, were their 'self perceptions'?

Ian (M13), a much respected and influential Head of Department recognised the gap between his ideals and their application and operation in the real world:

Are you a political animal?

Yes. That doesn't categorise me politically.

Where would you categorise yourself?

A philosophical socialist and a practical conservative.

That is difficult to place.

Well, I believe in the theory that socialism is the answer, but I believe in practice it won't work.

(M13 '80 pp.14-15)

....nonetheless he had earlier declared 'I don't regard myself as a rebel. A revolutionary perhaps' (M13 p.12)

The whole of his account demonstrates a comparatively high level of articulation and fearlessness in the expression of his held educational ideas. Although he alleged that he had 'reached a crisis in my professional life' (p.4) and had become weary of the 'battles' for physical education in his school, his vision that 'I believe that it is the most powerful aspect of education, because of its combination of mental, physical and the whole child of physical education. It is potentially the most powerful...' (p.5).

Had his conviction diminished over the years?

Oh no, I have developed. I have gone further and further in terms of feeling about P.E. I really feel I know of nowhere where P.E. is well developed in schools. I haven't met it in the literature, I haven't met it in practice, I haven't met it this year in college. It is a completely untapped field as far as I am concerned. What I was doing at (named school) was trying to get things started. I could see so many places to go and so many fields of development. But it needed first of all to get the facilitating status in school, me to get more experience, and an experienced team working, ticking over, so that I could stand back and get into the philosophy and construction, implications and development of the subject. I never got to that stage. I would like to have.

(M13 '80 p.5)

The above 'philosophy and construction' relationship was a recurring concept in Ian's account. Be they school resources, curriculum organisation or content, 'it doesn't mean that much (nothing) without the philosophical basis of equal priority' (M.13 '80 p.7).

There is little doubt that his practical solutions to practical problems has been based on self-conscious values invested primarily in a 'child (person) development' ethos.

I am trying to make them (Faculty Heads and non P.E. teachers) think about the whole programme (...)
Many of them don't think about areas of education;
they don't think about the physical aspect of education...or the social and academic...they think about subjects....they don't define them in terms of a child's development.

(M13 '75 p.3)

On reflection, after 7 years as H.o.D. in a comprehensive system (in which he believed), had he any regrets? He had been explicit in his condemnation of the school's treatment of physical education as he saw it and had recently demonstrated his conviction by withdrawing from his very considerable extra-curricular commitments.

I suppose I have guilt feelings at leaving the battle at a late stage...or at least pausing in the battle. I may find that after a year away I can start again. That is one of the possibilities I know.

(M13 '80 p.20)

Would he do anything differently in the light of previous experience?

I used to dominate people and it wasn't the way to do it. It was effective in many ways, but I wasn't skilful in dealing with them. I tended to dominate them and put them in a position where they couldn't do other than what they should do in my terms, what was expected of them. If they put obstacles in the path, I used to remove the obstacles, not very sensitively (...) I was effective.

You frightened people?

Yes. I did to a certain extent.

Would you do that again?

I would resort to it, but very, very rarely (...) I would convert people now. But it is time-scale again. I think I was forced by the time-scale. I had teachers for a short time and there wasn't time to convert them, I had to do it in a hurry or not.

(M13 '80 pp.16-17)

Ian's accounts repay repeated reading and reflection. They reveal the struggles of one physical education leader who had visionary zeal, knows it, and must reconcile himself to the deep structures of a school which are unyielding to his values except at a most superficial level. The school will tolerate his independent innovations, always providing that they do not infiltrate and threaten the deeper assumptions and operational definitions of education, determined by what Ian refers to as 'the school's hierarchy'.

Whilst Ian had a system of self-conscious values which found expression in a coherent school physical education programme encompassing both the curriculum and the extra-curriculum and had the skill to communicate his values and to 'convert' his colleagues, other H.o.Ds in contrast, revealed little of their values and sometimes a marked ineptitude in communicating ideas or values to colleagues, physical education or otherwise.

Clive (M45), for instance, at the time of assuming responsibility for physical education in his school declared...

I think you get stale with P.E. if you do too much. I like a bit of variety (...) You get bored with any thing you do over and over again.

(M45 '75 p.1)

In 1975 Clive had probably had more experience teaching subjects other than physical education but had, for the time being, inherited a full physical education timetable. By 1979 he was, again, teaching 'a few' lessons of English.

Did he think that, under his leadership, the physical education department had improved or declined?

I don't think this one's gone up and I don't think its gone down. I feel there is more I could do, I don't think I've made a particularly good job of it, to be honest.

(M45'79 p.3)

The headteacher of Clive's school had, it was agreed by all the physical education teachers, quite the most restricted view of physical education in the town; rugby, for him, was synonymous with physical education. Clive, therefore, it should be stressed, had a major 'practical problem' in any attempt to widen this headteacher's attitudes to the subject. Did this prove to be especially difficult for him?

I get on quite well with him only because I can see there is no point in being unpleasant, it won't get me anywhere.

(M45 '79 p.6)

A sense of resignation characterised Clive's account and the department's destiny. Whilst at the same time his colleagues demonstrated considerable frustration and were pressing energetically for some changes to cater for their individual enthusiasms, Clive himself had different predispositions to his professional role:

If you had your time over again would you go into P.E?

That's a tricky one. I think I would yes.

Would you go into teaching again?

I don't know. I think everybody.....no I don't suppose I would (...) (In his school days) you weren't expected to go and do an

apprenticeship, that's what I regret, I think I would, if I hadn't done this, I think I would rather have been an electrician or something, to be honest. (...) I think in this type of job now the earnings capacity is very limited. I know a lot of lads who've left school the same time as me and went to be tradesmen, and if they want to can make a fortune. (...) It's a lottery teaching, isn't it - you could be on a scale 1 all your life or you could, if you happen to be in the right place at the right time and you rise rapidly. (...) I want to go somewhere but there's nowhere to go. (...) There's no stepping off point, you're stuck. There's nowhere to go, is there, once you've become Head of P.E. department? Especially now that there is no obvious progression anywhere and so now you've got to take some other qualifications.

(M45 '79 pp.9-10)

Such self-knowledge could not help in his management of intra-departmental conflict and, reflecting on one particular confrontation with a departmental colleague who had a longer and richer professional experience of the school's physical education problems and who had also been in competition for the H.o.D. post, Clive conceded.....

I think everybody would rather take over a department where they felt as though, if nothing else, they'd been at it longer than anyone else, that gives you a big advantage, you say well I've seen more than you and this is what we do. But I couldn't say that.

So you felt vulnerable coming into it?

Not so much as though I knew this, I didn't feel....I always felt I could do it better to be honest. But I could understand their feelings you know, I would have felt the same I suppose. But I don't know....Robert booked straight out of the changing room we shared then and he's never been back in since.(...)

(M45 '79 pp.14-15)

If Clive had a system of values to guide his resolution of identified professional problems, he did not elaborate them in his interviews. The investigator was left with the impression of a very insecure man almost unwillingly finding himself in a career and a position of responsibility which he knew he was not going to change.

He was therefore left with little option but to resign himself to an indefinite period of professional drift and, hopefully, survival.

For two years in succession Paul (M32) another H.o.D. had been awarded by his school staff-room, the 'Golden Spirtle Shield', an award in recognition as the year's agitator or 'stirrer'. His physical education colleagues acknowledged his under-controlled and cutting tongue. His communication skills it was suggested, frequently exceeded his aptitude for professional diplomacy.

It was surprising therefore that the investigator found it generally difficult to identify Paul's explicit self-image; what he cherished most was elusive.

His expressed satisfaction that "we have a lot of participation of the staff. But it has been a slog, it's been a deliberate thing". (M23 p.8). He considers himself to be an industrious leader.

Did he identify any pupil problems?

Oh we've got none (...) People get the wrong impression of the catchment area. Even locally they think Fleetwith behind the Park, good catchment area but we get the majority of our youngsters from rent-paying families. You know, they see all these private houses round here and they think, "Oh great" (...) Most of our youngsters come from rent-paying families

whereas Gargrave school, at the other end most of their youngsters come from private houses. Yet they've got worse problems, terrible problems, at times. I think basically, this is my philosophy on it, when we came joined together we had two selective schools but therefore the academic standard was up there and the behaviour standard was already up there. And so new youngsters coming in rose to that standard and therefore it has been an ongoing thing. We maintain our high standard where a lot of schools, which were secondary modern schools their standards tend to be down there, so a new intake only goes to the high standard of that school which was a lot lower. This is my philosophy that's been going on. We have a very, very strong head of lower school. So the first three years are really kept, you know, with their heads down and it proves dividends (sic) in the long run. We've got no discipline problems, vandalism is almost non-existent, we have got the lowest vandal rate of any school in County and that includes primary schools. So we are quite pleased with that.

(M23 p.9)

Where are the Demons in your job that have to be overcome? I can't believe that you have none.

(except for the ineptness of the headmaster at times) It's very difficult finding any, quite frankly.

From what you say, reflecting back, you must have seen a steady improvement, a steady consolidation. You must be quite pleased about that.

I am...I am pretty pleased.

But, there's nobody coming in and saying so. That would help wouldn't it?

Well yes and no. I can sit back and be self-satisfied to some degree although you are never totally satisfied. You always feel there's scope for improvement. Perhaps it's just my character. I don't really need people to come and say, "You know that's good", because in your own mind you know yourself from your own experience, in your own mind, you can sit back and you know it's good.

(M23 pp.11-12)

If Paul was, in reality, at all self-critical it was not exhibited in this investigation. Apart from the following defences of sportsmanship and loyalty it was difficult to distinguish any substantive criteria by which he made any evaluation of his department's professional activities.

Do you care about sportsmanship?

Very much so. I really do care about sportsmanship. I try and impress on the youngsters on the field that there is just no room for bad play. There is just no excuse for it, in any case the ones, the ones who usually stick to the rules always end up on top but bad sportsmanship, I hate, I really do detest bad sportsmanship. It's creeping into school sport unfortunately.

I'm just wondering, when you talk to individual teachers informally they all deplore it. But what are they doing about it?

In the school athletics last year, there was a first year from our school and it was sorted out before the race even started that he was tripped up. So I learned afterwards. In the first 10 yards she ended up on her face. That is a first year. I mentioned it at the Athletics meeting last week I insisted that next year we have a track referee and I'll take on the role of track referee and I'm going to stamp it out. It's just not on. But 'loyalty' is another one of my things. You know I give 100 per cent loyalty to the youngsters, I stand up for them and I'll fight for them but by the same token we expect 100% in return if a laddie is selected for a school team we expect him to play. He does not have the choice of playing, as far as we are concerned we expect him to play. The thing being, as far as we are concerned, he's got to learn loyalty then if we can be pretty adamant about it, it will become second nature to him. You know he's going to be loyal to his workforce because he's expected to. Even to the extent that if a lad says, "No, I'm not." "Well", we say, "Fine, this is the situation, you either play or we just don't want to know." And its surprising how we stick in and within a matter of weeks we've got a 100 per cent effort from lads and I think its good character building. We can look back at lads who I think could have turned the wrong way but because we've been hard at them and expected a lot from them

they've kept on the straight and narrow through sport. They're good lads in academic subjects and outside of school.

(M23 pp.25-26)

Seasoned by 13 years of experience, Brian (M42), made no secret of his suspicions of theory and theorists. As H.o.D. he had struggled to get some order out of 'pure chaos'. "I found it very hard work here and, to a very great extent, unrewarding" (M42 p.1) He was fully aware of the earlier Brian who, in the past, 'had an awful lot of pleasure from work'.

Certainly at (previous school) I enjoyed going to work. I might not have been conscious of it at the time but I enjoyed going to work. I'm afraid I get very little pleasure here. But I suppose that the other argument is that I don't get paid for enjoying myself, I get paid for doing a job. I'm quite sure you do it a lot better when you are enjoying it.

(M42 p.3)

Brian's account presents a clear profile of a man whose earlier professional 'self' was buoyant and fulfilled; now he still struggles for his subject but recognises that failure against such odds was endemic in his context (p.14). Professionally he accepted that most strategic curriculum battles would be lost, yet his hope was not yet entirely extinguished: "I've still got the best school in Hucklebrough you know, at least". (M42 p.18).

He claimed that he still cared. But for how much longer? "I suppose I shall just have to hang about here until they offer me early retirement or something" (p.11). He has, minimally, another 20 years to serve.

Mary's (F47), retirement, by contrast, cannot be too far away. She is the most senior of the town's physical education teachers. Mary's account is of particular importance to this

investigation because of her candour in responding to very personal questions. Consequently her account is rich in personal reflections about both her values and beliefs and their manifestation in her working life.

The writer is aware of the fact that illustrative fragments taken out of context, however sensitively treated, cannot do justice to this most interesting and essentially tender biographical reflection. It is unlikely that any of the teachers who participated in this investigation have experienced her personal and professional hardships, disappointments or, it is speculated, her professional returns.

Part of a lesson seen by the investigator, who was not in any way expected, was a joy to pupils, Mary and, not least, the investigator. What, then, were the roots, as Mary saw it, of her tenacity?

It is "...with the Grace of God I am managing to continue" (F47 p.2).

She knew the depths of human despair. She admitted to her loneliness.

It is clear that you are a very determined person....you will not give in. Your story is one of strength through the power of your faith or by the power of your mind...you have overcome...

Not quite overcome. I try. I try my best. You see...at night times when I am alone and I say my prayers, I have my little cries... I would be a liar to say that I have overcome... But I try to keep here at school to make these pupils believe that I have overcome....

(F47 p.4)

So what values did she treasure in her teaching activities?

I feel that I am that kind of teacher that used to call teaching a vocation. (p.2)

I have always loved children (p.2) and was sensitive to their environments:

.....and you know that if they had different circumstances...they would grow into healthy well-balanced mature persons...

(F47 p.2)

Schools should, she pressed, ensure continuity (of teacher=pupil relationship).

Do you reflect back and assess what eleven years of physical education has done for them?

Oh yes, definitely. Yes. Yes.
Now this is what used to be the most beautiful most rewarding thing...the children with their babies came back and remembered the lessons...remembered the skiing trips as the best holiday of their lives. And I had that, not from one, but from hundreds...for me physical education teaching was never a job to be paid for. It was a vocation....they always said 'In a healthy body there is a healthy mind'...And if a child has an obstacle in front of her, and that child overcomes the feel of that obstacle I have helped her character. Not because she has got over the box...but I have got her character improved...the fear I mean all the life is nothing but obstacles...And they have to overcome them...And I often say to the children when they have fear, this is where the physical education is of value, you are afraid to do this and that and eventually I will bring you along. And I say 'Don't you feel wonderful?' and the children come back and say 'Oh yes Miss'....'Oh it is wonderful...' They love it. Now I say this is what the character value of physical education is...It is in the teaching. 'Your character is improved by the physical education teaching...in your own mind you know that if you work hard at it you will win. Because that is all that life is all about. Obstacles and you have to overcome them. It is a very personal thing. You see, you have to give a lot of yourself all the time.

(F47 pp.10-11)

Is there a corollary to this deep commitment?
What do you do to get the school out of your system?

I never do.

You never turn your back on the system?

I never do.

(F47 p.18)

After her many years of service however, she knew that she had changed from the days when 'I loved to perform' and

I used to die to get back to the school... a couple of days before the start to go in and meet all my colleagues. But all that is different now. At the end of the long holiday...oh...no longing to go back now. But once I am back, and once you meet the children then its good.

(F47 p.18)

Perhaps her 'Love of knitting in the winter time', and her passion for gardening together with her faith and professional reminiscences will enable her to enjoy many years of retirement in her knowledge 'that in this world there is no perfect happiness'.

Here then, was one teacher whose account was of a piece, where the reader has a glimpse of explicit personal values and professional meanings forming, for this individual at least, a bond so making some kind of sense of the reality of her world.

Each of the high status teachers had slightly individualistic 'selves'. Any generalisations as well as being highly suspect are more likely to impoverish and obscure a sharper understanding of physical education teachers as distinctive agents in the education process.

Without exception they perceived themselves to be separated and alienated from the mainstream values and directions of their particular school. Whilst the roots of their values varied in terms of political, ethical or religious foundations and while acknowledging that some did not and, one suspects, could not relate their professional activities to any system of values,

all acknowledge a degree of ineffectiveness and powerlessness in asserting their own values within the school community. Personal values, when formulated and expressed were perceived to be at odds with the school, so adding further to any real or imagined discontinuities. Whilst those individuals remain in their present posts they have only two options; firstly, to accommodate to the school or, secondly, to continue with their endeavours to impress and persuade authoritative colleagues of their need to accommodate to a minority opinion. At the time of writing, heads of departments, in general, perceived a sense of failure.

It was interesting to note that Gemma (F25), the senior woman of Fleetwith's Physical Education Department, fully recognised her limitations of her influence on the internal dialectics of her school. Gemma had complained that the headteacher 'doesn't see the educational values of it (Physical Education) at all...

Could that be the fault of us, P.E. teachers, that we don't go to the trouble to explain?

I think that it must be partly us. There are always two sides to it. I think the problem with P.E. teachers is that when they are at college you learn all this about how to teach and I don't think that we are philosophical enough. I don't think that we talk enough about why we are actually doing it. I am one of the worst. I cannot really explain when we get a lot of ribbing in the staff about not having the marking to do and the like...I'm one of the worst at explaining myself. I know why I am doing it. I know how important it is as much as anything else...but I can never explain myself very well. If we had spent more time at college discussing it and getting things in perspective I might have been a bit better at it. I think as a whole we tend to lack this...I think at college they should set up a situation and go over with the students what they are going to get when they get out....Bring out some sort of discussion where you might meet a Headmaster....say to

see the Head to ask for half a day off to go to watch a sport...or 10 minutes to get to a fixture...or asking for extra money.

(F25 p.5)

Many of the teachers involved in this investigation, like Gemma, perceived themselves to be enthusiastic, industrious and effective teachers. But, to their profound regret and, in some cases, admitted shame, they were unable to verbalise their ideas and feeling toward education in general and physical education in particular.

Experienced Teachers

Of the sixteen teachers who were classified as experienced teachers (with seven or more years teaching experience) only two remained at Scale 1 (Burnham) status; one of these was a male teacher with eight years experience, the other was a temporary appointment (female) for two terms during 1979. The others who were not either heads of department or senior women (within their physical education departments) were increasingly involved in pastoral responsibilities. Only two of this group taught physical education only.

The following paragraphs will, therefore, be devoted to the self-perceptions of three representatives of this identifiable group of physical education specialist teachers who may be seen to be diversifying by embracing other areas of responsibility and, in some cases, accepting opportunities to teach subjects other than physical education. In any case their commitment to physical education is decreasing in favour of developing new interests and abilities or renewing acquaintances with earlier interests and qualifications.

Although Jane (F20), had been teaching for more than twenty years and possessed an enviable empathy, she perceived that 'I feel a lot for a thing (...) ...a feeling of all that P.E. does. But I can't put that into words' (F20 p.7) she also volunteered that 'I accept the things that people lay down; and work within the framework. I find it difficult to rebel' (F20 p.1). The reader, however, should not underestimate the dominating positiveness of this teacher; her whole persona was projected in all her waking activity.

There was no question of Jane's commitment to physical education being immediately diminished by her pastoral responsibilities as year tutor. More accurately, after the early depressing induction to the year tutor role she enriched the relationships by extending her physical education interests:

From the pastoral point of view I have found the job very depressing...Coping always with truancy...and the bad children and the children who are causing a lot of the trouble in the school. And I felt that the children who were really good....didn't cause any trouble...not particularly good...who just came along and did their work at school...just what you expect them to do...never got anything. I was very very depressed. So I thought well I will take a positive approach and I will spend less time with the truants and try to do more for the children who want to do things. So since then we try to do more things for them. I run a trip to London every year. We have joined the Y.H.A. ... I try to run a Theatre Club and take them to....I feel that Disco's are not of any educational value at all. So with my last year's fifth we started doing Barn Dancing.

