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Healthy Relationships?
An Examination of Health and Physical Education School-Provider
Relationships in Aotearoa New Zealand

A thesis
submitted in partial fulfilment
of the requirements for the degree
of
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at
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Abstract

Recent research in New Zealand and internationally has indicated an abundance of external providers operating in the Health and Physical Education (HPE) sector and an increasing use of programmes created by these providers during curriculum time. This is a recent phenomenon with limited research about the way multiple programmes operate within schools and the way the relationships between providers and schools are managed. Much of the previous research related to external providers of HPE programmes has examined the effectiveness of a single programme or has been part of broader HPE research. The study undertaken for this thesis examined the relationships between external providers and schools in an attempt to develop some key principles for both schools and providers to take into account when engaging in a relationship with the other. The research examined how each of the parties within a school-provider relationship viewed the relationship, the curriculum and programmes offered by the providers. The study also looked at the way the programmes worked within schools, the reasons for their use and the effects of using the programmes during curriculum time. This thesis reports on strong relationships between the providers and schools based on mutual trust. The research also found both parties within school-provider relationships believed the use of providers provided higher quality HPE as it allowed students greater opportunities in HPE led by experts in the area. The discussion considers further effects of these relationships and potential principles that may be used for schools and providers to ensure the breadth and depth of the HPE curriculum is taught to students.

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Glossary

Within this research, the following definitions will be adopted:

Classroom: Classroom does not only refer to a classroom in the traditional sense but anywhere a class of students is taught. This may be a traditional classroom but in terms of this research, it is often more likely to be a gym, court or field as these are often places where HPE is taught.

Effective: When referring to the effectiveness of a programme or anything else within curriculum time the measure of effectiveness is, the ability to teach all the achievement objectives contained in the New Zealand Curriculum (Ministry of Education, 2007b) to a high standard while catering for the needs of individual learners.

Expert: Refers to someone who has experience in his or her field or is employed and used because they are seen to have a strong knowledge in a particular area.

External Provider: Any individual or organisation that provides programmes or resources that are used in the classroom and is not a staff member at the school where the programmes or resources are used or taught.

Health and Physical Education (HPE) Curriculum: The Health and Physical Education curriculum achievement objectives within the New Zealand Curriculum (2007b).

Health and Physical Education (HPE) Programmes: Programmes that are conducted within curriculum time in the area of HPE, these can be programmes offered by external providers or a teacher's overall HPE programme. This excludes programmes that are offered outside of curriculum time.

Ministry of Education (MOE): A government department that acts as the "lead advisor on the New Zealand education system, shaping direction for sector agencies and providers" (New Zealand Ministry of Education, 2012).

National Standards: A policy implemented to improve literacy and numeracy achievement. These standards involve a range of testing over a student's first eight years of school to plot how they are achieving in mathematics, reading and writing.

Neoliberalism: "[A]n approach to governing society in such a way as to reconfigure people as productive economic entrepreneurs who are responsible for making sound choices in their education, work, health, and lifestyle"(Macdonald, 2011, p. 37).Underpinning this idea is a belief that the free market will result in better outcomes.

Networks: The relationship between parties and the additional influences there may be on these relationships. This concept is discussed more in depth later in Chapter 3.The idea of networks examines what the commitment to different networks means and the power relations between and within networks.

Outsourcing: Williams, Hay, and Macdonald (2011) define outsourcing as "the state or process of procuring goods and services from external providers" (p. 401).

Partnership: The relationship between two parties or individuals. This is often a simplified way of looking at the relationship between the parties but is useful in explaining interactions between the partners.

Sport and Recreation New Zealand (SPARC): SPARC was a Crown entity that was established under the Sport and Recreation New Zealand Act 2002. Under the Act SPARC's purpose was "to promote, encourage, and support physical recreation and sport in New Zealand" (Ministry of Justice, 2009) partly through the funding of initiatives.

Sport New Zealand (Sport NZ): Is "the new name for the government organisation responsible for sport and recreation (formerly SPARC)" (Sport New Zealand, 2013c).

Chapter 1: Introduction

Internationally and within New Zealand recent research (Blair & Capel, 2008; Griggs, 2007, 2010; Lavin, Swindlehurst, & Foster, 2008; Petrie, 2012; Petrie & lisahunter, 2011; Petrie, Penney, & Fellows, 2012, in press; Williams et al., 2011) suggests in curriculum Health and Physical Education (HPE) lessons are increasingly provided by external providers of HPE. Originally restricted to extracurricular provision, the use of external providers has become a key part of HPE lessons (Griggs, 2007). The use of these providers within curriculum time appears “to have rapidly become normalised and largely accepted realities of a new policy landscape, and with that, a legitimised part of the discourse of physical education” (Petrie et al., in press, p. 3).

The current research noted the existence and high prevalence of external providers within HPE programmes and accepted this phenomenon is likely to remain part of the HPE landscape in New Zealand and overseas. For this reason, the research sought to examine effective ways to ensure the benefits of using external providers are maximised and the risk and downfalls are minimised or eliminated. This research focused on the relationship between external providers of HPE programmes and primary schools in the Waikato region. Focusing on this relationship allowed the research to look at the goals of each partner and whether their goals were being achieved through the partnership. The research also examined whether the goals of these parties were compatible. This research sought to explore the effects and effectiveness of both the relationships and current practice in school-provider relationships. Through examining these factors this research sought to provide principles that both schools and organisations could use to ensure high quality delivery of HPE across the breadth of the curriculum when involved in school-provider relationships.

1.1. Background

This research project is underpinned by previous research from Petrie et al. (2012). This research was the result of a ten-week research project I was involved in and led by Dr Kirsten Petrie and Professor Dawn Penney. The research examined the scope of external providers that operate within HPE space during curriculum time in New Zealand schools. This was the first time research was conducted that

identified the number of external HPE programmes available in New Zealand. The research gathered publically available information about HPE programmes and resources offered during curriculum time on a national basis. From this research, we discovered that there were at least 124 programmes operating within New Zealand HPE curriculum time (Petrie et al., in press). As a result of the project I developed a passion for importance of HPE within a broad primary education. Building on the findings of the initial research, I wanted to discover more about what had led to such a large number of external programmes becoming available to schools during curriculum time. I was interested in discovering what the views of the teachers, principals, organisers and implementers of external providers was to this phenomenon and the way in which the relationship worked. I also wanted to understand the effect that using these types of programmes had on HPE delivery and quality. This is because in the analysis of the resources and programmes publically available, Petrie et al. (in press) found that many of the programmes were addressing the same limited number and range of achievement objectives in the HPE curriculum. Thus, the findings generated questions about curriculum planning in relation to coverage and coherency when multiple programmes are being used by schools. It also raised questions about the providers' use of the New Zealand Curriculum (Ministry of Education, 2007b) in the development of their programmes.

While presenting the findings from the research of the Petrie et al. (2012) study at the Physical Education New Zealand (PENZ), conference several ideas related to the use of these programmes were raised by teachers, providers and researchers. Teachers indicated that the use of these programmes had increased due to a marginalisation of the subject. A marginalisation that they believed has worsened since the introduction of National Standards. This was something I was interested to pursue.

1.2. Rationale

As indicated above programmes and resources developed and delivered by external individuals and organisations are increasingly part of HPE programmes within New Zealand primary schools (Petrie & Lisahunter, 2011). As noted earlier from my previous research (Petrie et al., 2012) in 2012 there were at least 124 programmes

available from external providers for schools to use during HPE curriculum time. The phenomenon of external providers during curriculum time is not restricted to HPE alone or solely New Zealand schools (Colley, 2008; Flintoff, Foster, & Wystawnoha, 2011; Hallam, 2011; Williams et al., 2011). As Williams et al. (2011) noted, in Australia the number of programmes available and the fact that external providers are beginning to operate in other subject areas, such as music, technology and art indicates that this phenomenon is likely to continue and/or grow. Therefore, this research sought to focus on the way to best use these individuals and resources to meet the requirements of the curriculum and meet students' learning needs.

This research is needed as there has been little research conducted with regard to the effectiveness of using external providers within HPE in New Zealand primary schools. Similar research has been conducted overseas (Flintoff et al., 2011; Whipp, Hutton, Grove, & Jackson, 2011; Williams et al., 2011) however there are many characteristics that make the New Zealand curriculum and in particular HPE curriculum different from those overseas.

Additionally most of the research to date in this area has focused on single programme within a school, often developed by the researcher (Colley, 2008; De Bourdeaudhuij et al., 2011; Fuller, Junge, Dorasami, DeCelles, & Dvorak, 2011; Pascual et al., 2011; Whipp et al., 2011). One example was research from De Bourdeaudhuij et al. (2011) that examined the HOPE project, a programme promoting healthy eating and physical activity in European schools. Research that focuses on a single programme arguably fails to address the multiple interrelated and conflicting relationships that exist within the use of programmes provided by external providers in the HPE area. Additionally research of this kind may neglect to investigate programmes that are not research led and subject to business ideals. There is a need for research on the current practice of use of external providers within HPE lessons and the impact this may be having on the delivery of the HPE curriculum and the learning of students. The current research is important as it attempts to offer insights that can inform HPE practice. These insights could be used within schools to help them manage offers from external providers. This may allow schools to work in partnership with external organisations and ensure the best outcomes possible for students while meeting the needs of the curriculum.

Before the introduction of National Standards several researchers (Nathan, Wolfenden, & Morgan, 2013; Petrie & lisahunter, 2011; Zink & Boyes, 2006) have discussed the difficulties of the crowded curriculum in both New Zealand and overseas. The crowded curriculum can result in the marginalisation of subjects, and HPE has been identified as one of these subjects (Petrie & lisahunter, 2011). This research may be significant for other subject areas that are marginalised or not seen as a core or important subject within New Zealand schools. This is because many of these subjects are starting to see the introduction of external programmes for some of the same reasons the boom in external providers in the HPE market place has come about (Adams, Gupta, & DeFelice, 2012; Carrick, Easton, Hong-Park, Langlais, & Mannoia, 2012; Gupta, Adams, Kisiel, & Dewitt, 2010; Jeanneret, 2011).

Furthermore, the research sought to capture the complexities of the policy networks within which the partnerships operate. It considered the goals, wants, needs and influences of both schools and organisations when operating within this area. This is important as it allows for some revelation on the current state of play in the area of external providers from the perspective of those directly involved. It moves beyond a theoretical examination of what the ideal practice is and examines what the reasons for the use of external providers' programmes, the way they are used and the perceived effectiveness from teachers and organisations.

1.3. Aims and Research Questions

The aim of this research is to develop a greater understanding of the relationships involved in the use of programmes created by external providers within HPE and understand the perceived effectiveness of these relationships and the delivery of these programmes. The following research questions were developed to meet these aims:

1. How are external providers and resources used in the delivery of the HPE Curriculum in NZ Primary Schools?

2. What effect does the use of external providers and resources have on health and physical education lessons and the delivery of the HPE curriculum in New Zealand primary schools?
3. How is the relationship between the providers and schools managed?

Additionally the following goals were developed to evaluate the effectiveness of the research and to contain the vastness of information and conclusions that could have come from this type of research into an appropriate length for the current thesis.

The goals of this project are:

1. To identify processes associated with selection and management of partnership arrangement.
2. To identify the effects that the use of external providers and resources has on HPE lessons and the delivery of the HPE curriculum in schools;
3. To evaluate how the relationship between the providers and schools is managed; and
4. To develop principles for schools using external providers to ensure they are used within the existing curriculum to meet the learning needs of students.

1.4. The Nature of the Study

This study was a qualitative case study of schools and organisations that provided in curriculum HPE programmes to schools. More specifically, it involved four schools and four organisations located in one region of New Zealand. Data collection comprised of semi-structured interviews and collection of documents.

1.5. Thesis Outline

1.5.1. Chapter 2

Chapter 2 explores the current literature in the area. This chapter begins by exploring general research on the use of external providers across different areas of the curriculum to develop an awareness of the issues involved. It also looks at

general issues of privatisation and the use of experts within publically funded and publically controlled organisations. It outlines research specifically related to the reasons behind the increase in the use of external providers in recent years within HPE and the effects of this growth.

1.5.2. Chapter 3

The chapter looks at the idea of partnership and discusses the way it relates to the use of external providers of HPE programmes. It also looks at the idea of networks. This includes a discussion of the different characteristics associated with networks including structure and power relations.

1.5.3. Chapter 4

Chapter 4 discusses the methodology within the current research. It includes an outline of the research paradigm and the approach that the current study used. The chapter also contains a description of the sample used within this study, the selection process and the data collection methods. The chapter then discusses the process of data analysis and the transferability, dependability, validity and credibility of the research findings. Finally, the chapter explores the ethical considerations undertaken when conducting the research.

1.5.4. Chapter 5

Chapter 5 presents the findings from the research and discusses these findings in relation to the previous research set out in the literature review. The findings are separated into the reasons for the use of HPE programmes, the effect of the programmes on the scope of the curriculum and the effect of the programmes on the quality of the lessons. There is then a separate discussion on the key findings about the partnership that exists between the schools and the providers and how this is managed within a wider network.

1.5.5. Chapter 6

Chapter 6 is the concluding chapter. This chapter outlines principles for teachers to assist in ensuring the relationship between school and external providers is managed so that the use of external programmes results in effective HPE in the classroom. This chapter explores areas for potential further research. Additionally, it explores

the limitation of the current study and how these could be improved in further studies.

Chapter 2: Literature Review

There has been little research that has directly addressed the use of external providers of HPE programmes and resources that are used during curriculum time in New Zealand schools. This chapter examines the current research available in the area, both nationally and internationally, and other related literature pertinent to the current study.

2.1. Growth of External Providers

Although there has been no New Zealand research into the number of schools using external providers in the HPE curriculum research, Williams et al. (2011) and Webster (2001) in Australia did look at the number of schools that used external providers in HPE. Research by Williams et al. (2011) in Queensland indicated that 85% of schools that responded to the survey “reported outsourcing some form of HSPE [Health, Sport and Physical Education] work in the previous twelve months” (p. 399). This research surveyed both primary and secondary schools in the state. Additionally in a previous unpublished survey of New South Wales primary schools Webster (2001) found that 65% of primary schools in the survey had outsourced some HSPE work in the past year. These pieces of research show that many schools are using programmes within Australia and this is potentially reflective of participation in New Zealand as our education systems are relatively similar and tend to follow similar trends (Petrie & Lisahunter, 2011).

