Developing Social and Emotional Learning in Physical Education: The Contextualised Appropriation of Sport Education

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ABSTRACT

Social and emotional learning (SEL) is increasingly recognised as beneficial for students' mental health and academic learning. Despite the growing SEL research in general education, SEL remains largely under-explored and under-researched in the Health and Physical Education (HPE) field. This research has been focused primarily on how SEL could be addressed in Physical Education (PE). Currently, there is a lack of research to inform teachers' pedagogical decisions relating to how to embed teaching of SEL within PE. My Masters study investigated these issues in an Australian context. It explored the potential of the Sport Education teaching model to enable PE teachers to focus on SEL outcomes. My doctoral research sought to extend this line of research within the context of a low socio-economic middle school (ages 11 to 14) in Aotearoa New Zealand. It has examined ways in which two teachers were able to utilise this pedagogy to promote SEL in their Year 7/8 classes. Taking the dual role of researcher and co-teacher, with the teachers, I planned and implemented a year-long Sport Education-based PE curriculum, aimed at progressing SEL outcomes. This study investigates the facilitation of SEL by observing the changes in two classes of Years 7 and 8 students and teachers' participation in a series of Sport Education experiences. The research has employed a critical ethnographic case study methodology to generate qualitative data over four research cycles. Findings revealed that in order for SEL to be effectively foregrounded in a Sport Education learning context, SEL outcomes have to be prioritised in the unit plan and explicitly taught using a flexible and contextually responsive season structure. As this curriculum development and enactment process was highly demanding and pedagogically sophisticated, a contextualised, collaborative professional development approach was found to be

pivotal in supporting the teacher participants to develop the beliefs and capacities in advancing the SEL of their students. The results of the study contribute to an understanding of the dynamic process of enacting a SEL-integrated, Sport Education-based PE curriculum. In addition to suggestions for pedagogy and teacher professional learning, recommendations for future research to extend the present study are made.

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Learn the rules like a pro, so you can break them like an artist.

(Pablo Picasso)

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CHAPTER 1: INTRODUCTION TO THE STUDY

Introduction

In recent years, there has been a push internationally to broaden the educational agenda by incorporating social and emotional learning (SEL) competencies into the school curriculum (Coelho, Sousa, Raimundo, & Figueira, 2015; Department of Health & Aging, 2009; Ee & Ong, 2014; Greenberg et al., 2003; Wigelsworth, Humphrey, & Lendrum, 2012). Research such as the study by Durlak, Weissberg, Dymnicki, Taylor and Schellinger (2011) in the U.S. shows that students who receive quality SEL instruction tend to have higher academic performance, more positive attitudes, fewer negative behaviours, and reduced stress. In countries, including Aotearoa New Zealand (where this research was located), other issues point to the potential significance of SEL. Prior to the commencement of my research, Aotearoa New Zealand was identified as facing serious youth mental health issues (aged 15 to 19) with a youth suicide rate reported as highest in the OECD (Organization for Economic Co-Operation and Development, 2009). In the light of recent International and New Zealand Physical Education (PE) research (Futter-Puati, Gillespie, & Tasker, 2014; Jacobs & Wright, 2014; Lu & Buchanan, 2014), it was timely to explore how PE can provide an opportune setting for effective teaching of SEL competencies in Aotearoa New Zealand schools. As discussed further in Chapter 2, despite the growing recognition of the importance of SEL in education (Elias, 1997; Greenberg, 2010; Greenberg et al., 2003; Humphrey, 2013) and as a health concern for young people (Payton et al., 2000), SEL remains largely under-explored and under-researched in the PE field.

As an established PE curriculum and pedagogy model (Penney, Kinchin, Clarke, & Quill, 2005), Sport Education (Siedentop, 1994) has been shown to present potential to advance SEL of students in

and through PE (Ang, 2008; Ang & Penney, 2013; Ang, Penney, & Swabey, 2011). Hence, the main purpose of this study was to examine how aspects of and insights from the Sport Education model could be drawn upon and selectively utilised and adapted to support and extend students' SEL. This chapter begins with an explanation of how my personal and professional history shaped this study. The broader societal and research issues justifying the need for the study to be situated in a low social economic context are then presented. The chapter concludes by identifying the study's aims and providing an overview of the thesis.

My personal and professional history

This section critically reflects on aspects of my personal and professional history to elucidate my rationale and passion for pursing this study. It seeks to make explicit how my professional experiences, personal interests and biases shaped the nature of this study.

Physical education and sports experiences in growing years

I am a Singaporean man in my forties who grew up in a working class family in the 1970s. I am also a third-generation descendant of Chinese immigrants in Singapore. As the youngest child of a big family, I was very much doted on by my parents and siblings and as such, they over-indulged me with food. Consequently, I soon became the only overweight child in the family. Despite their best intentions, my childhood experiences as an overweight student were not always pleasant. During that era, overweight children were rare in a developing nation like Singapore. In fact, my schoolmates were even jealous of my overweight status. Unfortunately, this also meant that I would be picked on by class bullies, especially during PE. For instance, I was given many hideous nicknames and usually the last to be picked for a team. As

a result, I deliberately shunned PE to avoid the humiliations. Such awful memories were just part of my PE experience as a child. But I was not alone. The physically unfit, the un-coordinated and sometimes girls were just as unfortunate as me. Looking back, I wish our teachers had been more proactive in stopping the treatment we had to endure.

Growing up as a teenager in the 1980s, I encountered another form of discrimination. I was among a cohort of secondary school students who would be streamed into classes with different academic abilities. By that time, puberty had lent me a helping hand such that I had shed some weight and began to take a greater interest in sports. However, I was again excluded from sports because students from the higher academic ability classes would usually hog the basketball court during break time and refuse to allow my friends and me, who were from the lower academic ability classes, to join in. At that time, I felt a strong sense of injustice and frustration. But there was no one we could turn to, not even the teachers who often treated us as disengaged learners and trouble-makers.

PE teaching experiences

These negative experiences fuelled my emotional energy to make a difference when I became a specialist primary PE teacher in the 1990s. Inspired by my teacher educators at the College of Physical Education Singapore, I wanted to be an inclusive PE teacher and make PE accessible to all students regardless of their gender, body size, abilities and background. This endeavour proved to be harder than I had expected. With academic achievement often regarded as the highest priority in Singaporean schools, I had to jealously guard my PE curriculum time. This was especially difficult during the period just before the examinations when my classroom

teacher colleagues would request to borrow my PE teaching block so that they could conduct extra classes. As a beginning teacher, I found it hard not to accommodate my colleagues' requests. Besides, I empathised with their predicament as the school we were working in was one of the top primary schools in Singapore. Nevertheless, I could not help feeling disheartened by the marginal status of my subject in the school curriculum.

With the view that I would not be beaten by these circumstances, I rapidly worked my way up to the appointment of PE department head, hoping that I would be in a better position to champion the role of PE in the school curriculum. As a young Head of Department, however, I found myself overwhelmed by policy demands on the school. In the 1990s, childhood obesity was a rising concern in Singapore as the country's population became more affluent. This gave rise to a National Weight Management Initiative (Toh, Cutter, & Chew, 2002) which I was tasked to implement in my PE programme. As part of the initiative's reporting requirements, I had to achieve high fitness and weight management targets. Being a passionate PE teacher, I found it very frustrating dealing with the demands of the mandated fitness testing/development and weight management programme while ensuring that the joy and learning of my students were not compromised. Given my own childhood experience, I was particularly wary of the relentless weight monitoring of my overweight students as I believe that social and emotional wellbeing is just as important as weight and fitness levels. It was then that I realised the limits of my PE knowledge to help my students to develop holistically. So, I decided to leave for England to pursue my undergraduate PE degree.

During my study at Loughborough University, I learned that it takes more than exercise and a balanced diet to achieve and

maintain good personal health. Topics such as sport psychology, child development and health promotion extended my understanding and thinking on children's health and positioned me better to support the holistic development of my students upon my return to Singapore in 2001. After resuming my appointment as PE Head of Department, I carried out a number of curriculum innovations to promote holistic health development of the students. One of them was a modular co-curricular activities programme where every student in school was provided the opportunity to experience a wide range of sports, aesthetics and outdoor learning experiences during the school day. I even won a national award for my work in the school and the wider PE fraternity. However, I felt more needed to be done in PE and in general education to address the social and emotional needs of our students in the twenty-first century.

Singapore: Academic stress and mental health

In the new millennium, students' mental well-being came into focus in a number of schools and in the wider Singaporean society. In a survey by the Singapore Press Holdings (as cited in Ministry of Community, Youth and Sports Singapore, 2012, p. 4) on attitudes and lifestyle among Primary 4 to 6 students (age 10-12 years), a greater proportion of the respondents indicated they were more afraid of failing their examinations than their parents or guardian dying. In the study by Woo et al. (2007), 12.5 percent of the Singaporean students aged 6-12 studied were found to have emotional or behavioural problems. More crucially, they found that Singaporean children had higher rates of internalising problems (12.2%) compared to externalising problems (4.9%). The symptoms of internalising problems include depression and social withdrawal. As a passionate PE teacher, I was keen to discover how PE could make a positive difference to this pressing social issue. There

seemed little literature that I could draw on to gain better understanding of the ways in which students' social and emotional wellbeing could be meaningfully promoted in and through PE. In search for an answer, I enrolled myself as a Master student at the University of Tasmania where I learnt about SEL and the Sport Education curriculum and pedagogical model (Ang, 2008). As discussed further in Chapter 2, SEL is defined as a process for helping children and adults develop social and emotional competencies to handle one's self, one's relationships, and one's work, effectively and ethically (CASEL, 2012). These competencies include recognising and managing one's emotions, developing care and concern for others, establishing positive relationships, making responsible decisions, and handling challenging situations constructively and ethically. I also learned that SEL is fundamental to children's mental health, academic learning, moral development, and motivation to cooperate and achieve (Department of Health & Aging, 2009).