(F20 p.5)

In addition she assists with the regular school drama productions and organises annual school holiday enterprises.

Throughout Jane's account, her appetite for the notion that 'life is for living abundantly' is unmistakable. The

interviewer was left with the impression that she never stops. Not surprisingly, she is a keep-fit enthusiast, which she teaches to her older pupils and also to adults....

I take a Monday night class and I started in 1957....so it is the 22nd year. I can go out of school feeling very tired...why on earth do I do this? But the moment I hit that hall... the moment I start teaching, it clicks....I come back if its gone well and I enjoy the night...and I enjoy teaching adults....I really do.

How do you wind down....because dancing gets into your whole system. So you come in at 10.00 how do you stop?

I drink about 5 cups of tea...and watch the T.V....And when I hit the pillow....'out'... I never have sleepless nights.

(F20 p.6)

As a consequence of such total involvement she could not adjust to the protest action, initiated by her physical education Head of Department, of total withdrawal from all extra-curricular activities:

....and when I got home I broke my heart. It was totally against my nature. I can't strike and do this sort of thing...And I felt that I had turned against what I had really thought. And I went to see the Head. And I went to apologise. 'I really am very sorry...' He was super about it....because I was so upset I couldn't have gone to bed that night. I was terrible. I've never been so upset before. It wasn't that I was frightened of greasing round the Head or anything like that. I just thought, the impression he got of me was just alien to my character because I just didn't feel that at all. And I thought no matter what anyone else is getting....I'm getting a scaled post and I feel that I have to justify it and there's no way if anyone feels that strongly about their job they should get out. And I can't come into this school and accept a scale three as I've got and not justify its existence by doing what we must do in the P.E. field which is, I think, to do these out of school activities...because you get more satisfaction out of them than you sometimes do in teaching a class.

(F20 p.7-8)

At the time of the interview, however, Jane had returned to her full professional life style but acknowledged that she was doing too much:

....So I feel a bit pulled...I feel that I'm not able to do my year job as well as I should...My year is not being looked after as it should...I feel that I am not on the P.E. as much as I should...and I feel that I am not (Drama Production named) on as much as I should.....It is just a case of wait 'till Christmas then I'll take a deep breath ...and I'll concentrate on P.E. and the Year. I'm stretched too much at the moment...

(F20 p.12)

The importance of Jane's conflict is its contrast with the high-status self perceptions; whereas the Heads of Department perceived 'self' failure and frustration, Jane, by contrast, recognised that she didn't know which of her many activities to forego.

Don (M31) was also an enthusiastic teacher and was committed to comprehensive schooling because 'I think everybody should get a fair crack of the whip'(M31 p.9). After nine years of teaching (seven years specialising in physical education) he had gained a scale 2 post and had now accepted pastoral responsibilities for the Vth year, and was also teaching some Physics in addition to Physical Education.

You see I'm coming to the end of my P.E. career. I'm 31 now and I would like to ease out of it. The film 'Kes' frightened me silly. The old balding P.E. master in the baggy track suit on a muddy field with the bank and the sun behind him, with all the good team playing all the rubbish. That must be a P.E. man's nightmare... I think everybody should have a second string to his bow so to speak, especially a P.E. man.

(M31 p.15-16)

What were his plans?

I do Physics. I am also doing a degree, Open University, which I thought, well all right now's the time because you either go home or read a book, you watch the

television now and again.

Do you wish that you had done an Open University or got better qualified a bit earlier than you're doing?

Yes. But I didn't have time for it before. I didn't think of it before. It wasn't relevant before...I didn't have the confidence to go through with that (Open University Course.) I think I could do it now. I am prepared to do it now, but I don't regret say, having 9 years teaching P.E. because I can never remember being bored with teaching P.E....At the moment I have a lot on. Just basically really because I want to do it.

(M31 pp.15-17)

Gargrave Comprehensive School will miss Nicola (F33) though another school in the County will gain by the appointment of this inspirational teacher:

It (dissatisfaction with the school's hierarchy) is the only reason that I am moving from here. I don't need the money. My husband has a very good job. I don't even need to be teaching. But I teach because I adore it. We have no family of our own. My husband is not terribly keen on us having a family... but if I really wanted children, then he wouldn't mind. But I love my work so much... and I feel that I can help so many kids... and do so much...that I would truly hate to have my own kids and have to go and be at home...because if I did have my own kids I would want to be with them. I know it is probably a very selfish thing...but I like my work too much and I don't want to give it up.

(F33 p.15)

Nicola had been interviewed in 1975 at which time she was totally committed to physical education, with a local reputation for her gifted teaching of Dance (as well as nationally for her personal success in a much more robust sport)

Dance is something that you can either teach... and you believe in or you struggle with. And if you struggle the kids know you struggle... and truly they don't enjoy it so much. You have got to be so committed to it. This is not

in any way to be pig-headed or anything like that, but I can guarantee that if I had a class for dance....they will want to do it next time.

(F33 p.8)

Asked if much had changed since 1975 she responded,

I think I wasn't involved in the pastoral work...when I spoke to you last time. If I was then I was very new to it. And I think my increasing involvement with the pastoral work has made me very largely dissatisfied with my P.E. teaching. I still find that I thoroughly enjoy the creative side of P.E... gymnastics and the Dance. But I find that I get very bored with teaching skills... hockey, netball and stuff like this.

Has your pastoral responsibility given you insights into the old inadequacies of P.E?

Yes, that's definitely so. Yes. Yes. I know this is probably totally against what any P.E. teacher would ever do...but if I had my way, and could choose what to do in P.E., then I would put far, far less emphasis on games. And far far more emphasis on the creative things in P.E.

(F33 p.1-2)

But why did she value creative things so much?

Fun and enjoyment is everything...

The way that you teach it with such conviction and such delight...obviously...you are going to transmit that...What is it actually doing for them do you reckon? Let's get rid of the fiction...what do you think it does for them (pupils)?

I think that it gives them a lot of confidence in themselves...a lot more confidence in themselves. I think it improves their carriage, the way they walk about....everything. I think it gives them an amount of just pure pleasure. They start to listen to music instead of hearing it. They actually listen.

Now that's not fiction is it? (teasing - implying some doubt)

No

You have seen this happen?

I've seen it happen. You see I think that it is important to get pleasure. I think that is

tremendously important. You know...I don't care. All these educational aims and things...it is a whole lot of hooahaa... well no...it isn't a lot of hooahaa...but a lot of it is...I think if you can give kids enjoyment of using their bodies physically and getting hot and sweaty... and then having a shower and getting clean again...and just stuff like this. I think that it can relax you so much. You can go in there in such a bad mood...and it can bring you out of it. You can just enjoy the pure physical pleasure of listening to the music and having a go.

(F33 pp.8-9)

Nicola was unquestionably a supremely effective teacher. She perceived herself as having much to give and the gift to persuade others to share. She believed in herself as a teacher.

I think I just like people. I like kids.
Yes....That's what I like....kids.

And yet you have had your unhappy moments?

Oh, I have. But I don't think any life is complete. If you don't have your unhappy moments you don't know how good your pleasant moments are...do you?

(F33 p.28)

This ambivalence of perceived 'unhappy moments' and 'good' pleasant moments' is reflected in all the accounts of this experienced group of teachers. Each one had experienced disappointment and stress at work. Only one (M39) however, was applying for posts simply to get away from his present post and he, like the others in this group declared that 'I just enjoy working with kids' (M39 p.2) and regarded his reduced extra-curricular activity output with school sports teams as 'unpaid reward' and 'a lot of pleasure' (p.15).

Unlike the high status teachers these particular teachers reflected more on work satisfaction than failure and ineffectiveness. Val, (F26 '75 & '79), for instance, had by the time of the substantive phase of the investigation weathered a marital breakdown and an acrimonious professional confrontation

with both her headteacher and her Head of Department saying of the professional aspect, 'I would do it again' (F26 '79 p.9). Nonetheless she made it abundantly clear to the investigator that 'I like it here' (p.2).

Characteristically of the experienced teacher, Jeanett (F10) perceived the conflict in her multiple professional role, but did not allow it to lead to personal stress. She resolved any conflict by increased contact with pupils which increased job satisfaction. Additionally she was responding to both, to very demanding domestic and professional expectations and to the pursuit of Open University studies. Typically, Jeanette had reduced her Physical Education extra-curricular activities in favour of professional diversification. It is hypothesised here that the overall reduced involvement in extra-curricular activities consistently demonstrated by this group of teachers was preceded by a self-conscious selection of priority interest which accompanied any professional diversification and increased professional satisfaction. Any apparent correlation is far from suggesting causality at this stage.

The value statements of these teachers do not suggest that any had lost faith in the value of school Physical Education. It does suggest a perceived/acknowledgement of the impossibility of their witnessing any more favourable gains for Physical Education in the face of the school's deep structures; none of them perceived themselves as likely to be instrumental in any future changes in the school's Physical Education programme. They were reconciled to working within the system's framework, however unfavourably disposed to Physical Education it was. Consequently their professional skills were being channelled away from Physical

Education without any perceived loss of self-respect, and, more probably, a heightening of perceived work-satisfaction with, in some cases, a reduction of 'home-work' tensions.

This perceived 'home-work' tension is well illustrated by Joe (M2) who, after 9 years teaching experience seemed unable and, to a lesser extent, unwilling, to restrain his addiction to extra-curricular activities in Physical Education:

My wife is good because she puts up with (absentee husband). Like this particular week, on Monday night I had a Basketball match at Wolsingham back home at 10.00 time. Last night I was refereeing a Basketball match 7.30 - 9.00 p.m. Tonight there is a Basketball meeting in Darton straight after school....so its going to be well after 6.00 before I get back. Tomorrow, I've got a match straight after school and another match at night. So I'm going to be in at 6.00 and out again for 7.00. Friday night I have a night off. So I'm lucky. This is not typical. But most weeks I have at least two basketball matches. Maybe refereeing at one or my team are playing... I've got two kids...one's six and one's three... some nights they're standing there crying... I'd like to stop home more.

(M2 pp.18-19)

Joe's account suggests that his children are likely to see more of him in the near future. His professional peers have, by their 10th year of service, with very few exceptions, reduced any remaining home-work tensions in favour of the home.

After 13 years experience Peter (M41) has accepted increased pastoral responsibilities and is now Year Tutor. He considered that although he was allowed seven hours 'free period' remission to 'do my Head of Year job' it was insufficient:

Consequently I take a lot of work home. You see you can't take P.E. work home. What people don't realise is that anything that you want to do in P.E. you have to stay...or you have to come on a Saturday morning. There's no taking it home. You can't take your books home to mark

like you can if you are doing English or something like that. So I take my Head of Year work home. I still give a fair amount of commitment....Though not as much ...well family responsibilities are becoming more important. And as you get older I think that you want to see more of your family and less of your job. But I am still committed to the school. I still think that we have got a lot of improvements that we can make. Although from the position that we were in four years ago, we are miles ahead. We have gone forward tremendously.

(M41 '79 p.2)

As a self-perceived key member of the school community he reflects, with good reason, on the progress already made and anticipates tackling remaining practical problems with equal resolve in the future.

Peter's solution to his own previous exemplary commitment to Physical Education and his emerging school role is succinctly stated thus:

By and large we do our job in school time. That is the important time. I've stopped doing as much out of school. But what I do do out of school I get greater enjoyment from. I have said that I am only going to do out of school that which I really enjoy doing. And things that I don't enjoy doing, I'm not going to break my neck to do.

(M41 '79 pp.11-12)

Maturing Teachers

For the purposes of this report those teachers with less than seven years teaching experience are classified as 'maturing' teachers. Of the 35 teachers interviewed who fell into this classification 19 were women and 16 were men.

Except for M52 and F54 the nine maturing teachers interviewed in the Foundation Phase had by 1979, resigned their

posts for appointments out of Hucklebrough. M52, disillusioned with school's Physical Education department, transferred to the Science Department, where he is still teaching; F54, who left teaching to have a baby returned to her school three years later as a part-time teacher, but chose not to teach in the Physical Education department. With one exception (M58), each perceived themselves to be 'disappointed' (M59) or 'disillusioned' (F60) with Physical Education teaching as they had experienced it in Hucklebrough's newly formed comprehensive schools. In retrospect it is reasonable to assume that the early turbulent adaptive days of the town's comprehensive re-organisation did not create a climate well-tuned to the professional needs of the inexperienced beginner teachers.

The remainder of this report concerns two distinctive groups within the mature teacher classification; firstly those 'conditioned' teachers who have three to six years experience and, secondly, 'beginner' teachers who have less than three years experience.

Although he 'didn't particularly like it up here', because of the unprecedented prevailing job scarcity Peter L. (M36) and his wife had little option but to stay in the district and adapt to the arrival of their first child, now six weeks old. Peter was professionally defeated. 'I am looking for a job...not in teaching' (p.2):

....If I do go and I do leave the profession, the profession's losing a hell of a lot of money in actually training me and everything that goes together with that. But also it's losing, as far as I'm concerned, a firstclass teacher. In all modesty.

(M36 p.3)

After 5 years in the school, his induction to the profession, he perceived that he had nothing to look forward to except 30 more years on Scale 1. 'You find that you are going down a street that's getting narrower and narrower all the time. And finally you come to a dead end...' (p.9).

His work however, still had some meaning for him:

It's just a sense of duty to the kids to no-one else not to school, not the Education Authority - it's just to the lads, to the lads themselves who want to turn up and do it.

(M36 p.9)

Even his sense of obligation to the kids, he conceded, was diminishing. With no cohesive school policy in respect of pupil misbehaviour in general and to Physical Education problems in particular, he was abdicating, as he perceived it. In respect of pupils 'who won't bring their kit' he had got to the stage now:

If a kid says, especially 5th form, we've got about 7 or 8 real dregs - the real dregs of it who won't bring in their kit and now I won't even ask them why. I'll take the register "Are you doing it?" - "No" right I'll just put No Note down there. (pointing to register). I won't ask them because I cannot stand the lies. What's the point of me asking them when they are going to lie to me (...) You get to the stage where you just want to pack in and if they (pupils) don't want to participate nor do I, I couldn't care less.

(M36 pp.12-13)

Football had, until recent injury, been Peter's all-consuming hobby. He was now channelling his sport interest into cricket and would in the near future, it is speculated, respond to the increasing demands of his first child.

Geoff (M34) also admitted to being 'sport crazy' (p.5) and whilst he was far from being as defeated as Peter L. he quickly declared that he was disillusioned with Physical

Education and was looking for a way out. He perceived that his professional morale was, after six years teaching, 'The lowest it has ever been' (p.2). His family 'now comes first' and he knew that he was not working as hard as he used to.

The one thing about teaching, they do give you 12 weeks holiday every year. Next summer I shall go working in the holidays - in the six weeks holiday. It is very depressing.

(M34 p.3)

There was however, a curious inconsistency in Geoff's account which suggested that he was in the process of a self-conscious and very determined effort to improve himself; but he was also clinging to a past self which he knew better. Consequently he displayed some interesting value swings which appeared to be contradictory.

He declared that he wanted 'to be out (of teaching)' (p.4) because of poor remuneration.

I can't see any choice. I won't get a scale 3 in P.E. I went to a college that didn't have a great P.E. reputation. That has definitely hit me. I think it held D.H. (a departmental colleague) back. He thinks so too. If you went to Carnegie or Loughborough I think that is wrong. I think there are too many elites in education. I'm anti comprehensive as well by the way.

(M34 p.4)

He made no attempt to reconcile his opposition to both elites (selection) and to comprehensive schooling (egalitarianism), it is difficult to know what kind of formal educational organisations would embrace his values.

At the time of the interview he was waiting for his first year of Open University results and spoke warmly about the 'Making Sense of Society' unit. At the time of writing, his successful results had encouraged him to continue with his

second year units. Why? 'To help my career prospects' (p.3)

Unlike Peter L. Geoff's 'street' was not perceived as 'narrowing' but he perceived, Physical Education as a promising professional career, to be every bit as closed.

It prompted him to inquire of the investigator

....do the colleges let the students know
what the situations are in the schools....
what really happened in the schools? Or do
they find out when it is too late.

(M34 p.8)

Peter L. and Geoff represent 'conditioned' teachers who are reacting in very different ways to their early formative professional experiences. Both are professionally insecure and perceive themselves to have been wholly committed to Physical Education which, however attractive it was some eight or nine years earlier on entry to training, is now perceived to be an unfulfilled promise; a fiction far removed from reality as they had experienced it.

Joan and Jill, after 5 years experience were also identified as 'conditioned' teachers with identical qualifications and very similar professional experiences. They were new colleagues and both had known the reality of emotional crises requiring adjustments in their personal and very private lives.

Unlike Peter L. and Geoff, Jill and Joan had retained their belief in Physical Education and reflected more on their successes and satisfactions than on their disappointments.

Joan (F15) declared that 'I know where I am going' (p.14) and spoke purposefully of the need to re-establish 'continuity' which required routines and patterns sustained over a whole year in pursuit of 'definite aims and objectives' (p.14). She admitted coming from college 'bursting with ideas', which had to be modified but saw herself as 'putting something back into

system', to which she felt indebted. Whilst she perceived valued outcomes of her teaching such as teaching every child to swim as 'possibly the best thing that we could do for them' (F15 p.9), she had worked very hard at creating a pupil-caring image. She claimed to care, in particular, for the underprivileged pupil:

Now (after particular personal experiences)
I can understand some of the problems that these kids have. You get extremes. You get the girl whose parents have given her a brand new hockey stick and all the gear and they are standing there and I think 'You can look after yourself', but the little one at the end who is freezing with all her sister's cast-off gear - that's the one that gets my attention. I tend to think that when I have children in my lesson who are on the netball team that they get the benefit of my coaching outside school, let's look at the ones in the corner who are not even managing to catch the ball. Even though they can be frustrating you get more out of them being able to catch the ball and get some enjoyment out of the game than my netball team who can walk all over them. There are some very bright children and some of very low intelligence who are poorly co-ordinated. They attract my attention. I think they are the ones that need my help. Yes, I do care. I have worked very hard to create that impression and that is why I think I don't have any problems with discipline.

(F15 pp.12-13).

Joan aspired to be the senior woman of the department and admitted that she would be hurt if an incomer were preferred to her, as she expected acknowledgement for all that she had given to the school:

Supposing someone else came in on a scale 2 and you were left on scale 1 - that would hurt?

Yes, that would really hurt. I would definitely go. I have made that decision. At an interview I would have my letter of resignation ready and say, 'Take that', I know that it is rash and that the reality of it is that you can't do that unless you have somewhere to go, but that is the measure of my feeling. I feel that in 5 years I have given them a lot, and it is the least they can give me.

(F15 p.10)

Joan is realistic enough to know that the above hypothesised strategy is a real possibility. Already she is preparing to loosen the ties with the Physical Education Department by going over 'to pastoral care' which she said 'has been a big advantage' (F15 p.12).

Jill (F14) perceived that she had, until recently, been a member of a stable department for a period of $3\frac{1}{2}$ -4 years which had led to 'a lot of success' (p.18). "Now I have the fifth-year girls that I took in their first year....and you can see the improvement. It is far better than when I started" (p.19). She also considered herself to be a caring kind of person:

Well I think...I think...they like me. I think in P.E. you get to know them better because....you see them in different situations. And you also see them out of school.