Additionally there has been research in the United Kingdom in this area relating to the use of coaches in both curriculum time and in extracurricular environments (Blair & Capel, 2008; Griggs, 2010). In reference to the findings of Lavin et al. (2008), Griggs (2010) noted that in order for schools to meet government “targets of engaging children in two hours’ high-quality PE and sport at school each week the number of adults other than teachers used in primary schools has increased dramatically” (p. 39). Research from North (2009) found that in 2008 102,370 coaches operated inside PE lessons within schools in the United Kingdom, “providing somewhere in the region of 150 – 200,000 coached hours per week in curriculum time (out of an estimated overall provision of 2.6 million PE hours)” (p. 59). This indicates a trend that Blair and Capel (2008) believe is a move from coaches employed to take extracurricular lessons to delivery within curriculum

time. Griggs (2010) indicates that in the UK “it seems apparent that certain conditions have conspired to mean that in a number of primary schools physical education is no longer taught by qualified, professional teachers” (p. 40).

As indicated in Chapter 1, as of December 2011 there were at least 124 programmes available for teachers to use within curriculum time in the area of HPE (Petrie et al., in press). Although there has been no previous research within the area to compare the number of programmes available or the use of programmes previously, several authors have discussed an increasing trend for the use of providers both within New Zealand and overseas (Blair & Capel, 2008; Griggs, 2010; Petrie & lisahunter, 2011; Williams et al., 2011). In relation to the research I was previously a part of (Petrie et al., in press) it must be noted that we did not examine the number of schools each programme was in or the number of schools that used programmes nor the number of programmes each school used. This is because this information is not publically available due to privacy and commercial considerations. There is not any definitive evidence from longitudinal or comparative studies that there has been an increase in the use of external providers. However, this is generally accepted to be the case in New Zealand (Petrie & lisahunter, 2011) and has shown to be the case in overseas research (Blair & Capel, 2008; Griggs, 2010; North, 2009).

In his research Griggs (2010) found there was “a willingness of teachers to ‘give up’ the teaching of PE” (p. 39) to external providers. Therefore, it is important to explore the reasons behind the growth of the number of providers, programmes and the use of these programmes within HPE lessons. The following reasons have been put forward by various academics: efficiency and the private market, government policy, external agendas and expectations of HPE, teacher confidence and the idea of the crowded curriculum. I discuss each of these reasons individually below.

2.1.1. Efficiency and the Private Market

The increased use of external providers across New Zealand schools in both curricular and extracurricular teaching can be seen, as at least in part, to be associated with broader political trends encompassing efficiency and the growth of education as a market. Efficiency and privatisation are central to the idea of

neoliberalism, which in some respects can be seen as a driver of HPE policy within New Zealand (Petrie & Lisahunter, 2011) and of PE overseas (Griggs, 2010). This orientation around neoliberalism is evident in education as a whole and in relation to government spending in general (Ranson, 2007). This increase in privatisation and outsourcing is an attempt to improve expertise, cut costs and reduce the financial accountability of the Crown (Macdonald, 2011). The idea is that it is more efficient to use experts in certain areas rather than to train individuals to perform a similar role, in addition to their other roles, as this may not be as effective or efficient (Macdonald, 2011). A common example of this is in many public institutions any information technology or accounting work is outsourced to experts in the field (Mann, 2011). Having external individuals set up and manage websites, email, phone systems, accounts and other information technology areas is seen as more efficient. This is because these individuals have the equipment and expertise to produce what is required more quickly and to a higher standard than an individual who is not an expert in the field. These neoliberal ideals have led to “private sector involvement in education ... [being] increasingly legitimised amidst uptake by governments, education authorities and schools” (Petrie et al., in press, p. 5). In several aspects of education the use of the private market can be a lot more efficient and effective, although this often is limited to areas outside of curriculum delivery (Macdonald, 2011) including building, maintenance and school design. Within curriculum delivery, it is argued that the use of the private market may not be as effective (Griggs, 2007). This is because as opposed to building and maintenance, the use of external providers does not take time away from an individual performing their core role. The difference with using outside experts within curriculum is that teaching HPE can be regarded as one of the core roles of a primary school teacher (Griggs, 2010). Therefore rather than outsourcing ancillary roles of employees as is usually the case with using external experts, in the case of teaching, outsourcing is effectively removing one of the key roles of the teacher.

When looking at the role of markets within education around the world, Lubienski (2006) noted that within New Zealand’s current educational framework there is a pseudo-market for the delivery of certain services within schools. Initially this market was restricted to non-curriculum services of the school such as maintenance and cleaning. This then moved into co-curricular programmes such as after school

programmes and additional tutoring. Now this pseudo market has moved into curriculum programmes across many subjects (Lubienski, 2006). This pseudo market is achieved through partnerships with external organisations that provide services to schools during curriculum time. These services are in the form of both resources and instruction to students directly from experts (Williams et al., 2011).

Macdonald (2011) argues that these neoliberal ideas need to be critically examined within HPE as the “neoliberal approach to governance, education, health, commerce etc. appear somewhat natural, logical or commonsensical, and thereby stifle critique or resistance” (p. 42). Macdonald (2011) notes that it is not easy for an area such as HPE to jump out of or swim against the stream (neoliberalism) with many areas of government policy and spending also taking a neoliberal approach. Macdonald (2011) emphasised the need in HPE and other curriculum areas, to ensure continued effective practice and the best possible learning outcomes for students. Williams et al. (2011) highlights that the idea of neoliberalism focuses on the outcome rather than the process of learning. While there are arguments that in many situations neoliberalism is effective because of this focus as it is the outcome that is important, especially in areas such as business (Ball, 2009), it can be argued that in government, and particularly in education, the values that are important within neoliberalism do not transfer (Macdonald, Hay, & Williams, 2008). In research assessing the effectiveness of government programmes, particularly education programmes, effectiveness should not be determined in the same way as it is in many other areas (Ball, 2008). Arguably, the focus should not be on the outcome. It should not be about the number of individuals that have used a programme or the amount of money earned. It should be about the quality of the programme delivered and the learning that occurs (Blair & Capel, 2008). This cannot be measured quantitatively.

The measure of effectiveness that this research focuses on is the commitment to a programme of teaching and learning that addresses all the achievement objectives contained in the New Zealand Curriculum (Ministry of Education, 2007b) and that caters for the needs of individual learners. If measured using this model of effectiveness the use of the private market within curriculum time may not be effective. This is because teachers are dealing with the students day to day and have

a rapport with the students and are in the best position to assess their individual learning needs (Petrie et al., in press). Additionally teachers are trained in implementing the curriculum within their lessons and therefore meeting the achievement objectives (New Zealand Teachers Council, 2007).

2.1.2. Crowded Curriculum and National Standards

An additional reason for the increase in the use of external providers and programmes within HPE is that HPE is often not a curriculum priority for governments, schools and teachers (Petrie & lisahunter, 2011). In recent years, there has been an increased focus on numeracy and literacy through initiatives such as National Standards by the government. Even before the introduction of National Standards, a lot of research has looked at the idea of the crowded curriculum (Petrie & lisahunter, 2011). New Zealand primary school teachers are responsible for teaching all subject areas within the New Zealand Curriculum (Ministry of Education, 2007b). This means that teachers are challenged to address between 10 and 15 achievement objectives per learning area in eight learning areas around 80 achievement objectives across all learning within a year (81 in level one for example) (Ministry of Education, 2007b). With all of these areas to teach, it is a very difficult job for teachers to ensure the needs in each area are met and are met with sufficient detail, time and care. The focus on literacy and numeracy may mean that a lot more planning and teaching time is dedicated to subjects such as Mathematics and English over subjects such as HPE, Technology and Art. This policy focus is also reflected within teacher education programmes both nationally and internationally (Dyson, Gordon, & Cowan, 2011; Griggs, 2007; Petrie & lisahunter, 2011; Petrie & McGee, 2012). This can result in the marginalisation of HPE (Petrie, Jones, & McKim, 2007). Teachers may be more likely to use external providers in these subject areas as the lesson is often planned for the teacher. The programmes often also take the hassle out of getting gear ready and coming to grips with a certain skill or area (Petrie, 2012). Additionally many teachers may see the use of these programmes as ticking the HPE box without the need to break it down themselves and ensure that all the achievement objectives are met.

2.1.3. External Agendas and Expectations of HPE

There are several issues that the government, communities and parents see as important that effect young people and schools are often put under pressure to help solve these issues by educating students about them or preventing them from happening (Griggs, 2010). Petrie et al. (in press) note:

... that 'outsourcing of PE/HPE can be seen as a response to perceived shortfalls in provision, resources and/ or teaching expertise, in relation to the expectations that various groups (politicians, proponents/ experts of health/ medical/ sports, health related corporations) have of the learning area. (p. 7)

Therefore, in many cases HPE is seen as the most ideal subject to address these social, physical, emotional, environmental and health related issues (Reid, 2011). This leads to more pressure on HPE. As discussed above HPE often has limited teaching and planning time. The additional pressure to address certain areas could be one of the reasons that leads to the use of external providers to help teach students around these issues that the government of the time, communities and parents see as essential.

Lack of physical activity amongst New Zealanders is one of these areas seen as important for HPE to focus on as a result of external influences. There have been many studies released in the area of physical inactivity (Hodgkin, Hamlin, Ross, & Peters, 2010; Swinburn & Wood, 2013) and the issues from these studies have become widely reported in the media (Barclay, 2013; Bay of Plenty Times, 2013). Additionally there has recently been more reporting on the number of young people particularly who are inactive or not as active as many believe they should be (Anderson, 2013; Driver, 2013). This has led to pressure on schools to ensure that students are getting enough physical activity and are taught the importance of it (Griggs, 2010; Petrie & lisahunter, 2011). This also comes from the view that somehow schools are not ensuring that students are doing as much physical activity as they used to in previous generations (Griggs, 2010). These views can be formed by parents and others in community who went through school with HPE, or more appropriately Physical Activity, based on very different ideals than the HPE

curriculum is based on today (Petrie, 2008). As Petrie and lisahunter (2011) indicate, the pressure from the government and society can lead to a narrow focus in relation to what is taught in HPE. Rather than teaching across the breadth of the curriculum and meeting all the HPE achievement objectives in the New Zealand Curriculum (Ministry of Education, 2007b) teachers and schools are pressured to teach students in a way that helps prevent these problems, or in many cases to ensure they get a certain amount of physical activity. External providers can develop their resources and programmes based on these popular concerns and be seen to be meeting a public and educational need by doing so. In many cases, the funding that these providers receive is in reaction to some these concerns. One of these funding streams is KiwiSport. This funding which aims to “increase the number of school-aged children participating in organised sport ... increase the availability and accessibility of sport opportunities for all school-aged children ... support children to develop skills that enable them to participate confidently in sport” (Sport New Zealand, 2013a) by providing funds to regional sports organisations (RSTs) and National Sporting Organisations (NSOs). This funding is often used in the implementation and carrying out of programmes within schools (Sport New Zealand, 2013b). As the focus of many of the programmes are determined by the funding arrangements in place, the use of these types of programmes as a substitute for regular HPE programmes may mean that other areas of the HPE curriculum are not addressed. The funding expectations and specific focus may contribute to this scenario (Petrie et al., in press).

The pressure from parents and other external influences about what should be taught in HPE is reflective of a ‘conceptual confusion’ about what HPE is and what it should be trying to achieve (Petrie & lisahunter, 2011). This confusion not only comes from the general public and those involved in education policy at the governmental level, but also from teachers themselves (Culpan, 2008). In Australian research Morgan and Hansen (2007) found “many teachers (74%) continue to use the terms PE, sports, and physical activity interchangeably when describing lessons” (p. 102) this indicates that they may not grasp what HPE is about and this is potentially reflective in New Zealand. This relates directly to the discussion in the previous paragraph where some individuals look back at the way HPE used to be more of a physical activity lesson than current HPE and not grasp

what the true objectives of HPE (Petrie, 2008). This lack of clarity by teachers is one factor that has allowed external providers to implement their programmes within schools (Petrie & Lisahunter, 2011). As some of these programmes are government funded and respond to popular health concerns, teachers are willing to use them, as there is confusion around what HPE should be (Griggs, 2007). Therefore, in some teacher's minds if HPE is addressing these concerns it is effective. The teacher may aim to use HPE solely to ensure that their students are physically fit and have the right tools to eat healthily due to this lack of knowledge about what HPE is (Petrie, 2008).

2.1.4. Teacher Confidence and Knowledge

A lack of teacher confidence and knowledge may be a further factor contributing to an increased use of external providers in HPE (Griggs, 2010; Morgan & Hansen, 2007). Williams et al. (2011) found in their Australian research that perceived lack of ability and expertise was the most common reason why schools used external providers in HSPE (similar to New Zealand's HPE). Providers of the programmes are aware of the fact that many teachers lack confidence in this area and that there is a need by teachers to get help in this area (Petrie et al., in press).

Primary teachers may lack confidence as HPE teachers due to the limited exposure to HPE many of these individuals may have had while a school student and as a trainee teacher (Morgan & Hansen, 2007; Petrie, 2008; Petrie & McGee, 2012; Stuart & Thurlow, 2000). Petrie (2008) highlights that the move in New Zealand away from four year to three year teaching qualifications has significantly reduced the amount of time spent on HPE. In that research Petrie (2008) noted that "generalist teachers undertake varying hours of tuition within their PE ITE [Initial Teacher Education] courses, with few receiving more than 40 hours" (p. 73). Due to this limited exposure to HPE during teacher training "it would appear important that beginning and experienced teachers are provided with opportunities to participate in regular in-service PD focussed on PE" (Petrie, 2008, p. 74). However Petrie et al. (2007) found that less than half of experienced teachers (five years or more experience) had attended more than one PD course focusing on HPE. Additionally these were all courses that were no more than one day. Research from Coulter and Woods (2012) has indicated that this problem is not limited to New

Zealand alone. This research indicated there was limited teacher participation in PE PD programmes but when teachers did participate “teachers’ PE content knowledge had expanded and this encouraged them to use existing classroom paedagogical strategies in the PE context. This developed their confidence in teaching PE and a greater understanding of the PE curriculum and its purpose” (Coulter & Woods, 2012, p. 329). The combination of negative school experiences of HPE, limited exposure to HPE during teacher training and a lack of PD opportunities and uptake of these opportunities can lead to a lack of confidence by generalist teachers in HPE. This may also help to explain why it is HPE that seems to be affected by this phenomenon of external programmers more than any other subject area.

Many of the programmes do not up skill the teacher or enable them to become more confident as the lessons are pre planned by the organisations and followed by teachers or employees of the organisations take the classes, giving the teacher a minimal role (Petrie, 2012). Arguably, this may even decrease a teacher’s confidence as if an expert is brought into the classroom to teach students it is unlikely that a teacher will feel they are able to deliver a lesson as well or with the same expertise (Griggs, 2010). Thus, it is argued that some of these programmes create a reliance rather than an up skilling that would allow for an eventual move away from the programmes, which is the ideal situation (Petrie & lisahunter, 2011). In discussing the findings of Ranson (2007) Petrie et al. (in press) believes “it would appear that internationally, trust in primary school teachers, and more specifically generalist primary school teachers, has been eroded” (p. 8), due to the expectations of society and teachers’ own lack of knowledge and confidence. Additionally government funding of some external programmes, and schools increased use of these programmes, sows trust in the providers of these programmes over teachers (Petrie et al., in press).