Sport Education is a curriculum and pedagogical model developed by Daryl Siedentop for school PE (Siedentop, 1994). Sport Education was not specifically developed to facilitate SEL outcomes. Rather, the focus of the model was to address the concern that the existing teaching of sports within PE classes was de-contextualised from the associated sport culture. Specifically, Siedentop explained the intent of the model as being "to educate students to be players in the fullest sense and help them develop as competent, literate and enthusiastic sportspeople" (p.4). During my Masters course, I carried out an exploratory Sport Education study (Ang et al., 2011) at a mainstream Tasmanian primary school, focusing on SEL. This study was pivotal in leading me to think that this curriculum and pedagogical model could be suitable for developing social and emotional competence, and wellbeing in

and through PE. As a Master of Education project, my research project was necessarily limited in its duration and the extent of exploration of the processes that contributed to the positive SEL outcomes. Wallhead and O'Sullivan (2005) have suggested that Sport Education study projects that adopt an extended duration of data collection over multiple Sport Education units have the potential to gain more robust insights into students' learning. As a result, I initiated another Sport Education study (Ang & Penney, 2013) when I returned to Singapore. Due to a crowded PE curriculum, I was again only able to find space to implement a single unit of Sport Education and only explored the competition feature of the model and its potential to promote the SEL of my Singaporean students. The study reported in this thesis reflects my desire to pursue further opportunities to explore the model over a longer duration, using multiple units of work and to examine in more depth how the various features of the Sport Education model (see Chapter 2) could be adapted and utilised to facilitate SEL outcomes of primary aged students. The opportunity finally came when I was awarded the University of Waikato International Scholarship Award to pursue a PhD programme in Aotearoa New Zealand.

Aoteaora New Zealand: Poverty and the social and emotional world of children

As a beneficiary of this generous scholarship, I felt I needed to ensure that my doctoral study addressed societal issues facing New Zealanders.

Poverty and its impacts on Aotearoa New Zealand children

Even though Aotearoa New Zealand is a relatively wealthy country (GDP per capital is 88% of OECD average) (Statistics New Zealand, 2005), it has high child poverty rates. Aotearoa New Zealand's child

poverty rate in recent years has been around 25 percent which is almost twice the rate experienced during the 1980s, when it averaged around 13 percent (Boston, 2013b). Boston contends that child poverty can present many educational challenges that impede children's ability to learn effectively in schools. For example, the child is more likely to go to school hungry and/or have little or no lunch which reduces their capacity to concentrate and learn, as well as generating negative behaviours. Material deprivation also reduces a child's access to essential learning resources at home and in school. In view of these difficulties, Boston comments that "Turning all this [child poverty] around and ensuring that children from low SES backgrounds feel valued and motivated to learn, let alone achieve educational success, is by no means an easy task" (p.14).

A number of international studies have affirmed Boston's concerns about the effects of poverty on children's social and emotional competence and their ability to learn in schools. For example, a study by McCoy and Raver (2014) in the United States revealed that exposure to household instability has significant implications for poor children's self-regulation. More specifically, the study's findings highlight the ways in which high levels of household instability may affect the skills children need to succeed as they enter school, including the ability to delay gratification, to pay attention appropriately, and to control impulsivity during completion of mildly stressful tasks with an unfamiliar adult. On the other hand, Blair and Raver (2012) found that children from low-income families with better self-regulatory skills are more resilient to adverse psychological outcomes. Hence, schools have an important role in helping students in a low social economic context develop socially and emotionally.

Despite the potential of schools to address the social and emotional needs of students, there is little research to suggest social and emotional development programmes have been an established feature in the Aotearoa New Zealand school curriculum. On the other hand, the emerging field of social and emotional learning (SEL) presents untapped potential which Aotearoa New Zealand teachers in a low social economic school context can draw on to promote their students' social and emotional wellbeing and competence. Most SEL research is located in general education and classroom settings, this study was, therefore, a response to a need to develop SEL curriculum and pedagogical strategies specific to the PE and to low social economic school contexts.

Is sport education the answer?

Tinning (1994) cautions that "understanding how certain problems are defined within the PE profession and whose interests are served by certain definition is crucial" (p. 22). In the case of my PhD study, SEL was the identified problem for the PE profession, and Sport Education was a solution proposed to address this problem. More specifically, this doctoral study critically engaged with the belief that the SEL outcomes identified in the Health and Physical Education in NZC may be addressed through the Sport Education model. This belief was informed by research evidence indicating the effectiveness of Sport Education in enhancing the personal and social development of students (Brock & Hastie, 2007; Carlson & Hastie, 1997; Grant, 1992; Wallhead, Garn, & Vidoni, 2013), and research affirming the adaptability of the Sport Education model which has enabled it to be restructured to elicit specific social learning goals (Ennis et al., 1999; Hastie & Buchanan, 2000).

While many of these Sport Education studies support the claim that the model in and of itself can promote personal/social development of students, most were not conducted in a low social economic setting. Rather, most were based in culturally homogenous (pre-dominantly white), high-middle socio-economic majority school settings. Similarly, my previous Sport Education studies research (Ang & Penney, 2013; Ang et al., 2011) had been undertaken in mainstream, high socio-economic school settings. Even among the little Sport Education research that advocates the foregrounding of personal/social development in a Sport Education curriculum, it seems that only the Sport for Peace study (Ennis et al., 1999) was based in an urban setting that reflected the reality of teaching and learning in challenging school conditions.

Given that the primary purpose of this study is to critically engage with the potential of Sport Education in facilitating SEL outcomes of students affected by poverty, a low socio-economic middle school was identified as an appropriate research site for this study.

Research context

Description of the case study school

Greendale School (pseudonym, as are all names in this study) is a small middle school located in a regional city of Aotearoa New Zealand. It runs composite classes of Year 7/8 and Year 9/10. In Aotearoa New Zealand, primary education starts from Year 1 and continues until Year 8, with Year 7 and Year 8 offered at either a primary or a separate intermediate school (MoE, 2013). Middle schools (a recent innovation) run classes from Year 7 to Year 10. Students typically start Year 7 at eleven years old.

A middle school was selected as the site for this study as research has shown that social and emotional competence is particularly

necessary for middle schoolers to cater to the developmental needs and challenges associated with their transition into adolescence (Taylor & Larson, 1999). Penney and Taggart (2004) also suggest that primary school settings (which are similar to middle school settings in terms of school timetabling and classroom teachers taking their own PE classes) may offer more flexibility and availability of time to develop various aspects of Sport Education and fulfil its cross-curricular potential, compared with the rigid subject-divided structure of timetables and staff in high schools. Next, I look at the characteristics of the school.

Greendale School is situated in a low socio-economic area. The school had a decile 4 ranking, reflecting the low socio-economic status of individual families. In Aotearoa New Zealand, a school's decile indicates the extent to which the school draws its students from its immediate socio-economic community (MoE, 2011). Decile ranking ranges from 1 to 10 with 1 being a very low, and 10 a very high socio-economic status. As discussed in Chapter 2, research suggests that the incidence of mental health tends to be greater in a low socio-economic context. Given the low decile ranking of the Greendale School, it was not surprising that there were many students in the school who had high social and emotional needs.

The ethnic composition of Greendale student population is also highly diverse. Māori[1] formed around half of the student cohort, European/Pākehā about a third, and the rest included Indian, South East Asian, Tongan and others. Greendale was thus a rich

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[1] Māori, the indigenous people of Aotearoa New Zealand, make up 15 percent of the population. Traditional Māori customs still play a large part in the lives of many modern Māori in New Zealand and are an intrinsic part of Kiwi culture for New Zealanders. (Tourism New Zealand, 2015)

context for this research, especially given the health and education inequities issues affecting the Māori population (Boston, 2013a) as is discussed in Chapter 2.

This study focused on the Year 7/8 teachers and students at Greendale School. In order to keep the scale of data collection manageable, the study involved only two of the three Year 7/8 classes i.e. Room 1 and Room 2 (pseudonyms for the classes). Year 7/8 classes rather than Year 9/10 were selected because primary aged students were the focus of this study. Year 7 students arguably faced more intense social and emotional needs than other Year levels as they had only just transited from primary to middle school. Rooms 1 and 2 were located next to each other, connected by an adjoining resource room. Involving two classes in this research project also helped to ensure the sustainability of the project i.e. should one of the teachers discontinue his/her participation midway through the project, there would still be another teacher to follow through with the research.

Staff

Primarily, the research involved the two classroom teachers of Rooms 1 and 2 in the curriculum innovation. However, the school principal and two other teachers were also subsequently interviewed to provide additional data for the research. Principal Aroha was appointed to head the school in 2011. Prior to that, she had been deputy principal of the school. The teacher participants for Rooms 1 and Room 2 were Stan and Tia (pseudonyms) respectively. Tia is a middle-aged female teacher who had recently joined Greendale School after spending fifteen years teaching in inner London city schools. She has mixed ethnicity of Māori and European parentage. Stan, on the other hand, is a young European/Pākehā teacher who graduated from initial teacher

training only a few years ago. Greendale was Stan's second school. In his previous school, Stan worked as a specialist woodwork technology teacher. This was only the second year he had been appointed as a classroom teacher since joining Greendale School. Given their respective teaching backgrounds, both teachers acknowledged that their PE curriculum and pedagogical knowledge was limited. In addition to these two teachers, I also had interview sessions with Science teacher Linda, and Learning Support teacher Charlotte. The interviews with these teachers would help to find out if there was any transfer of learning from the SE/PE context to other subject/learning contexts.

Students

There were altogether 50 students in Rooms 1 and 2. However, only 41 students gave consent to participate in the study. In Room 1, there was a total of 25 students but only 22 of them consented to participate in the study. As for Room 2, there was also a total of 25 students and only 19 of them were involved as research partiticpants. Those who did not give consent to the study continued to pariticipate in the Sport Education-based curriculum as part of their regular PE. Further details on student participants' gender, age and pseudonyms are provided in Appendix A.