(F14 p.22)

Much of Jill's account reveals her perceived frustration resulting from the imposed constraints of the P.E. Department's policy to which the girls had to conform. Her preference for a separate girls' department is unambiguous. Innovation was impossible in the present regime (discussed elsewhere). More importantly, she believed that it had restricted her professional development. There were things, 'like lacrosse/even' (p.19) which were done at college but, 5 years later, remained untried and untested. The room for professional autonomy as Jill saw it, was severely limited. There was no extended professionalism in this context.

The 'conditioned' group of maturing teachers could be seen to be anxious about their future career prospects in a climate of retrenchment. Caught in the web of a P.E. Department was perceived to be a handicap by most of these teachers who

were now considering alternative career choices: from staying in the profession but moving out of Physical Education as one possibility, to outright repudiation of the notion of the teaching profession as presenting a serious career, especially for the maturing family man in his late 20's and early 30's.

Beginning Teachers

Of the 15 teachers involved at the Substantive Phase of the investigation 13 were in their 1st or 4th term of full-time teaching.

As a group these teachers were much more articulate than the other groups and far from being cautious about talking about their working lives, were more concerned that they might be overlooked. The investigator was, because of this phenomenon, convinced that they had a psychological need to talk, so much so that in one case (F29) the interviewer deliberately chose not to intervene in the full flow of the interviewee's story, resulting, at one point, in 4 pages of uninterrupted dialogue. Indeed the whole account comes close to a monologue.

It is postulated that beginner teachers generally find difficulty in interpreting the feed-back when they are in a strange survival situation. Many lack self-assurance and at the same time received little, if any, informed guidance from their more experienced colleagues who, in some cases, are content to present themselves as masters of their craft to be modelled. The effects can be seen in a number of accounts.

Elaine (F35) now in her second year, spoke of a number of professional crises experienced in her probationary year:

I get the impression that you're enjoying the work this year, generally.

A lot more. A lot better than I was last year. Em...the first term last year was obviously all new and I was just getting to find my feet, the second term was very wearing and I was beginning to doubt whether I should be here at all. (...) I didn't get too depressed with it but it was something apart from me altogether. I just used to come and do it and if I lived through the day that was fine.

(F35 pp.19-20)

Yet Elaine was teaching alongside two very experienced and supportive women teachers.

Where are the highlights of your job so far?
Where have you seen the excitements and said,
'I've really enjoyed that'?

I will, I wouldn't say how great...you know..the P.E. department have been to me. I mean I have been very happy here. Now Judy (Senior Woman) is the best thing since sliced bread really, in...in helping me. Not sitting me down you...by example more than anything. She has a great rapport with the kids and you try and pick out the good bits and...I wouldn't say try to copy her but its nice to think of lots of her little catch phrases, type of thing, or that's a good way of going about it...but at the same time because I feel that she is so good it's a little bit depressing at times when you think she has been teaching 18 years, but it's difficult to keep reminding myself that that's 18 years work - she's got this because of 18 years experience. So it's a little bit depressing all the way along really, it still is to a certain extent.

(F35 pp.13-14)

Elaine was a proven leader at college. There was nothing frail about her stature. Her self-image on the other hand may well have been debilitated by her perceived professional falterings, not untypical of beginner teachers, more especially when compared to her model.

Paula, (F30) now in her second year, reflected on the low morale experienced in her first year's teaching; 'I really began to question whether I could teach at all...' (p.2) Paula was over-shadowed by Nicola (discussed earlier p) and also a peer probationer of whom Paula said:

I had a bad year. Because I didn't get on with the other probationer who started with me. I used to be quite quiet, not very sure of myself at all and she was exactly the opposite. And she considered whatever she did was right and she was brilliant. Yes, and then Nicola was Head of Department. And the other probationer used to say how good she was at everything and the others will probably say this if it comes up, and it got me down.

(F30 pp.2-3)

Nothing appeared to have been done throughout Hucklebrough either to identify the problems of teachers like Elaine and Paula or to attempt to adopt preventative strategies or professional counselling of any kind.

These two cases demonstrate the perceived threats to beginner teachers; serious enough, it is assumed, to inhibit the development of a confident professional identity. Both, now in their fourth term, were reflecting on their induction year.

Margaret (F3) and Lesley (F6), however, had just completed their first six weeks when interviewed and were now colleagues in the same Physical Education Department. Both were pleased to have secured a post in the North-East though neither had originated from the town.

Margaret's North-East working-class family background and experience of a comprehensive schooling ensured some familiarity with the kinds of pupils she was now teaching. One could reasonably expect her to feel well-prepared for her first few weeks of full-time teaching. Nonetheless she expressed some of her early feelings and misgivings as she approached her first day:

Tell me about your first day at the school.

I just remember coming into the school, sitting in the staff-room, wondering what would happen about timetables. Because no-one sent us a

timetable. We didn't know what we were teaching, so we couldn't prepare anything. I had received a letter of acceptance that I had got the job and told me when term started. I was a bit worried about what was going on, so I rang up a few days before-hand to find out what the timetable was and they didn't have one for me. They didn't know the timetable. So I came in on the Monday and had a look round to see if I could see anyone...I got there really early the first day. I just sat down...and then in about 15 minutes after I got there the other girl who was at the interview with me came in so it was better with the two of us together. We eventually asked the HoD how it was organised. It was then that everyone was in the staff room and the Head came in...and he just said what was going to happen. He said we had something like 10 probationers and other new staff. So in a way we were introduced but we didn't stand up for everybody to hear our names.

(F3 pp.6-7)

The school had not, as she perceived it, considered what responsibilities it had to welcome or brief the 10 additions to the teaching team, now publicly identified as 'probationers'. Margaret's sense of isolation is captured in the following extract:

....I feel that people could tell me a little bit more about what I am supposed to be doing, instead of having to ask all the time. Luckily I have made quite a few friends playing basketball, who are teaching (elsewhere). So whenever I have any problems I can always ask them.

Could they (colleagues) feel that they might not want to intrude in case it might undermine your dignity or your confidence? They may be waiting until you want to talk to them.

Yes, but I think that at the beginning of the term they should give you a quick layout of the school and what happens in particular situations...

Tell me some of the things that they might have done to make things easier for you. What might they have done?

Well for a start, they tell you that you have to go on duty and they tell you which part of the school you have got your duty at. But they don't tell you what you are looking at the kids for.

Or what you are supposed to be doing. For instance, I didn't know that as soon as they came in at the door they had to take their coats off. And I didn't know that they had to use a certain door at a certain time of the day. It's only when another teacher at the other end of the corridor sends them back... and that's when you learn that you haven't done the right thing. Such a big school is so complex.

(F3 pp.10-11)

Lesley confirmed that as far as school rules and expectations were concerned, 'you have to ask what to do' (F6 p.8). Similarly in Physical Education she expressed the need for information to allay her perceived uncertainty:

First of all when I came in...there's the school. What they expect from children. Before you start any lesson in any school I like to find out what's expected of them. Are they expected to change for P.E. What are they expected to wear? Are they expected to have showers...this kind of thing.

(F6 pp.5-6)

But Lesley had already been exposed to some unexpected disorderly pupil behaviour:

Has anything scared you yet?

Well yes. First lesson with one class. Two children in the changing room after the lesson literally were at each other's throats. That was the first week.

What did you do?

I didn't want to go in and pull them off. Honestly it looked as though they might have turned on me. I thought what's the point of a teacher getting mauled up. That's just not on.

How old were they?

Third years. They've got really fiery tempers. And if something sets them off there's no holding them back. I talked to them and shouted at them but they wouldn't...eventually they did.. split and I tried to get to the point of stopping the fighting, they were fighting about borrowing this P.E. top and they wouldn't give it back.

(F6 p.3)

Additionally some school inconsistencies added to her perceived role confusion:

...I find it's funny in a school....there's a uniform (...) They can come to school in anything they want. Green trousers and a pink top. It doesn't matter. You can tell them to put on the uniform the next day. But if it got to the stage where you sent a child to the Head I don't think that he would back you up on it...which seems peculiar.

(F6 p.8)

Lesley's post-interview follow-up remarks, completed four weeks after the interview, demonstrated that her self-perception was subject to increased uncertainty: 'I have thought about giving it all up. A few days ago everything happened at once - a child running home for her father. Him laying into me (verbally) I was rescued by the Head of Department (girls) but it was quite a frightening experience and made me sit down and think' (F6, follow-up remarks). She did, however, continue with a reassurance that 'Anyway all is back to normal now, and things are going O.K.' (ibid)

Barbara (F27) like Margaret and Lesley was receiving minimal guidance but responded differently. She did not at first appear to be undermined by her experience of teaching a subsidiary subject: on the contrary

Where are you getting your big kicks from now?
Where are you getting the most excitement out
of your teaching?

Oh I'm enjoying the maths to be quite honest. Because it's something new, you know, it's still exciting.

Have you got second-form maths?

Second and first form maths.

Are you getting much help with that?

None at all.

The maths staff have just left you to get on
with it!

Yes

That's unsatisfactory

Well, sort of the first few weeks I had said what do you think I should give them. What do you want me to cover? And from then on it's just been 'hello' as we passed in the staff-room. Nobody has asked me how I'm getting on at all.

Have you been given a syllabus or a text?

Well, here's the book, go through it. Well half the maths department is part-time 'cos there's me, there's Mark and there is another girl who has just started who is a probationer, there's one of the metalwork teachers who does a bit of maths,

I'm absolutely flabbergasted by this because it seems to me that maths in 1st and 2nd year is so crucial.

Well this is it. They have given me the top class in the first year. I mean for all they know, I could be....Well I mean for all I know I could be doing it wrong. I'm just doing what I think is O.K. and it seems to be working all right.

(F27 pp.13-14)

Whilst Barbara was enjoying her mathematics teaching it was not quite what she had expected; her training, only a matter of weeks ago, was emphasising 'systematic-rational' approaches to the management of learning, as the continuing dialogue reveals:

The more part-timers you have the more difficult it is and the more important that the consultative process is strong. It just seems to be non-existent.

In fact the sort of...to be in this school the probationer teacher would...I mean they've given me a form as well, I mean none of the other probationary teachers have got a form. So the first few weeks I never knew whether I was coming or going. I was having to sort out lockers for the kids, dinner money and nobody told me how to do it, you know, here's your register, get on with it, here's your dinner money book, there's been no....well you just arrived on the Monday morning and that was it. We've not had any sort of....I was expecting little sessions to see how it was all done you know.

(F27 p.14)

The reality of her dilemma is echoed in Barbara's post-interview remarks written some half way through her second term of teaching:

There is a lot of talk about feedback in teaching letting the kids know how they are doing. In my situation I don't seem to be getting any feed-back from other members of staff. I don't really know their opinion of me, or (particularly in maths) if they even know how I am doing. I would appreciate some consultation/advice/discussion/praise or otherwise. It also seems surprising that the P.E. Adviser hasn't been in to see me yet. I'm still not sure what Fleetwith expects of me. At the moment I'm doing what I think is okay, and as I haven't heard anything to the contrary, I'm assuming that the powers-that-be think it's okay too.

(F27 pp.22-23)

James (M49) too, although he trained for Physical Education with History, now found himself with five periods of C.S.E. Arithmetic. He reflected '...I am struggling a bit'. Did it take much of his spare time?

'I spend an awful lot of time just thinking and worrying'

(M49 pp.5-6)

In an adjacent school Stanley had an enviable Mathematics qualification and would probably be welcomed in any school to teach Mathematics or Physics (M18 p.6) and, like so many of the maturing teachers he had no desire to teach anything but Physical Education as his timetable showed.

Whilst there were expressions of general tensions and individual instances of anxiety, without exception each beginner teacher expressed excitement at securing their particular appointment, regardless of subject(s) taught.

The competitiveness of securing a post was especially marked at Aiden where both Keith and Stanley were colleagues. Both were maturing teachers and both had temporary contracts. They knew that one, if not both, had to leave at the end of the academic year.

Keith's earlier 'bitter' experience of six months (post qualification) 'casual labouring and social security', prior to securing his present post in Hucklebrough had sharpened his perception of injustice in the increasing severity of 'job competition within the profession'. He was more aware than most of the imminent contraction of the teaching force in another local authority (M19 p.9). Not surprisingly he perceived of himself as '...a natural worrier'. And, after securing an appointment, 'having started a new job and having nowhere to live nearly destroyed me for a week. I was very nervous' (M19 p.8).

The accounts of Keith and Michael (M8) illuminate the effects of their perceived failure or rejection when, after qualifying, not only were they not teaching, they were without a job, unemployed. Both had been very active rugby players at college. Each would have been welcomed at any Senior Rugby Club. Yet each, independently in different parts of the country described their withdrawal from personal sport commitments because of the despair resulting from failing to secure a professional appointment. Only after securing a post did they regain sufficient self-respect to generate the confidence and motivation to join a rugby club and recommence training, experience the joy of selection and match play and participate fully in the club's social life.

Michael did not play for the greater part of a season, until he managed to 'get a supply job' (M8 p.14) and elaborated thus:

I think it might affect different people different ways, but I was more or less in a state of depression and I felt that I

couldn't go on playing. I went to watch.
I used to go and watch them. I used to
go and watch any game.

(M8 p.15)

Keith also confessed that he was now 'doing more sport and more training' (M19 p.8) whereas when unemployed "my day used to be, getting up, doing some jobs around the house, going out to a pub and playing cards" (M19 p.11).

This was a perception of reality which had a profound and ubiquitous influence upon their delayed experience of 'working life'. Now, 'temporary', for Keith and Michael, has a very significant meaning.⁽¹⁾

Stanley had been more fortunate and, it must be emphasised, typifies the general delight in teaching physical education as perceived by all the beginner teachers for much of their time. Optimism and early job satisfaction are exemplified by Stanley:

You have only had the equivalent of a long T.P. here. Has it hit you that the job goes on and on?

Yes, it certainly has. 9 to 5. It is very different, but I find when I am enjoying the teaching it is self-perpetuating. I would rather come back to school than go home for the week-end. I am quite lucky here; lots of the children are good pupils...

(M18 p.2)

Only four years earlier Peter (M36, pp.296-7) of this chapter was expressing precisely the same sentiments.

Endnote

1. The contracts of both Keith and Stanley were not renewed. Keith, after moving away from Hucklebrough in search of work, secured unskilled employment following another eight-week period of unemployment. (December, 1980)
Stanley, it was reported, (January, 1981), 'has gone abroad'.

CHAPTER TEN

CHAPTER 10

The Physical Education Teacher's Week

Immediately following each interview throughout the substantive phase of the investigation teachers were asked to complete a 7-day-diary, (appendix 9) which may lead to a better understanding of the physical education teacher's working life.⁽¹⁾ It was intended that the diaries should provide supplementary factual data of the teachers' routine professional behaviour which may be pertinent to their subjective perceptions.

In all cases the 32 diaries returned were recorded from three to eight weeks after each interview. No allowance has been made in this report for any inaccuracies which individual teachers, wittingly or unwittingly, may have recorded in their diaries. The possibility of distortion of the figures was not an aspect to be lightly ignored, and comparison with the Hilsum and Strong study was therefore of considerable interest. The 7-day period to be recorded was specified by the author as follows. The eight teachers of one department, Callaly, monitored their week beginning 12th November, 1979. Three teachers from two other schools covered the period from 22nd October to 11th November, 1979. It was intended to ensure that each week of the Epiphany term was monitored by two/different schools. This was largely achieved by the co-operation and diligence of teachers from three schools who jointly monitored the first seven weeks from 14th January, 1980 to 3rd March, 1980. The remaining three weeks, however, were recorded by one school only; teachers from the paired school felt unable to co-operate, 'there just isn't the time,' (HoD) and indicated that the author was asking too much of them. A further

four teachers kept diaries to cover four weeks in the summer term from week two to week five inclusive. Thus, some seasonal variations were accounted for. Of the 32 diaries returned from 17 men and 15 women, two diaries recorded by men teachers were written whilst they were travelling abroad with school parties. One included a football tour in Belgium and a second included the school ski-holiday in Italy. Mark (M.28) gave detailed accounts of his 16-17 hour day which included some harrassing moments in loco parentis. Alan (M.21), on the other hand, generalised: 'The usual 24 hour day and night effort. You know how it is'. Both diaries, M28 and M21, were discarded, since this type of information would distort the statistical profiles of the customary working week.

Diaries are commonly used to record events and behaviour patterns rather than to reflect attitudes, interests and emotions. It was not expected that the diaries involved in this investigation would yield more perceptions than have already been reviewed. It will be seen, however, that reflections were included by the respondents and these have been represented in the following report.

It was decided to use the Hilsum and Strong⁽²⁾ analytical framework reported in the Secondary Teacher's Day, but with an extended classification of O-time and the addition of N-time. Hilsum and Strong, by multiplying their average 'objectively-monitored' working day by five found that their 'teachers worked an average of 42½ hours'⁽⁴⁾ for a five-day week. The Hucklebrough physical education teachers, recording their own diaries over a seven-day period, averaged a 40½ hours seven-day week. This comparison leads the author

to suspect that the Hilsum and Strong procedure, employing a research observer to monitor one teacher for one day, leads to a distortion of the 'customary' working day in the rhythm of a teacher's life style. Any suspicion that Hucklebrough teachers' self-recording of their diaries might have inflated their working-week figures has little substance when the figures are compared to those established by Hilsum and Strong. This may be seen in a comparison of S-times: whereas the Hilsum and Strong study suggested that teachers in secondary schools give on average 66% of their breaks and lunch periods to professional tasks, the Hucklebrough teachers recorded an average of 43%.

Examination of the Hucklebrough teachers' diaries demonstrates that their work-load from day-to-day is uneven. The selection of one day only would almost certainly lead to some misrepresentation. To multiply one day only by five is therefore to multiply the misrepresentation. For this reason the author considers that a period of seven consecutive days is the minimum research module for similar future studies which must also take account of seasonal fluctuations. Hence the concept of the Professional Commitment Index (discussed below). Thus, six main categories were used instead of the four of Hilsum and Strong:

- C-time - that part of the school day normally assigned to teaching periods, but also including assembly times and free periods;
- S-time - time engaged in teaching activities during breaks and lunch periods which are nominally the teacher's own time.

- O-time - all the time devoted to teaching activities outside school hours, that is, before the time-table officially begins in the morning and after it finishes in the afternoon;
- O/W time - time given on Saturday and Sunday to teaching commitments;
- O/P time - time out of school hours devoted to personal gains in knowledge and/or skills which intentionally or unintentionally enhance the teacher's professional role;
- N-time - extra-mural teaching in the evenings, either voluntary or paid;
- T-time - time taken in travelling to and from school. This was recorded but for the purposes of this research was discarded as not being of particular relevance.

Teaching Sessions

This category, C-time, covers all school hours except breaks and lunch periods and includes registration and assembly times as well as any free periods. It was found that the daily mean C-time was 310.3 minutes; 6 minutes less than that of the 'average' teacher in Hilsum and Strong's study. The difference in the daily C-time may be explained by the fact that in some schools, physical education staff were not always engaged in registration as 'form-teachers'.

Whilst detailed analysis of the curriculum content does not constitute an essential part of this research, the diaries defined the range of teachers' tasks, and their accompanying

comments illuminate the perceptions of their working lives already reviewed.

It may be seen in the following diary reflection, for instance, that C-time normally set aside for instruction is eroded. The expressed frustration caused by pupils failing to provide appropriate clothing reinforces the perceptions reported in chapter 6 (p.128). Similar sentiments were expressed by a number of teachers working in different schools as follows:

"spent 10 minutes as to why some pupils had arrived without kit"(F.14).

"20 min. sorting out kit, notes and non-participants"(F33)

"Spent 7 min. handing out kit to those who had none"(F44)

" 14 of class had no kit. Spent 20 minutes giving out school kit. Lane excuses supported by parents (...) Spent 10 minutes setting work for pupils with no kit' (M.34).