2.2. Implications of the Growth of Providers and Programmes

This part examines some of the implications that may arise from using programmes provided by external providers in HPE curriculum time. It points to some of the key strengths and also the key dilemmas and tensions identified in national and international literature. This is not necessarily reflective of all programmes available nor is it reflective of the current practise in all schools.

2.2.1. Expertise of Organisations

One implication of using external providers, especially when using an expert to take a lesson, is the benefit of the knowledge and the experience in the particular sport or health related field that the expert has (Petrie et al., in press). This can be particularly beneficial when a teacher has little or no knowledge of the sporting skill they may be trying to teach (Griggs, 2010). Additionally in the health side of HPE it can be useful for an expert in a particular field to take the class for a lesson as they have specialist knowledge that a teacher may not. An example of this is a nurse taking a health programme and speaking to students about medical issues. Nutritionists are also beginning to become used in increasing numbers not only as experts that deliver programmes, for example the Food for Thought programme (Food for Thought, 2012a) but also in the design of programmes and resources, for example the Be Healthy, Be Active programme (Nestle New Zealand, 2013). An expert may also be seen as useful for other programmes such as Police programmes where a police officer will come and talk to students. This allows all the students to be able to identify with a police officer, and therefore it can be beneficial to have them deliver an aspect of the HPE programme (New Zealand Police, 2013). This raises questions about who is regarded as an expert or if an individual is an appropriate expert in the circumstances. Almost all areas of HPE and the curriculum in general, are likely to have experts that have specialist expertise but it would not necessarily be beneficial to use an expert in every area. The New Zealand Curriculum was designed to be taught by generalist teachers. Therefore it must be questioned whether using the expert is appropriate or needed (Petrie, 2012).

Part of the benefit of using experts is the use of the physical resources they have available (Griggs, 2010). For example, sports programmes often have all the sporting equipment such as balls and cones (Kelly Sports, 2013) and health related programmes have diagrams and charts or models of the human body or whatever may be talked about in the lesson. Additionally programmes that provide resources and lessons to teachers, rather than an individual taking the class, also provide many if not all of the resources needed to teach that activity (Food for Thought, 2012b).

2.2.2. Meet a Governmental or Societal Need but not the Curriculum

As mentioned above lack of time, confidence, resources and skill create a perceived gap or need. Individuals and organisations can fill this gap by using specialist knowledge to create programmes and resources to deliver to or have delivered to schools (Griggs, 2007). Many of the programmes available to New Zealand schools currently appear to be in a response to these gaps. It is important to consider whether these programmes are meeting a real gap, such as lack of planning time, teacher confidence, and lack of class time or if they are meeting perceived gaps that are created because of governmental or societal concerns for students (Petrie, 2012). In either case the creators of the programmes aimed at filling these gaps appear to be well meaning and want to help students out by providing programmes in an area that they feel is lacking (Food for Thought, 2012a; Nestle New Zealand, 2013).

However, the difficulty with these programmes is not their intent it is in their implementation and planning (Griggs, 2010). One of the first issues in the planning and development stage. At this stage, the programmes appear to be created to address a certain need. This appears sometimes to be the only focus, with no focus on the curriculum. In some cases a sponsor, funder or parent body directs the focus of the programmes as the programme creators and deliverers are responsible to them (Petrie et al., in press). At this stage some of the programmes do not take into account the HPE achievement objectives within the New Zealand Curriculum (Ministry of Education, 2007b) and are therefore solely focused on the activity rather than the educational quality of the programme (Petrie et al., in press). Additionally some programmes claim to teach certain achievement objectives, however when a number of programmes were examined (Petrie et al., in press) it was found that several programmes taught significantly fewer achievement objectives than the organisations claimed. Where this is the case it may mean that students are not being taught all or even any of the achievement objectives contained in the New Zealand Curriculum (Ministry of Education, 2007b) and therefore there may be little educational value in students being a part of these programmes (Petrie, 2008). This may make some of the problems that the programmes are trying to help out, such as the crowded curriculum, limited planning time and lack of confidence, even worse as they are not covering what needs to be done but simply creating less time for other learning to take place

(Williams et al., 2011). This is not to say that all HPE programmes provided by external providers do not teach some or all of the achievement objectives within the New Zealand Curriculum (Ministry of Education, 2007b) but this is a problem that may occur from using these programmes within HPE lessons.

2.2.3. Reliance on Programmes

In order to meet the perceived needs of teachers and to get schools using the resources and services offered, these programmes are typically marketed as being simple to carry out or in some instances, taught by an external individual (Petrie et al., in press). In both cases, most or all of ‘the work’ is often presented as having already been done for the teacher. For example, one organisation states that “teachers only need to make the booking, place children into teams and sit back and relax while our well-organised staff takes over” (Kelly Sports, 2011). This seems like an ideal situation for some teachers. The reduced effort required to plan and carry out the programme may leave teachers with time to focus on other areas of the curriculum and will be one less thing to worry about. However, this type of marketing of HPE programmes and use of programmes may lead to an ongoing dependence on these programmes (Griggs, 2010). This blind use of resources or experts teaching classes also may not help teachers to become more confident in planning or carrying out programmes as all the work is done for them (Petrie et al., in press). At times teachers may not even be present or involved in the lessons being carried out (Griggs, 2007). Additionally many of the programmes offer a one size fits all approach, and therefore do not lend themselves to a teachers’ input in terms of ensuring achievement objectives are met or even to vary the programme (Petrie, 2012). This can be particularly true of programmes that are carried out by an expert. As many of these programmes are operated alongside business models, whether they are for profit or not for profit, it seems logical that they would want a continued reliance on their programmes. Without this reliance, their business effectively stops and they and others involved in the organisation may be out of a job (Petrie et al., in press). Whether the organisations receive their money from the schools directly, from sponsorship or another type of fund their ongoing funding is likely to be reliant on numbers in programmes or number of schools attended.

2.2.4. Teachers not Involved in Teaching and Planning

As mentioned previously an additional criticism of programmes provided by external providers during HPE curriculum time is that teachers are not often involved in the planning or the teaching of the lessons (Petrie, 2012). This is especially true in programmes that use an expert to teach classes but to a lesser extent other programmes which may involve videos, workbooks, lesson plans or other mediums that mean the teacher has little input or control over what is being taught. Arguably, it is the teacher's core role to carry out these types of lessons and ensure the students are being taught what is needed (Petrie et al., in press). There are questions about whether it is right or okay for a teacher to be giving their responsibilities of teaching a class or planning lessons to another individual. Petrie et al. (in press) point out that in order to "get and maintain registration teachers have to demonstrate that they meet the regulations/requirements associated with having professional knowledge, practices relationships and values" (p. 21). However, the providers do not have this same responsibility. Additionally one of the arguments in this area is that it is the classroom teacher that interacts with the students on a day-to-day basis. As a result the teachers get to know the students, how to motivate individual students, what the students need by way of support and challenges, and have a general rapport with the students (Petrie, 2012). As the experts come in to teach occasionally, they are unlikely to establish this same relationship especially in a one off provision situation. However even with a continued programme this may be the case (Griggs, 2007).

Related to this is the fact that teachers have received extensive training at both teaching and curriculum planning and do this on a daily basis (New Zealand Teachers Council, 2007). Many programmes employ instructors who may be experts in their field but are not trained in or qualified as teachers. Although the instructors may be effective coaches or proficient at a particular sport the essence of in curriculum time HPE is about teaching and learning not fitness or sports coaching (Petrie et al., in press).

2.2.5. Narrowing of the Curriculum

An identified by Petrie and Lisahunter (2011) the use of these programmes may lead to a narrowing of the HPE curriculum and to less learning and less meaningful

experiences for students within the HPE. This is because even the programmes that claim to, and do, teach the achievement objectives of the HPE curriculum often tend to teach the same or similar achievement objectives. Few achievement objectives were claimed to be taught by many of the providers in the analysis from Petrie et al. (in press). Upon deeper analysis within that study, it was found that in practice even fewer were actually taught.

The problem can occur when a teacher uses multiple programmes or only uses programmes provided by external providers to teach HPE. With regard to using multiple programmes, although it may appear useful and that different objectives are being taught, often multiple programmes teach the same achievement objectives but through different mediums even when it is the same provider developing the programmes (Petrie et al., in press). For example, HPE achievement objective strand B1, Level 2, movement skills states that “[s]tudents will practise movement skills and demonstrate the ability to link them in order to perform movement sequences” (Ministry of Education, 2007a, p. 14). If a teacher gets a lesson on soccer, rugby, tennis, dance and athletics they may all teach this and a limited few other achievement objectives even though on the surface it appears that students are getting a varied education. Although by doing this students are getting exposed to plenty of HPE time they are arguably not getting the quality comprehensive HPE time that is needed nor developing a holistic understanding of HPE (Petrie, 2012).

The idea of the narrowed curriculum is not a phenomenon solely associated with the use of programmes created by external providers or in HPE alone (Petrie & Lisahunter, 2011). However, the use of these programmes within HPE curriculum time can make this problem worse when coupled with other factors such as such a lack of knowledge by teachers of the HPE curriculum, lack of time and lack of confidence.

Chapter 3: Partnerships and Networks

In order to evaluate the effectiveness of using external resources and to highlight key principles for better use, it is important to explore the concepts of partnership and networks. Within education, the ideas of both partnerships and networks have been explored in various settings (Adams et al., 2012; Carrick et al., 2012; Riordan & Klein, 2010). This framework forms the foundation against which I will analyse the partnerships and networks of schools and external providers.

3.1. Partnerships

Although the idea of partnerships focuses on a relationship between two agencies it can be useful as a tool for analysis to clear some of the clutter that may arise when looking at a whole network. Both concepts are used within this research and are regarded as inter-related in the sense that the current context of provision of HPE can be seen as one that features multiple partnerships within networks.

With regard to partnerships, one must understand that parties within a partnership have different and at times competing interests (Colley, 2008). In order to ensure a partnership is effective all the parties should be aware of these interests and attempt to work in a way that the interests of both sides are met as much as possible. This means that it is important for providers and schools to take the time to discuss these areas to ensure mutual satisfaction. In research from Eckhoff (2011) it was noted that in dance outreach programmes it was important that the parties discuss these interests and also establish the way in which the relationship will work. Before having such a discussion neither party was satisfied but they had not taken the time to discuss what was needed to improve this. By entering into a discussion with the other party this allows for the needs of both partners to be expressed ensuring both parties are aware of, and are trying to meet, the expectations of their partner. This increases the likelihood of a successful outcome (Colley, 2008).

Penney and Houlihan (2003) note the difficulty in discussing partnerships given that it is a vague concept. There is no clear and accepted definition of a partnership or what it requires. However, they argue there is some agreement that there is some difference between real partnerships and partnerships simply in name. Real

partnerships require input from both parties about what they want and what the roles in the partnership.

3.2. *Networks*

In addition to the importance of exploring the relationships between partners it is important to examine the wider networks in which these partners belong and the power relations that exist within and between networks. It is also important to consider the way in which interconnected networks can effect a partnership. Ball (2008) believes that it is important to understand that within education the state and several non-state actors all contribute to form what becomes educational policy. In addition to this, several of these actors are involved in creating other policy that may affect education.

Networks are interweaved and messy and represent multiple social interactions that can be difficult to trace (Ball, 2009). Many of these interactions are within the context of partnerships. To get a true idea of the way external providers operate within schools it is important to examine the idea of networks that incorporate funding sources and other factors, such as government initiatives, that may affect the way they operate. Some schools have multiple providers that provide to multiple schools. Both have government, societal, and market influences that effect the way they operate within HPE. For this reason de Lima (2010) has developed “a discussion of network concepts and proposes more systematic, less normative ways of addressing and researching network issues in education” (p. 1). This discussion “outlines a set of key dimensions of intra- and inter-organizational networks and makes a case for more a comprehensive research approach to these phenomena” (de Lima, 2010, p. 1).

The following table from de Lima (2010, p. 11) briefly explains the dimensions of networks within education as is expanded on in the discussion below.

Table 1 Key dimensions for the analysis of networks in education

Dimension	Sub-dimension	Type	Description
Genesis		Emergent	Spontaneous, voluntary, generated through “grassroots” processes
		Externally sponsored	Conceived and promoted by outside agents as an instrument for their own agendas
Composition		Individual-actor	Comprised by individuals
		Collective-actor	Comprised by groups, organizations, institutions, etc.
Structure	Density	Dense	Most possible relations are activated
		Sparse	Few of the possible relations are activated
	Centralization	Decentralized	No particular actor or set of actors is relatively prominent
		Centralized	One actor or a small set of actors are the focus of most of the network’s relational activity
	Connectedness	Strongly connected	Most actors are strongly connected to one another
		Fragmented	Subgroups of actors within the network are weakly connected or unconnected to one another
Substance		Single-purpose	Devotes most of its activity to a single purpose
		Multi-purpose	Devotes its activity to several purposes
Effectiveness		Effective	Achieves its declared aims
		Ineffective	Fails to achieve its declared aims
Dynamics		Goal-directed	All relations between network members are structured in order to achieve network-level goals; an administrative entity plans and coordinates the activities of the network as a whole
		Serendipitous	Evolves haphazardly from the interactions of individual actors, without guidance from any central network agent

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3.2.1. Key Dimensions

de Lima (2010) points out that when looking at networks within education it is important to look at the key dimensions of networks. These are: genesis, composition, structure, substance, effectiveness, dynamics.

3.2.1.1. Genesis

When looking at this area one must look at the “reasons and motivations behind the creation of networks and the factors that lead actors to join them” (de Lima, 2010, p. 1). Within the many reasons for coming together, there are two main ways that networks come about, that is emergent or externally sponsored (Lieberman &

Grolnick, 1996). This is important to look at as it establishes why a member became part of the network and can indicate the strength of that member's commitment to the network.

3.2.1.2. Composition

The idea of composition refers to whether networks are made up of groups of individuals, known as individual actor networks, groups of organisations, known as collective actor networks, or both known as mixed level networks (de Lima, 2010). These networks can also be seen as an organisation that may be a part of another network (de Lima, 2010).

3.2.1.3. Structure

Structure refers to the way in which individuals or organisations are placed in a network according to several different criteria. There are several different areas of structure and I consider these individually below.

3.2.1.3.1. Density

The first concept within structure is density. Density does not relate to the number of individuals or organisations within a network, or how geographically close these individuals or organisations are but instead the density of relationships. This means that networks that have strong interactions through reciprocal discussions and the sharing of resources are likely to be dense networks. Additionally parts of a network may be dense while others sparse (de Lima, 2010).