Overall, there were more boys than girls in both classes. However, the ratio of boys to girls is higher in Room 1 than Room 2. The boys in Room 1 were also older than those in Room 2. In addition, the students in Room 1 were older than their peers in Room 2. There were a number of special needs students in both rooms. In Room 1, there was Matiu who was mildly autistic. In Room 2, Dale had mild intellectual impairment. Two other special needs students were also in Room 2 but their parents did not give consent for their children to participate in this study. In line with this research

project's focus on equity and inclusion, the design of the Sport Education unit sought to ensure that the learning needs of these students were catered to. This was also consistent with one of the long term goals of Sport Education which is "to make sport more widely accessible so that gender, race, disability, socio-economic status, and age are not barriers to participation" (Siedentop, 1994, p. 6).

In proposing Sport Education model as the potential platform to address SEL of students in this low economic setting, this study is certainly not positioning the model as a panacea or magic answer (Penney, Kinchin, et al., 2005) to alleviate the social ills of poverty. Neither is this study advocating Sport Education or PE as the only education medium to develop SEL. Rather, it acknowledges that there are many different and possible educational pathways to advance SEL of students within and beyond the subject of PE. So, the primary focus of this doctoral study was to investigate how Sport Education could be drawn on to help student participants to develop socially and emotionally development.

Thesis overview

Chapter 2 reviews the literature on the social and emotional wellbeing of Aotearoa New Zealand children living in poverty, *Health and Physical Education in the New Zealand Curriculum*, curriculum and pedagogical change and Sport Education. The aim of the review is to identify the research gaps in these knowledge areas and draw out their implications for developing the study's research questions, its data collection methods and tools for data analysis. Chapter 3 describes the study's research context and explains methods used to generate and analyse data. Chapters 4, 5, 6, and 7 present findings from the study in the form of a series of confessional tales (Sparkes, 2002; Van Maanen, 1998). They

address the different phases of the fieldwork: the reconnaissance, first curriculum enactment cycle, second enactment cycle, and the final evaluation phase. In Chapter 8, findings are discussed in relation to the literature and the research questions. Chapter 9 concludes the thesis by presenting the implications for practice, limitations of the study as well as recommendations for future research.

Chapter conclusion

In conclusion, this doctoral study has provided a sharp contrast in setting to existing Sport Education studies and acknowledged that amidst increasing cultural and economic diversity of schools observed in many countries (Coronel & Gómez-Hurtado, 2015; Hatton, Munns, & Dent, 1996; Howard, 2007; United Nations Population Fund, 2002; Waslander, 2007; Zembylas, 2010), there are strong arguments for PE curriculum development work that is responsive to the social economic context of school and associated learning needs of its students. The study also showed that despite *The New Zealand Curriculum* (MoE, 2007) identifying the importance of SEL, and the growing importance of SEL in general education and research, SEL remains largely under-explored and under-researched in the PE field. So, the main purpose of my doctoral study was to work with participating teachers to examine how aspects of and insights from the Sport Education model could be drawn upon and selectively utilised and adapted to support and extend SEL of primary aged students. In doing so, the study aimed to contribute new research knowledge in the following areas:

- Sport Education curriculum and pedagogy in relation to the explicit learning of social and emotional skills by primary aged students in a low social economic context;

- Professional development of primary school teachers in advancing students' SEL in and through PE; and

- Research in the field of PE, SEL and Sport Education.

CHAPTER 2: LITERATURE REVIEW

Introduction

As explained in Chapter 1, the main aim of this doctoral study was to examine how teachers could utilise and adapt aspects of and insights from the Sport Education model to support and extend the social and emotional learning (SEL) of primary aged students. This chapter reviews the literature associated with this research aim and, in doing so, presents justifications for the study. The review begins by exploring research on child poverty to understand its impact on the social and emotional wellbeing of children and young people in Aotearoa New Zealand. Next, it examines SEL research literature and considers how Aotearoa New Zealand schools in general, and specifically PE, can contribute to promoting SEL. This is followed by a review of the Sport Education literature to critique the arguments for and against using the model in PE to advance students' SEL. Investigation into the model's potential to progress SEL would involve the design and enactment of a curriculum and pedagogical innovation. Hence, a review of educational change literature is presented to inform the conceptualisation of curriculum and pedagogical change for the research. The chapter concludes by highlighting the research gaps and critical issues arising from the review and their implications for developing the research questions and research methodology.

Social and emotional world of Aotearoa New Zealand children and young people living in poverty

Child poverty contributes to the poor health outcomes of children and young people in Aotearoa New Zealand (Turner & Asher, 2008). For instance, Aotearoa New Zealand's child mortality is reported as higher than the OECD average, immunisation rates for measles is second worst, and whooping cough among children the

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fifth worst in the OECD (Organization for Economic Co-Operation and Development, 2009). However, it must be noted that children from indigenous Māori heritage are most vulnerable to such health inequities. For example, the Aotearoa New Zealand's Ministry of Health (2010) found that the Māori youth suicide rate was more than 2.5 times higher than that of non-Māori youth. One reason for this inequitable health pattern is that Māori/Pasifika[2] children and youth are particularly affected by poverty. Even though only 34 percent of all children in Aotearoa New Zealand are Māori/Pasifika, half of all the poor children in Aotearoa New Zealand are Māori/Pasifika (Perry, 2013). Another factor contributing to this poor health outcome is related to the effects of colonisation on the history and culture of the Māori people. For instance, Dyer (2012) explains that the health and income disparities between Māori and non-Māori can be attributed to the status of Māori as indigenous people, the history of land and other resource alienation from Māori during colonisation and development.

Beside poorer health outcomes, children and youth living in poverty in Aotearoa New Zealand also have lower educational outcomes than their peers from more affluent families. The 2012 Programme for International Student Assessment (PISA) ranking report (MoE, 2014) shows that while Aotearoa New Zealand has relatively high educational achievement (when compared to the OECD average), it also has relatively low equality in terms of the distribution of students' performance. The report indicates that

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[2] Pasifika, is the term used to describe Pacific Island migrants to New Zealand from Sāmoa, Tonga, the Cook Islands, Niue, Tokelau, Tuvalu, and other, smaller Pacific nations (MoE, 2015a)

European/Pākehā[3] and Asian students are scoring above the OECD average in mathematics while Māori and Pasifika students are scoring below the OECD average.

Research (Boston, 2013a; Ladd, 2012) undertaken in Aotearoa New Zealand and the United States established the links between child poverty and poor educational outcomes. Boston, for instance, explains that poverty can present many educational challenges that impede children's ability to learn effectively in schools. For example, they are much more likely to go to school hungry and/or have little or no lunch which reduces their capacity to concentrate and learn, and generates negative behaviours. Boston further explains that negative parenting behaviour and child-rearing practices (including a higher incidence of neglect and maltreatment) are often related to family poverty as hardship tends to contribute to parental stress, relationship difficulties and mental health issues. These, in turn, can impact on and undermine a child's sense of security and self-esteem. Material deprivation also reduces a child's access to essential learning resources at home and in school. Thus, Boston emphasises that this concoction of negatives leads many children from low socio-economic backgrounds to feel inferior or lack confidence in their own abilities. In view of these difficulties, Boston comments that "Turning all this [child poverty] around and ensuring that children from low SES backgrounds feel valued and motivated to learn, let alone achieve educational success, is by no means an easy task" (p.14).

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[3] Pākehā is the Māori term used to describe New Zealanders of European descent (New Zealand Immigration, 2015)

Role of schools in addressing educational inequities

The policy debates on alleviating child poverty in Aotearoa New Zealand and the United States currently centre on addressing income inequality and unemployment. In the current economic and political policy context in Aotearoa New Zealand and the United States, however, there appears to be a lack of political will among governments to reduce poverty and income inequality (Boston, 2013b, p. 11; Ladd, 2012, p. 212). Both Boston and Ladd postulate that any shift in fiscal policy to address this complex social problem is unlikely to happen in the immediate future. On the other hand, research examining how schools and education systems can be reformed for the purpose of reducing educational inequities between groups of students has received considerable attention. Using international data from PISA managed by the OECD, Ladd illustrates that countries with strong commitment to education and to equal educational opportunity appear to have better success with their disadvantaged students. Ladd gave the examples of Finland and South Korea who appear to have the most success with their socio-economically disadvantaged students.

In Aotearoa New Zealand, there is emerging research that supports Ladd's (2012) argument that education has a key role to play in levelling the playing field for marginalised indigenous students. One such example is *Te Kotahitanga*, a large-scale kaupapa Māori school reform project that sought to address educational disparities by improving the educational achievement of Māori students in mainstream schooling (Bishop, Berryman, Cavanagh, & Teddy, 2009). The project found that changing teachers' deficit theorising of their relationships with Māori students and promoting their agentic thinking can have a major impact upon Māori students' engagement with learning and short-term achievement. Hence, Bishop et al. argue that better recognition of students'

cultures in teachers' pedagogy and practice can significantly help students to overcome their educational challenges and enhance their learning in schools. Given the extent of health and education inequities affecting children in poor families and indigenous communities, there is a need for more of this type of pedagogical research in Aotearoa New Zealand.

Another promising means to foster academic attainments among socio-economically disadvantaged students in Aotearoa New Zealand is the application of school-based interventions consistent with social and emotional wellbeing research (Zins, Weissberg, Wang, & Walberg, 2004). Examples of such school-based interventions include the Seattle Social Development project (Hawkins, Smith, & Catalano, 2004), RULER[4] Feelings Word Curriculum (Brackett, Rivers, Reyes, & Salovey, 2012), and Positive Education (Seligman, Ernst, Gillham, Reivich, & Linkins, 2009).