M.34, an experienced teacher, having been asked to account for his precious actions, wrote:

"See headmaster. Child claimed I had assaulted him. Had thumped him for not bringing kit."

Some C-time was also spent 'coping with truancy'; F.15, for instance, felt obliged to devote 20 minutes at one point during the day to this problem: "four children absent who had been seen at the bus stop. Contact head, and welfare officer."

The extent of the irritation caused by the inadequacy of resources in six of the seven schools is captured by the following teachers' diary comments.

Responses to wet weather induced such remarks as:

"Wet again. 50 girls in gym. at one time" (F15)
"72 pupils in sportshall - had to share with two other classes. Interest of children hard to keep." (M.2)

"First year band 1 and 2 - gym. Both these groups too big. 50+ boys, 2 staff share one gym." (M.41)

The perceptions of the unacceptable intrusion of examinations is reinforced:

"Should have been gymnastics, but exams in hall where lesson usually takes place - never allowed alternative facility"

"Problem over facilities will arise as long as exams take up one of our working areas." (F.26)

"Exams in sportshall. We lose this facility so much because of exams, it's ridiculous." (M.2)

"Usual gym. out of use. School exams." (M.34)

Although notional travelling-time was timetabled for a split-site school, further time was lost:

"8 min. lost by staff and pupils travelling between sites." (M.45)

In the purpose-built comprehensive school Bill (M.24) was timetabled to teach health education:

"Health Education taken in boys' changing-room - no class-room available"

Whilst C-time accounts for almost 65% of the working-week and may reasonably be expected to approximate to 'teaching time', the actual physical education teaching time is estimated to be considerably less than this, thanks to assemblies, free-periods and delays instanced above, and pupil-changing time.

Lunch periods and breaks

S-time 'that part of the day which might be called the teacher's own time'⁽³⁾ which includes breaks and lunch periods, varied throughout the Hucklebrough schools. All schools had a morning break of fifteen minutes; in some exceptional cases the timetable operated continuously throughout the morning in

wet weather. The lunch period varied from sixty minutes in two schools to ninety minutes in one school. Another school had no afternoon break, whilst three schools had fifteen minutes and the remainder ten minutes. Thus in one week there was a total variation of breaks and lunch periods from 425 minutes to 550 minutes.

All of the physical education teachers were, however, involved in teaching activities in lunch and break periods. The range of time committed to professional activities varied from 55 minutes per week to 335 minutes per week. The average time spent by a teacher on school activities during S-time is shown in figure 10.1 (p.326) and that of the man teacher and woman teacher in figures 10.2 and 10.3 (pp327).

Because of the variation of lunch periods and break times in the different schools it is perhaps more fitting to say that on average 42.8% (approximately 44 minutes per day) of break and lunch periods is given to school activities. The mean proportion of time given up by the men was 49.5% and that of the women 36.2%. The difference in the proportion of time given up by men and women teachers may be partially accounted for by the fact that the women teachers on some days used their lunch periods for private domestic obligations such as visiting the bank or shopping. One woman teacher (F10), for instance, visited her sick father in hospital every lunch period.

For this sample of physical education teachers the lunch period is a significant part of their working lives. The diaries showed that many teachers allowed fifteen minutes or less for eating their lunch before regular involvement with extra-curricular activities:

'15 minutes for lunch - indigestion again' (M34)

'Ate lunch at pool' (M41)

Supervisory duties such as dinner duty, corridor duty, patrolling toilets and other similar rosta duties accounted for some of the time, whilst dealing with emergencies such as accidents and sick children were also mentioned. Mechanical tasks essential to the smooth running of the programme such as maintenance of equipment, distribution and collection of team-games kit, preparation of balls and games-bibs, and moving of apparatus took place in the short mid-morning breaks. Team briefing and confirmation of travelling arrangements also took part of this time.

Administrative tasks performed during S-time involved preparing press releases, inter-school games committee administration, completion of 'absence returns' (a counter-truancy device), time-table planning, 'covering' for exceptional contingencies such as staff absences, or loss of facilities due to examinations, were all recorded. The most consistent S-time diary entry, however, was 'telephone call'; the confirmation, cancellation, re-arrangement of inter-school games fixtures occupied a considerable amount of a physical education teacher's S-time. Lunch periods and breaks, it was claimed, were the only suitable times to contact colleagues in other schools. One teacher (M2) made or received nineteen such calls in one week.

Lesson preparation was recorded, but did not form any considerable amount of S-time.

Consultation with faculty heads, departmental colleagues, ground-staff, social workers and parents were all mentioned. Other items of interest recorded in the diaries involved searching

for lost property, stocking and serving in the school's tuck-shop and taking the school mini-bus for petrol. The full list of professional tasks performed during breaks and lunch periods appears in appendices 13 and 14.

S-time accounted for 9.08% of the physical education teacher's average working-week.

Work Out of School Hours (O-time)

All the teachers recorded their involvement in professional work outside the formally timetabled school day, O-time. Individual teacher-involvement varied very considerably from 1 hour 50 minutes to 22 hours 55 minutes in one working-week.

It was interesting to note that the women teachers devoted on average one hour per week more than the men to O-time. The mean O-time spent overall by the sample was 8 hours 2 minutes per five-day week.

A little over half of O-time was devoted to club training, coaching and inter-school competitions involving 93% of the teachers. This extra-curricular work extends the teacher's pupil-contact-time when there is no respite from the responsibilities and supervision of pupils' safety and conduct. Consequently some tensions were reflected in the diaries. As M.24 wrote: "the P.E. teacher cannot take his work home with him". This leads to some home-work conflict observable in this diary extract:

"3.30 p.m. School ends. Take team to Aiden school
for soccer match.
4.30 p.m. Kick-off
5.30 p.m. Game ends. See pupils off premises.
5.55 p.m. Leave school.
6.10 p.m. Arrive home. Tea. Play with son for ten
minutes.

6.40 p.m. Leave for night-class."

A commitment before the normal school day begins is captured in the following extract from the diary of M.23, October, 1979:

"7.30 a.m. Left home for school.
7.45 a.m. Arrived at school.
7.55 a.m. Swimming; squad training in pool.
8.45 a.m. Supervised changing.
8.55 a.m. checked post."

It was a measure of their commitment to out-of-school activities that Hucklebrough teachers sustained inter-school fixtures and activities at their own expense; indeed, on some² occasions they provided transport for the pupils involved. It was, however, revealed that resentment of this expense was emerging:

"15 minute journey - 1st year team cup-final; paid for own petrol."
"30 minutes each way. As usual paid own petrol expenses as on all school activities." (M.34)

Travelling with teams to away fixtures also involves the responsibility of escorting the pupils home after matches. F.25 spent 1 hour 8 minutes "seeing children home" after two separate matches in one night (see diary F.25; Appendix 9).

At home, the physical education teacher is likely, according to the diaries, to be involved in lesson preparation, school records and administration as well as telephone calls concerning fixtures and matches. Involvement with school drama productions, attendance at parents' evenings and supervising detention were also recorded.

O-time accounted for 19.92% of the physical education teacher's average working week. The full lists of professional

activities performed by men and women teachers' in O-time appear in appendices 15 and 16.

Out-of-School Activities at Week-ends (O/W-time)

Saturday competitive games fixtures have, by tradition, been part of the physical education teacher's life-style. Inter-school matches remain the dominant component of O/W time. The diaries covered 15 week-ends in total; eleven were winter season week-ends including seven in the period 14th January to 3rd March, 1980, and the remaining four were in the early summer season. Whilst a number of Hucklebrough teachers were involved in week-end Outdoor Activity projects at intervals throughout the period this was not captured in the diary survey.

Analysis of the diaries demonstrated that 66% of the sample were involved in week-end professional commitments; 73% were men and 60% were women. Two teachers, one man and one woman, had recorded 'match cancelled'. On average some $2\frac{3}{4}$ hours were spent on professional work during each week-end; the average man spent 32 minutes more than the average woman. The total amount of week-end work varied a great deal, from nil to a maximum of 9 hours. It was also found that half of the teachers involved in week-end work were committed to inter-school fixtures and matches which extended throughout the season. The remainder of the O/W-time was devoted mainly to preparation and administration. Saturday and Sunday professional commitments of men and women teachers are listed in appendix 17.

It may be assumed from the figures that a majority of Hucklebrough physical education teachers regard involvement with teams and fixtures at week-ends as an accepted part of

the physical education teacher's working-life. One teacher, (M24) regularly committed to Saturday fixtures, wrote:

'Went away for week-end to my parents, taking advantage of rugby matches cancelled. NO ACTIVITIES INVOLVING SCHOOL WORK.'

O/W-time accounted for 6.87% of the Physical education teachers' average working week.

Out-of-School Activities with Extended Professional Relevance.

The interest in this category is that it arose from a closer examination of the diaries. It was found that the teachers' diary entries were concerned with personal activities out of school hours which, although not directly involving pupils, are known to have a direct bearing on the professional role or career aspirations of the individual teacher. Such 'extended professional' activities as Open University study and attendance at in-service courses may properly be regarded as work-related. Other activities, such as badminton, volley-ball and basketball evening courses were deliberately chosen to enrich their school-teaching. As the Hilsum and Strong framework, it was thought, did not allow proper expression of an extended professional component of the teacher's working day, it was decided to use the category O/p-time to record these activities and to distinguish them from other O-time activities.

Of the total number of teachers, 63% recorded involvement in O/p-time activities; 73% of these being men and 63% women. The mean time devoted to O/p-time was 265 minutes per week;

the men averaging 23 minutes more than the women. The time devoted to O/p-time ranged from $1\frac{1}{2}$ hours to 22 hours (F16, a committed badminton competitor).

Whilst some teachers were involved in training, playing and coaching particular sports for purely recreative purposes, there can be little doubt that their club contacts and refined insights provide a significant extension to their professionalism, to the advantage of the pupils. Other teachers, because they felt ill-equipped to honour particular teaching assignments sought to widen their experience and understanding of specific games such as basketball and badminton. F3, for instance, wrote 'basketball; learn to improve personal performance to pass on skills to children', while F25 wanted a 'wider knowledge and experience of the game as skills were omitted from original college course.' The activities pursued by men and women teachers are listed in appendix 18.

Further academic study, either Open University degree or in-service B.Ed. degree course, had been undertaken by 13% of the teachers with a ratio of 3:1 of men to women teachers. There is evidence that the commitment to further part-time study placed a great deal of strain on the teachers already involved in out-of-school activities, as illustrated by the remark made by M34 in his diary 'should have done O.U. study - waste of time as I am too shattered. Another $11\frac{1}{2}$ hour shift with hardly any breaks.' However, as he stated earlier when referring to the Open University course, 'there is a need to do this for further increments.' Like many of the mature teachers with a young family/^{he}alleged that he was under considerable financial pressure.

Extra-mural Commitments (N-time) ³²⁵ -

It was found that 43% of all teachers were engaged in extra-mural teaching, either in a paid or voluntary capacity. A greater proportion of men teachers, however, were involved in night-school teaching than the women; whereas 60% of men had regular N-time contracts, only 26% of the women were similarly involved. Thus it may be seen in tables that the mean N-time is 127 minutes per week for the men and 62 minutes for the women. However, the average N-time of those nine men actually involved in N-time was 3 hours 32 minutes, and the average N-time of the four women actually involved in N-time was 3 hours 53 minutes.

With one exception, a woman teacher involved in voluntary youth work, all teachers were remunerated for their teaching. Those men involved in N-time were mostly teachers with young families. Teachers' comments left the author in no doubt that the dominant factor influencing men teachers to devote time to extra-mural work was financial reward.

The extra-mural commitments recorded are listed in Appendix 19.

The Physical Education Teacher's Working Week

From the analysis of the 30 diaries there emerges a generalised profile of the physical education teacher's working week (figure 10.1)

Teacher Code	C-time (min)	S-time (min)	O-time (min)	O/W-time (min)	O/P-time (min)	T-time (min)	N-time (min)	W. week (hours)	P.C.I. (hours)
M 2	1585.0	320.0	400.0	30.0	0.0	150.0	150.0	38.92	41.42
M 4	1575.0	275.0	670.0	145.0	150.0	350.0	250.0	44.41	51.08
M 5	1575.0	280.0	520.0	150.0	660.0	400.0	0.0	42.08	53.08
M 7	1575.0	225.0	825.0	420.0	240.0	300.0	0.0	50.75	54.75
M 8	1500.0	135.0	465.0	425.0	270.0	100.0	0.0	42.08	46.58
M 19	1525.0	225.0	260.0	240.0	840.0	500.0	0.0	37.50	51.50
M 23	1575.0	335.0	690.0	550.0	0.0	150.0	265.0	52.50	56.92
M 24	1580.0	250.0	275.0	0.0	0.0	200.0	100.0	35.08	36.75
M 31	1525.0	270.0	700.0	60.0	0.0	150.0	120.0	42.58	44.58
M 32	1525.0	350.0	230.0	60.0	120.0	300.0	180.0	36.08	41.08
M 34	1525.0	235.0	480.0	250.0	890.0	90.0	240.0	41.50	60.30
M 39	1575.0	120.0	180.0	0.0	210.0	400.0	300.0	31.25	39.75
M 41	1500.0	285.0	525.0	255.0	150.0	300.0	0.0	42.75	45.25
M 45	1575.0	140.0	265.0	0.0	195.0	195.0	0.0	33.00	36.25
M 49	1575.0	315.0	295.0	150.0	420.0	150.0	300.0	38.91	50.91
F 3	1600.0	150.0	240.0	390.0	540.0	250.0	0.0	39.70	48.67
F 6	1560.0	185.0	600.0	300.0	0.0	200.0	0.0	44.08	44.08
F 10	1575.0	55.0	390.0	390.0	185.0	405.0	0.0	40.17	43.25
F 12	1525.0	265.0	575.0	0.0	140.0	150.0	0.0	39.41	41.75
F 14	1500.0	230.0	515.0	120.0	0.0	100.0	0.0	39.41	39.41
F 15	1500.0	218.0	610.0	0.0	0.0	175.0	0.0	38.80	38.80
F 16	1525.0	200.0	740.0	470.0	1320.0	100.0	0.0	48.90	70.90
F 22	1500.0	100.0	570.0	15.0	0.0	50.0	180.0	36.41	39.41
F 25	1625.0	215.0	1375.0	150.0	90.0	150.0	0.0	56.08	57.58
F 27	1575.0	145.0	210.0	0.0	90.0	250.0	0.0	32.16	33.67
F 30	1525.0	245.0	110.0	0.0	900.0	300.0	360.0	31.30	52.33
F 33	1525.0	205.0	490.0	0.0	180.0	100.0	0.0	37.00	40.00
F 40	1575.0	210.0	270.0	90.0	180.0	400.0	120.0	35.75	40.75
F 44	1575.0	120.0	330.0	0.0	0.0	370.0	270.0	33.75	38.25
F 48	1575.0	285.0	655.0	330.0	180.0	200.0	0.0	47.41	50.41
Mean time	1551.6667	219.6000	482.0000	166.3333	265.0000	231.1667	94.5000	40.3240	46.3153
S.D.	34.2864	73.9000	249.8153	169.1150	330.9683	116.8381	119.8635	6.0957	8.2861

Table 10.1 The teachers' working week. Distribution of time components throughout a 7-day-week.

By including C-time (25 hours 51+ minute), S-time (3 hours 39+ minutes), O-time (8 hours 2 minutes) and O/W-time (2 hours 46 minutes) the physical education teachers' working week amounts on average to 40 hours 19 minutes.

The reader's attention is drawn to the fact that the total figure for the average working week conceals the considerable range recorded; from 31 hours 15 minutes to a little over 56 hours. It may be seen in figures 10.2 and 10.3 that the average working week of the men teachers is 36.6 minutes more than that of the women.

	C-time (min)	S-time (min)	O-time (min)	O/w-time (min)	O/p-time (min)	N-time (min)	W-week (hours)	P.C.I. (hours)
Mean Time	1552.67	250.67	452.00	182.33	276.33	127.00	40.63	47.35
S.D.	30.43	72.30	194.85	167.35	287.09	117.67	5.68	7.17

Figure 10.2 Men teachers' working week. Distribution of mean times.

	C-time (min)	S-time (min)	O-time (min)	O/w-time (min)	O/p-time (min)	N-time (min)	W-week (hours)	P.C.I. (hours)
Mean Time	1550.67	188.53	512.00	150.33	253.67	62.00	40.02	45.28
S.D.	37.72	61.24	291.63	169.36	369.33	113.03	6.47	9.15

Figure 10.3 Women teachers' working week. Distribution of mean times.

Of the total work undertaken by the physical education teacher during the week approximately 36% was done in his/her own time, that is in breaks, lunch periods or outside formal school hours. Almost 27% of professional activities took place before or after school hours and during week-ends. It is interesting to note that the data reveal that the physical education teacher's timetable commitments amount to no more than 65% of his/her total working week.

The Working Week

Component	Percentage of Total time	Time (hours)
C-time	64.13%	25 hr. 51+ min.
S-time	9.08%	3 hr. 39+ min.
O-time	19.92%	8 hr. 2+ min.
O/W-time	6.87%	2 hr. 46 min.
TOTAL	100%	40 hr. 19 min.

Table 10 (a) Proportionate distribution of time-components constituting the physical education teacher's working-week (see figure 10.4, illustrating this distribution).

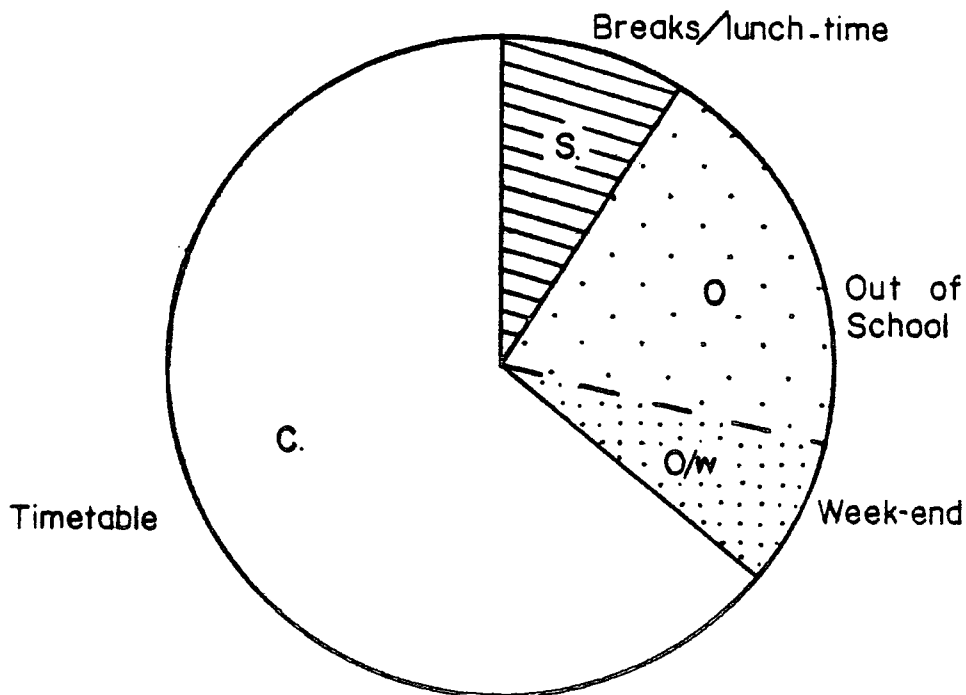


Fig.10.4. Working week:
proportionate distribution of teaching time.

The Professional Commitment Index

Because the 'working-week' fails to reflect the physical education teachers' total professional commitment, the concept of the Professional Commitment Index is postulated.