3.2.1.3.2. Centralization

The second idea within structure is centralization. "A network's degree of centralization describes the extent to which relations and communication patterns within it are centered around one or only a few particularly prominent actors or subgroups" (de Lima, 2010, p. 6). The idea of centralisation is an important way of determining where the power lies within the network, as the power will lie with the person or organisation that the network is centred around.

3.2.1.3.3. Connectedness

The third area of structure is connectedness. Connectedness is the “overall unity of a network” (de Lima, 2010, p. 7). In many cases networks do not achieve overall unity and become fragmented into sub networks, as interactions do not occur consistently across the entire network. Within education, this can often occur across multiple school networks where interaction remain only within a school and not between them (de Lima, 2010).

3.2.1.4. Substance

Substance is “what network members interact about” (de Lima, 2010, p. 8). Substance also explores whether the members of the network share core values and beliefs. In the case of education this includes views on teaching and learning as well as views of the curriculum (de Lima, 2010). This substance can be affected by the way and reason the networks were created. In the case of more complex networks such as a school network, known as a multi-purpose network, it is unlikely that views and beliefs will be as similar as single purpose networks and additionally the substance of the interactions between the individuals within the networks is likely to be varying (de Lima, 2010).

3.2.1.5. Effectiveness

Effectiveness relates to whether the network is making a difference in regard to the reason that it was formed. “[T]o put in more adequately, how do we know that this difference is larger than the one that it would make if its members were not organized as a network?” (de Lima, 2010, p. 9). In relation to this, it is important to evaluate the use of the networks and the outcomes that are gained from being a part of the network.

3.2.1.6. Dynamics

Dynamics relates to whether or not the particular network changes over time including whether the relationships or membership changes during this time (de Lima, 2010). This idea also relates to questions around the evolution of shared values and beliefs around teaching and learning within an educational research area.

3.2.2. Interactional Aspects of Networks

Additionally de Lima (2010) points out the importance of looking at “the actual interactional aspects of network life, both within and across networks” (p. 11) in order to get a clear idea for the way networks work and ensure better practice. Again, within this area of networks there are several different areas where it is beneficial to explore the networks. The different areas required to evaluate the interactional aspects of networks are the internal network process, network ecology, the dark side of networks and disengagement and dissolution.

3.2.2.1. Internal Network Process

The internal network process relates to the way that the network operates in terms of how the relationships work inside the network. The internal processes of a network can be separated in to several different aspects.

3.2.2.1.1. Management and Leadership

Exploring this area of the network requires looking at who manages and leads the networks as well as the relationships within the networks. Management and leadership within networks often operates less formally than it may outwardly appear and it is for that reason it needs to be examined (de Lima, 2010). Who manages and leads within networks can indicate where the power lies within a network and the influence that an individual or organisation has within a network. Looking at leadership within a network involves looking at whether it is emergent, distributed or shared and the impact that this may have on the way the network operates as well as its effectiveness (de Lima, 2010).

3.2.2.1.2. Participation

Another aspect of the internal network process is participation. It is important to be aware of who participates in a network and who does not. Often the individuals who participate the most are those leaders and managers who hold the power within the network although this is not always the case. This is particularly true in multi school networks where teachers may interact more with teachers from another school than from teachers within their own school (de Lima, 2010). This area also explores the way information is spread within a network and the way the relationships work.

3.2.2.1.3. Learning

This area explores whether being part of the network produces professional learning for those involved and in turn leads to better outcomes for students (de Lima, 2010).

3.2.2.1.4. Interpersonal Relations and Trust

This aspect delves deeper into the networks and looks at how individuals interact with each other, not just what is shared or who shares. This is important as if there is more trust between individuals it is more likely that ideas and resources will be shared within this network (de Lima, 2010). Additionally trust can relate to whether certain ideas will be used within the network or prioritise which ideas get used and which do not.

3.2.2.2. *Network Ecology*

Network ecology in relation to the interactional aspects of networks relates “to the external relations that a network maintains with outside entities, including other networks” (de Lima, 2010, p. 14). This can relate to the way a school network interacts with another school networks or the way the school may interact with external organisations.

3.2.2.3. *The Dark Side of Networks*

The dark side of networks within the interactional aspects of networks relates to the negative aspects of networks that may occur. de Lima (2010) points out that this is an often under researched area when looking at networks as research often focuses on the benefits of networks but does not explore if the network may have detrimental effects. One example of a study was by Rusch (2005) who “found that an unintended consequence of the activity of the network was an enhanced culture of competition in the districts into which the schools that comprised the network were formally integrated” (de Lima, 2010, p. 15). Barringer and Harrison (2000) believe that loss of authorship, complexity, organisation risk, financial risk, power imbalances, loss of flexibility and clash of views and beliefs are negative aspects that may result from being involved in a network.

de Lima (2010) also highlights that there is a risk of political co-optation, ideologocial appropriation and colonisation within networks. He also notes that

work overload, self-reinforcement, disengagement and dissolution are further issues that may arise in a network, particularly in educational networks.

3.3. *Conclusion*

The research contained in this chapter formed the basis of the questions asked of participants in order to evaluate the effectiveness of using external providers as a part of in curriculum HPE lessons. The research also assisted in developing the questions that explored with participants the relationships between schools, teachers and providers using the research on partnerships and networks. The research outlined above also forms the foundation for my analysis of the information obtained in response to these questions.

This chapter is heavily based on the work of de Lima (2010) as this has grouped together much of the research around networks into a clear structure. This structure as outlined above is used in the analysis of the data and discussion of the findings.

Chapter 4: Methodology

4.1. Introduction

This study was located within the interpretive paradigm and used a qualitative case study design. This involved both the use of semi-structured interviews with schools and providers as well as document analysis of programmes. This chapter outlines the data collection methods, analysis, research paradigm, the participant selection, the credibility of results and ethical considerations arising from the study.

4.2. Research Paradigm and Approach

Interpretive approaches are based on the view that reality and truth are constructed and based on both the researchers' and other individuals' beliefs, experiences and relationships (Cohen, Manion, Morrison, & Bell, 2011). Social science research and in particular educational research is grounded in interpretive approaches. In this research this paradigm was chosen as it concerns the relationships between the parties and interpreting what they see as important and effective. This paradigm was also useful in ensuring that the research maintained a focus that there is not one right or true answer. Rather the findings were subjective, based on individuals and society.

I decided to use a case study approach focusing on providers and schools. The intention of this was to create a depth of understanding about the nature of the relationships and the use of providers within schools, in a narrow number of cases. Using semi structured interviews with key figures in each organisation (provider/school) and documentary research, enabled me to get a clear sense of how the programmes worked within schools and how schools and organisations worked together.

4.3. Sample

I interviewed four providers of programmes. The providers selected provide programmes to five or more schools in the Waikato. Two of these providers are in the area of health education and two further providers are physical or sport education based. In these categories at least one provider was to be for profit and the one not for profit. This ensures that both main subject areas of HPE were

explored in order to catch a wider perspective that is likely to be transferable across other regions and subject areas.

Provider one (P1) is a provider of health related resources and programmes. It does not teach in classrooms but does create and give out lesson plans in addition to resources. It also conducts some professional development with teachers about how to teach the programmes. This provider is not for profit.

Provider two (P2) is a provider of sport based programmes and resources. It is almost completely focused on delivering programmes within schools. This provider is not for profit.

Provider three (P3) is a provider of sport based programmes and resources. It delivers programmes to schools and provides accompanying lesson plans for further lessons. This provider is for profit.

Provider four (P4) is a provider of health based programmes and resources. It is almost completely focused on delivering programmes within schools. This provider is government funded.

Additionally I selected four schools. These schools were based in or near Hamilton in the Waikato region. The individual selected to interview, by the principal of each school, was the individual who dealt with external providers and in most cases oversaw the schools HPE programme. Two of these participants were active teachers and two were not, all four were the contact point and coordinator of the use of external providers in their schools and all four were trained teachers.

School one (S1) was a lower decile school that predominantly used one provider in HPE programmes. The participant was not an active teacher.

School two (S2) was a high decile school that used four main providers within HPE programmes. The participant was an active teacher.

School three (S3) was an independent school and used five main providers within HPE programmes. The participant was not an active teacher.

School four (S4) was a medium decile school that used two main providers within HPE programmes. The participant was an active teacher.

4.4. Data Collection Methods

In order to develop a deeper understanding of current relations between schools and providers and the way future partnerships and provision of programmes may be enhanced, I conducted semi-structured interviews with both representatives of schools and the providers of external HPE programmes. Semi-structured interviews were chosen as they allowed scope for the same questions to be asked of all participants to understand participants' views on these questions while allowing scope for greater discussion on the questions and exploration of ideas that came up within the interviews (Menter, Elliot, Hulme, Lewin, & Lowden, 2011). Additionally individual interviews were selected rather than focus groups as I was interested in what each individual thought of their specific relationship. Interviews ensured all participants had a chance to have their say. Additionally interviews are effective in ensuring that what is being asked is understood through the use of appropriate terminology and giving participants the ability to explain what they mean (Menter et al., 2011). This was important in this research as many of the questions and discussions needed elaboration or at times clarification.

I had two sets of interviews, one for schools (Appendix 1) and one for external providers (Appendix 2). Both sets of interviews contained many of the same questions to ensure that both the schools and the providers shared their views on exactly the same questions in terms of their relationship, therefore ensuring that the question itself is not the reason for different opinions. This ensured that both sides had the opportunity to present their view on the same topics.

My supervisor and the University of Waikato Research Ethics Committee reviewed the interviews questions to negate unintended bias.

I also asked for any additional documentation the participants could give me that related to the programme or the relationship between the partners. The material provided consisted of example resources and lesson plans providers developed for or delivered in schools.

4.5. Procedures for Approaching Participants

To approach the providers I selected four providers using the criteria above, two health related, two sport related and at least one for profit and one not for profit. I sent an email to the head of the organisation asking if they or a representative of their organisation would be interested in be interviewed (Appendix 3) along with some brief information about the research. This was followed up with a telephone call three working days later if no response is sent. If an organisation declined, I selected another from that category. Once an individual showed an interest to be involved I sent more information along with the Participant Information Sheet (Appendix 4) and the Consent Form for Participants (Appendix 5) to allow the participants to have an idea of what they are agreeing to, what it would involve and the reasons for the interview. I then organised the interview at a time and place comfortable for them. In all four situations, this was at their place of work.

To select the initial four providers to approach I looked for providers that have well established programmes that are based in other regions also. This made it more likely that the organisation has multiple schools they provide for and more in depth relationships. This also allowed for greater extrapolation of the results across New Zealand.

I interviewed the providers first. At the conclusion of the interview, I asked which Waikato primary schools they implemented programmes in and who the person is that they deal with at those schools. From this information, I selected primary schools that used a combination of these programmes allowing for a comparison of the relationships. Two of the primary schools associated with the providers did not respond to communications. Therefore I selected primary schools in the Waikato area, emailed the principals (Appendix 6) with information about my proposed research (Appendix 7), and asked for consent to contact a specific teacher who uses external resources and/or programmes to participate in the research or to talk to

them if that was more appropriate. Before contacting the schools, I explored the schools website as often the use of external providers is discussed or there are advertisement in the schools newsletters. In the schools that and that responded and where a participant was interviewed all used at least one of the providers I had interviewed.

All interviews were audio recorded with the permission of the participants to ensure a true record was taken and to prevent from the distraction of taking numerous notes. This also allowed me, as the interviewer, to gauge how the participant responded to certain questions to assist in assessing relevant further questions in the area.

4.6. Data Analysis

Once I completed and recorded the interviews I used qualitative data analysis to help reveal information pertinent to the issues being explored.

The first step was to transcribe all the interviews verbatim. This allowed for an easily searchable and sortable record of the interviews. Participants were sent a copy of their transcription to ensure it was correct and they had the opportunity make any changes or additions needed or to provide further information or clarification. Cohen et al. (2011) notes that transcription can provide “important detail and an accurate verbatim record of the interview” (p. 357). Although the authors go on to mention they omit non-verbal aspects. For this reason, notes were taking in relation to certain questions when a reaction was made to a question and about the feeling and discussions before and after the interviews. The transcriptions were completed on the same day of all of the interviews to ensure non-verbal cues were fresh in my mind. Changes in pitch, pace and volume were also noted in the transcription.

Following the outline set out in Menter et al. (2011) I then sorted and coded the data. To begin the analysis I coded the data into the relevant research questions. The coding was done by copying questions and responses, including non-verbal cues, into separate columns in a spreadsheet, one for each research question. Information about which participant the quote was from and when in the interview

it was given was recorded in the same row. Some responses related to multiple research questions and were included in the appropriate columns.

I then followed the steps as set out in Ritchie and Spencer (2002) to further analyse the data. These steps are familiarization, identifying a thematic framework, indexing and charting. By writing the transcriptions I had become more familiar with the data. I then reread the transcripts several times to become more familiar. I coded the transcripts further by using another two thematic frameworks to sort the data, the research themes from Chapter 2 and the partnership and networks frameworks from Chapter 3. An additional two spreadsheets were created, one for the themes developed from Chapter 2 and one from the themes developed from the research in Chapter 3. Both included additional themes and ideas that had not been expressed in previous literature. The responses were then copied into columns related to the subheadings within both of these chapters and other columns added during analysis. Again, some of the responses related to multiple columns, especially given many of the areas discussed in each chapter are similar.

4.7. Validity and Reliability

4.7.1. Validity

Cohen et al. (2011) states that “[v]alidity is an important key to effective research. If a piece of research is invalid then it is worthless” (p. 179). Therefore, it is important to ensure this research is valid. Validity within interpretive qualitative research is very different to the strict principles applied within quantitative research that are based on positivist views. This paper uses the types of validity in qualitative research as set out in Cohen et al. (2011) to analyse the validity of the current research.

4.7.1.1. Internal Validity

“Internal validity seeks to demonstrate that the explanation of a particular event, issue or set of data which a piece of research provides can actually be sustained by the data” (Cohen et al., 2011, p. 183). With reference to Onwuegbuzie and Leech (2006), Cohen et al. (2011) identifies 12 threats to validity. Those relevant to my research included researcher bias, observation bias, descriptive validity, voluptuous legitimization, ironic legitimization and confirmation bias.

Within this research it was important to ensure that any bias I did have was negated. For this reason participants were not prompted to clarify as far as possible to keep the conversation going, as often these prompts can make a participant change to suit the researcher's bias (Menter et al., 2011). Additionally to avoid observation bias and to ensure descriptive validity the words of the participants were heavily relied upon rather than non-verbal factors that I may interpret differently than others. It was also important to avoid voluptuous legitimation and ensure what was interpreted from the data did not exceed that which could be supported. A further threat to the validity of this research was ironic legitimation as there were multiple realities in many of the situations discussed and interpretations of the data. Much of this was contradictory but as far as possible these contradictory interpretations have been taken into account and mentioned. Furthermore, within the research it was important to ensure that there was not a confirmation bias especially once analysis of data began and some of the responses were similar to previous research. For this reason, it was important to extract everything participants said and include responses that contradicted previous research or were not highlighted in previous research.