The Seattle Social Development project (Hawkins et al., 2004) is a social and emotional wellbeing intervention implemented in U.S. elementary schools situated in high-crime neighbourhoods. It is based on a social development model (Catalano & Hawkins, 1996; Hawkins et al., 2004) which posits that children who develop bonds of attachment to pro-social others are less likely to violate their expectations by engaging in anti-social behaviour. Findings of this project indicate that the SEL intervention improved students' bonding to school, academic results and behavioural outcomes. The RULER Feelings Word Curriculum (Brackett et al., 2012) is based on theories of emotional development (Saarni, 1999) and

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[4] Acronym for Recognizing, Understanding, Labeling, Expressing and Regulating emotions and skills

emotional intelligence (Salovey & Mayer, 1990, 1997). The U.S. based study by Brackett et al. shows that students who participated in the RULER Feelings Word Curriculum had a higher academic performance, better work habits as well as stronger social and emotional competence in some areas compared to non-participating students. Positive Education (Seligman et al., 2009) is a classroom innovation based on the principles of Positive Psychology. In the Australia-based Geelong Grammar School Project (Seligman et al., 2009), Positive Education teaches the elements of positive psychology such as resilience, gratitude, strengths, meaning, flow, positive relationships and positive emotions. Such interventions are especially pertinent because bullying has been identified as a serious problem in Aotearoa New Zealand schools (Mullis, Martin, Foy, & Arora, 2012, p. 276).

Absence of school-based social and emotional wellbeing research in Aotearoa New Zealand

Despite the need to address students' social and emotional development wellbeing in Aotearoa New Zealand schools, a recent national survey on primary and intermediate schools (Wylie & Bonne, 2014) found that less than half (42%) of schools surveyed have embedded practice in the active teaching of emotional skills in everyday classes. The report also indicated that approaches that involved students supporting and mentoring one another tended to occur less frequently, signalling the need for deliberate learning opportunities in Aotearoa New Zealand schools to foster social and emotional development. For example, only 33 percent of schools surveyed have student-run games or activities at lunch time and 26 percent have embedded practices in peer mediator/student playground monitors. To date, there is little or no qualitative research on the contextual realities surrounding the inability of schools and teachers to engage with new approaches to support

students' social and emotional wellbeing. As is discussed further in Chapter 3, issues of context became a prime point of focus in this study.

In addition to the lack of qualitative studies on the state of social and emotional wellbeing of school children in Aotearoa New Zealand, existing studies need to better represent the cultural diversity of the society. For instance, Swain-Campbell and Quinlain's (2009) study on a mid- to low social economic primary school in Dunedin showed that self-reported social and health indicators of students' well-being were high. However, Swain-Campbell and Quinlain acknowledge that a key weakness of their study is that it represents a major South Island city, and may differ in composition in terms of ethnic diversity than more northern centres and may therefore under-represent Māori. Given the disproportionate representation of Māori and Pasifika children in child poverty, there is a need for pertinent social and emotional wellbeing research to be conducted in schools in the North Island that better represent the country's ethnic diversity and thus, provide a more complete picture of the state of children's social and emotional wellbeing. North Island cities like Hamilton generally have a greater representation of the Māori and Pasifika people. Again, quantitative research such as that by Swain-Campbell and Quinlain do not provide a contextual understanding of what is happening in the social and emotional lives of the children that underpins their social and emotional wellbeing or the lack of it. Hence, there is arguably a need for studies employing qualitative, ethnographical approaches in studying the social and emotional world of children living in poverty so that a more robust understanding of the underlying issues can be developed from multiple perspectives.

Section summary

The review in this section suggests child poverty has a significant impact on the social and emotional lives of children living in poverty. If not addressed properly and expeditiously, poverty is likely to have a long term adverse impact on the social and emotional development, and life chances of these children. Thus, this review supports shifting social and emotional development to the core of the Aotearoa New Zealand primary school curriculum. While schools are arguably well-placed to serve these critical developmental needs, there is currently a lack of research to inform policy makers, researchers and practitioners working in low socio-economic schools on how they can best support the social and emotional needs of their students in and through curriculum and co-curriculum programmes. There is also a dearth of research on how social and emotional wellbeing are currently being fostered in Aotearoa New Zealand schools and specifically, those located in low socio-economic communities. Importantly, there is also a potential gap in research to understand the contextual realities in schools where this endeavour can be meaningfully and robustly pursued. In light of these research gaps, the field of social and emotional learning (SEL) provides useful insights into how to improve academic, social and emotional outcomes of children through school-based interventions.

Social and Emotional Learning

Schools are increasingly recognised as suitable places to implement social and emotional wellbeing and competence programmes (Greenberg, 2010). School-based social and emotional wellbeing research is a complex and contested area with varied and disparate terminology (emotional intelligence, emotional literacy, soft skills, mental wellbeing, emotional resilience, emotional health and wellbeing, social and emotional learning) for the meaning of

'competence'. This section explains the choice to adopt the definition of social and emotional learning (SEL) provided by Collaborative for Academic, Social and Emotional Learning (CASEL)[5].

What is social and emotional learning?

Firstly, the term 'social and emotional learning' (SEL) was coined by the co-founders of CASEL. Secondly, CASEL is arguably the largest and most influential organisation working in this field. CASEL (2012) defines SEL as:

> a process for helping children and even adults develop the fundamental skills for life effectiveness. These skills include recognizing and managing our emotions, developing caring and concern for others, establishing positive relationships, making responsible decisions, and handling challenging situations constructively and ethically. They are the skills that allow children to calm themselves when angry, make friends, resolve conflicts respectfully, and make ethical and safe choices.

Another reason for adopting CASEL's SEL definition is that it incorporates a comprehensive approach of social and emotional development by recognising that social emotional competencies should include not just skills, but attitudes and values as well. According to CASEL (2012), the core SEL competencies identified

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[5] CASEL is a not-for-profit organization that works to advance the science and evidence-based practice of social and emotional learning. This institute, founded by Daniel Goleman (Author of *Emotional Intelligence*), is based in the University of Illinois at Chicago, IL. (Merrell & Gueldner, 2010)

as being important for the mental health and wellbeing of school students are self-awareness, social awareness, self-management, responsible decision-making, and relationship skills. Each of these competencies encompasses a cluster of skills and attitudes that are depicted in Figure 1.

Self-awareness

- Accurately assessing one's feelings, interests, values, and strengths
- Maintaining a well-grounded sense of self-confidence

Self-management

- Regulating one's emotions to handle stress, control impulses, and persevere in overcoming obstacles.
- Setting and monitoring progress toward personal and academic goals
- Expressing emotions appropriately

Social awareness

- Being able to take the perspective of and empathize with others
- Recognising and appreciating individual and group similarities and differences;
- Recognising and using family, school, and community resources

Relationship skills

- Establishing and maintaining healthy and rewarding relationships based on cooperation.
- Resisting inappropriate social pressure.
- Preventing, managing, resolving interpersonal conflict
- Seeking help when needed

Responsible decision-making

- Making decisions based on consideration of ethical standards, safety concerns, appropriate social norms, respect for others, and likely consequences of various actions
- Applying decision-making skills to academic and social situations
- Contributing to the well-being of one's school and community

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Figure 1: CASEL's five core groups of social and emotional competencies

Source: CASEL, 2012

Critiques of CASEL's SEL definition and framework

Despite its comprehensiveness, CASEL's SEL definition and framework is not without critics. Firstly, Craig (2007) regards CASEL's emphasis on the need for explicit instructions in social and emotional skills as problematic. She argues that this

assumption actually promotes a deficit model of children and young people because it gives them the message that they all need to be taught about feeling and relationships in order to function properly. Secondly, Humphrey (2013) questions CASEL's (2012) stress on the universal nature of SEL instruction. Humphrey contends that since the prevalence of mental health difficulties is relatively low, much of the effort in universal programmes is on children who are unlikely to develop difficulties anyway. Moreover, the relatively light touch approach taken in universal programmes may not be sufficient to impact upon the outcomes of those children who are at risk. Third, the CASEL competencies framework is anchored with an objective list of SEL skills and values to guide implementation and assessment. This approach was also adopted by United Kingdom-based Social and Emotional Aspects of Learning (SEAL) programme which Watson, Emery, Bayliss, Boushel and McInnes (2012) collectively criticise as an attempt to apply an objective list theory to subjective emotional experience. Craig concurs with Watson et al.'s argument by stressing that this might inevitably lead to social control, compliance and even oppression as such a list cannot be free of politics, value and culture.

The final contention is that CASEL explicates a model of emotion that does not take into account the cultural differences in the experience and expression of emotion. Given the limitations of CASEL's model of SEL, critics (Mathews, 2012; Weare, 2004) argue for a pluralistic model of emotional literacy. In advocating for this model, Mathews contends that an individualistic emotional education model is restricted and narrow. Instead of the taught approach of SEL, he proposes a contingent model where students develop emotionally via the experience they undergo and their response to it. Table 1 summarises the key differences between the

SEL approaches advocated by CASEL and those of its critics. There is a need for research to reconcile these two schools of thought in terms of their relevance to low social economic school contexts.

Table 1: Comparison of schools of thought on SEL

	Emphasis	
	SEL is *taught*	**SEL is *caught***
	CASEL, 2012	Craig, 2007; Humphrey, 2013; Mathews, 2012; Weare, 2004
Desired Learning Outcomes	• Changes in behaviours	• Changes in attitudes and values. • Sense of agency.
Curriculum	• Formal curriculum: • Emotional skills can be identified and taught to everyone. • Units produced and objectives for each lesson set, along with targets for pupils.	• Informal/hidden curriculum: • Emotional skills contingent on social context. • Learning is situated in the whole school/class experience.
Pedagogy	• SEL is explicitly *instructed* via direct teaching/role play • Behaviourist – • positive response to emotion reinforced by rewards & punishments	• SEL is *facilitated* through unplanned teachable moments and reflections • Constructivist/critical – • facilitate understanding of causes/triggers of emotions
Assessment (So what?)	• Assess direct effects of SEL: • Objective checklists	• Assess indirect effects of SEL: Subjective perception of school/class climate
Advantages	• Easy to monitor & evaluate implementation	• Wider focus - more relevant to students' lives
Disadvantages	• Narrow focus • Decontextualised to students' lives	• Time consuming • Difficult to co-ordinate across curriculum areas
Teaching resources	• High prescription: • Pre-packaged materials	• Low prescription: • Materials developed in house.