70% of the teachers were involved in extending their professional knowledge or skills in their own time. Additionally, 43% of the sample were either teaching or were professionally committed to extra-mural activities. Whilst it is acknowledged that the teachers were not at these times fulfilling the specific contractual obligations of their school appointments they were, it is argued, extending their professional potential. For this reason O/p-time and N-time have been added to the working-week to arrive at the Professional Commitment Index. (table 10b).

The Professional Commitment Index is arrived at by calculating the total of C-time, S-time, O-time, O/W-time, O/p-time and N-time. Thus it may be seen that the mean P.C.I. time is 46.3 hours.

Whilst the P.C.I. as postulated above may need further refinement and re-definition it further illuminates the life style of the physical education teacher. M34, for instance, during a 'working week' of 41.5 hours, because of his professional commitments to Open University studies, amounting to 890 minutes O/p-time and to night-school amounting to 90 minutes, actually devotes some 60.3 hours to his career. He has been teaching for six years, remains on scale 1 with most unpromising career prospects, and at the time of his interview had a 6 week-old son. Analysis of his 60.3 P.C.I. it is argued, is a more accurate representation of this physical education teacher's working life-style than a study confined to his formal working week of 41.5 hours.

physical education teacher's working life style.

Given the above definition of the Professional Commitment Index the percentage distribution of discrete times (components) and average times are as follows:

Component	Percentage of total time	Time (hours)
C-time	55.84%	25 hr. 51+ min.
S-time	7.90%	3 hr. 39+ min.
O-time	17.34%	8 hr. 2 min.
O/W-time	5.99%	2 hr. 46 min.
O/P-time	9.53%	4 hr. 25 min.
N-time	3.40%	1 hr. 35 min.
TOTAL	100%	46 hr. 19 min.

Table 10(b) Proportionate distribution of time components constituting the physical education teachers' Professional Commitment Index. (see figure 10.5 illustrating this distribution).

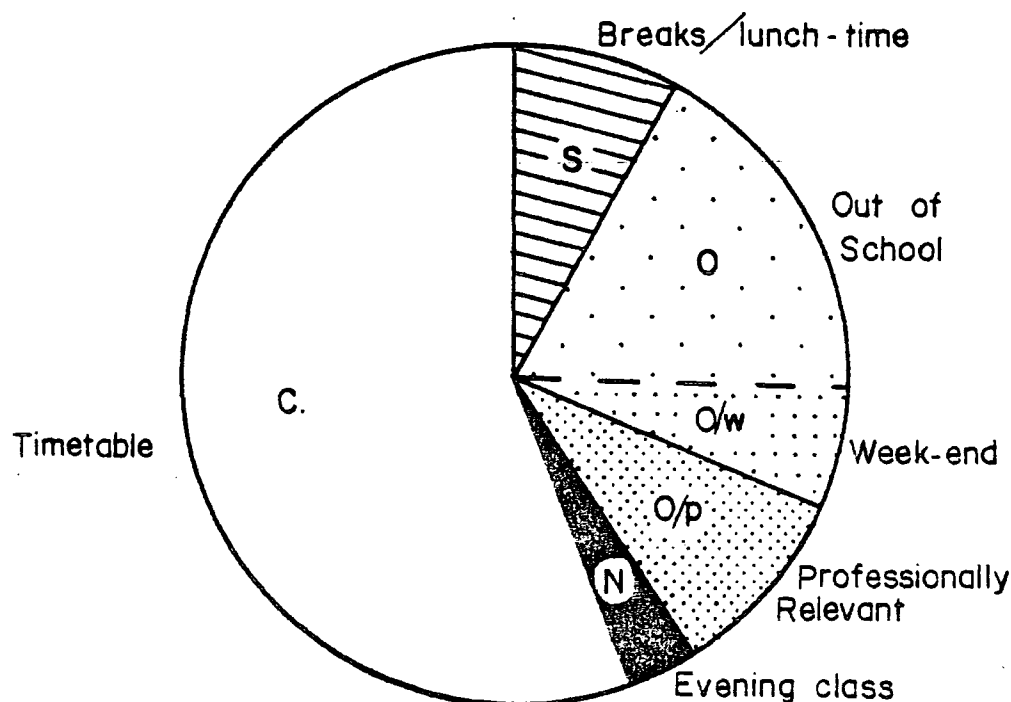


Fig.10.5. Professional Commitment Index: proportionate distribution of professional time.

Whilst it is not claimed that the figures yielded by the diaries are entirely reliable, the proportional weighting of the categories merits closer examination here and in future studies.

That so much professional work spills over into the teachers' own time is an important item of interest not only to the teachers involved or to those concerned with their working conditions, but also to those who contemplate physical education teaching as a career. In respect of the relevance of this study to the author's declared interest in teacher education the findings should not be ignored in either initial or in-service professional courses. It may also explain some of the characteristics observed by those who devise and conduct 'extended professional' in-service courses for physical education teachers and which are currently causing concern.

Endnotes

1. First instruction to diarists. Appendix 9, 'The Working World of the Physical Education Teacher', diary, p.1.
2. Hilsum, S. and Strong, C. (1978) The Secondary Teacher's Day (National Foundation for Educational Research). Slough.
3. *ibid.* p.55.
4. *ibid.* p.40

PART THREE

CHAPTER ELEVEN

SUMMARY

CHAPTER 11

Summary

Beginning some two years after Hucklebrough's secondary reorganisation, this study of the perceptions its physical education teachers have of their working lives in the seven newly constituted comprehensive schools was sustained for a period of 5 years. During that time the long-term and exploratory nature of the investigation based on 81 interviews, 21 in the Foundation Phase in 1975, and 60 in the Substantive Phase in 1979-80 revealed a marked generalised change in professional attitude which merits description and closer examination.

Whilst these teachers reflected no loss of faith in physical education as a potentially powerful educative influence its 'real' effects in these comprehensive schools were perceived to have diminished. The characteristic professional disposition of the teachers in 1975 was confident optimism. An uncritical but unmistakeable aspiration for the redefinition of secondary school physical education resulted in a collective professional drive which was manifested in an unprecedented expansion of opportunity for pupils' curricular and extra-curricular activity.

By 1979, however, this optimistic wave had been replaced by a sense of betrayal. Not only had these physical education teachers received no recognition of their endeavours but their professional status, now much depressed, was perceived to have been subject to insidious discrimination. Whilst physical resources had been exposed as inadequate, inept or hostile school administrators compounded the problems by insensitive

timetabling and culpable logistical planning which had been generally condoned, if not activated, by headteachers. Each physical education department had experienced serious relationship crises. The programme throughout the town had narrowed.

In short, the initial euphoria and vitality had, four years later, evaporated and there were signs of disenchantment developing into professional exasperation. Interpretation of the teachers' 1979-80 accounts left the author with a clear impression of a general professional strain, the magnitude of which suggested that were it not for one particular social phenomenon, a breakdown or serious degeneration of the subject was imminent.

From the evidence provided by the teachers the dominating force which prevented an earlier rather than delayed degeneration of the subject was the teachers' refusal, at very personal levels, to abdicate the manifest inter-personal satisfactions of sharing their pupils' joy in the participation and accomplishment of physical skills. Whilst there remained a proportion of pupils who reflected this joy in physical activity, a majority of Hucklebrough's physical education teachers were unable, self consciously, to resist this compelling force. This group of teachers continued to devote many extra hours, well beyond reasonable expectations, to extend pupil opportunities for participation and accomplishment. At the same time there was evidence of a growing awareness of an unfavourable, sometime unjust, working climate resulting in a perpetual uneasiness and increasing tension.

In this prevailing climate of strain an important minority of very effective teachers had demonstrated a co-ordinated response to their deteriorating working context by a calculated strategic withdrawal of their professional goodwill. At Aiden Comprehensive School, for example, which had in a short period built a vibrant and highly respected physical education faculty where near universal pupil interest was captured and sustained from 7.45 a.m. each weekday morning to 6.00 p.m. at night, the HoD, conscious of the growing imposed constraints and refusal by management to respond to his debate, actively protested. The resultant 'work to rule' by its physical education teachers resulted in a gross impoverishment of the school's physical education programme and community life.

The above example is now an undisputed historical fact which was witnessed by the investigator but which is more sensitively explained by the accounts of the teachers involved. It is from the teachers accounts that a sense of teacher consciousness is revealed. There is, for instance, no mistaking the shock that one teacher, caught in the protest, experienced. Following the confrontation between the P.E. Faculty and the Headteacher which resulted in the protest-action, this particular teacher, stunned by what had happened reflected:

I went back home and thought and thought...'this is ridiculous....there's no way I can stand on that principle' I broke my heart. It was totally against my nature...it is the kids that are most important... I had turned against what I had really thought. I've never been so upset before...I was so upset I could not have gone to bed that night..."

It is snatches of dialogue of this kind which allow the investigator to enter the world of another; to experience something of what it feels like to be that particular teacher in that context at that time.

Whilst it is relatively easy to identify particular teacher responses, especially when sharply defined as in the above example, it is recognised that to generate generalised statements from a large number of accounts is infinitely more complex. Furthermore, it is stressed that the process of aggregation, and paraphrasing and summarising diminished their finest descriptive qualities.

However, by the application of theoretical saturation techniques as elaborated in chapter 4, the following categories emerged which may be seen as a conceptual framework which now constitutes the Hucklebrough physical education teachers' definition of their working world.

Major categories constituting the Hucklebrough Physical Education Teachers' Definition of their Working Lives

1.0 Social Perceptions

- 1.1 Perceptions of their pupils
- 1.2 Perceptions of their departmental colleagues
- 1.3 Perceptions of their physical education Head of Department
- 1.4 Perceptions of their other colleagues
- 1.5 Perceptions of their Headteacher

2.0 Structure Perceptions

- 2.1 Perceptions of physical education resources
- 2.2 Perceptions of timetabling
- 2.3 Physical Education Teachers' responses
- 2.4 Perception of power structures

3.0 Career Perceptions

- 3.1 Career Perceptions of Physical Education Teachers
- 3.2 Professional Training and Education Perceptions

4.0 Self Perceptions

- 4.1 Articulation of values
- 4.2 Private worlds.

5.0 Time-commitment Perceptions

- 5.1 The Physical Education Teacher's Working Week
- 5.2 The Professional Commitment Index.

The following resumé isolates a number of the salient features of the teachers' definition only; a fuller and richer analysis of these categories appears in chapters 6 to 10.

SOCIAL PERCEPTIONS OF THEIR WORKING-LIVES

The physical education teachers' working world was essentially defined by a complex, ever changing, network of professional relationships with pupils, departmental colleagues, other colleagues, headteachers and, very infrequently, the physical education advisers. Characteristically these professional relationships were in a state of tension which constantly threatened to undermine their working effectiveness. Statements about these relationships evoked extremes of emotive expressions and a very clear pattern emerged.

Teacher-pupil Relationships

Concern for their pupils was consistently paramount and statements about them were unambiguous. It is through teacher-pupil relationships that these teachers experience their greatest professional satisfaction to a degree that sustained them through the acknowledged distressing, sometimes insufferable months immediately following the secondary schools reorganisation and which induces, still, a majority

of the teachers, as evidenced in chapter 10, to devote extra-ordinary amounts of personal time to organising extra-curricular activities.

So compelling was this satisfaction, and so general, that it created a normative or 'hidden' pressure for a growing number of teachers who perceived that to devote so much time to the pupils is not in the teachers' own long-term professional interests.

A minority of pupils however, created the most immediate and enduring professional strains. Unco-operative, and disruptive pupils remained an unresolved problem for all teachers. A proportion of older pupils' resentments of compulsory curricula was an enduring reminder of the limitations of the subject and the teachers' predisposition, it is postulated, to hold over-ambitious expectations of its possibilities.

Consequently many teachers admitted to gaining increasing satisfaction from their extra-curricular commitments whilst some of their curricular work was diminishing in its appeal. A number of experienced teachers were conceding, reluctantly in some cases, but with a mature realism that compulsory physical education for older pupils was a dubious policy. Such doubts were admitted more in 1979 than the Foundation Phase.

Physical Education colleague-relationships

Some initial anxiety of working in the newly formed professional teams of six or more men and women might reasonably have been expected in teachers who had formerly been accustomed to working in isolation or in two's. What was not expected was the extent of the inter-personal conflict

reported in all departments in the Substantive Phase.

Any notion that a small group of teachers with shared interests would tend, given time, to cohere when faced with a common, 'shared' professional problem in a particular school, should be discarded. It is nearer the truth to report that any earlier bonding reported two years after comprehensive re-organisation was unlikely to have survived the period of the investigation (see, for instance accounts, 42, 36, 13). Furthermore the separation process leading to departmental fragmentation tended to be of an intensity which appeared to move quickly to a position of enduring discord and irreconcilable incompatibility.

It is difficult to imagine that the perceived social climate of departmental dissonance would do anything but damage the effective articulation of physical education in any school. The pupils, it was suggested, conscious of the teacher-fractions experienced ambiguity. Curtailed curriculum discussion inhibited movement towards identification of shared meanings in describing key problems or defining acceptable individualistic enterprises; any consensus had to remain covert.

Innovation, it appeared, was beyond serious group consideration. Headteachers who recognised the weakness of any discordant department when considering school policy decisions were more likely to discount its claims. Consequently other departments or faculties competing for scarce resources of, for instance, curricular time, school space and finances, are likely to be favoured; more especially if they show departmental cohesiveness, institutional collaboration and recognisable effectiveness.

Such social climates did nothing to stem a trend,

perceived by considerable numbers of teachers, to turn to 'their' extra-curricular teams for their private professional gratification. An increasing number of teachers were reducing their hitherto personal attempts to strengthen departmental cohesiveness by searching for opportunities not only to loosen their full-time links with their physical education department but to move into some other professional domain.

The teachers revealed that they had exceedingly high instrumental and expressive expectations of their Head of Department. Individually perceived strains were not infrequently attributed to him (her) and were variously transmitted to him (her). Not one of the HoD's had received any professional training or preparation in Education Management. Consequently they had to rely intuitively on previous experience, not always appropriate, and native wit.

One of the most significant outcomes of this study indicates the urgency of making some kind of 'In-Service' response to what can only crudely be labelled, in this context, a Leadership Crisis.

Extra-department Colleague-relationships

The contribution made by colleagues outside the Physical Education Department to each school's physical education programme had diminished significantly throughout the Borough. The Local Authority's decision to penalise those N.A.S./U.W.T. members who had taken part in official protest 'action' in May 1979, is thought to have been a contributory factor. Typically, in Hucklebrough, men teachers of other

subjects tended to give greater support than its women teachers to a school's physical education programme. Many men had, as a result of the Authority's response, withdrawn their goodwill and left the physical education department much more isolated.

Notwithstanding the physical education teachers' recognition of the value of the contribution made by a minority of their colleagues to physical education extra-curricular activities, they perceived the remainder of their colleagues to be, typically, either uninterested or hostile to physical education. The prestige of the subject was thought to be held in very low esteem which contributed to the trend to increasing isolation and professional strain. The fact that many non-physical education colleagues were perceived to do less for the pupils yet receive higher rewards induced a general resentment which only added to the cumulative professional strain.

Perceptions of their Headteachers

It was statements made about the Headteachers, however, that amounted to an unequivocal professional indictment. The Headteachers were held accountable for the Borough's depressed state of its Physical Education. They were perceived to be the culpable agents of the physical education teachers' betrayal: by their refusal to acknowledge physical education as a legitimate component of all pupils' secondary education they had lost the respect of their physical education teachers; by their failure to recognise the total

professional endeavours of physical education teachers they had evoked little but resentment amounting, in some cases, to odious contempt for their abuse of power. A number of teachers had, by 1980, accepted defeat largely as a result of losing so often to obdurate headteachers who were perceived to have been committed to competing with each other for 'O' level results and 'A' level candidates, and little else. Significantly, in two of the schools during the investigation the headteachers authority had been challenged by physical education teachers threatening to take their debate outside the school. In each case concessions were achieved.

The network of professional relationships component of the physical education teachers' working world did nothing to support a strong commitment to the curriculum: the physical education teachers perceived their professional superiors to have been uninterested or hostile; the Heads of Physical Education Departments, consumed with internal tensions transmitted their experience of continued failure and compounded disenchantment to their colleagues; the teachers were aware that they were expected to survive without social support. Consequently these teachers resorted to finding professional fulfilment in their shared interest with selected pupils who demonstrated their interest, primarily, in extra-curricular activities.

The overall impression held by the author is that during the period of the investigation the teachers steadily abandoned any conscious attempt to build or re-build a community of professional relationships. The future social climate in the

prevailing school contexts will be more a matter of accident than social planning and engineering.

STRUCTURE PERCEPTIONS

The physical education programmes in Hucklebrough's comprehensive schools were perceived to be influenced very extensively by the schools' structures. School resources were unevenly distributed throughout the Borough; one purpose-built comprehensive school possessed a sportshall but no gymnasium and shared, disadvantageously, the use of the school hall; whereas another school had a sportshall and three well equipped gymnasiums and the use of the school's two halls. School organisation and timetabling made few if any concessions to physical education's learning imperatives, especially 'frequency', 'recency' and 'continuity'; little regard had been given by management personnel accountable for time-table planning, of the accommodation capacity of space and, in one school, adequate numbers of teachers to take proper responsibility for the number and categories of pupils; the principles of sensori-motor learning and physical development had been ignored by the timetable designers; and split-site logistics had created a disabling impact on the physical education curriculum in two schools in particular. The teachers were aware of the determining influence of these factors but felt trapped by them because of the power structure of the schools, and the power of the headteacher in particular.

Whilst the above generalisation will certainly be a distortion of the real working-world of particular teachers in particular school contexts, many accounts, especially when classified by school, reflected a significant number of its

characteristics. There was evidence in the accounts to suggest that many teachers had accommodated to 'the system' and internalized its consequences. What kind of programme, then, were they accepting or supporting? Alternatively, what elements in the programmes were causing concern?

The various school programmes showed a marked similarity. The dominating principle of curriculum planning, determined by structure, was to ensure equitable availability of the school's indoor physical education resources to each year of pupils. A resource rationing system resulted; most schools resorted to a six lesson module, that is, six lessons at weekly intervals based on access to the swimming pool, the sportshall or gymnasium or hall or playing fields.

Following, and therefore subordinated to, this resource allocation, consideration was next given to activities appropriate to the resource. Even then numbers and categories of pupils and teacher availability determined by the timetable designers, reflecting the school's academic priorities, took precedence over pupils' educational needs in shaping the physical education curriculum. The developmental needs of the pupils thus became a third order priority.

One school, however, departed from the above module system. All its 1st, 2nd and 3rd year pupils received a regular weekly lesson of swimming. This three year course reflected, in real terms, the high value given to this particular pupil accomplishment. No other school had identified any activity(ies) which merited 'consideration as forming its physical education 'core'.

Whilst most teachers found the module solution

acceptable, 'workable' rather than 'let the system beat you' (see chapter 7), a number of teachers declared their misgivings about the long term effects of such a system. Two such teachers, M46 and F47, from quite different professional backgrounds were in advantageous positions to evaluate these structures.

Firstly, Fred (M46) who was, at the time of the substantive phase of the investigation, a lecturer in Physical Education at Hucklebrough's College of Further Education had spent three formative years as a pioneering member of the Aiden physical education department at its peak - 'we were all very keen'.(M46, p.6) He was now in a position to evaluate his own earlier teaching:

I know that I taught the kids Basketball, Badminton, Volleyball, Soccer. I know because I was there and saw the kids. I come here and my first week here I'm teaching kids who have left school. They got the shock of their lives when they walked in here and saw me. Great! O.K., Basketball, Badminton...They hadn't a clue! And this to me is one of the great shocks, my great shocks and it still hasn't come home to me.