4.7.1.2. External Validity

“External validity refers to the degree to which the results can be generalized to the wider population, cases, settings, times or situations” (Cohen et al., 2011, p. 186). Within qualitative research, it is important to give clear information about the participants and settings so other researchers can get a sense of whether the research would be applicable in another situation. Additionally it is important to indicate areas where a researcher believes the findings are transferable. Again Cohen et al. (2011) sets out threats to external validity in qualitative research with reference to Onwuegbuzie and Leech (2006). Those relevant to my research include investigation validity and generalisation.

In relation to investigation validity, throughout the research ethical rigor was at the forefront of considerations and expertise was sought for clarification to ensure validity. The University of Waikato's Ethical Conduct in Human Research and Related Activities Regulations 2008 were closely followed. During interpretation, I was also careful to ensure I captured the true meanings of the participants as far

as possible and endeavoured not to include any interpretations that were not completely clear. This was largely done by including direct quotes. To the extent feasible this research tried to ensure the research was generalizable to wider populations, however it will not necessarily be so. Four organisations and four schools were interviewed and although they were chosen to represent the breadth of organisations and schools in the area they may not be applicable to all. Organisations that did not respond may hold different views to those that did and that may be the reason they did not respond. Additionally as schools were sought that operated with the providers interviewed it is more likely these schools would hold positive views of providers hence the ongoing use. This research excluded any schools that did not use providers. However from the Australian research of Williams et al. (2011) 85% of schools reported outsourcing part of their PE programmes. Although there has been no New Zealand research that quantifies the percentage, it is likely that the number is similar and therefore representative (Middleton, 2011).

4.7.1.3. Triangulation

Triangulation is the use of two or more methods increase the validity of findings (Menter et al., 2011). Triangulation is literally a technique of measurement:

...maritime navigators, military strategists and surveyors, for example, use (or used to use) several locational markers in their endeavours to pinpoint a single spot or objective. By analogy, triangular techniques in the social sciences attempt to map out, or explain more fully, the richness and complexity of human behaviour by studying it from more than one standpoint. (Cohen et al., 2011, p. 195)

This research used both interviews and documentary examination to develop a clear picture of the way external providers operated in schools and the effects this may have. Schools and providers were both used to ensure the different perspectives of the same situation were taken into account and when combined with the document analysis a clearer picture of how external organisations operate could be sought.

4.7.2. Reliability

Reliability is traditionally the ability to recreate the research and get the same results (Menter et al., 2011). Cohen et al. (2011) argue that within qualitative research it is important to understand that the findings are relative to those participating due to their backgrounds and at times are unlikely to be recreated elsewhere. However if there were to be replicated the same results should come about. That is why it is important for researchers to highlight the views and backgrounds of participants, as far as ethically permitted, to ensure other researchers are aware of these and can judge the reliability for themselves (Menter et al., 2011). Within this research it was made clear what types of schools and organisations the participants came from. A clear process was used in selection of participants, interviews, recording and analysis to ensure the process could be followed and scrutinised. This way other individuals can view the research in its context to decide whether it would be applicable in their particular situation.

4.8. Ethical Considerations

4.8.1. Access to Participants

In respect of the providers, I approached them using publically available contact information. At all times the providers were aware of my intention and no further contact was made when they registered disinterested. Due to the professional nature of the organisations no ethical issues arose.

In respect of the individuals from the schools, either the contact person or a teacher, access to such persons was gained through the disclosure of the providers, or through information given by the principal. In either event, the permission of the principal was obtained to ensure that the teacher or contact person had full authority to speak on behalf of the school. The contact details of the principals were also publically available, and therefore no ethical issues arose.

4.8.2. Informed Consent

Participants had the right to decline to participate in the study any time from first contact until the consent form (Appendix 5) was signed before the interview. If they agreed I outlined the details of the project in line with an information sheet provided to the participants (Appendix 4) when initially contacting them and the information

sheet was taken to the interviews to allow the participants to see it again. There were separate information sheets for principals (Appendix 7), and participants, although they contain mostly the same information. Before the interview I gave the participants a chance to reread the information and the consent form, gave an oral overview of the information, and asked participants if they have any questions. I also let them know at any point within the interview they may choose not to answer a question and can withdraw from participation in the research. They were also informed that at any time before they have approved the transcription of the interview or within ten working days of the transcription being sent, whichever is sooner they could withdraw their consent to participate in the study. I then asked them if they agreed to me taking notes and electronically audio recording the interviews. If the participants were willing to do all of this then I then asked them to complete the consent form before starting the interview.

4.8.3. Confidentiality

I used codes from the point of transcribing onwards to ensure the true identity of the participants would not be revealed. I also limited any other identifying factors. This included removing all the names of organisations and schools, the names of participants, specifics about exactly what an organisation does or identifying information about the location of a school. I sent a copy of the transcription to the participants where they had the opportunity to identify any areas of the interview they do not want used for confidentiality reasons.

4.8.4. Potential Harm to Participants

Participants could have potentially revealed personal or commercially sensitive information that could be harmful if released. For that reason, I ensured the participants had the opportunity to read, amend and approve the interview transcripts before data analysis commences.

4.8.5. Activities Required by Participants

Participants were required to participate in a semi-structured interview and potentially supply relevant documents. Participants could elect to read their transcripts and make changes to them or approve them.

4.8.6. Time Required

Around 30 minute of the participant's time was required for the initial interview. Additionally anytime, spend reading transcripts (if they elect to do so). Further time was required in responding to correspondence either before the initial interview or when responding to the transcript or discussions about the transcript.

Chapter 5: Findings and Discussion

5.1. Introduction

This section will draw on the interviews and documentary analysis from the participants to answer the following research questions:

1. How are external providers and resources used in the delivery of the HPE Curriculum in NZ Primary Schools?
2. What effect does the use of external providers and resources have on health and physical education lessons and the delivery of the HPE curriculum in New Zealand primary schools?
3. How is the relationship between the providers and schools managed?

In response to the data collected the findings will be presented under three main headings: reasons for the use of HPE providers, the effect of HPE programmes on the scope of the curriculum, and the effect of HPE programmes of the quality of the lessons.

When referring to interviews with providers the codes P1, P2, P3 and P4 are used, when referring to interviews with individuals from schools the codes S1, S2, S3 and S4 are used.

5.2. Reasons For the Development and Use of External Programmes

5.2.1. Programmes Meet a Governmental or Societal Need

It appears that the reason why many of the external HPE organisations had come about was to fill certain gaps schools, communities or the government believed there was and is in HPE. Within the interviews all providers were created to meet a government or societal need. Additionally the ongoing nature of the programmes focused on these perceived needs. When participants talked about their organisation they often talked about how it came about. P3 commented that the reason for the programme was that:

...we want to get to as many kids, getting them introduced to sport, for all the obvious reasons, for health reasons, participation... for me personally it's getting the kids off the street, that's where my passion lies.

P1, P3 and P4 said they did it because they were passionate about ensuring students did not fall into their chosen social ill. For example P4 stated, “it is important that kids learn how to keep themselves safe and know what is right and wrong.” P1, P2, P3, S1, S2, S3 and S4 discussed the importance of getting students physically active and physically healthy. P3 believed that their programme was useful as there were “a lot of obese teachers ... and students need positive role models to stay fit and healthy.” These findings align with literature that states that HPE is seen as the ideal vehicle to address these societal issues with children (Reid, 2011). It also supports the belief that specialist knowledge is the appropriate way to meet a societal need that is not currently being met (Griggs, 2008).

Arguably, the HPE programmes are meeting a governmental or societal need that is not currently being addressed in schools. One could argue that these are merely perceived gaps within HPE or society in general. In regard to the HPE curriculum it is unlikely that these areas were ever neglected in HPE. This is because, for many individuals HPE is synonymous with sport, physical activity and physical health that is included in the HPE curriculum (Petrie, 2008). From the interviews it appears that these are the areas that teachers do know how to teach, although not across the same number of sports as the experts, but the real gap appears to be in other areas of the HPE curriculum that are not being covered by the experts.

5.2.2. Efficient Delivery of HPE

Another of the reasons that came through for the use of external providers was the idea that external HPE programmes are more efficient. All the schools seemed to follow the idea that by outsourcing, part or all of their HPE programme it would be more effective. S4 stated that this was because:

...sometimes some teachers just wouldn't get out because they feel they can't. Therefore, their classes would not achieve it. Nevertheless, because they have some other people that are confident in this field the teachers are like “well if they're confident in that field they'll learn”

All of the participants both from schools and from providers discussed the importance of using these providers because they had more expertise and skill in the area. When asked what the reasons for using providers were S1 stated:

Expertise because ... we are dealing with people that ... usually have some sort of sports training or degree and they're people that are passionate about sport ... they bring that high professional knowledge ... they're well resourced, they bring a lot of equipment.

Although none of the participants specifically mentioned the terms efficiency or the private market, some of the responses were in line with this concept. The responses affirmed research that shows there is a belief that it is more effective and efficient to use experts (Macdonald, 2011). This is consistent with the findings in Macdonald (2011) that noted a general acceptance in many cases of neoliberal ideas within education.

5.2.3. National Standards and a Crowded Curriculum

In many of the interviews National Standards and the pressure of a crowded curriculum was referred to as reason why the schools used external providers. In the interviews with S1, S2, S3, S4, P3 and P4 the pressures created from the focus on other areas of the curriculum were specifically mentioned. Some participants pointed to the introduction of National Standards making the task of teaching HPE harder. It was acknowledged that this was a problem before the introduction of national standards and is more a result of a crowded curriculum rather than national standards in and of themselves. S1 stated that:

... there's lots of pressure on the curriculum, crowded curriculum and you know focus on numeracy and literacy, with national standards. But I would say even despite national standards, there's still a lot of pressure on staff to make sure that, you know, reading writing and maths programmes are happening, and if they are feeling pressured in some way that perhaps groups of children or children aren't um, quite making it there they're probably going to prioritise that over PE.

This finding is aligned with prior research that found that even prior to National Standards there was limited time for planning HPE lessons and that HPE was a marginalised subject (Dyson et al., 2011). This also aligned with research that suggests the pressure of National Standards may effect HPE practice (Petrie & lisahunter, 2011).

Providers mentioned the fact that teachers wanted programmes that were taught for them or contained everything they needed. P3 noted that by using their programme:

... the principal knows that his kids are getting at least two hours of PE a week and that he can tick al the boxes. Because it's pretty much becoming like that in our schools now where they, there's not as, it's not as important to do the sport anymore there's just so many other things to do.

P3 also talked about how teachers had little time to plan and carry out HPE and that is why their programmes were useful to teachers and were used by them. P3 noted "we've got a lot that just don't have the time and some are just plain old not even interested." Three of the four schools noted that within some classrooms little or no HPE would be taught if it were not for the providers coming in. S1 noted:

One of the big things about having them timetabled in as well is that it must happen, otherwise you'll find there's lots of pressure on the curriculum, ... they're probably going to prioritise that over PE and so ... that might not happen ... if it's raining or cold, you know, I don't feel like going out to take PE so my class stays inside, that sort of stuff. Whereas that sort of stuff can't happen when you have an external provider timetable scheduled in a place, we have to have a rainy day back up plan and so it just always happens.

None of the participants talked about the difficulties of including all the achievement objectives within the curriculum into HPE lessons but instead the difficulties of fitting in any HPE planning and teaching time within day-to-day teaching.

The findings on this point strongly support previous academic research that has found that a crowded curriculum and lack of time is one of the reasons that schools use providers (Petrie et al., in press). Due to the crowded curriculum, the use of providers does in some instances ensure participation for students in some level of HPE. Arguably, that is better than no HPE. However, this does not ensure effective HPE is taught nor does it ensure the breadth of the HPE curriculum is covered throughout the year (Petrie et al., in press).

5.2.4. Confidence of Teachers

The confidence of teachers was also identified as a factor contributing to the use of external providers. P2, P3, S1, S2, S3 and S4 discussed that external providers were used as teachers did not have the skills to teach some of the aspects within their HPE lessons. P3 stated “teachers can’t do a lot of the activities and that is where we come in.” This supports research from Griggs (2010) which suggests that lack of skills is a contributing factor to the high use of external providers. S1, S2 and S4 mentioned the lack of training in the area and how this meant it was the ideal solution. S1 noted “teachers have so much on their plate and lots have limited PE knowledge from because they are not exposed to it during university ... it give them a chance to up skill in this area.” This reaffirms the idea developed in previous research by Petrie et al. (2007) that the lack of HPE training time at university contributes to the lack of confidence and propensity to use external providers for HPE. From the providers’ perspectives, it appears that teachers’ confidence is one of the things that they use to get into schools by stating it is a benefit for the teachers. P2 stated “lots of teachers don’t know how to do some of the sports, for example cricket, so we target these types of sports we know teachers often struggle with.” The idea that providers target areas where teachers have little confidence has been raised in research before (Petrie et al., in press) and it reinforces the idea that teacher’s confidence, of lack of it, is a significant factor in the use of HPE external programmes.

5.3. *Effect on Scope of Curriculum*

5.3.1. *Input into Curriculum Planning*

From the interviews it was clear that teachers, not the providers, were seen to be responsible for the curriculum planning. As S4 noted when asked about discussing the curriculum with the providers:

... we don't worry about too much we know what their role is, is not as teachers as a sporting organisation ... The curriculum side of things often I see that as our job and that's where we the teachers should know the curriculum and implement that and basically say look this fits under the curriculum.

It was also clear that the providers were not focused on the curriculum. All the providers talked to said they had never been asked about the curriculum links within their programmes.

There is no real opportunity for the teachers to discuss with the providers any aspect of the programme. This is supported by the evidence that apart from what sports or activities they want taught there does not appear to be any indication given to providers of programmes that schools need other areas of the curriculum taught. Teachers are simply told by the school contact person when and where the programme will be carried out. P4 stated, when asked about if their organisation discussed the curriculum and how the programme would fit with schools, "we just teach our set programme we talk about when in the year it would go but that is about it, we never get asked to alter what is taught within the lessons." If teachers have this view this may result in teachers not planning or teaching the broader curriculum. S4 and S3 who made a similar point by saying there were some teachers who would not implement a programme and use it to tick the box. P2 and P3 believed that this was because the teachers could figure it out or because the schools specifically used the providers for certain activities. P2 stated "schools are looking for specific sports for us to coach that they can't and they probably worry about the rest."