Despite its limitations, Humphrey (2013) argues that the definition provided by CASEL provides a useful framework for understanding the concept of SEL. According to Humphrey, one of the key strengths of CASEL's SEL definition is its emphasis on both the school ethos/environment and the explicit teaching of social and emotional skills as the best means to maximise student outcomes.

Academic, social, and emotional benefits of SEL

Research shows that SEL can have a positive impact on the school climate and promote a host of academic, social, and emotional benefits for students (CASEL, 2012; Zins et al., 2004). For example, a meta-analysis of 213 school-based, universal SEL programmes in the U.S. found that students who receive SEL instruction had more positive attitudes about school and improved an average of 11 percentile points on standardized achievement tests compared to students who did not receive such instruction (Durlak et al., 2011). Given SEL's growing evidence base, it is not surprising that, to date, evidence-based SEL programmes have proliferated around the globe. Prominent SEL programmes in the United States include Promoting Alternative Thinking Strategies (PATHS) (Kelly, Longbottom, Potts, & Williamson, 2004), the Developmental Studies Center's Child Development (Battistich, Watson, Solomon, Schaps, & Solomon, 1991), and Second Steps (Frey, Hirschstein, & Guzzo, 2000). In England, SEL is best embodied by the Social and Emotional Aspects of Learning (SEAL) programme. Top-down, manualised SEL interventions are more popular in the U.S. schools while, schools in England explored more bottom-up approaches to implementation of SEAL programmes (Humphrey, 2013). Kids Matter (Department of Health & Aging, 2009) represents the Australian government's main SEL initiative for primary schools while Mind Matters (Wyn, Cahill, Holdsworth, Rowling, & Carson, 2000) is its equivalent for

secondary schools. According to Humphrey, the Australian SEL initiatives combined top-down and bottom-up approaches. Positive Behaviour for Learning (PB4L) (MoE, 2015b) is the recent initiative by New Zealand Ministry of Education to improve the behaviour and wellbeing of children and young people. Evaluation of the implementation of this initiative is on-going but a preliminary study (Boyd, Dingle, & Herdina, 2014) suggests it has not yet been fully embedded across Aotearoa New Zealand schools.

Section summary

Despite the widespread adoption of SEL programmes in the education systems of many developed countries, there is little evidence to suggest that SEL programmes are a firmly established feature of schooling across Aotearoa New Zealand schools. The concerns for social and emotional wellbeing of Aotearoa New Zealand children and youth raised so far in this review warrant an exploration of the potential value of the SEL in the Aotearoa New Zealand education system and schools. The following section examines prospective links between SEL and *The New Zealand Curriculum* (MoE, 2007)*.*

<u>SEL and The New Zealand Curriculum</u>

The New Zealand Curriculum (NZC) (MoE, 2007) is a policy document that set a direction for Aotearoa New Zealand schooling, and asks teachers to support students to become confident, connected lifelong learners and to develop competencies associated with self-managing, relating to others, participating and contributing to others. This curriculum framework also encourages schools to develop and implement the eight learning areas of the curriculum that reflect the needs of learners and their community (MoE, 2007).

Prospective links: SEL and NZC

Although not explicitly stated in the official documents, the SEL competencies defined by CASEL have already been embraced by NZC (MoE, 2007). To begin with, the value of SEL is encapsulated in the vision of the NZC which states that "Young people who will be *confident, connected,* actively involved, lifelong learners…" (MoE, 2007, p. 7). The desired traits of self-confidence and social connectedness highlighted in the vision are arguably connected with core SEL competencies of self-awareness, social awareness, self-management, relationship skills and responsible decision making.

The NZC also identified five key competencies that are fundamental to all young New Zealander's future lives and participation in communities and society. In the study by Peterson, Farruggia, Hamilton, Brown, and Elley-Brown (2013), four of the key competencies (Managing Self, Participating and Contributing, Relating to Others, and Thinking) are acknowledged as socio-emotional in nature. Likewise, The New Zealand Council of Education Research (NZCER, 2012) identifies the core SEL competencies identified by CASEL (2012) as being integral components of these key competencies. More specifically, NZCER suggests SEL competencies can be woven together with the NZC key competencies: managing self, relating to others and participating, and contributing.

In addition to the NZC's vision and key competencies, SEL is connected with values espoused in the national curriculum, particularly the values of respect and integrity. For instance, the curriculum requires students to develop their:

> ability to express their own values *[self-awareness],* explore
> with empathy, the values of others *[social awareness],*

critically analyse values and actions based on them *[self-management]*, discuss disagreements that arise from differences in values and negotiate solutions *[relationship skills]* and make ethical decisions and act on them *[responsible decision making]*. (MoE, 2007, p. 10. Italics by researcher)

As indicated above, the SEL of children in Aotearoa New Zealand has to some extent been identified as a priority in the NZC. Given the social and emotional challenges of Aotearoa New Zealand children living in poverty, the SEL focus of the NZC is particularly timely for teachers working in low socio-economic schools. However, as the NZC is only presented as a curriculum framework rather than a prescriptive guide, there is a lack of a sense of how schools and teachers might explicitly foreground SEL in their curriculum programmes. While there is scope for SEL to be foregrounded in different learning areas of the NZC, this study has focused only on how SEL might be explored specifically in PE as part of the HPE learning area.

Potential of SEL in Aotearoa New Zealand physical education

Health and Physical Education in the New Zealand Curriculum (HPENZC) (MoE, 2007, pp. 22–23) is one of the eight learning areas specified in the NZC. HPENZC encompasses three different but related subjects of physical education, health education and home economics[6]. The increased emphasis on the social and emotional

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[6] In New Zealand and Australia, the subjects Health and Physical Education are combined into one learning area in curriculum documents. Therefore the acronym HPE is used throughout policy, school planning and research. Given the focus of this study is specifically about PE innovation, the term HPE is only used to refer to curriculum documentation or in relation to research commentary from Australia and New Zealand.

wellbeing of students is shown in various aspects of this learning area.

Firstly, SEL is arguably aligned with the socio-critical philosophical and conceptual framework of the HPENZC curriculum. The framework was developed to promote more socially just, inclusive and equitable practices in New Zealand society (Culpan, 2008, p. 52). New Zealand teachers are also encouraged to underpin their pedagogy with critical thinking and action such that students are provided with opportunities to think critically about issues and practices relating to equity and inclusion in the PE classroom. Students are particularly encouraged to challenge discriminations in the PE classroom which Dodds (1993) termed 'ugly -isms', the major ones being sexism, heterosexism, racism, classism and motor elitism. These discriminatory practices can have potentially serious and long term consequences for children's mental wellbeing and lifelong participation in physical activity. The issue of social justice within local and regional physical activity and sports settings were also foregrounded in PE research (O'Sullivan, Kinchin, & Enright, 2010).

Secondly, it is reflected in the Relationships with Other People strand of HPENZC, in which students are expected to "develop understandings, skills, and attitudes that enhance their interactions and relationships with others" (MoE, 2007, p. 22). Thirdly, the importance of social and emotional wellbeing is also reflected in the inclusion of the HPENZC's underlying concept Hauora (Durie, 1994) that emphasises the importance of social, mental and emotional wellbeing, together with physical and spiritual well-being. However, it must be noted that inclusion of the concept has been controversial (Fitzpatrick, 2005). For instance, Salter (2000) criticised the notion of 'inclusion' of the concept for its tokenism and marginalization of indigenous knowledge. Despite

the controversy surrounding the concept, the HPENZC's overall emphasis on holistic health nonetheless underscores the importance of SEL in the learning area. This broadening of the concept of health in HPENZC is a significant breakthrough when compared to its predecessor the technocratic and sport performance based curriculum structure of the 1987 physical education syllabus (Department of Education, 1987).

In addition to the holistic health focus in the HPENZC, the inclusion of mental health as one of its seven key areas of learning and the following articulation of SEL-related learning outcomes further acknowledge the importance of SEL in the learning area:

> Students build resilience through strengthening their personal identity and sense of *self-worth*, through managing change and loss, and through engaging in processes for *responsible decision making*. They learn to demonstrate *empathy*, and they develop *skills* that enhance *relationships*. (MoE, 2007, p. 23. Italics by researcher)

A matching exercise was carried out in this review to explore the prospective links between SEL, NZC's key competencies and HPENZC' achievement aims. The results of exercise highlighted the alignments across the SEL competenices, NZC key competencies and HPENZC achievement aims (see Appendix B1).

While the NZC and the HPENZC provide directions and spaces for SEL to be explicitly addressed in schools, this study sought to examine specifically how SEL might be explored in PE. There are a number of reasons for this choice. For a start, the HPENZC adopts Arnold's (1979) principles of "learning in, through, and about movement" for the teaching of PE in Aotearoa New Zealand schools (MoE, 1999, p. 42, 2007, p. 23). Arnold explains that "learning through movement" involves learning skills to understand and

relate positively to others. This principle clearly aligns with the SEL core competencies. Secondly, the potential of SEL in PE is starting to be noticed in the PE research. For example, recently, Jacobs and Wright (2014) argue that PE provides an opportune setting for authentically teaching competencies from the CASEL (2012)'s SEL framework. In designing the Scottish upper primary and early secondary developmental physical education model, Thorburn, Jess and Atencio (2011) acknowledged:

> ... the increasing focus on creating curriculum experiences which develop the core psychomotor skills, thinking skills, *interpersonal skills and emotional learning* which helps children effectively engage with the more complex physical education contexts they experience as they get older. (p. 393. Researcher's italics)

Commenting on value of SEL in the NZC, Futter-Puati et al. (2014) also note that "while relationship skills and SEL are commonly included in health education programmes, physical education also offers a context in which these skills can be developed and implemented" (p. 4). The study by Gillespie, Penney and Pope (2013) further affirms that PE can offer clear opportunities to bring the key competencies thinking, managing self and relating to others to the fore as successful engagement in movement contexts requires these key competencies of students. As mentioned earlier, these competencies are consistent with the SEL competencies.