Tell me about it

I know what I've done with kids at school and I think, or I thought, that I taught them how to play Badminton...how to play Basketball, this sort of thing. I know that I didn't because I can see them here. They haven't got a clue.

You've seen the results of your own teaching?

Oh yes...I've seen that results of my own teaching... (And) as a result of it my philosophy of Physical education has changed completely...the standards there (at Aiden) were very very high. I cringe at the thought now...Why did I sweat my guts out there? When they come here, they are just playing anything. They don't know. They don't remember. There is no carry over of what they have done at school.....

Then what did he value most now?

It's the attitude to P.E. Because the attitude of some of these kids is to me, now, the wrong attitude. Because the skills have been shoved down their throat. (...) its the awareness that's the important thing. Not knowing how to hold a discus, not knowing the ins and outs of tactical play in Badminton (...) The kids were taking choice here, choice there, they didn't know what the hell they were doing.

(M46 p.9)

As Fred's account shows he knew that his revised priority, the formation of attitudes, was a very long term challenge but far preferable to his earlier commitment to the 'system' of short six week courses of instruction.

Mary (F47), however, had experienced in her much longer career the nature and value of continuity. In the new comprehensive structures, continuity was missing:

And time and time again, I say to myself, 'I am wasting my energy'. I tell you why. Because there is no continuity (continuity of teacher-pupil relationship) in this school. I started in the first year. Second year I flogged myself to form a sound base for these children in Physical Education. I feel that what I teach in P.E. the children love it. Even children who are now 30 and 40 years old.. when you meet them....they remember the wonderful lessons they had with me. Bang comes the third year and I never see those children again.

(F47. p.3)

Whilst the ix week module provided variety of activity and fair share of scarce resources, it also resulted in discontinuity of pupil achievement; a source of professional frustration for most teachers. Those teachers who perceived such professional losses of curricular discontinuity turned increasingly to the extra-curriculum. For instance, Tom, (M7) reacting angrily to the Local Authority's punitive action, 'had cancelled a lot of my (extra-curricular) activities....' But he recognised that he liked 'to see the kids get on' (M7,p.14) He had reduced the number of activities offered to the pupils and concentrated on 'two or three', in his case mostly swimming,

and was now giving as much time as before but enjoyed the satisfaction of successful results.

The gross findings of the teachers' structure perceptions are exceedingly complex. But the impression is given that these teachers perceive that the programme is primarily dependent on the site(s) and plant, particularly indoor accommodation, time available and its distribution, physical education equipment and teacher resources. They are especially sensitive to the power structure of their own school, which is held to be accountable for the control of the timetable and financial resources. Nothing demonstrated more the intensity of resentment and frustration than when the programme was disrupted by the authority of the headteacher. Dispossession of indoor physical resources for school examinations was perceived, for example, to be an unjustifiable act of professional plunder on the part of the headteacher.

The programme itself then, was a product of structurally induced tensions and compromises. Teachers were far more involved in struggling to defend private professional territory (ies) than participating in forward looking policies and collective curriculum innovation. Their real working world was dominated by retrenchment strategies far removed from the theoretical assumptions contained in much professional physical education literature, or the policy exhortations uttered by the 'body politic' of physical education.

It was of paramount importance to this study to note that this group of teachers expected no change in the power of the headteacher to control these fundamental structures; the physical resources and access to them, with commensurate time to use them for learning and teaching seemed wholly discretionary.

The majority of teachers was accommodating to the inevitability of continuing despotism. In turn it is speculated that there is every possibility that the headteachers and power-sharers will not hesitate to exercise that power in disregard of the physical education teachers' protestations, much to the disadvantage of the physical education curriculum and teacher morale.

CAREER PERCEPTIONS

The review in chapter 7, of the statements made about career prospects, salary and extended professional training exhibited the low professional morale of Hucklebrough's physical education teachers. They were acutely aware that their considerable professional commitment was neither overtly recognised nor financially rewarded. The evidence of this study confirms the teachers' suspicions that in Hucklebrough, as far as career salary grades were concerned, a pernicious system of discrimination operated against the physical education profession.

The strength and intensity of the teachers' resentment may be seen in a calculated act of insurrection, by one school's physical education teachers. Their deliberate cessation of all extra-curricular activities may be seen as a significant professional development signalling a teacher consciousness hitherto unexpressed collectively. The emergence of a physical education teacher career consciousness may now be hypothesised

Typically, newly qualified teachers entered the profession flushed with success; first, in their recent qualification

flushed with success; first, in their recent qualification and, second, in securing a post. Hope, above all else, fuelled their energetic drive to gain a professional mastery in their perceived promising contexts. Whilst there is an abundance of social and physical cues around them to suggest nothing but a future of professional obstruction and frustration they are wholly pre-occupied with taking (learning) and making (creating) their new roles. Time for personal professional (career) reflection was minimal or suppressed. The delights of their newly achieved professional status, won over a long period of time, were valued more than facing or understanding uncomfortable career problems and their possible solution. It is an oversimplification to suggest that the early warning cues were not perceived; they were perceived very soon, within weeks, after commencement of teaching duties.

By about three years the hitherto concealed expectations of their professional progress had been replaced by a sharp perception of 'reality', of no career prospects. As covert career expectations were now admitted, it was the men teachers with growing family obligations who, by their statements and actions, first signalled a perceived hopelessness which led to a critical career evaluation and a search for meaningful personal strategies.

The outcome of such critical appraisals tended to differentiate physical education colleagues. Although a great majority of them demonstrated a strong predisposition to stay within physical education, a number began to consider

other professional areas and career routes. This separation process led to relationship crises within departments and may well have accounted for much hidden control of teachers, for example, a number of teachers who resorted to secret study. It is at this point that any notion of a department maintaining cohesiveness is threatened. Departments generally tended to fragment; former collaborative colleagues drifted apart due to individuals asserting their independence and privacy; very severe and acrimonious colleague rejection was reported and observed in five P.E. departments.

Three extreme responses to perceived career hopelessness were identified in the Hucklebrough study. First, those teachers dominated by allegiance to physical education who reject any notion of moving into any other subject area. These teachers are not solving their career frustrations and remain highly vulnerable to varying degrees of bitterness; 'what else is there to do but go on until early retirement'. Secondly, teachers were identified who very reluctantly turn away from physical education, loosening rather than severing allegiance, but stay in the teaching profession. Such teachers typically search for extended studies in Open University courses and part-time Professional Diploma courses. Although they do not solve their career problems they do gain new interests and, they perceive, enter various promotion routes. Lost hope is regenerated. Thirdly, a small but not insignificant number of teachers whose dissatisfaction induced them to abandon the profession altogether have solved, temporarily at least, their perceived teaching career problems.

Professional training and education

Analysis of teachers' statements made about professional training and education were classified according to the length of teachers' experience: the three categories emerging from the population, were 'beginning' teachers with less than three years experience, 'maturing' teachers with three to six years experience and 'experienced' teachers with more than six years experience.

It is significant that all categories of teachers defined professional training in utilitarian behavioural terms. Teacher training was perceived by all teachers to be concerned almost exclusively with '...what to do?' or '...how to teach...?' Their perceived training needs were for prescriptions to solve their real problems.

Teacher education or extended professionalism, on the other hand, was rarely discussed voluntarily. When probed the teachers retreated from the topic or generally expressed doubt or ambivalence: Mark, for instance, a graduate probationer, perceived that, 'They (initial college courses) equip you intellectually....plenty of ideas...(which) are the biggest restriction' (M28, p.11); or Judy (19 years experience), reflecting on her one year diploma course, expressed her doubts thus: 'I wondered whether I had chosen the right course' (F37 p.2).

Generally the teachers perceived the system of training and education, that is, initial training, in-service courses and Local Authority provision, to be too far removed from the realities of their working lives.

The extent of the gap between initial professional courses and early teacher experiences created gross resentment and a

general suspicion of training institutions. There was a demand for local or regional in-service courses, but the courses available were ill-adapted to the personal and professional life style of the very physical education teachers who asserted the most interest in them. The Local Authority was perceived by most teachers to demonstrate a lamentable indifference to promoting or sponsoring teachers' interest in professional training and education.

The beginning teachers had clearly expected their initial course to equip them to solve their real problems in the real schools in which they now found themselves. All perceived their professional training to be inadequate and substantially inappropriate. They were subsequently left by the Local Authority to struggle and, hopefully, to survive without any supportive courses or systematic advisory service.

The maturing teachers had adjusted to their early survival experiences and asserted that their professional growth required two kinds of professional back-up: firstly, short local courses to extend their range of specific sport techniques and knowledge (volleyball, trampoline etc.) and sharpen coaching skills; secondly, long term regional courses to extend their professional insights and, perhaps, enhance their career prospects.

The emergence of three categories of maturing teachers were identified: aspiring teachers, mobile teachers and defeated teachers. The defeated teachers were supremely indifferent to any form of extended professional education. The mobile and aspiring teachers expressed interest in enlarging

their knowledge, skills and professional insights; the mobile teachers were, however, more restricted than the aspiring teachers by stating a preference for short term sports courses; the aspiring teachers were considering seriously embarking upon Open University or more extended professional courses.

The experienced teachers generally, reflected the trend already identified in the maturing teacher category. However, the extent of the teachers' interest in the dialectic generated by this investigation suggested that there exists a monumental misunderstanding and under-estimation of these teachers' interest in and need for professional dialogue. It was asserted that no attempt had been made by the Authority to extend its teachers' present professional interests in instructional means, to reflect further on long term educational ends or to re-appraise held values or to review habitual practices. Throughout the five year period of the investigation there was no systematic debate of the curriculum; the physical education teachers were the only subject teachers in the Authority's secondary schools not to have formed a curriculum study group.

As with the beginning teachers the Authority left maturing teachers and experienced teachers alike to survive or develop independently in each isolated school. As far as its physical education teachers were concerned, Hucklebrough provided no continuing professionalization system. If it did, these particular teachers had not been aware of it. Furthermore, whilst a range of extended professional courses

was available at universities and institutions of higher education in the region, Hucklebrough teachers perceived them to be too far removed from the practical realities of their professional experiences.

SELF PERCEPTIONS

The review of teachers' 'self' statements made in chapter 9 captured much of the essence of the whole of this investigation. Whilst many statements were reflecting and reinforcing the teachers' perceptions of their contexts, reported earlier, two unexpected but important aspects of the study emerged.

Firstly, the articulation of the teachers' personal and educational values was not realized in quite the manner the author had expected. Secondly, it was not expected that the interview method and the resultant accounts would yield such sensitive insights into the private worlds of so many teachers.

Articulation of Personal Values

The author had expected that the conversation method employed in this investigation might have yielded insights into teachers' systems of educational values, so illuminating an enduring curiosity as to why teachers believe that teaching physical education is at all worthwhile. In this case why do they value particular aspects of physical education so much? Furthermore did they synthesise personally arrived at religious, political or socio-ethical beliefs with any recognisable educational prescriptions to form a personal value system?

The physical education curriculum is central to the professional debate. Which aspects of the subject the teachers

choose to teach, such as Educational or Olympic Gymnastics, or to reject, for example, boxing, is thought to be the result of rational selection, where educational values are made explicit, intentions declared and professional priorities assembled and ordered. The curriculum, then, might reasonably be expected to echo these teachers' collective value priorities recognisable in such categories of activities as, for example, systemic fitness, or aesthetic movement or core sensori-motor skills or team games or post-school recreative links. All physical education teachers will be familiar with the essential merits of particular categories of activities, but are likely to favour them differentially; some, arguably, more 'worthwhile' than others for particular pupils in particular contexts. In an educational domain where all assumptions are known to be subject to doubts it was expected that the teachers would welcome the opportunity to identify and proclaim their particular educational crusades.

The teachers in this survey, however, demonstrated a tendency to avoid entering into the physical education debate where held values might have been asserted or defended. This reluctance was thought to be inconsistent with their highly assessed commitment to their subject and the pupils. Very few teachers took the opportunity to articulate a rationale of personally developed educational priorities which served as a framework to underpin personal teaching strategies and provide a basis for a school physical education programme.

Heads of Departments, it is reasonable to suppose, might

be expected to be highly articulate in promoting and sustaining for instance, a curriculum debate. Some did. Others couldn't and admitted as much.

Although it cannot be discounted that this observation may have been due to the interview process or the presentation or personality of the interviewer or a distorted interpretation, other explanations are sought.

It is the view of the author that the language the teachers used throughout this study reflects the reality of their working lives. By contrast the language of educational ideas and values is essentially long term and relates to a speculative macro-world. The teachers, on the other hand, work in an immediate micro-world encountering real problems where mastery of the language of abstraction would be wholly inappropriate.

Their language is adapted to give meaning to their existing professional dilemma. Consequently the teachers' language is a language of survival; their own physical education conviction remains steady but it is the schools' deep power structures which remain impenetrable or threatening. Such a language has little use of the conceptual vocabulary to be found in much of the literature. The language of lecture theatre dialectic is perceived as a language of irrelevance and unreality; an alien tongue. The reality of teaching physical education in Hucklebrough in 1979 is tied to a language of the day-to-day activities and social negotiations, already described, rarely demanding the subtle educational idiom.

On reflection it would be surprising if these teachers re-entered a world of words which they have rejected. Put

simply, when promises have been unfulfilled and cinicism replaces hope, when teaching time and resources are perceived to have diminished, the finer points of trimming and tuning a physical education curriculum are, indeed, academic. Survival is a pressing reality.

Underlying the whole of this investigation there is reason to suspect that physical education teachers are the victims of a 'lock-out' when a school's curriculum is debated. The school curriculum policy makers do not include physical education teachers; increasingly they rely on other spokesmen in the guise of, for instance, Head of Creative Studies Faculty, to articulate the physical education case.

Private Worlds

In a study which focused on teachers' working lives it was unexpected that so many glimpses into teachers' private worlds resulted. Whereas these teachers were not inclined to talk about personal values and their educational priorities they articulated sensitively the stresses experienced between their private and professional lives which are known to exist but rarely considered systematically in physical education teacher-effectiveness literature.

Many teachers alluded to their personal struggle with the competing demands of home (private) and school (professional). Work commitments were perceived to intrude into home obligations. Similarly their working lives cannot be shielded from the effects of the tragedies of the human condition such as the grief following the death of a spouse or the stress resulting from the personal obligations to a severely sick and disabled parent. The traumas resulting from the

collapse of a marriage or the tensions experienced on returning to work following a miscarriage have a knock-on effect in the school. The impact of the motor accident resulting in the death of a colleague on the journey to school one morning is better imagined than described. All these phenomena are reflected in the accounts. All were a reminder of the inseparability of the working world from the wholeness and reality of day-to-day living.

Every physical education department, during the period of this investigation, had to absorb the professional impact of private lives. Some were able to absorb and accommodate the strains; others were sadly impaired with little hope of early regeneration.

Whilst the above examples may be seen as gross and intermittent private events, there is a second category of personal 'self' perceptions which cannot be ignored. If the first gross events are regarded as more or less observable, the second category is more or less hidden. It is of the essence of the public presentation of the teacher that personal feelings of isolation, loneliness, hurt and confusion are not made visible; they are hidden and omni-present.

The beginning teachers were especially vulnerable. They expressed the shock of being pitched abruptly in to strange and complex networks of relationships after expecting some guidance and support. Their sense of isolation and confusion on realising that no one cared, did nothing to help them during their critical induction

period to the profession.

Most teachers generally proclaimed their commitment to their pupils. They were predisposed to give unsparingly generous amounts of personal time in their endeavours to bestow upon their pupils their shared delights in the participation and mastery of a range of physical activities. They perceived themselves to be both caring and sharing. Whilst the teachers are aware that countless pupils had gained from their professional skill and generosity they were all the more sensitive to and outraged by the indifference demonstrated by their headteachers, Local Authority officers and the public. Nothing is quite so hurtful as to be ignored.

Interpretation of self-statements which often signalled a desire to be independent of and, sometimes, dissociated from departmental and school norms suggested that there is not one physical education department in Hucklebrough that can be said to be free from reduced effectiveness because of the build-up of resentment caused by an insensitive and uncaring school leadership; an element considered by the author to be crucial to any definition of 'school climate'.

TIME-COMMITMENT PERCEPTIONS

The 32 seven-day-diaries provided some most interesting grounded theory data. As well as leading to an estimate of physical education teachers' working week they suggested that further monitoring of the teachers' life style could inform professional associations, administrators and, not

least, the teachers themselves.

An average working-week of 40hr. 19min., it was thought, did not lead to an accurate insight into the life-style of some of the Hucklebrough teachers. The professional commitment index of 46 hr. 19 min. postulated, does acknowledge the hidden time which may be devoted to professional enrichment. It will be interesting to observe whether any increased amounts of time devoted to formal study courses will be at the expense of work-patterns or home-obligations or both.

The proportionate time devoted to the multiplicity of physical-education-teacher-tasks merits urgent investigation. Those interested in influencing the effectiveness of the physical education curriculum can take no comfort in the fact that no more than 65% of the teacher's time is devoted to the curriculum. It may be speculated that closer qualitative and quantitative examination of that 65% would displease many physical educators.

It may also be speculated that the diaries reflected a changed concept of the comprehensive-school-day and, consequently a redefinition of curriculum which includes the extra-curriculum. If this is the case, then the teachers should be alerted to this 'fact' in case they are, unwittingly active protagonists in a redefinition which, on reflection, might diminish their professionalism. The evidence of this study suggests that many teachers are willingly 'making' coaching-roles at the expense of undermining their educator-roles.

Conclusion

The perceived cumulative professional frustrations and career injustices reviewed in earlier chapters may now be postulated as highly significant. Although these teachers have demonstrated and maintained a faith in their subject, physical education, and above all, an enduring commitment to their pupils, a heightening consciousness of the reality of their working lives has resulted in some premeditated protest action designed to focus attention on their professional conditions and to alleviate perceived unwarrantable constraints imposed on their teaching. Whilst their action, in Hucklebrough, had immediate consequences, the long-term effects have yet to be observed and assessed.

The curriculum however, had narrowed, was increasingly confined to the school precincts, and was perceived to have declined. This change came at a time when the schools, having survived the near intolerable shocks of reorganisation, mergers of disparate communities and the simultaneous accommodation to the raising of the school leaving age were generally beginning to articulate with increasing effectiveness.

What appears to be crucial in the near future is whether a significant number of physical education teachers will challenge various features of the massive apparatus of control in which they perceive themselves to be caught or whether they will operate quiescently within it. Any such challenge pre-supposes that they will be able to articulate a curriculum rationale based on the realities of particular

school contexts after ordering collectively defined priorities substantiated by acceptable theory. This study, however, suggests that the constraints of the work situation effectively preclude the possibility of much critical reflection upon which such a challenge depends.

This group of teachers, whilst it contains a growing number of articulate graduands who may be expected to resist or modify what they perceive to be undesirable features of their professional context, because it is not involved in formally-structured curriculum-dialectic and relies on spontaneous and unco-ordinated actions of individuals remains, characteristically, largely a product of the system.

The approach adopted in this investigation was, in the opinion of the author, vulnerable to the pursuit of a diffuse and unrelated world of consciousness. Of course there are weaknesses throughout; perhaps above all are any momentary illusions of total trust and intimacy. It is reasonable to assume that with all the seven schools and their collaborating teachers there were important matters concealed which never would be revealed whatever the research method. As the research endeavour relied, above all else, on listening to teachers, the reader is now invited to evaluate the critical filter of the author himself.