Arguably, anything that is done in curriculum time should be in some way related back to the curriculum especially in an area where it is widely accepted that this does not happen (Petrie & Lisahunter, 2011). P1, P3 and P4 said that their programmes did relate to the curriculum but could not specifically explain how, as this aspect had been done by someone else. However, they were confident it had been done. P2 openly admitted that the reason for the programme was to get more students involved in sports and the HPE curriculum was not a factor in planning or carrying out the programmes, “it’s probably not curriculum based ... we’re funded to increase participation in sport by promoting it, that’s what we are worried about not teaching.” P3 stated they were sure the individual programmes related to the curriculum when they were written:

... some gets written in Australia and some gets written here in New Zealand. Because this particular business ... originated from Australia ... I would say they take all of that in when they are actually writing those modules, they have taken that into consideration, but that would be before I step in. All of that stuff is done before I get it.

This neglects the fact that New Zealand and Australia operate different HPE curricula that at times may be similar are not the same. From previous research by Petrie et al. (2012) it was found that several programmes created or sponsored by multinationals and others were merely a replication of overseas programmes or had been slightly adapted but often did not express the New Zealand curriculum and at times referred to an overseas curriculum. Additionally from exploring the resources of the organisations, three of the organisations used resources similar or identical to those used overseas with no clear link to the curriculum. This has the effect of limiting or narrowing the curriculum down to the few objectives that the programmes teach; which appear not even to be driven by the fact they are part of the curriculum but by societal demands and expectations.

5.3.2. Fulfilment of the HPE Curriculum

Consistently across all interviews and examination of the resources, it was clear that the programmes have very specific focuses and do not cover a broad spectrum of the HPE curriculum. P2 and P3 offered programmes only related to physical activity

and sports. They taught the skills of different sports or tested fitness but appeared to neglect many HPE achievement objectives. P1 offered sport programmes but was leading healthy eating and the importance of physical activity programmes. P4 taught physical wellbeing and safety. In the case of P2 and P3 this is sport, physical activity and physical wellbeing. This specialisation is because, like any organisation, they want to find their niche and stick to what they are best at. P3 noted “we are not in competition with [provider removed] we are different and ensure we offer different things to what they do especially in schools they don’t get to or their needs aren’t met.” P1, P2, P3, S2, S3 and S4 indicated that providers do not have the skills nor are they likely to get the skills to teach the wider HPE curriculum and that is why it is the teachers responsibility. S4 stated “we know what their role is, is not as teachers as a sporting organisation ...The curriculum side of things often I see that as our job and that’s where we the teachers should know the curriculum and implement that.”

The narrow focus on the curriculum was demonstrated through the fact that almost all the participants used the terms sport and PE interchangeably (except the two providers of health related programmes). This is consistent with the research of Morgan and Hansen (2007). Additionally there was little or no discussion of health let alone other aspects of HPE other than sport and physical activity by any of the participants within schools. There was a lot of discussion about health with the providers that provided health related resources. In relation to P1 this was merely physical health that was promoted through healthy eating and regular physical activity. P4 touched on other areas of health, as did their resources. This made it clear that one of the main reasons that has enabled the increase in the use of programmes created by external providers is not only a lack of confidence but also a lack of knowledge.

S4 believed that using providers should “be part of a balanced programme where everything goes on ... we have to make sure we cover what they don’t.” Using only external providers to cover HPE is potentially problematic as there is not an opportunity for teachers to teach the other achievement objectives within the curriculum. In situations where programmes provided by external organisations are used, even heavily, alongside teacher planned and led HPE lessons, there may be

an opportunity for the teacher to teach the other achievement objectives (Petrie, 2012).

From the interviews the schools believed that HPE was about ensuring multiple different sports and sporting skills were taught and students got enough physical activity. The individuals at schools indicated a belief that the use of different providers “allows the kids opportunities to try different things” (S2) that they would have otherwise not been exposed to. This is considered a benefit of these programmes and a way to keep students engaged. This benefit could possibly be negated by the risk of duplication of learning objectives and neglecting other achievement objectives within the HPE curriculum. This was also identified as an issue in Griggs (2007). From examination of the resources provided these programmes taught a few achievement objectives multiple times with different sports used as the medium. The programmes taught by P2 and P3 carried out programmes that taught almost identical achievement objectives but were both used in all schools except S4.

This does not allow the students to gain all the benefits that the creators of the HPE curriculum had in mind when drafting and implementing the curriculum (Petrie, 2008). Additionally the narrow sport and physical health view and practice of HPE only suits some students and many students cannot relate or do not feel competent within the narrow sense for HPE. Many of the students that this narrow version of HPE suits best are likely to be involved in weekend or after school sports where sport skills and physical activity are better served for additional development (Hastie, 1998). These students and the students who the narrow interpretation of HPE does not suit may not become competent in all the areas the HPE curriculum covers. Many of these areas have been identified as important for a student’s future development and learning (Culpan, 2008). For this reason, they were seen as important aspects to be taught to children and as HPE is often a catch all for skills and learning that does not fit well in the views of some in other learning areas they were included in the HPE curriculum (Petrie et al., in press).

5.4. Effect on Increasing the Quality of HPE Lessons

5.4.1. Teachers' Development

Both individuals from schools and from external providers talked about the programmes improving the teachers' skills. S1 stated "[o]ur teachers also stay in on the lessons so it's really good PD." P2 stated:

...the other real benefit of those programmes is that it acts as a PD for those teachers at the same time. So it's not just ... exposure for the kids, but by the teacher being there and observing what's going on, they might pick up some new skills.

In this situation this link appeared to mimicking what others had said without any clear belief or evidence that this was in fact the case. Instead, the opposite appeared to be happening, as teachers were not involved in lessons just watching or at times not even watching. S4 noted that "some teachers just use it to, here's my class I'll go write reports, I'll go have coffee or something", but expressed that they were of the opinion that the teachers should be actively involved. S1 believed that teachers "have to see [attending the lessons] as professional development and pay attention because they could be running it next time". However S1 went on to indicate that while the programme was there it was not the teacher's responsibility. The schools that mentioned teachers' confidence seemed to follow a similar line but when the actual practice in place was discussed, it did not appear that the teachers themselves were developing confidence and skills but were instead relying on the programmes. S2 noted "it's great for the kids they've got coaches that are trained properly and all that sort of stuff but the teachers are not learning anything." In cases where programmes used an expert the teacher was often present for the lesson, although apart from seeing the lesson take place there did not appear to be any opportunity for them to learn. Other programmes offered lesson plans that were to be followed and again this did not specifically improve their skills. From the resources related to P3 an instructor taught a lesson and the teacher followed a lesson plan verbatim until the next time the instructor came. Some of the providers did however talk about professional development being an idea for future development of their programmes.

Some of the programmes did have either specific professional development components offered by them or an organisation they were affiliated with. In many instances, as seen from the documents provided by participants, these professional development opportunities appeared to be simply an update on their current programmes or a chance to disseminate new information or lesson plans when the material was analysed. The school participants differed in their views of what was useful in terms of professional development. One of the participants believed that being in the lesson with the expert was the best form of professional development especially as it meant that teachers did not have to attend HPE presentations or training in their own time. S1 stated “teachers already have too much on to come in on their own time, the benefits of the programme is it allows teachers to learn while observing.” Another participant believed that professional development was best done outside the class time as it gave teachers more skills and options to create their own lessons. S3 stated “[w]hen you do go to events like that or you do go to courses you start to really find them valuable ... the teachers learn and can get new ideas for lessons.” This is in line with the previous research of Petrie (2012) that explored whether the use of external programmes enabled or limited teachers.

5.4.2. Specialised Expertise

The expertise of individuals within the organisation was one of the benefits that came through strongly in the responses from the participants. S3 stated “the strength of using the organisations is definitely the expertise and skills involved ... under the ideal system we would have something teed up for the whole year but we haven’t got the money for that.” P2 and P3’s organisations actively trained their coaches in sports and encouraged, and in some cases paid, coaches to attend coaching courses run by sporting organisations. Additionally P4 paid their staff to attend courses related to the subject matter they taught. P1 provided resources and programmes but did not go into schools. P3 said by training their coaches “we can actually say, instead of saying our guys are trained ... we’re actually in the future looking at saying actually our guys are qualified ... in level three to five.”

Additionally several participants from both providers and schools highlighted the benefit of the positive role models that were employed in many of the organisations. S4 believed that the individuals taking programmes are:

... really positive role models, as well that are fit and healthy and the kids can relate to. I mean naturally not all the teachers are going to get out there and run alongside the kids, so they think oh adults can still be fit and healthy which I think is pretty positive.

S1 expanded on this idea by stating one of the benefits of using the programmes is that:

... they're usually young ... so they relate really well to our kids, and there's a higher percentage of males ... and in primary schools there's less male instructors... also from our perspective we're ... 70 per cent Māori and quite a number of their instructors are Māori.

However, there are negative repercussions that can arise from the use of experts. The use of experts can create reliance on the providers. S1 discussed that without bringing in the experts that it would be unlikely that school would be able to teach certain sports. S1 believed that “not teaching those sports would disadvantage the students at things like interschool sports competitions.” All four schools indicated that they were reliant on providers in some way to ensure HPE was taught. It also appeared that the S1 and S2 solely used organisations to teach its HPE programme and therefore is very reliant upon them. Additionally as discussed above it did not appear teachers were being unskilled by using the providers and thus ensuring continued reliance. S4 believed “ideally using the coaches will up skill the teachers and work them out of a job and we can use that money to employ coaches in a different sport.” When asked if in practice that happened S4 indicated that it did not and coaches continued taking the same lessons. Working themselves out of a job is unlikely to be in the best interests of the provider as it may affect the ongoing viability of their organisation.

Furthermore, the experts while skilled in their field lack other crucial skills for teaching HPE programmes. From the interviews none of the organisations appeared to be experts at teaching, curriculum development or curriculum implementation.

S4 noted that one of the weaknesses of using the providers was “because they aren’t teachers are things like management or seeing the importance of timeliness or students’ needs gets missed.” However, both S4 and P3 indicated that is why it was important that teachers were in lessons to cover those aspects. Arguably, the true expert in a school provider relationship is the teacher. This is because they have expertise in planning and implementing lessons in line with the curriculum, the expertise in knowing the student and the expertise in teaching (Petrie et al., in press). However, due to the narrow sport centred view of the HPE curriculum many teachers and schools do not feel this expertise is enough and therefore organisations are able to successfully market themselves based on their expertise. Both S3 and S4 did discuss that using the programmes in the right way would ensure that the expertise of the teachers was used, but admitted in practice it often does not happen. S3 noted that often “teachers step back and take a very hands-off approach and let the coach do everything” rather than use their knowledge of teaching and the curriculum. From all the interviews it appeared that teachers were only involved in the lessons in a very minimal sense if at all. P3 stated:

... we do require the teacher to be there and if, obviously if they can we’d love them to participate because all around it’s just a great experience for the kids to see their teacher doing what the kids are doing.

However, the P3 admitted that a lot of the time the teachers go and do something else or if they do attend they are not involved. A similar admission was made by S1, S2 and S4.

In none of the interviews with providers did it appear the teachers had any role in teaching or being a part of teaching when the providers were in the school. The only teaching that took place in relation to external providers was when resources lesson plans were left for teachers to follow. As stated above some schools required teachers to attend but none taught during the lessons. In addition to this individual teachers did not appear to be involved in the planning of when providers would come and what they would be doing this was done by a principal, sports coordinator or teacher in charge of sport. P2 said that they encouraged teachers to be there because they knew the students and could discipline them. This shows an

acknowledgement that the teacher does have a special relationship with the students and is important but does not go as far as suggesting that it should be the teacher's responsibility to take these lessons. As discussed above this relates to the point that teachers are trained in teaching and have a connection with the students and arguably a responsibility to perform their key roles and one of these is to teach HPE (Petrie et al., in press). Although the individuals from the organisation may have experience in a sport or physical activity, and even at times coaching experience, from none of the interviews did it become apparent they had any real teaching experience. Additionally as even individuals at management level did not seem to fully understand the breadth and complexity of the HPE curriculum, it appears very unlikely that most of the experts that are taking lessons in the schools would have knowledge of and experience with the curriculum. This is the experience that teachers have and is arguably why they should be teaching or at least ensuring that HPE lessons are taught in line with the curriculum.

5.4.3. Provision of Resources

Another positive benefit of the HPE programmes identified by the interviews was the provision of resources. This is consistent with Griggs (2010) who noted that many of the programmes have strong resources that are attractive to schools. Lack of resources across all curriculum areas is a problem in many schools. Many external organisations are well resourced when teaching students or bundle resources with programmes. This was seen as one of the benefits alongside the expertise of the individuals. S1 stated "they're well resourced, they bring a lot of equipment. So everything's there." S1 went on to say that this combined with the expertise gave the students a lot more options than would usually be available to them. However, this did not take into account the fact that the school was paying for the provider they used and although this was through grant money they could have potentially bought the sports equipment instead. S2 also pointed to equipment being a beneficial factor in using an external provider within HPE lessons. S2 liked the fact that by using external providers the school was able to offer experiences in niche or less common sports that they would not buy the gear for and students otherwise would not get the chance to try. Examples used were table tennis and badminton. S4 also indicated that using an external provider allowed students to give Waka Ama a shot.

Additionally the resources provided by organisations that did not provide an expert during curriculum time were seen as useful. Many of these resources were health related and were colourful and clear. S2 believed that “the resources are a lot better than anything we can usually afford or have access to.” These resources were produced by experts in the field such as nutritionists, doctors and nurses. There appears to be a clear benefit to using resources such as this as a part of teaching. It can emphasise a point in a new way or show something that may be difficult to explain. Resources like this are common across many if not all curriculum areas and are seen in almost any classroom one enters.

However, just like the use of experts these resources are only useful if they are used well. From examining the resources the programmes in which these resources are bundled appeared to teach narrow areas of the curriculum. Similar to the use of experts, these resources are a positive aspect of information from external providers and if teachers examine these resources for their quality and implement them strategically into their HPE lessons can be very useful.

5.5. Partnerships

As discussed in Chapter 3 the idea of partnerships is important in evaluating the relationship between providers and schools. One of the important ideas when examining partnerships is that of competing interests. Although all participants in the interviews mentioned they had a good relationship with their respective partners and were generally happy with these relationships, the idea of some competing interests came across. P2, as quoted above, was primarily interested in getting its sports organisations that provided funding, exposure within schools. When asked about including the curriculum or discussing the curriculum the participant was not interested as that was not the goal of their organisation. A provider who is interested in promoting their product but not in teaching the HPE curriculum and does so during curriculum time arguably does have a competing interest with the school, their partner. Ensuring quality education for all students should be the main interest of all schools and teachers (Petrie et al., 2012). This is achieved by ensuring all achievement objectives are fully satisfied across all areas of the curriculum each year (Stirling & Belk, 2002). As discussed above the use of external providers can limit

the ability of schools to ensure this happens and an organisation that is not interested in making this happen arguably has a competing interest.