Finally, it must be noted that the flexibility of the NZC curriculum framework presents potential for the development of an explicit SEL focus in PE. Petrie, Penney and Fellows (2014) argue that this flexibility has "repeatedly been acknowledged as a central facet of the NZC, such that it was never intended to be a prescriptive text but rather, one that would provide a framework for contextually

relevant and locally responsive implementation" (p.34). Given the prospective alignment between SEL and the present NZC, the flexible nature of the NZC curriculum structure further empowers Aotearoa New Zealand schools and their teachers to addressing the SEL of their students in PE.

Reality for now

While the NZC and HPENZC collectively present a rich context for the promotion of social and emotional wellbeing and competence in and through PE, there is an absence in research to suggest that PE in Aotearoa New Zealand is making a contribution to the SEL of students. Existing research suggests that little progress has been made towards the holistic intent of the HPENZC in the PE curriculum practiced in Aotearoa New Zealand schools, particularly, in primary schools (Dyson, Gordon, & Cowan, 2011). Recent studies (Penney, Phillips, Dewar, Pope, & lisahunter, 2013; Petrie, Jones, & McKim, 2007) found that the PE curriculum in Aotearoa New Zealand primary schools remains narrowly focused on sports and physical development aspects of HPE despite the emphasis by the official curriculum on holistic wellbeing. These studies also found that teacher-centred PE practice is still entrenched in Aotearoa New Zealand primary schools. Thus, research has raised serious concerns about the quality of primary PE in Aotearoa New Zealand (Dyson et al., 2011; Penney et al., 2013).

A number of other factors have also been identified as impacting on the quality of teaching and learning in primary PE. In Aotearoa New Zealand, primary PE is typically taught by classroom teachers who tend to have limited PE curriculum knowledge, subject content knowledge and pedagogical content knowledge (Dyson et al., 2011). According to Dyson et al., one of the key factors is the

inadequate preparation of teachers to teach PE in primary schools, a problem compounded by the limited professional development opportunities available to support teachers once they are in schools. Another challenge facing the practice of PE in Aotearoa New Zealand primary schools is the appearance of external agencies and organisations that have begun to deliver parts of the curriculum and co-curriculum within many schools (Petrie et al., 2014; Pope, 2014). Petrie et al. caution that there is little evidence to suggest that programmes or resources provided by external providers support the critical perspectives foregrounded in HPENZC, or the understanding of effective pedagogy detailed in the curriculum. Moreover, Petrie et al. further argue that this development will accentuate the risk of de-professionalising the work of teachers and changing the make-up of the HPE profession.

In view of these factors, there is a need for curriculum and pedagogical research to improve the practice of primary PE in general and more specifically, to inform efforts in developing the teachers' capacity to enhance the SEL of their students in PE.

Section summary

Despite the aforementioned links between SEL and the NZC and HPENZC documents, there is a lack of research on the extent to which Aotearoa New Zealand primary schools are integrating SEL in their PE curriculum. Moreover, while the holistic notion of wellbeing has been identified as a significant learning priority in HPENZC, and the HPENZC grants schools the autonomy to design and shape their PE programme, there remains a dearth of research to inform schools on which curriculum and pedagogical model can best support teaching in developing students' SEL in and through PE. It is not surprising, therefore, the NZCER's National Survey (Burgon, Hipkins, & Hodgen, 2012) found that the implementation

of the NZC has yet to achieve transformative changes in schools'
curriculum.

Can Sport Education be the answer?

Chapter 1 introduced the Sport Education model and proposed it
as a possible curriculum and pedagogical approach to address the
social and emotional wellbeing and competence of children in
Aotearoa New Zealand. This section presents the main tenets and
key characteristics of the model as well as critiquing the existing
research evidence for and against using the model to progress SEL
in the context of PE.

Goals and characteristics of the model

According to Siedentop (1994), the goal of Sport Education is
designed to educate students to be players in the fullest sense. In
other words, it is to develop students as competent, literate and
enthusiastic sportspeople.

- A competent sportsperson has sufficient skills to participate
  in games satisfactorily, understands and can execute
  strategies appropriately to the complexity of play, and is a
  knowledgeable games player.

- A literate sportsperson understands and values the rules,
  rituals and traditions of sports and distinguishes between
  good and bad sports practices, whether in children's or
  professional sport. A literate sportsperson is both a more
  able participant and a more discerning consumer, whether
  fan or spectator.

- An enthusiastic sportsperson participates and behaves in
  ways that preserve, protect and enhance the sports culture,
  whether it is a local youth sport or national sport culture. As

members of sporting groups, such enthusiasts participate in further developing sports at the local, national, or international levels. The sportsperson is involved. (Siedentop, 1994, p. 4)

Siedentop proposed the Sport Education approach that would make learning experiences in physical education more authentic and complete. To achieve this authenticity of experience, he integrated six features of institutionalised sports within the Sport Education model: seasons, affiliation, formal competition, culminating event, keeping records and festivity.

1. Seasons: Sports are played by seasons, and seasons are long enough for significant experience. A sport season encompasses both practice and competition, often ending with a culminating event. This is designed to mirror the seasonal form and demands of the activity in its real world setting.

2. Affiliation: Players are members of the teams or club and tend to retain membership throughout the season. This is designed to help promote cooperative learning and develop inter-personal and social skills, and give all children a sense of membership and belonging.

3. Formal Competition: Sports seasons are defined by formal competition that is interspersed with practice sessions. Competitions are designed to facilitate and celebrate learning relating to all of the roles students have been challenged to take on. The intention is that competitions will always be structured with inclusion and cooperative learning in mind.

4. Culminating Event: This provides the platform for celebrating the progress of all the students through the season and recognising the extensive range of learning that has been

developed in the seasons. It also provides goals for players to work toward.

5. Keeping records: Records on various aspects of performance are kept throughout the season. Records provide feedback for individual and group performance. They can be used to set goals for future competitions. Teachers can also use them as a form of authentic assessment. Records also become an important part of the tradition.

6. Festivity: Sports Education teachers will attempt to make each season festive. Teams have names and can don uniforms. Records are publicised on noticeboards. The festive nature of sports is intended to enhance its meaning for participants and adds an important social element to the experience.

Educational benefits of Sport Education

As mentioned in Chapter 1, Sport Education is a well established PE curriculum and pedagogical model. It has been implemented in physical education programmes across many areas of the English and non-English speaking world, including initiatives in Australia (e.g. Alexander, Taggart, & Medland, 1993; Alexander, Taggart, & Thorpe, 1996), Aotearoa New Zealand (Grant, 1992), the USA (e.g Carlson & Hastie, 1997; Hastie & Buchanan, 2000a; Hastie & Sharpe, 1999), Singapore (Ang & Penney, 2013), the UK (e.g. Kinchin, Wardle, Roderick, & Sprosen, 2004; Wallhead & Ntoumanis, 2004) and Russia (Sinelnikov, 2009).

Empirical studies reviewed by Wallhead and O'Sullivan (2005) and Hastie, Martinez de Ojeda and Calderón (2011) highlight the positive effects of Sport Education on various indices of student learning in physical education. It is reported educational impact includes enhanced tactical knowledge and performance (Farias,

Hastie, & Mesquita, 2015; Grant, 1992; Hastie & Buchanan, 2000a; Pope & Grant, 1996), skill development (Hastie, Calderón, Rolim, & Guarino, 2013), improved fitness (Alexander & Luckman, 2001; Hastie & Trost, 2002; Pritchard, Hansen, Scarboro, & Melnic, 2015) and in particular, personal/social development (Grant, 1992; Hastie & Sharpe, 1999). Evidence reviewed by Wallhead and O'Sullivan, and Hastie et al. suggests that Sport Education, with its emphasis on persistent team membership, promotes personal and social development in the form of student responsibility, cooperation and trust skills.

Arguments and evidence against Sport Education promoting SEL

Turning to the Aotearoa New Zealand PE context, Sport Education came to Aotearoa New Zealand secondary schools in 1991 when a national trial was carried out by Grant (1992). Many teachers who took part in the study were reluctant about participation and not optimistic about the potential of the model (Siedentop, 2002). In 1995, Pope and Grant (1995) conducted a Sport Education project focused on intermediate schools. While recognising the potential of the model in promoting inclusive and student-centred learning, teachers involved were concerned about the potential harmful effects of competition. More importantly, Pope and Grant commented that the key barrier to adopting the model in full was teachers' reluctance to shift their traditional thinking about how best sport should be taught. To date, there is little research in Aotearoa New Zealand that responds to Pope's call to overcome this barrier and realise the education potential of the model.

Although there is some evidence to suggest that Aotearoa New Zealand secondary schools are still implementing the Sport Education model, the picture in relation to utilisation of the model

in Aotearoa New Zealand primary schools is currently unclear. Even when Sport Education is being used in some schools, there is anecdotal evidence to suggest that the model is more widely used as an organisational tool than having an explicit focus on foregrounding educative goals and objectives. There are dangers in applying the model via such a utilitarian approach rather than an educative approach.

Wallhead and O'Sullivan (2005) alluded to this concern when they noted that "Sport Education, if left unattended to, may also bring with it some of the less desirable aspects of elite sport" (p. 203). They explained that boys tend to dominate the positions of power and privilege within a co-education Sport Education curriculum and unless specifically targeted, a number of gendered notions become evident. Hastie (1998) similarly emphasised that although Sport Education does not overtly promote these values, many of the features of Sport Education do nothing to correct or modify these stereotypical styles. On the other hand, a recent study by Chen and Curtner-Smith (2015) involving two U.S. elementary schools (one middle and one low income) found that hegemonic masculinity, and any associated sexism and masculine bias can be largely rejected and combatted during the Sport Education seasons taught by pre-service teachers. The study suggests that this is due to the pre-service teachers' liberal views about sport, their willingness to confront the prevailing sporting culture, and that they taught elementary aged children.