For the moment at least, the accounts of the teachers evaluated collectively reveal very complex working climates. The climate overall is one of long-term prevailing social strain and diminishing hope which induces teachers who are in a constant survival atmosphere to grasp at short term accomplishments and activities which give some personal

and professional meaning. To see a pupil swim his first unaided width, to share in the formation and development of a school team, to be involved in a dance-drama production or organise and complete a satisfactory Y.H.A. expedition or ski-holiday are tangible professionally satisfying accomplishments to be experienced more abundantly in the comprehensive school extra-curriculum than struggled for in the present declining curriculum context.

A P P E N D I C E S

APPENDIX 1

Letter to Chief Education Officer, 'Hucklebrough'

25th February, 1974

Dear Sir,

As part of some research in which I am engaged I should very much appreciate your authority to allow me to approach the Physical Education Organiser and, only with his approval, a number of physical education teachers in the secondary schools of Hucklebrough in the hope of gaining their support in an inquiry relating to an evaluation of teacher education and training in the field of Physical Education.

You will no doubt be aware of the magnitude of the redefinition of teacher education/training now taking place which will certainly result in changes of professional emphasis. Those who are involved in local policy making, albeit at individual college and Regional Institute level, need to be especially alert to expressions of professional priorities. I should now like the opportunity to hear and note in a systematic way the teachers' views on the adequacy and/or shortcomings of their initial training and in particular what should be the imperatives which they would perceive to be appropriate to their day to day tasks.

Before giving consideration to such a request, I am sure that you would require reassurance on two fundamental points: firstly, a precise indication of the nature of my inquiry and, secondly, knowledge of the professional competence and discretion of the researcher.

As to the nature and design of the inquiry, I should like to talk to those men and women teachers who would be pleased to devote about 30 minutes of their personal time to (a) comment on any perceived major omissions in their own initial training and (b) describe the areas of what they consider to be areas of professional priority and effectiveness.

My own professional credibility might be examined against a background of 30 years in the profession of which 19 years have been spent in two Colleges of Education in this region. My supervision duties have brought me into contact with many teachers in Hucklebrough over the years and I believe that a mutual professional respect would stand objective scrutiny.

Finally I should like to emphasise that the highest standards of research inquiry and reporting would be rigorously observed in keeping with the code laid down by the Social Science Research Council.

I should be pleased to answer any further questions which you may have and hope that you will consider the request favourably.

Yours faithfully,

Derek A.P. Hughes

Chief Education Officer,
Education Offices.

APPENDIX 2

Copy for Mr. Hughes

18th March, 1974

Dear (Headteacher's name),

An application has been received from Mr. Hughes, Principal Physical Education Lecturer at Neville's Cross College, to carry out some research work in Hucklebrough Comprehensive Schools.

Mr. Hughes is well known to this Authority and (C.E.O.) approves of his being supported. What Mr. Hughes would wish to do is to talk to members of staff about their objectives and attitudes in and to Physical Education. He would wish to discuss these with new entrants particularly, and more experienced people.

This letter seeks to introduce Mr. Hughes and his work to you in the hope that you will co-operate and I should be grateful if you would enlist the co-operation of members of your P.E. Department. If you have any further questions which you would wish to ask please ring me at the Office.

Yours sincerely,

Senior P.E. Advisor

To all Comprehensive School Headteachers

APPENDIX 3

Letter to Headteachers of the
Comprehensive Schools, Hucklebrough

NEVILLE'S CROSS COLLEGE,
DURHAM.
DHI 4SY

24th June, 1974.

Dear

* Earlier this year the Chief Education Officer was kind enough to authorise my request to be allowed to approach you in the hope that you in turn would permit me to endeavour to enlist the co-operation of your Physical Education staff, both men and women, in a small scale inquiry concerning a re-appraisal of Physical Education teacher education/training.

You will be aware of the magnitude of the redefinition of teacher education/training now taking place which will certainly result in changes of professional emphasis. Those who are involved in local policy making, albeit at individual college and Regional Institute level, need to be especially alert to expressions of professional priorities. I should now like the opportunity to hear and note in a systematic way the teachers' views on the adequacy and/or shortcomings of their initial training and in particular what should be the imperatives which they perceive to be appropriate to their day to day tasks.

I should like to talk to those men and women teachers who would be pleased to devote about 30 minutes of their personal time to (a) comment on any perceived major omissions in their own initial training and (b) describe the areas of what they consider to be areas of professional priority and effectiveness.

My own professional credibility to make this approach might be examined against a background of 30 years in the profession of which 19 years have been spent in two colleges of education in this region. My supervision duties have brought me into contact with many teachers in Hu'brough over the years and I believe that a mutual professional respect would stand objective scrutiny.

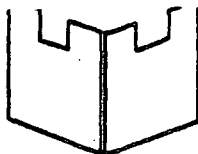
In a few days I propose to contact you, by telephone in the first instance, to ascertain whether you will agree to my approaching your P.E. staff about the matter.

I am fully aware of the intrusive nature of such inquiries and would prefer to be as unobtrusive as possible but if you have any further questions I should be pleased to visit you at your convenience hoping that you will consider the request favourably.

Yours sincerely,

* Letter to Headmasters from the Senior P.E. Adviser 18th March, 1974.

APPENDIX 4



New College Durham

Principal - Leonard G. Bewsher, Dip. Ed. (Lond.), B.Sc. (Econ.), M.A., F.R.S.A.
Dean of Faculty - J. F. Risby, B.A., M.A. (Ed.), Ac. Dip. Ed.

FACULTY OF EDUCATION

Neville's Cross Centre * Durham DH1 4SY *

telephone 2325

8 October 1979

Ref: DAPH/KT

Dear

You will see from the enclosed letters that I should like to resume my research which I had to abandon four years ago.

I have approached your headmaster by 'phone recently and he has re-authorised my direct professional approach to you at school.

I would like to prevail on your time and goodwill, though I do not take this for granted, by asking if you would be kind enough to do two things for me. Firstly, will you provide me with an up-to-date list of the names of your P.E. colleagues; secondly, would you kindly address the enclosed envelopes and distribute a letter to each of your colleagues on my behalf.

Once I have the relevant data, viz. names and numbers of teachers to interview, I should like to contact you again giving you dates when I could, at your convenience, spend blocks of time in your school - say, two full days, or as long as it takes to complete the task. Your help, at this later stage in preparing a programme and arranging a room (with 13 amp. socket please) where I might conduct a private and relaxed discussion of 1 hour's duration with P.E. colleagues, would be very much appreciated.

I have assumed that as you were so helpful and welcoming when I began the research - in 1975 - that you will still tolerate my intrusion, even after this formidable gap. I appreciate that my request adds to your load but I do assure you that one of my motives ultimately is to get a better deal for physical education teachers and a fuller recognition of their commitments of time to the school community. So much of the literature is prescribing what teachers should do; I should like to supplement this by describing what is achieved and under what conditions.

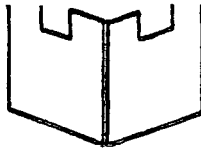
Your support would be especially encouraging.

Yours sincerely,

- enc. 3.2.9.

This matter is being dealt with by

APPENDIX 5



New College Durham

Principal - Leonard G. Bewsher, Dip. Ed. (Lond.), B.Sc. (Econ.), M.A., F.R.S.A.
Dean of Faculty - J. F. Risby, B.A., M.A. (Ed.), A.C. Dip. Ed.

FACULTY OF EDUCATION

Neville's Cross Centre * Durham DH1 4SY *

telephone 2325

8 October 1979

Ref: DAPH/KT

Dear Colleague,

Research into the working world of the P.E. Teacher

Some 4 years ago after gaining the authority of the Chief Education Officer, the Senior Physical Education Adviser and the Headteachers, the P.E. teachers throughout Hucklebrough agreed to help me with some research into the role of the P.E. teacher. Although the research was well under way, because of my involvement in the re-organisation of Neville's Cross College and Durham Technical College to form New College Durham, and additionally, in the writing, submission and administration of the new C.N.A.A. B.Ed. degree, my research had, regrettably, to be abandoned.

I am anxious to resume my inquiries immediately and wish through this letter to enlist (or re-enlist) your support.

My immediate objective is to understand your job, as you see it and as you actually live it out in your particular school community. To this end I would like to visit you and have a private discussion of about 1 hour's duration with you to gain an accurate picture of your professional life.

I have already met 20 teachers in Hartlepool and listened with interest to their differing views, enthusiasms, disappointments, enduring problems and descriptions of the wide variety of professional responsibilities. In our discussion there is no obligation to pursue any of my questions or topics, which you may regard as irrelevant, and I would welcome your views on matters which I had not expected to pursue but may be of real importance to you. In this way I might conceivably build a picture of the reality of the day to day life and decision making processes of the P.E. teacher which, hopefully, may go some way to improve both initial and in-service courses for teachers for the 'real working world of comprehensive schools'.

In my previous discussions with colleagues I found that I needed a tape recorder to compensate for my unreliable memory. Should you choose, the whole of your personal transcript would be returned to you for your interest, alteration and any additional comments and afterthoughts. The highest standards of research inquiry and reporting will be rigorously observed in keeping with the code laid down by the Social Science Research Council viz. confidentiality and anonymity of teacher, school and town is assured.

/cont'd

This matter is being dealt with by

- 2 -

I do hope that you will be sympathetic to my endeavours and understanding of my intrusion; without your enthusiastic co-operation my quest will be abortive.

I have asked your Head of Department, , to help prepare a programme of individual discussions for me at your school in the near future. If you have any reservations or queries of any kind I will, of course, be only too happy to respond.

Less formally, I should like to add that in addition to the attempt to build a truthful picture of the contemporary working world of the P.E. teacher, I would after over 30 years professional experience of the P.E. world, wish to contribute to a better understanding of the P.E. teacher's lot.

I look forward to meeting you.

Yours sincerely,

Principal Lecturer in Professional Teaching Studies.

APPENDIX 6

Tel: Durham 720218

HEIGHINGTON GARTH,
59 FRONT STREET,
SHERBURN,
DURHAM.
DH6 1HB

November, 1979

Dear

The Working World of the P.E. Teacher

Enclosed is the draft transcription of our recent taped discussion. Whilst the imperfections of the typing may be irritating I do hope that it will not diminish your interest in reading your own reflections about your working life.

Due to the tape-recording distortions, or misinterpretations on my own part, there could be unintentional omissions or misleading statements. I should be grateful if you would amend any such errors.

In the belief that our discussion may have stimulated continued reflection on your own part about your working life, any further thoughts or evidence which you believe would help me to build a more detailed but *accurate account of the realities of your job would be especially welcome. Please feel free to write notes on the reverse sides of these pages. In a few days probably (day, date, time) I shall call at school to collect this copy and any added comments. The final draft will then be prepared eliminating or concealing any reference whatsoever to persons, schools, officers, towns or authorities, as well as including your own amendments and additions. May I reassure you that this enclosure is the only duplicate of our discussion; the tape has already been cleared.

I have been gratified by the exceptional hospitality shown to me by you and your colleagues, many of whom have been kind enough to say that they have enjoyed discussing their work with me and appreciate that someone from 'outside' is interested in their personal views and local 'struggles'. I shall endeavour to articulate the collective concerns just as soon as I am able to evaluate the 50-60 diverse statements.

Finally, do not hesitate to contact me at the above address or by phone; I shall be pleased to discuss any related matters with you.

Many thanks for your generous help.

- *1. What do you really believe is worth fighting for in your school?
2. What are the major obstructions which prevent or restrain you from achieving your professional objectives?

APPENDIX 7

RESOURCES/SUPPLEMENTARY INFORMATIONComprehensive School

1. FACILITIES(Indoor)
Gymnasium(ia)No.
Pool (size)
Sportshall Yes/No....
Assembly Hall No:.....
2. FACILITIES(Outdoor)
Athletics track
Grass/cinder
Size.....
Jumping pits
L.J. No.....
H.J. No.....
Pole Vault Yes/No
Other.....
.....
3. Facilities(Marked areas)
Badminton courts.....
Basketball courts.....
Hockey pitches.....
Rugby pitches.....
Soccer pitches.....
Tennis courts.....
Netball courts.....
Other.....
.....
4. Mini-bus(es) Yes/No
Number.....
5. C.S.E. Physical Education
Yes/No
If 'yes' No. of pupils
.....boys.....girls
Mode.....(for 1980)
6. Minority Sports Please give outline if any of the following form
part of curricular or extra-curricular P.E. programme; archery,
canoeing, fencing, golf, judo, orienteering, rock-climbing, sailing,
weight-training. etc. Duke of Edinburgh's Award Scheme.
.....
.....
7. School Excursions: Camps, Residential courses, Youth Hostelling,
Sports tours(home/abroad), Ski holidays etc.
For period of last three years September, '76.- September, '79.....
.....
.....
.....

Please indicate if you have experienced
frustrations due to shortage of facilities,
design or disrepair, over-use, damage by
outside bodies, split site, uneven demand
(caused by timetabling too many pupils at
particular times) AND any problems due
to, say, caretakers, groundsman, etc.
Anything which you may have overlooked
when talking to me recently,

8. Outdoor Activity Centre/ Field Study Centre Has school P.E.Dept.
used at any time during the last three years (see 7.)? Yes/No
If yes, please indicate no. of pupils, length of stay, purpose,
which centre, what year group(s), which teachers... ?

.....
.....
.....
.....

9. Outside help (Staff) Please give details of present school staff
who help with curricular and/or extra-curricular P.E. activities.

Name or 'A', 'B' etc.	Main subject taught	P.E. Activity(ies) add curricular (c) extra-curric.(e.c.)	Any qualification 'sport' body (F.A., A.G.A.etc)	Time per- week

10. Outside help other than colleagues (parents, coaches, etc.)

Name	P.E. activity	qualification if any.	Help given: details

Notes Where space for items 1 - 10 was too limiting.

Please return to Derek A.P. Hughes on completion

APPENDIX 8

1979-80 P.E. PROGRAMME 1st YEARS and BOYS/ ~~girls~~ Callaly Comprehensive School

2nd. YEARS *

FORM	TIME No. of pupils per week	TERM - 1	TERM - 2	TERM - 3
1A	140 min.	Soccer 6x70 Swim 6x70	Soccer 6x70 Skills 6x70	Athletics 6x70 Cricket Skills 6x70
B ₁		Gym. 6x70 Rugby 6x70	Rugby 6x70 Swim/Gym 6x70	Athletics 6x70 Tennis skills 6x70
B ₂		Gym. 6x70 Rugby 6x70	Skills 6x70 Soccer 6x70	Cricket Skills 6x70 Athletics 6x70
B ₃		Skills 6x70 Soccer 6x70	Swim 6x70 Soccer 6x70	Athletics 6x70 Tennis skills 6x70
1B		As for 1A		

Explanatory notes Boys come to P.E. in half-year groups. All classes have 2 double lessons (approx. 70 min.) per week. These half-year groups (1A and 1B) are divided into 3 ability groups; B₁, B₂ and B₃. B₁ groups = 26 pupils (approx.); B₂ = 24 pupils; B₃ = 20 pupils (approx.). * 2nd YEAR PROGRAMME: follows similar pattern except. Basketball module is included.

FORM	TIME	TERM - 1		TERM - 2		TERM - 3	
No. of pupils	minutes per week						
1A	140	Swim. 6x70 Hockey 6x70	Netball 6x70	Gym 6x70	Netball 6x70	Athletics 6x70	Tennis 6x70
G ₁	2x70		Dance 6x70	Hockey 6x70	Gym/swim 6x70	Rounders 6x70	Athletics 6x70
G ₂	"	Netball 6x70	Hockey 6x70	Netball 6x70	Dance 6x70	Rounders 6x70	Athletics 6x70
		Gym. 6x70	Swim. 6x70	Gym/swim 6x70	Hockey 6x70	Athletics 6x70	Tennis 6x70
G ₃	"	Hockey 6x70	Gym/swim 6x70	Swim. 6x70	Hockey 6x70	Tennis 6x70	Athletics 6x70
		Netball 6x70	Netball. 6x70	Gym. 6x70	Dance 6x70	Athletics 6x70	Rounders 6x70
1B		As for 1A.					
G ₁							
G ₂							
G ₃							

Explanatory notes Groups and organisation as for boys.

FORM	TIME	TERM - 1	TERM - 2	TERM - 3
3A B ₁ B ₂ B ₃ 3B B ₁ B ₂ B ₃	140 2x70	Soccer Basketball Rugby Swimming	Soccer Volleyball Rugby Circuit-training	Athletics Cricket Swim/Tennis 3

Explanatory notes

1979-80 P.E. PROGRAMME 3rd YEARS and BOYS/GIRLS Callaly Comprehensive School

4th YEARS*

FORM TIME No. of minutes per week	TERM - 1	TERM - 2	TERM - 3
3A	Netball	Volleyball	Rounders
G ₁	Gym.	Swimming	Athletics
G ₂	Hockey	Hockey/Netball	Tennis/Athletics
	Dance	Athletics	Softball/Athletics
	Hockey	Hockey/Netball	Tennis/Ath.
	Swimming	Gym.	Rounders
	Volleyball	Netball	Tennis/Softball
G ₃	Athletics	Dance	Athletics
	Hockey/Netball	Hockey	Rounders
	Swimming	Netball	Athletics/Softball
	Volleyball	Gym.	Tennis
3B			
G ₁	} As 3A		
G ₂			
G ₃			

Explanatory notes * 4th. Year: pattern maintained plus 1 module trampolining and 1 module badminton replacing softball, gymnastics and some athletics.

1979-80 P.E. PROGRAMME 4th/5th YEARS BOYS/BOYS Callahy Comprehensive School

FORM TIME No. of minutes per week	TERM - 1	TERM - 2	TERM - 3
4A 8 8 48 8 8	Soccer Volleyball Rugby Basketball	Swimming Trampoline/Badminton Soccer/Rugby Circuit Training	A T H L E T I C S. Cricket Tennis/Swim.
5A 5B	Boys choose from following options at the beginning of the year: Soccer, hockey, weight training, badminton, basketball and swimming. At the end of term 1 they are allowed to change options (2) (earlier if they are really unhappy)	Options at the beginning of the year: Soccer, table tennis, trampolining, badminton, basketball, swimming. At the end of term 1 they are allowed to change options (2) (earlier if they are really unhappy)	Many boys have left by summer term. Others heavily involved with examinations. Options now include athletics, tennis, cricket and padel tennis.
Vth	At the moment there is no provision for Vth Form. Vth form boys use sportshall twice per week - 1 share with 1st year class. 5-a-side soccer, table tennis, badminton. Facilities promised (?) by Education Authority.	Facilities taken up by 1st-5th years. They are also allowed to join 5th year classes if free.	

Explanatory notes

APPENDIX 9

F25

Diary for Tuesday, 16th. October, 1979.

	Activities	Minutes Spent	Location	Professional Relevance
Morning Hours	7:00 7.10. Got up	20	Hucklebrough	Fulfilling role as Secretary
	to 7.30. Started writing to press. write-up of last night's game. Got Basketball files up to date for top Scorers.	50.		
	8:00			
	8:00 8.20 Left for School	10	Staff Room	Must send off by 4.0 p.m.
	to 8.35. Arrived School. Finished report			
	9:00 8.55 Registration: Saw girl who was ill.		Mobile 4	
	9:00 9.20 Health Education Group 3	35	C9	
	to			
	10:00 9.55. Health. Ed. Group 4	35.	Drama Hall/Changing room.	
	10:00			
Afternoon hours	to 10.30. Break: Basketball meeting (with boys)	15	Changing rooms.	To start boys' team (2nd Yr.) (best age to start.)
	10.45. Swimming lesson	60	Swimming pool.	
	11:00			
	to			
	12:00 End of swim. lesson			
	12:00 Escorted Netball team into lunch	5	Dining Hall	
	to 12.10 Had lunch	25.		
	12.25 3rd Year Netball practice.	35.	Sports Hall	
	1:00 End of practice.			
	1:00 Talked about practice for tomorrow's match	5	Staff room	Making sure everyone knows what they are doing.
	to 1.10. Had break	5.		
	1.15 Registration			
	2:00 1.25. Supervised 4th Year class for absent teacher	35	Mobile 4.	cover for absent staff.
	2:00 Non-teaching period.	35.	Staff-room	Relaxed.
	to 2.35. Break: Meeting with Skiers for Catterick day ski.	15.	Changing room	Check they know details for Friday
	3:00 2.50 Swimming lesson	60	Swimming pool	
	3:00			
	to			
	4:00 Picked up Minibus keys.		Office.	