Organisations have an interest in ensuring their survival, whether this is through maintaining sponsorship and funding or through maintaining payment from schools. This came through clearly in the interviews with individuals from external organisations. For example P2 mentioned that their funding was based on getting into a certain number of schools and promoting sports and needed to do this in order to keep funding. P1 worked with another organisation to get their resources into schools and said it allowed for the resources to get into schools and “as far as the reporting and the recording goes it gets tagged alongside their name but also our region to show we are getting information out to a lot of schools and doing our job.” On the other hand, a school’s interest is in the students and ensuring they get a quality education and remain safe. Partnership research indicates that within all partnerships there is some form of competing interest (Colley, 2008). The important point is that these competing interests are managed. Through managing the competing interests both parties can attempt to get the best possible result they can for themselves.

In order to manage the competing interest the research states that both parties must take time to discuss their wants and needs (Flintoff et al., 2011). Within the interviews most participants talked about conversations they had with their partners regarding the implementation of programmes. S1 worked with an organisation to ensure the sports that were offered during the HPE lessons were appropriate for the season and for interschool sports days that came soon after visits from the provider. S2, S3 and S4 worked with multiple organisations to place certain sports and activities around when other organisations were in the school and depending on seasons. P2 indicated that they worked with schools to provide programmes at times that were important to the sporting organisations they worked with. These were before the start of the season for a certain sport, before certain sporting competitions on television or interschool and at times that sport was doing a drive to recruit children to join. This suggests that organisations and schools within the research were able to discuss their interests and work on ways to accommodate them. None of these discussions appeared to involve a discussion of the HPE curriculum and

the corresponding achievement objectives. As noted by P3, S3 and S4 curriculum objectives can be seen as solely the teachers' role and one that the providers do not have the training or experience in. This appears more reflective of the view individuals at school and organisations have of the HPE curriculum, this being the narrow view of curriculum that it is merely sport, physical fitness and health. Additionally this reflects a lack of engagement by some teachers around the achievement objectives in the HPE curriculum as indicated by P3, S3 and S4. None of the participants from organisations reported individuals from schools discussing achievement objectives or the New Zealand Curriculum with them.

It is promising that it appears that organisations and schools are able to discuss their interests with their partner. Moving forward teachers have the ability to engage with the achievement objectives of the curriculum and discuss with external organisations how their programmes fit within these. This would enable both sides to ensure their needs were met. Additionally it may lead to a prevention of schools using multiple providers or the same provider duplicating teaching of certain achievement objectives.

5.6. Networks

As discussed in chapter 3 the idea of networks is important in evaluating the relationship between individuals in a partnership and the interconnected relationships that form when an individual or organisation is part of a network.

5.6.1. Key Relationships

In these networks, the main interpersonal relationships appeared to be with the contacts of the provider and the school. There did not appear to be active discussions between individuals from the organisation and teachers at the schools who were not the contact person. All four of the participants from schools and P3 and P4 noted that they, the contact person or organiser at their school or business, dealt the contact on the party in the network. What was decided or discussed was then told to teachers and employees at the organisations. For example, S3 worked with the providers about what sport would be taught at what time and then told the teachers when this would be and the providers told their employees when this would

be. Teachers at schools and employees at organisations appeared to have little input into the way the relationship worked. S4 noted that:

I judge it from, so I'll go out with my class and I'll see if it works and so that's probably my first port of call. Does it sit well with my kids does it sit well with me. Then I'll talk to others in the staff, does it work well with them were they happy with it, did they learn things from it and it's just, I won't do any questionnaires or anything it's just that general feeling.

This means there is less chance for these individuals to discuss how session and lessons play out or when they will be. All the schools believed this was the best way given teachers had so much to organise and ensured that the lessons got done and not avoided.

The nature of this key relationship means that the network is fragmented into sub networks where the contact point of each sub network controls the messages that are getting across and the practice. One sub network is the school, controlled in regards to the school provider networks, by the contact person for the school, and the other sub network is the provider controlled by the contact person of the organisation, usually the manager.

As a result of this dynamic it appeared that the contact from the school had more power and significantly more responsibility for the management and leadership of the network. This was because the schools dictated when programmes would come in. S2 noted:

...they let me know what they had on offer and ... then I choose that way which term we're going to, so okay we're going to do this programme you have in term one because that ties in with what we're doing.

Power within networks is related to the relationships (Ball, 2009) and as the relationships are centred around the contact point the power is held by these individuals. They decide when and what programmes will be used. These are the individuals who will control whether change can be made to improve current

practice. This indicates that any change in the current practice is likely to be most effective if lead from the school side. From the interviews all the organisations appear to be willing to cede to the schools in order to ensure they remain able to teach HPE programmes within them, as without schools using their programmes they would lose funding or their business. This is in contrast to research that suggests a power imbalance in favour of the providers as that would explain how these programmes are being increasingly taught in schools despite their narrow interpretation of the HPE curriculum (Griggs, 2007). Schools seem willing to share this power. This is because the schools “prize the expert[s]” (de Lima, 2010, p. 15) and are willing to follow them in specific lessons. This power imbalance could be useful when developing a model for change as it indicates that a change could be most effective when led from the school, as they are the ones that have the power within the networks, in particular the contact point at the schools.

It appeared that this key relationship between the school contact and the organisation was fundamental. P3 mentioned the importance of the interpersonal relationships they had with the contact people from the schools and the trust this created. This participant believed this is what ensured schools kept using their programme. The interviews indicated that there was a high level of trust in this key relationship. S1 also believed that the relationship between themselves and the providers contact was important and the trust that this developed ensured they kept using the programme over others. From all the interviews it appeared the participants from the schools trusted in the providers and the quality of the programme and staff. This was evident in the fact that some schools did not require to see or be told that staff at the external organisations had been police vetted. The fact that from the interviews the providers and the schools did believe they had a strong interpersonal relationship is useful regarding the possibility of ensuring change in the future. This is because individuals from schools and individuals from organisations are likely to be able to talk through any changes or requirements sought and how to implement these.

5.6.2. Substance of Interactions within Networks

From the interviews the members of the network, although mainly the contact points, interact about the time of the sessions and what sport or activity will be

taught. These individuals also interact about the effectiveness of the individuals that come into the schools in terms of the ability to teach the activity. For example P4 stated “we have a questionnaire the schools fill out and I talk to however organises it with us about how they think it is going.” Some of the networks do, at least the contact points who have most of the interaction, appear to have a shared view and belief of the HPE curriculum. S1 stated “they know what we’re after and they are keen on getting the kids doing sport too.” It did not appear that significant discussion if any was had on the achievement objectives of the HPE curriculum and if and how they were taught.

5.6.3. Shared Goals and Ideology

The individuals from the schools and the organisation seemed to share similar values and beliefs about what HPE is and what it should be doing. de Lima (2010) noted that in order for a network to be strong similar values and beliefs needed to be shared. That being administering a narrow curriculum of health and physical activity. Although the organisations were clearly interested ensuring the ongoing nature of their programmes and survival of their organisation the individuals interviewed appeared genuinely interested in ensuring that students got enough physical activity, got a healthy diet and had the benefits of good physical health. It was not mentioned whether all teachers in the schools conformed to these views and beliefs but there was nothing to suggest they did not.

There was no evidence that organisations enforced their view of the HPE curriculum on schools and teachers or vice versa. Both sides seemed to share the same views on HPE practice. This is consistent with research that has suggested this narrow view of what HPE is, is common among teachers both in New Zealand and abroad (Morgan & Hansen, 2007). The views of the organisations do however appear to mimic the views of sponsors and funders to the organisations so in these cases it does appear this idea has had some influence.

5.6.4. Flexibility of the Network

From the interviews it did appear these network were able to change in some circumstances in relation to core beliefs and values. S4 stated:

... actually they are pretty good now, but when I first started they'd always be like "oh why don't you just come out now" and we'd be like "well actually we can't we're really busy can you work around" or if they change their times. One's that don't work with schools so much like the cricket, they're getting better but they used to be quite a hard agency to work with.

There did appear to be some loss of flexibility particularly for teachers. In some cases this meant that teachers might not be free to teach HPE how they wanted or when they wanted. However S2 and S4 believed that the use of providers made their programmes more flexible as they could use sports and activities that they would not usually be able to or had thought of using. S1 indicated that the organisations they worked with were very flexible about when they came and fitted in where they could.

The existence of an ability to be flexible was especially true in the case of P3 who appeared willing to change if that would ensure the survival of the relationship and therefore receiving money from the schools. All the providers discussed changes they had made or were making in the case of P2 and P4 this was primarily due to funding changes. Additionally, although P1, P2 and P4 were more concerned with adhering to the values and beliefs of their sponsors and funders through those networks there was mention of the importance in ensuring the programme went to as many schools as possible, as this was one aspect of the funding. Therefore, those organisations may too be willing to change to adhere to the values and beliefs of the schools if the schools values and beliefs changed.

5.6.5. Effectiveness of Existing Networks

Within the interviews the reason why the networks were formed appears to be to ensure students received HPE lessons. As all four schools noted it allowed students to have access to more activities greater knowledge and ensured HPE happened. S2 stated "it allows us to do more and give the kids a shot at different stuff." Additionally in the case of some providers this reason appeared to be to ensure their sport or activity was presented to students. There is no quantitative evidence on the number of HPE lessons and the time spent on HPE before the formation of these networks but from the interviews with the participants the networks do appear to

ensure HPE is being carried out in schools. Effectiveness relates to whether the network is making a difference in regard to the reason that it was formed. “[T]o put in more adequately, how do we know that this difference is larger than the one that it would make if its members were not organized as a network?” (de Lima, 2010, p. 9). These networks are effective in relation to the reason they were set up as they are achieving the purpose of students receiving HPE lessons.

5.6.6. Development as a Result of the Network

In the case of the providers it does appear that their employees get a strong chance to learn professionally from being involved in the network. This is because in the case of providers that teach programmes within schools they get the opportunity to do this. P4 stated “our staff learn a lot about how to interact with kids and relate what we do to their level from going to schools.” Additionally in some cases such as P2, P3 and P4 the employees are encouraged and provided with the ability to undertake formal professional learning to improve their expert status. For teachers however the opportunity for professional learning due to being a member of the network does not appear to exist. Although participants P2, P3, S1, S2, S3 and S4 discussed the fact that teachers being there while lessons were taught would facilitate professional learning in practice this is unlikely to be the case. This is because teachers did not appear to be actively participating and therefore not developing skills to improve their practice and take over from the providers in the future. This was reflected in the way schools interviewed were using more providers and continued to use them in the same areas.

5.6.7. Partial Loss of Autonomy

In the networks examined by the interviews, there appeared to be a loss of autonomy relating to the decision making process. Teachers lost the autonomy of how to teach lessons as these either were taught by an expert or came in pre-packaged lessons that teachers were to follow. In some cases it appeared that teachers also lost the autonomy to decide when HPE would be done. This was because in some cases it appeared the contact point in the school often decided and booked in providers and then told teachers when and where this would be and they were required to take their class. In all four interviews with individuals from schools teachers had much of their HPE planned out for them including the use of external providers.

Participants from both schools and providers indicated it was the teacher's responsibility to ensure the curriculum links but it is likely if part or all of a HPE programme is set out teachers may believe this had already been done.

Chapter 6: Conclusion

This research aimed to explore the relationships that exist between schools and external providers of HPE programmes. The reason for this was to examine the effectiveness of the relationships and the effects using external providers had on HPE lessons and programmes within schools. From this research some principles have been developed that may enable schools and providers to use their strong relationships in the most effective way and ensure students benefit from the breadth and depth of the HPE curriculum.

From the research all participants agreed that they had a strong relationships with either their providers or their schools. When the relationships were explored in more depth using partnership and network research, this verified that these relationships were in fact strong but also flexible. Schools and providers were able to discuss when and where programmes would take place and which programmes would be taught. Schools also gave feedback to providers about how programmes or instructors were doing. This relationship was primarily between the contact person at the school and the contact person at the organisation. There appeared to be very limited interaction between teachers and the organisation apart from being there if the lessons were taken by one of the providers.

The main reason why the schools used the external organisations was due to the expertise of the individuals taking or planning the lessons and the resources they had available. The participants from the schools felt this enabled students more opportunities than the classroom teacher may be able to offer them. This also removed many of the time pressures associated with planning and carrying out the lessons and as many of the participants pointed out ensured that HPE was taught.

From the examination of the resources and the interviews it appeared that many of the programmes duplicated teaching of the same few achievement objectives in different sports and activities. The only programmes that taught a broader set of achievement objects were those of P4. Unlike the other providers P4 provided a one off lesson rather than multiple one off lessons or ongoing programmes as the other providers did. Two of the providers and three of the participants from the schools indicated that it was up to the teachers to ensure that the breadth of the curriculum

was taught around the lessons from the providers. Most schools admitted that many teachers were not confident in HPE and therefore the providers ensured it was taught. Additionally it appeared teachers were told when and where it would take place and what lessons were being taken. On the surface it seems unlikely that a teacher who is not confident in HPE and is told what is being taught when will or will be able to implement a broad HPE curriculum around the lessons provided by external providers. Instead, it appears these programmes are used as a replacement for many teachers HPE teaching.

6.1. Principles to Ensure Better Practice

From the interviews, examination of the resources and lesson plans I have developed some key principles for teachers, schools and providers to consider that may ensure more effective use of external providers in New Zealand HPE programmes. These principles are based on the idea that the phenomenon of using external providers within HPE lessons is likely to stay and the strong relationships that already appear to exist between many of the providers and schools.

6.1.1. Discussion of the HPE Curriculum

From the interviews with both providers and schools S3, S4, P2 and P3 in particular noted that they believed it was the teacher's job to ensure the curriculum was taught. I argue that this is the case but it does appear that the organisations and the contact person at the schools think the teachers are doing it but not actively talking about it. As S4 points out the providers are not trained in the curriculum, however the teachers are. Arguably, a teacher who is not confident enough to take their own HPE lesson may not be comfortable enough to ensure the breadth and depth of HPE is taught. In the first instance, I believe it is important for the contact person at the school to discuss with the individual teacher how the use of the programmes may fit into the overall HPE curriculum and what else can be taught to ensure the breadth of the curriculum. Additionally teachers could talk to the providers about certain aspects they want taught rather than simply following an existing programme set out by the organisation. P2, P3 and P4 all indicated that if a teacher specifically asked for certain parts of lessons to be included and others not to be in order to work in with the curriculum, they would be willing to do so but had never been asked.

This may mean more planning time for both teachers and providers but is likely to ensure better quality HPE.

If the contact point at schools is facilitating the use of programmes within multiple classrooms it is important for this person to have examined the programmes and to indicate, and work with the classroom teachers if needed, about what areas of the curriculum each lesson teaches and what else needs to be taught, including ways to do this. These contact points also need to consider whether too many of these programmes are used and whether reducing the number may allow more depth in other areas of the HPE curriculum and reduce duplication of learning objectives covered in HPE lessons.