While findings on its effects on hegemonic masculinity are still emerging, over fifteen years ago Shehu (1998) argued that the "competitive market features of Sport Education may serve to limit the emergence of critical consumerism and the activism to promote an evolving sport culture based on equity and participation" (p.206). For instance, Shehu asserted that Sport Education with its

emphasis on group context systems catered only to the competitive students while leaving others who are less competitively inclined alienated. According to Shehu, the hegemony of the Sport Education reflected in "physical education is to be treated like the market where students individually or collectively seek to maximise utilities and where athletic interests are strategised and promoted just like economic interests amidst intense competition" (p.232). As such, Shehu raised the concern that Sport Education could reduce PE to the pursuit of "*nosism,* that is, the plural form of *egoism"* (p.232). Given that the goal of SEL is to promote capacities such as empathy and ethical decision-making, Shehu's arguments revealed the contradictions between the underpinning philosophical orientation of SEL and Sport Education. The following PE researchers also caution that it is misleading to suggest that PE and Sport Education will necessarily and or automatically contribute toward positive social and emotional outcomes.

Although not specifically refering to Sport Education, Hellison (2003) asserts that:

> … it's just risky to assume that such outcomes [personal and social benefits] automatically accrue from participation in sport, fitness or physical education. Changes in participants' feelings, attitudes, values, and behaviours are more likely to occur if someone, whose presence reflects the desired qualities, plans and exemplifies them. (p.7)

Likewise, Alexander, who co-pioneered the implementation of Sport Education in Australia, cautions that the Sport Education model on its own may not engender social and emotional learning outcomes:

> The model is certainly a context in which children will be required to socialise and, logically, all social interactions entail

emotional reactions. The question is, does SE, just as a context alone, facilitate some kind of developmental trajectory socially and emotionally? Probably not. As usually obtains, a pedagogy that targets desired social and emotional responses must operate within that context for social and emotional development to occur. So, it's misguided to assume that, simply because the model, even when faithfully implemented at an organisational level, can, in and of itself, move social and emotional outcomes in developmental directions. (K. Alexander, personal communication, 16 February 2012)

Given these critiques of the model, the proposition that the theory and practice of Sport Education is consistent with the social-critical intent of HPENZC can be questioned.

Arguments and evidence for Sport Education promoting SEL

In response to recognised limitations of the Sport Education model, several researchers have looked to adapt and modify the structure of the SE model to foreground specific social learning outcomes. For example, research on the Empowering Sports model (Hastie & Buchanan, 2000a) suggested a hybrid of the teaching of personal and social responsibility model (Hellison, 1995) and the Sport Education model was effective in facilitating personal responsibility, student empowerment and problem-solving. Ennis' (1999) 'Sport for Peace' is another modified Sport Education curriculum that incorporated anti-violence, peace-oriented themes and strategies such as conflict negotiation and self and social responsibility.

Turing to SEL, Peter Hastie, another prominent Sport Education researcher, is confident that the model's ability can be 're-configured' to foreground SEL:

SE can be configured to promote any agenda. Cognitive, affective, skill or organic. It's just what the teacher wants. (P. Hastie, personal communication, 16 February 2012)

Alexander concurs:

I suspect, strongly, that such [SEL] outcomes will, as has ever been thus, require teachers who (a) have a clear idea of the outcomes they seek and (b) are able to devise pedagogies that make such outcomes more likely. Operationally, this would be evinced where we see much talk occurring about how well teams are operating with inclusion, support and cooperation generally. Moreover, we would also need to see teacher-initiated episodes where students discuss how their participation in the social context of SE makes them 'feel'. (K. Alexandar, personal communication, 16 February 2012)

Given that experts' commentaries and previous research have shown that the Sport Education model can be adapted to go beyond its original goals, this research project sought to explore the extent to which the SEL outcomes in HPENZC and the related issue of equity could be addressed through the features and/or adaptation of the model. This review conducted two matching exercises to lend support to this research aspiration.

The first exercise presents the prospective links between the features of Sport Education, SEL competencies and SEL related achievement aims of HPE in the NZC. For example, Sport Education seasons are longer than typical PE units so that they may have the potential to provide more time for students to learn to become competent players. As a result, the self-esteem of students may be enhanced; an integral aspect of *Self-Awareness*. Small, persisting groups may provide motivation for an individual to put team interests over self. *Social awareness* of students may

develop as they learn to become active citizens of their team. In Sport Education, roles are designed to develop inter-personal and social skills and encourage critical awareness of social issues and responsibilities. *Responsible decision making* and *relationship skills* may be taught through these roles. There are more examples of these links in Appendix B2.

In the second matching exercise, a broad comparison between the SEL competencies and the existing Sport Education research evidence relating to Sport Education's effectiveness in the area of personal and social development was presented. The exercise provided evidence in support of the potential of Sport Education for promoting SEL. For example, the study by Hastie and Buchanan (2000b) demonstrated the potential of Sport Education for enhancing *self-management skills*. As for development of relationship skills, the study by Alexander et al. (1996) supports the potential of Sport Education for developing leadership, teamwork and peer support. More examples and supporting research evidence showing the prospectives links between SEL and Sport Education can be found in Appendix B3.

The aforementioned 'matching' exercise suggests that both the Sport Education model and SEL appear to be compatible and potentially supportive of the social-critical intent of the HPENZC (Culpan & Bruce, 2007). However, as indicated in Chapter 1, research on the potential of Sport Education for facilitating the development of SEL in PE remains underdeveloped within Aotearoa New Zealand and internationally. As mentioned in Chapter 1, I conducted a MEd Project (Ang et al., 2011) in 2008 focusing on the potential for PE and specifically, a Sport Education curriculum (Siedentop, 1994) to enhance SEL in an Australian primary school context. Findings from this small-scale exploratory study support the potential of Sport Education in enhancing the SEL of primary

aged students. More recently, my Sport Education intervention case study in a Singapore primary school reaffirms that the model needs be combined with other instructional strategies to mitigate the potential harmful effects of competition inherent in the model (Ang & Penney, 2013). However, both my MEd project and the school-based intervention study are single unit Sport Education research projects. Thus, the research design adopted in these studies was necessarily limited, particularly in relation to its duration and the extent of its exploration of the processes that contributed to the positive SEL outcomes. Research (Wallhead & O'Sullivan, 2005) suggests that Sport Education study projects that adopt an extended duration of data collection over multiple Sport Education units have the potential to gain more robust insights into students' learning. To date, few research studies have responded this call.

In addition to length of studies, recent Sport Education research has also highlighted the need to allow students' voices to be heard and to provide them with the agency to design, investigate, analyse and interpret their Sport Education experiences (MacPhail & Kinchin, 2004; Mowling, Brock, & Hastie, 2006; Pill, 2010). For example, the MacPhail and Kinchin study supports drawing as an child-centred evaluative tool to investigate students' experiences of Sport Education. Drawing from insights of these studies, this doctoral study explored innovative data collection tools to understand students' experiences of SEL in the context of Sport Education.

Section summary

This review of the Sport Education literature has provided the scope for my research to respond to the challenge from Sport Education research to adopt a longer duration research design,

incorporate multiple Sport Education units, incorporate students' voices in the research design, and critically engage with the potential of Sport Education in facilitating SEL within the specific context of PE in an Aotearoa New Zealand primary school. In order to achieve this, the study involved a Sport Education-based curriculum innovation that sought to explore the potential contribution of Sport Education in assisting Aotearoa New Zealand primary teachers to fulfil the requirements of HPENZC associated with its increased emphasis on students' social and emotional wellbeing. The next section explores literature on curriculum and pedagogical change that guided the design and enactment of the study's curriculum innovation.

Conceptualisation of curriculum & pedagogical change

Nature of educational change

Educational change is complex and multi-dimensional. Sparkes (1990) suggests there are different levels of change which range from surface change (relatively easy) to real change (very difficult) along a continuum shown in Figure 2.

SURFACE CHANGE (relatively easy)
Level 1: The use of new and revised materials amd activities, for instance, direct instructional resources sich as curriculum packs.
Level 2: The use of new skills, teaching approaches, styles and strategies, that is, changes in teaching practices with attendant changes in teaching role
Level 3: Changes in beliefs, values, ideologies and understanding with regard to pedagogical assumptions and themes. This came involve a makor reorientation of philosophy and image
REAL CHANGE (very difficult)

Figure 2: Levels of change

Source: Sparkes, 1990, p. 4

In line with the three levels of change, Sparkes (1991) suggests three approaches to or perspectives on curriculum change: technological, ecological and cultural. The first level of change usually involves large scale, top-down curriculum initiatives or mandates. Whilst surface change is easily recognised when teachers adopt kits, videos and texts, this technological change approach is less likely to be successful because of the lack of teacher's involvement in and ownership of the change process. For instance, research (Wright et al., 2006) has shown that implementing a curricular innovation in schools mandated by outsiders can be problematic.

The second level of change involves teachers' adopting a new teaching approach. The ecological perspective stresses the importance of removing structural and situational constraints in supporting teachers to change their teaching practice. In order for the changes to be embedded, however, teachers not only have to adopt the new practices but also have their ideologies challenged and ultimately altered. Thus, the cultural perspective postulates that deep change in the practice of teachers can only be achieved if the beliefs and thinking underpinning their existing practices are disrupted and replaced with those driving the new practice.

In explaining educational change, Hargreaves (1994) draws our attention to teachers being social learners and the need to focus on not just their capacity to change but also their desire to either change or maintain the status quo. Hargreaves argues that by understanding teachers' own desire for change or stability, together with the conditions that boost or diminish such desires, valuable insights can be gained from the teachers themselves about what to change and what not to change and how best to go about this. Both Hargreaves and Fullan (2007) believe that if curriculum change or modification is to benefit students, it will not only need

to include what will be taught in the classroom but also must impact on the teacher's beliefs and practices. Hargreaves (1998) also states that the "emotions of teaching" (pp. 572–74), including bonds between teachers and students, are influential in the change process.