F25

Diary for Tuesday, 16th. October 1979

Evening Hours	Activities	Minutes Spent	Location	Professional Relevance
4:00	Netball match - away; to collect minibus and team. 4.25 Arrived for match. A team.	75	Hucklebrough	Netball League.
5:00	5.15 Match finished. Dropped children near homes returned to school. 5.45 Drove home	30		Safety - dark nights.
6:00	5.55 Arrived home - had tea	10		
6:00	Listened to News and read paper to 6.30 Picked up other member of staff. 6.40 Picked up Basketball Team's at 7:00 6.45 Set off with team to Durham	30	Colton Village	Further school teams experience.
7:00	7.15 Arrived Durham to 7.30 Tip-off. Refereed the game. (Official ref. failed to turn up)	30	Hammersknott	Cover for absent ref.
8:00		1.40		
9:00				
9:00	9.10 End of game to 9.40 Back to Hucklebrough and took children home	30		Safety.
10:00		35		
10:00	10.15 Went to pub for quick drink to 10.35 Left pub.	15	Colton Village	Socialization and relaxation.
11:00	10.45 Arrived home	10	Hucklebrough	
11:00	Watched T.V. to	1 1/2 hr.		Relaxation
12:00	Went to bed			

M.34. Diary for Wednesday April 23rd 1980

	Activities	Minutes Spent	Location	Professional Relevance
Morning Hours	7:00 to 8:00			
	8:00 to 8:15 Left for school	15		
	8:15 to 8:30 Arrived	25	Room 8	
	8:30 to 8:55 Prepared kit and blackboard for 1st lesson	5	Room 40	
	9:00 to 9:20 Assembly	20	Hall	
	9:20 to 10:00 1st year Maths.	80		
	10:00 to 10:30 Break. Team talk.	15	Boys' changing room	No break again
	10:30 to 10:45 Gave out kit for tonight		Field	14 of class had no kit.
	10:45 to 11:00 4th year Athletics			
	11:00 to 12:00	75		Spent 20 mins giving out school kit. Home excuses supported by parents.
Afternoon hours	12:00 to 12:15 Lunch at school	15	Dining hall	
	12:15 to 12:40 Practice with 4th yr. goal keeper	40	Field	Very enjoyable but hard work
	12:40 to 1:00 12:55 Registration	5	Room 40	
	1:00 to 1:05 2nd yr. Athletics		Field	
	1:05 to 2:00	75		
	2:00 to 2:10 Break.			
	2:10 to 3:00 Left school to visit E.S.N. school		Springwell school.	Relevant to O.U. study. Only possible due to 5th year exams.
	3:00 to 4:00 Arrived home			

M.34

Diary for Wednesday April 23rd

	Activities	Minutes Spent	Location	Professional Relevance
EVENING HOURS	4:00 Played with son for 10 mins.			
	to 4:45 Left home for 1st yr Town Cup Final	15	Shaw Lane Recreation Ground	Paid for own petrol. Ground 4 miles away.
	5:00 Arrived Shaw Lane Team preparation	30		
	to 5:30 Kick Off.			
	6:00	70		
	6:00			
	to 6:40 Game ends Cup Presentation	15		
	7:00 6:55 Left ground	10		Pressure on to get to night class in time.
	7:00 7:05 Arrived Aiden school for night class. 5 mins late		Aiden gym.	Didn't make it.
	to 8:00 Class	85		
	8:00			
	to 8:30 Class ends See class off premises	25		
	9:00 8:55 leave school			
	9:00 9:10 Arrive home	15		Should have done O.U. study. Waste of time as I am too shattered. Another 11 1/2 hr shift
	to 10:00 Collapse!			with hardly any breaks.
	10:00			
	to 11:00			
	11:00			
	to 12:00			

APPENDIX 10

Appendix 10

Code F. 3.

School _____

[illegible]

APPENDIX 11

SOCIAL PERCEPTIONS							VALUE PERCEPTIONS						SCHOOL STRUCTURE PERCEPTIONS						PROFESSIONAL PERCEPTIONS					School Totals
School	HOD	O	NPE	Pu	Total SP	%	Per	Pro	Sc	Total VP	%	F	C	ECA	S	D	Total SSP	%	S	T	C	Total PP	%	
Alden	16	13	19	32	80	20.78	26	85	12	123	31.95	8	45	41	22	28	144	37.40	3	19	16	38	9.87	385
Bamburgh	6	36	30	46	118	34.50	9	55	-	64	18.71	33	56	19	13	9	130	38.01	1	15	14	30	8.77	342
Callaly	5	29	40	32	107	30.57	11	64	-	75	21.43	22	42	36	18	18	136	38.86	5	21	6	32	9.14	350
Dovedale	6	32	38	47	123	36.50	14	62	-	76	22.55	12	46	27	15	6	106	31.45	15	9	8	32	9.50	337
Eltermere	15	20	19	52	106	29.70	36	64	12	112	31.37	7	57	32	5	3	104	29.13	3	14	16	35	9.80	357
Fleetwith	10	16	28	20	74	27.92	7	51	-	58	21.89	19	37	27	14	12	109	41.13	3	15	6	24	9.06	265
Gargrave	5	22	20	26	73	32.88	8	50	-	58	26.13	4	17	20	20	8	69	31.08	6	9	7	22	9.91	222

Population

Totals	63	168	194	256	681	30.16	111	431	24	566	25.07	105	300	202	107	84	798	35.34	36	102	75	213	9.34	2258
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Key

HDD = Head of Department
O = Other P.E. colleagues
NPE = Non-P.E. colleagues
Pu = Pupils
Su = Social Perceptions

Key

Per = Personal values
Pro = Professional values
SC = Social Commitment
VP = Value Perceptions

Key

F = Facilities
C = Curriculum
ECA = Extra-curricula activities
S = School Structure
D = P.E. Dept. Structure
SSS = School Structure Perceptions

Key

S = Salary
T = Training
C = Career
PP = Professional Perceptions

% = % of category in school's total throughout

Appendix 11 FREQUENCY DISTRIBUTION OF CODED STATEMENTS CLASSIFIED BY SCHOOL

APPENDIX 12

THE TEACHERS

Teacher Code	Date(s) 1975	Interviewed 1979	Experience in Years	Salary Scale
F1		17.10.79	1	1
M2		17.10.79	9	2
F3		18.10.79	P*	1
M4		18.10.79	4	1
M5		19.10.79	8	3
F6		18.10.79	P	1
M7		29.10.79	4	1
M8		29.10.79	1	1
F9		30.10.79	11	1
F10		30.10.79	9	2
M11		31.10.79	5	1
F12	16.12.75	31.10.79	7	2
M13	15.12.75	09.01.80	10	3
F14		01.11.79	5	1
F15		01.11.79	5	1 (2)
F16		02.11.79	P	1
M17		02.11.79	2	1
M18		02.11.79	P	1
M19		05.11.79	2	1
F20		05.11.79	22	3
M21	14.7.75	06.11.79	18	3
F22		06.11.79	1	1
M23		07.11.79	14	3
M24		07.11.79	8	1
F25		07.11.79	7	2
F26	08.07.75	07.11.79	9	2
F27		12.11.79	P	1
M28		12.11.79	P	1
F29		12.11.79	P	1
F30		12.11.79	1	1
M31		12.11.79	9	2

*P = Probationer

THE TEACHERS

Teacher Code	Date(s) 1975	Interviewed 1979	Experience in Years	Salary Scale
M32	11.07.75	14.11.79	11	3
F33	11.07.75	16.11.79	10	3
M34		16.11.79	6	1
F35		19.11.79	1	1
M36		21.11.79	5	1
F37		22.11.79	19	2
M38		26.11.79	4	1
M39		27.11.79	11	2
F40		27.11.79	15	2
M41	09.07.75	19.11.79	13	4
M42		28.11.79	13	3
F43		04.12.79		
F44	10.07.75	05.12.79	6	1
M45	16.12.75	06.12.79	9	3
M46		06.12.79		
F47		07.12.79	25	2
F48		07.12.79	1	1
M49		14.12.79	P	1
M50		14.12.79		
F51	08.07.75		7	2
M52	09.07.75		2	1
F53	09.07.75		8	2
F54	09.07.75		4	1
F55	10.07.75		13	3
M56	10.07.75		1	1
F57	11.07.75		P	1
M58	11.07.75		P	1
F59	14.07.75		2	1
F60	17.07.75		1	1
M61	16.12.75		1	1
F62	16.12.75		2	1

APPENDIX 13

Professional tasks of men teachers performed
in lunch and break times

<u>TASK</u>	<u>NO. OF TEACHERS INVOLVED</u>
Basketball practice	4
Collecting basketball vests	1
Basketball meeting with team prior to match	1
Supervision of basketball shooting practice	1
Soccer practice	2
Preparation of balls and bibs for soccer practice	2
Rounding up soccer team to inform them of match cancellation	1
Soccer meeting with team prior to match	1
Rugby practice	2
Checking shirts for rugby team	1
Rugby meeting with team prior to match	1
Distribution and collection of kit from matches	3
Athletics practice	1
Swimming club	2
Swimming practice	1
Giving out swimming badges	1
Boxing club	2
Trampoline club	1
Organising and participating in staff jogging session	1
Staff briefing for basketball game	1
Dinner duty	1
Break duty	1
Gate duty	1
Clearing sportshall corridors	1
Pastoral work	2
Disciplining pupils	2
Blackboard preparation	1
Working out timetable for exam in sportshall	1
Checking register for suspected truants	1
Lesson preparation	1
Preparation of reports for School's Rugby meeting	1
Telephone calls re-matches	5
Telephone call ordering bus for match	1
Telephone call re-letting of cricket pitch to local club	1
Showers extending into break	1
Checking torn mats in gym	1
Moving heavy gymnastic apparatus	1
Tidying and checking store cupboard	1
Taking school mini-bus for petrol	1
Helping visiting student organise equipment	1
Organising visit to professional football club	1
Distributing mail to department	1
Conference with social worker	1
Discussion with groundsman re-complaint about outside body using football pitch	1
Searching field for missing discus	1
Informal school N.A.S. meeting prior to local meeting	1

APPENDIX 14

Professional tasks of women teachers performed
in lunch and break times

<u>TASKS</u>	<u>NO. OF TEACHERS INVOLVED</u>
Swimming practice	4
Netball practice	4
Netball meeting with team prior to match	1
Basketball practice	2
Basketball meeting with team prior to match	1
Cross country practice	1
Tennis practice	1
Hockey practice	2
Gym club	2
Trampoline club	2
Volley ball club	1
Dinner duty	2
Patrolling toilets	1
Corridor duty	1
Lesson preparation	2
Writing out end of term reports	1
Preparation of hockey report for governors	1
Faculty heads' meeting	1
Telephone calls re-matches	2
Arranging lifts for match	1
Taking child by car to match	1
Escorting and supervising team to early lunch	1
Changing for lesson	1
Walking to other site	1
Dealing with parent	2
Telephone call to parent re-child's non-participation in P.E.	1
Disciplining pupil	1
Coping with accident	2
Writing accident report	1
Attending to sick child	1
Arranging for sick girl's belongings to be sent home	1
Searching for pupil's lost property	1
Assembly reader's practice	1
Serving in tuck shop	2
Visiting 'Cash and Carry' to supply tuck shop	1

APPENDIX 15

Professional Tasks of Men Teachers Performed

Out of Normal School Hours. (O-time)

Tasks	No. of teachers involved
Athletics practice	1
Athletics club	1
Athletics match	1
Badminton club	1
Badminton V and VI years recreation	1
Badminton team coaching	1
Soccer match	1
Staff soccer match	1
Rugby training for team	1
Rugby tournament	1
Rugby club outing	1
School basketball match	1
County basketball match	1
Staff basketball match	1
Swimming training for team	1
Swimming club	1
Gym club	1
Sorting out strips for washing	1
Opening up sports hall	1
Stock-taking	2
Writing requisition list and calculating cost	1
Making out fixture list	1
Admin. preparation for swimming gala	1
Working out exam week timetable to cater for loss of sports hall	1
Admin. preparation for X-country house competition	1

Writing up team work sheets	2
Writing up personal records	1
Writing up individual pupil records	1
Writing out assembly notices	1
Writing match reports for press	2
Organising press photographs of teams	1
Blackboard preparation	1
Telephone call re-matches	1
Telephone call re-soccer ability of pupils (prof. scout)	2
Local schools soccer group meeting	1
Preparation of personal kit	2
Preparation of books and equipment for school	1
Rehearsal for school drama	1
Organising mail for distribution to department	1
Showering and changing	2
Personal fitness exercises	1
Preparation of case for additional staff	1

Appendix 16

Professional Tasks of Women Teachers Performed

Out of Normal School Hours. (O-time)

Tasks	No. of teachers involved
Netball practice	2
Netball match	2
Hockey practice	2
Basketball match	3
Basketball tournament	1
Swimming club	2
Sub-aqua club	1
Gym club	1
Athletics club	2
Rounders club	1
Circuit training	1
Clearing up kit and equipment after match	3
Setting out sports hall for staff badminton	1
Opening up P.E. block	1
Lesson preparation	4
Marking	2
Writing out end of term reports	1
Preparation of timetable requirements for following year	1
Writing up report for press after matches	1
Composing letter to the governors	1
Writing out reference for ex-pupil	1
Attending open evening to see parents	1
Attending drama practice	1
Attending in-service course and dance	1
Supervising detention	1

Discussion: selection of teams with other members of staff	1
Discussion with colleague on P.E. programme	1
Telephone calls re-matches	2
Escorting children home after match	1
Organising mail for distribution to department	1
Driving mini-bus	1

APPENDIX 17

Saturday and Sunday professional commitments

of men teachers (O/w time)

	No. of teachers involved
Refereeing soccer match	3
Refereeing rugby match	2
Travelling to Leeds with swimming team	1
Admin preparation of school basketball tournament	1
Preparation of materials and lessons for following week	3
Writing letters in connection with school sports	1

Saturday and Sunday professional commitments

of women teachers (O/w time)

	No. of teachers involved
In-service course - dance	1
In-service course - curriculum	1
Hockey tournament	1
Netball tournament	1
Checking weather for match	1
Washing and drying wet kit	1
Taking children home	1
Preparing materials and lessons for following week	2
Writing up school record book	1
Writing out reports	1

APPENDIX 18

Personal activities of men teachers which
enhance professional role (O/p time)

	No. of teachers involved
Open University course	2
B.Ed. degree course	1
Rugby club training and playing	3
Coaching local rugby club	1
Playing squash	1
Playing hockey	1
Playing badminton	1
Badminton class (student)	1
Canoe class (student)	1
Personal fitness exercises	1

Personal activities of women teachers which
enhance professional role (O/p time)

	No. of teachers involved
Open University course	1
Basketball training and playing	1
Playing hockey for local team	1
Playing badminton	1
Staff badminton match	1
County netball practice	1
County netball match	1

APPENDIX 19

Extramural commitments of men teachers (N-time)

		No. of teachers involved
Adult Education	Badminton	3
Adult Education	Gymnastics	1
Adult Education	Sport for all	1
Youth Club	Leader/organiser in school youth centre	1

Extramural commitments of women teachers (N-time)

		No. of teachers involved
Adult Education	Parent/child group swimming	1
Adult Education	swimming	1
Youth Club	swimming	1
Youth Club	Voluntary helper in school youth centre	1

APPENDIX 20

APPENDIX 20

Recommendations and suggestions
for further research

The perception categories which were established, although themselves in need of sharper definition, may illuminate explanations of teacher-behaviour, contribute to an understanding of physical education teachers' role conceptions and open questions for further exploratory studies or verificatory research related to particular teachers in real schools.

Resulting from this investigation two types of recommendation are presented: first, much of the material contained in this work should inform both pre-service and in-service teacher education courses of study; secondly, further researches are suggested.

Leaders of pre-service and in-service teacher courses should as a matter of urgency acquaint themselves with the contemporary physical education teacher's life-style as described in this review and in the full accounts in volumes 2, 3 and 4. Professional counsellors, be they teachers or lecturers, should ensure that their students are fully acquainted with teachers' interpretations of their 'working worlds' before they commit themselves to the physical education profession. Once committed, all intending physical education teachers should be involved in simulation activities using protocol materials derived from such studies as this. It is also recommended that the following elements should be considered for inclusion in future in-service courses: the politics of the comprehensive school curriculum; the management of physical education in comprehensive schools; evaluation

strategies and the design of physical education evaluation models and the physical education teacher as researcher. The latter course should link with regional research programmes which might be co-ordinated by nearby universities or institutions of higher education.

Further research which could be undertaken by teacher-researchers includes: the preparation of curriculum models which may go some way towards the provision of an analytical framework enabling teachers to order priorities taking into account the variables to be found in their particular school; 'action research', piloting curricula in collaboration with research agencies (Schools Council, University and College research organisations).

In view of the local nature of this particular investigation it is suggested that similar studies should be conducted in other regions and localities. Whilst larger samples of teachers and schools would have many advantages there is much to be gained in smaller-scale studies; long-term micro-studies, for example, within a single school could sharpen knowledge of the perceptions teachers have of particular school phenomena. It would be valuable to describe, chart and monitor systematically, teacher perceptions throughout a period of, say, twelve months or longer. Researchers should have no hesitation about using the techniques described in this study and confining their investigation to one physical education department only. A series of follow-up interviews at discreet intervals would yield some most interesting professional insights.

Invariably research of this nature generates further related questions. Some research hypotheses which should be

refined to form the basis of local studies are specified below.

Curriculum determinants:

'the physical education curriculum is determined more by facilities and school organisation than by educational considerations (values, ideology, objectives) or staffing resources or community sub-culture';

'the extra-curriculum commands greater professional interest of physical education teachers, occupies more of their working hours and provides a greater part of their professional satisfaction than the formal curriculum'.

Communication and consultative processes

'where physical education teachers are collectively engaged in ordering priorities and working towards a coherent departmental policy their professional morale is higher, regardless of headteacher interest';

'because physical education teachers are not ordering priorities collectively they are not addressing themselves to a coherent departmental policy' (Grounded theory approach);

'physical education teachers are interested in professional dialectic differentially dependent on,

- a) sex,
- b) years of teaching experience,
- c) level of professional qualifications,
- d) level or articulation of the head of department, and
- e) career aspirations';

'physical education teachers are uninterested in professional dialectics' (Grounded theory approach);

'physical education is not adequately represented in school-curriculum decision-making or policy-making'.

Physical education departmental climate is a neglected field of inquiry. Although there is a need, still, to define the concept 'climate', researchers might address themselves to the literature emerging in this field and relate the concepts to school physical education departments:

"the climate of a physical education department will reflect the interest which is shown in it by the headteacher more than by any other professional status figure";

"the working climate of the physical education department can be defined and modified by formally structured departmental dialogue";

"the professional esteem of a comprehensive school physical education department is related directly to its ability to create a departmental climate in which curriculum objectives are explicit and evaluations made public, regardless of its extra-curricular programme";

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