6.1.2. Improve Teachers Confidence and Knowledge

One of the key reasons mentioned by the participants and indicated in previous research for the use of external providers in schools is a lack of knowledge and confidence of teachers in HPE. S3 noted that the ideal situation would be if the programmes improved the teacher's ability in a certain skill so the external programme was no longer required and a programme related to a different skill or sport could be used. Although on the surface this may not appear to be in the providers best interest, for providers that offer multiple programmes there is the ability to then move on to teaching another skill or sport at the same school. In order to improve this skill and confidence I argue that teachers need to be involved in leading lessons alongside a provider gradually getting a bigger and bigger role. This is similar to the way student teachers are exposed to teaching in the classroom generally and the way, as indicated by P3, new staff at the organisations are taught. Doing this may allow teachers to gain more confidence and knowledge and facilitate effective professional development. The teacher then also has more control of what is taught and gets a feel for how students are going and how the programme may fit in with the overall curriculum.

6.1.3. Ongoing Use of Providers

From the interviews, examination of documents and previous research it has been shown that there are many benefits of using external providers within HPE lessons in particular due to their expertise. As the participants from the schools indicated it

allows students activities they would not usually have access to and knowledge that teachers do not have. Therefore, I suggest the use of external providers should remain part of the HPE landscape but must be controlled by schools and used for a particular purpose. For example, many health related programmes such as those taught by P4 use an expert in the field to lead lessons based around what members of their profession do in their professional capacity. This type of information arguably is more effective when coming from a member of that profession. Additionally sports or activities that a teacher may not have done before or have the ability to do may be best demonstrated and led by an expert but as part of an overall series of lessons the teacher plans and leads. These providers should be used as a resource to aid a teacher's lesson rather than a replacement for them.

6.1.4. Approved List of Providers

During question time in the presentation of my previous research (Petrie et al., 2012) some individuals mentioned the idea of an approved body, such as Physical Education New Zealand (PENZ), creating an approved list of providers for schools to use in HPE programmes. From the interviews and document analysis the providers and programmes are not inherently problematic but more the way that they are used. If providers are used as well placed resources as discussed above then it certainly appears they can be effective. I believe it should be up to each school to decide what providers to use given the needs of the school. Apart from the time and money it would take to create such an approved list, I argue it may only make some of the concerns regarding the use of external providers worse as it legitimises these programmes. Schools may then be more likely to see an approved providers programme as a replacement for HPE teaching rather than a resource to aid it.

6.2. Limitations

As far as possible in this research I have tried to ensure finding would be relevant to schools across New Zealand and potentially in countries with similar schooling systems. There are some limitations of this research. The first limitation is the number of participants. Four participants from organisations were used, two from health related programmes and two from sport related programmes. The organisations chosen all operate within multiple schools in the region and in the case of three of the organisations, nationally and the other using the same model as

used in other areas. Four participants from schools were used, three from state schools comprising of a lower, medium and high decile school and one participant from an independent school. The findings may not be generalizable outside these schools and organisations but were picked, as they appeared representative of parties within school-provider relationships.

A further limitation is that schools were sourced from the Waikato region and specifically in or within close proximity to Hamilton and organisations that operate within the Waikato were chosen. This research may not necessarily be reflective of schools and providers in other regions or schools in rural areas. Additionally the way that the Regional Sports Trust operates in the Waikato is different from other regions and as indicated by P1, P2, P3, S1, S2, S3 and S4 effects the way providers are used and therefore potentially the results of this study.

This research was also focused on the relationships between schools and providers from the perspective of the contact points. It did not examine in detail the practice of using external providers from individual teachers nor did it examine in detail relationships between teachers and the contact point or staff at organisations and the contact point. Therefore, the views represented are only those of the contact points.

6.3. Further Research

There are several areas of further research that I believe have been highlighted by this research. The first is research around teachers' legal obligations to teach all aspects of the curriculum. This includes obligations under their employment contract, teacher registration, professional responsibility, child protection laws and ethical considerations. In other professions such as medicine and law there is extensive research around the obligations of these individuals including the procedures related to the use of an individual other than that contracted with by the professional. It may be worth considering the responsibilities teachers have when using external providers and whether consent for the use of an external individual needs to be sought from parents or at least indicated to them.

Another potential area for research is examining primary teachers' knowledge of the HPE curriculum particularly with regard to teaching the breadth and depth of the curriculum. Additionally this could explore further the ways that teachers implement external programmes into their overall HPE plans and what may need to be done to improve the way this is happening.

A further potential area of research could be to create a hypothetical provider that could be used to teach the whole HPE curriculum rather than having it taught by teachers. This would cover what skills and expertise such an organisation would require, how many lessons a week would be required and what would be taught. This would also need to consider the implications of replacing the teaching of HPE by teachers.

Yet another potential area for further research is related to the ethics of sponsorship of programmes within schools. This could involve looking at the way companies create and sponsor programmes and whether students should be getting exposed to this type of advertising during school time.

In addition, the relationships between teachers within schools in regard to HPE could be examined particularly with reference to the way external organisations are used and implemented. This may give a clearer picture about the way programmes are implemented within different classrooms and ways that teachers may be able to work together within schools to ensure effective use of external providers.

Additionally a comparison of the effectiveness of HPE lessons in primary schools that use external providers and those that do not. This would need to take into account teachers skills and experiences, but may reveal more clearly what if any effect using external organisations has compared to not using external organisations within HPE lessons.

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Appendix 1: Interview Questions for Schools

How many external organisations does your school use programmes from in HPE?

What type of programmes are these?

How are you approached to use a programme or do you approach organisations?

Do you have criteria in selecting which organisations to use? If so what are these criteria?

What type of security checks are required for organisations entering school?

How do you work with the organisations to decide when and how to deliver the programmes to the students?

What are the reasons for using external providers?

In what ways is the New Zealand curriculum discussed when planning delivery with the organisations?

Which areas of the Health and Physical Education Curriculum do you use external providers within?

Do you believe the use of providers allows you to cover more or less of the Achievement Objectives in the curriculum? Why?

What are the strengths and weakness of the relationship between your schools and organisations you work with?

What could your school do to further these strengths and limit the weaknesses?

What could organisations do to further these strengths and limit the weaknesses?

Do you have plans to use more programmes? If so what type of programmes?

What is your process and your schools process for evaluating the programmes that are used within the school?

Appendix 2: Interview Questions for Providers

How would you describe the programmes you provide to schools?

How many schools does your organisation provide programmes for?

How do you approach schools to participate or do they approach you?

What type of security checks are required for your staff? (if staff enter schools)

Do schools require any checks to allow staff to enter schools? (if staff enter schools)

How do you work with teachers to decide when and how to deliver the programmes to the students?

What are your organisations goals in providing programmes to schools?

In what ways do you use the New Zealand curriculum in planning your programmes?

What specific areas of the curriculum are your programmes based on?

What are the strengths and weakness of the relationship between your organisation and the schools?

What could schools do to further these strengths and limit the weaknesses?

What could your organisation do to further these strengths and limit the weaknesses?

Do you have plans to develop further programmes? If so what type of programmes?
What is your organisations process for evaluating and improving programmes and delivery of programmes?

Appendix 3: Email to Providers

Dear [Participants name],

My name is Sam Fellows and I am a Masters student at the University of Waikato. My research attempts to explore the relationship between schools and organisations that provide health and physical education resources and programmes to primary schools. I am emailing to invite you or someone you believe is more appropriate to be interviewed about the relationship between your organisation and the schools you work with.

If you are potentially interested in being interviewed please reply and I will send you more information about what is required (an interview of around 30 minutes), more information about the project and a consent form so you are aware of how the information will be used.

If you have any questions please do not hesitate to contact me at SFellows@waikato.ac.nz or 0273041982. Additionally you can contact my Supervisor Professor Dawn Penney at d.penney@waikato.ac.nz or on 078384500 extn: 7735.

I look forward to your reply,

Regards,

Sam Fellows
0273041982
07 8384316

Appendix 4: Participant Information Sheet

Participant Information Sheet



Project Title

Effective Partnerships in Primary Health and Physical Education: A Model for Improvement

Purpose

This research is conducted as a part of research toward a thesis for a Master of Sport and Leisure Studies degree. The research will provide valuable depth and insight toward the writing of a thesis.

What is this research project about?

The project concerns external providers of Health and Physical Education (HPE) programmes and resources within New Zealand primary schools and the relationship they have with the schools they operate in and with. The goals of this project are:

- to establish the effect that the use of external providers and resources has on physical education lessons and the delivery of the HPE curriculum in schools;
- to evaluate how the relationship between the providers and schools is managed; and
- to develop a framework for schools using external providers to ensure they are used within the existing curriculum to benefit the needs of students.

What will you have to do and how long will it take?

This process will require an interview of around 30 minutes and a follow up consultation of around 15 minutes once a framework has been developed. You will be asked to give consent prior to the interview, and given a copy of the transcribed interview. Additionally you will be asked to give consent for any future use of the information following the completion of the thesis, for example academic publication.

What will happen to the information collected?

The interview will be recorded and used by the researcher to write a thesis. It is possible that articles and presentations may be the outcome of the research. Only the researcher and supervisor will be privy to the notes, recordings and transcriptions. The supervisor will be privy to draft versions of the thesis. The researcher will keep transcriptions of the recordings and a copy of the paper but will treat them with the strictest confidentiality. No participants will be named in the publications and every effort will be made to disguise their identity. An electronic copy of the thesis will become widely available, as the University of Waikato requires that a digital copy of Masters theses to be lodged permanently in the University's digital repository: Research Commons.

Declaration to participants

If you take part in the study, you have the right to:

- Refuse to answer any particular question, and to withdraw from the study before analysis has commenced on the data.
- Ask any further questions about the study that occurs to you during your participation or following your participation.
- Be given access to a summary of findings from the study when it is concluded and a copy of the transcribed interview.

Who's responsible?

If you have any questions or concerns about the project, either now or in the future, please feel free to contact either:

Researcher:

Sam Fellows

SFellows@waikato.ac.nz

0273041982

Supervisor:

Professor Dawn Penney

d.penney@waikato.ac.nz

078384500 extn: 773

Appendix 5: Consent Form

Consent Form for Participants



Effective Partnerships in Primary Health and Physical Education: A Model for Improvement

Consent Form for Participants

I have read the **Participant Information Sheet** for this study and have had the details of the study explained to me. My questions about the study have been answered to my satisfaction, and I understand that I may ask further questions at any time.

I understand that through participation in this research:

- 1) I will be asked to participate in a 30 minute interview which will be recorded and transcribed;
- 2) I will have a chance to read and amend the transcription of my interview;
- 3) I can withdraw from the study any time up until I approve my transcript;
- 4) I can decline to answer any questions in the study;
- 4) I may be asked to participate in a follow up consultation of approximately 15 minutes;
- 5) The recordings and transcripts will be kept in a secure location for 5 years and then destroyed;
- 6) I will remain anonymous in all publications arising from this research;
- 7) The findings will be published in a thesis and possibly in academic articles and presentations.

I agree to provide information to the researchers under the conditions of confidentiality set out on the **Participant Information Sheet**.

I agree to participate in this study under the conditions set out in the **Participant Information Sheet**.

I understand that my interview will be electronically recorded.

Signed: _____

Name: _____

Date: _____

Researcher's Name and contact information:
Sam Fellows
SFellows@waikato.ac.nz
0273041982

Supervisor's Name and contact information:
Professor Dawn Penney
d.penney@waikato.ac.nz

078384500 extn: 7735

Appendix 6: Email to Principals

Dear [Principals name],

My name is Sam Fellows and I am a Masters student at the University of Waikato. My research attempts to explore the relationship between schools and organisations that provide health and physical education resources and programmes to primary schools. I am emailing seek your permission to contact one of your teachers to be interviewed in my research, or to interview you about the relationship between your school and organisations that provide health and physical education programmes to your school. I have attached an information sheets which contains information about the project and what interviewees are requested to do.

If you are willing to consent to this, would you please give me the contact details of a teacher who is involved in using external resources in their lessons and may be willing to participate in an interview of around 30 minutes. Additionally let me know if you would be the best person to interview and if you are willing.

If you have any questions please do not hesitate to contact me at SFellows@waikato.ac.nz or 0273041982. Additionally you can contact my Supervisor Professor Dawn Penney at d.penney@waikato.ac.nz or on 078384500 extn: 7735.

I look forward to your reply,

Regards,

Sam Fellows
0273041982
838 4316

Appendix 7: Principal Information Sheet

Principal Information Sheet



Project Title

Effective Partnerships in Primary Health and Physical Education: A Model for Improvement

Purpose

This research is conducted as a part of research toward a thesis for a Master of Sport and Leisure Studies degree. The research will provide valuable depth and insight toward the writing of a thesis.

What is this research project about?

The project concerns external providers of Health and Physical Education (HPE) programmes and resources within New Zealand primary schools and the relationship they have with the schools they operate in and with. The goals of this project are:

- a) to establish the effect that the use of external providers and resources has on physical education lessons and the delivery of the HPE curriculum in schools;
- b) to evaluate how the relationship between the providers and schools is managed; and
- c) to develop a framework for schools using external providers to ensure they are used within the existing curriculum to benefit the needs of students.

What will teachers have to do and how long will it take?

This process will require an interview of a teacher involved in working with external organisations of around 30 minutes and a follow up consultation of around 15 minutes once a framework has been developed. Participants will be asked to give consent prior to the interview, and given a copy of the transcribed interview. Additionally they will be asked to give consent for any future use of the information following the completion of the thesis, for example academic publication.

What is required from you?

Consent to contact and interview a teacher about the relationship between your school and external organisations within HPE and how the resources are used within lessons. Provide the contact details of a teacher you believe to be appropriate and willing.

What will happen to the information collected?

The interview will be recorded and used by the researcher to write a thesis. It is possible that articles and presentations may be the outcome of the research. Only the researcher and supervisor will be privy to the notes, recordings and transcriptions. The supervisor will be privy to draft versions of the thesis. The researcher will keep transcriptions of the recordings and a copy of the paper but will treat them with the strictest confidentiality. No participants will be named in the publications and every effort will be made to disguise their identity. An electronic copy of the thesis will become widely available, as the University of Waikato requires that a digital copy of Masters theses to be lodged permanently in the University's digital repository: Research Commons.

Declaration to participants

Participants have the right to:

- Refuse to answer any particular question, and to withdraw from the study before analysis has commenced on the data.
- Ask any further questions about the study that occurs to you during your participation or following your participation.
- Be given access to a summary of findings from the study when it is concluded and a copy of the transcribed interview.

Who's responsible?

If you have any questions or concerns about the project, either now or in the future, please feel free to contact either:

Researcher:
Sam Fellows
SFellows@waikato.ac.nz
0273041982