The review so far suggests that while the content of change in terms of resources, skills and knowledge are important elements in initiating change, processes of change that involve teachers' emotions, values and beliefs are also critical in sustaining successful change. Models of change that incorporate these crucial ingredients for successful change are now explored.

Fullan (2007) proposes that the change is very much an iterative staged process as represented in Figure 3.

INTIATION

IMPLEMENTATION

INSTITUTIONALISATION

Outcomes

- Student learning
- Organisation ability
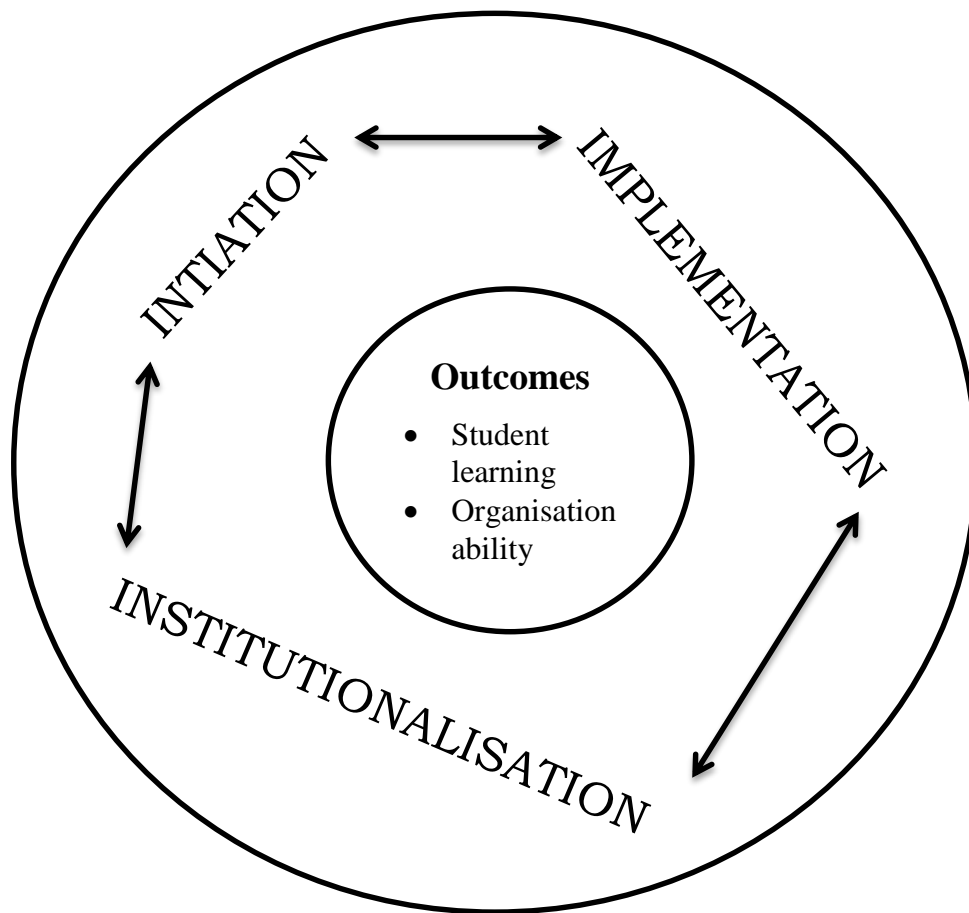
Figure 3: Fullan's change process
Source: Fullan, 2007, p. 66.

In brief, the beginning, or initiation phase has been depicted as the stages leading up to the decision to proceed with change. The implementation phase involves the translation of the innovation into practice. The end of the innovation or continuation phase refers to whether the change has become a formal part of the system or has been ignored. Fullan (2007) further explains that the figure is only the general image of a much more detailed and snarled process. In fact, he identifies a number of complications in relation to Figure 3 of which only a few pertinent ones will be discussed.

Firstly, there is a host of influential interwoven factors operating at each phase. Secondly, the two way arrows imply that it is not a linear process but rather one in which events at one phase can change the decisions made at previous stages and then move forward through the next phase in a continuous interactive way. Another complication is that it cannot be assumed that people understand what they are getting into when a so-called "adoption" decision is made. In other words, it matters less where innovation comes from than what actually happens during the change process as often it is during the process that understanding of and commitments to the change get sorted out.

Given the significance of the subjective realities of the teachers in the change process, Snyder, Bolin, and Zumwalt (1992) propose the enactment perspective of curriculum change. From this perspective, curriculum is viewed as an educational experience jointly created by the teacher and students while externally created curriculum materials are seen as tools for them to construct positive classroom experiences. Because of the co-construction process, Snyder et al. contend that the curriculum enactment process promotes the continual growth of teachers and students. Thus, this enactment perspective holds promise for conceptualisation curriculum and pedagogical change for this study.

Role of curriculum contexts

Whilst teachers' emotions, values and beliefs are an important consideration in curriculum and pedagogical change, literature has also alluded to the role curriculum contexts can play in relation to the implementation of new curriculum initiatives or models (Burrows, 2012; Dinan-Thompson, 2003; Dyson et al., 2011; Macdonald, 2004; Ovens, 2010). These are the contextual factors

that potentially operate within and across the different phases of change.

As Penney (2013c) and Hargreaves (1994) explain, "curriculum context" includes both macro-policy issues and micro-school context factors at the school level. Ball et al. (2012) highlight that curriculum contexts are becoming increasing dynamic, complex and demanding. Hargreaves asserts that "Schools and teachers are being affected more and more by the demands and contingencies of an increasingly complex and fast-paced, postmodern world" (p. 23). Despite the diversities and complexities in the contemporary curriculum context, research (Ball et al.) suggests that policy making and policy makers are continuing to assume "best possible" environment for curriculum implementation. Given the potential role the curriculum context plays in new curriculum implementation, it is perhaps surprising that there is limited research in Aotearoa New Zealand exploring the role of school contextual realities in influencing the implementation of new curriculum initiatives. The next section reviews existing research on the influence of macro-policy and micro-school factors and evaluates their implications for designing and delivering curriculum innovation in Aotearoa New Zealand schools.

Education policy context in Aotearoa New Zealand

Macro-level policy issues are highly influential in shaping school realities which can either narrow or extend schools' and teachers' possibilities to innovate. The following review illustrates these external forces impacting on the challenges and possibilities facing schools in Aotearoa New Zealand.

Research (Petrie & lisahunter, 2011) highlights the constantly shifting and incoherent policy landscape and the extent to which macro-level policy issues have affected the HPENZC curriculum

implementation. In section two of this chapter, I have alluded to how policy changes have contributed to ambiguity in relation to the focus and scope of HPE. This ambiguity has presented serious challenges for teachers in determining what they should do in the name of HPE. Further, the inadequacy in pre-service HPE preparation for primary teachers, the lack of in-service professional development opportunities, and the demise of advisory services further diminish the support the teachers have to reflect on their existing practice and explore more imaginative ways of teaching PE (Dyson et al., 2011). Literature has also alluded to schools' and teachers' anxieties surrounding national standards and their potential to further shift priorities and resources away from marginalised subjects like HPE (Burrows, 2012).

Adding to these constraints, child poverty issues discussed earlier in this chapter may also affect intakes of schools. For instance, it is likely that teachers in the low socio-economic schools are working in an increasingly more demanding context. However, as indicated, there is a lack of research on how child poverty is affecting the work of these teachers and their ability to adapt their curriculum and pedagogy to the educational challenges of their disadvantaged students. Thus, Ennis (2000) suggests that "effective teaching in urban schools over the next decade will require a much greater understanding of both the students themselves, and of the situational and personal school context" (p.53). Thus, there is a need for research to explore how teachers can draw on their understanding of their respective contexts to inform their practice.

As mentioned above, the HPENZC has been recognised as a progressive curriculum document that presents possibilities for change. Besides its social critical intents, HPENZC also resembles what Luke, Woods and Weir (2013) referred to as a 'low definition' document. They cautioned that a high definition or highly

prescriptive curriculum document could constrain a teacher's professionalism and eventually deskill the teacher and lead to less equitable education. Luke et al. (2013) explain:

> The case we make is that over-prescription in the technical form of the curriculum has the effect of constraining teacher professionalism and eventually deskilling teachers, and that has a consequence of less equitable educational outcomes. (p.7)

In the light of this research insight, HPENZC can be understood as a descriptive document, with Petrie and lisahunter (2011) noting that:

> .. it [HPENZC] did not 'tell' teachers what to teach and when to teach it. Instead it provided broad achievement aims and key learning areas from which teachers were encouraged to design a school-based curriculum specific to their learners and the school/community context. (p.328)

Evidently, the curriculum structure of NZC presents potential for locally contextualised responses to educational problems and challenges in individual schools.

While the research above suggests that low definition may present possibilities for the intent of change to be realized, other curriculum studies in education and in PE also show that low definition texts can enable agendas of no change to be pursued, which may or may not be positive and may or may not align with the interest in high quality and/or high equity. As Penney (2013a) highlighted, new PE curriculum texts are accommodated within essentially unchanged curriculum practice of what Ball (1994) termed "creative non-implementation" (p. 20). Thus, there is a need

to caution against assumptions that low definition texts will enable or prompt change.

Two research studies (Penney et al., 2013; Petrie et al., 2007) in Aotearoa New Zealand on primary HPE/PE reaffirm that little change in the curriculum and pedagogy of primary HPE has occurred since publication of the 1999 and 2007 HPENZC curriculum documents. The study by Petrie, Penney and Fellows (2014) further suggests that NZC appears to be being subsumed and/or displaced within and by market-driven provision that lacks a clear or coherent educational orientation. Petrie et al. (2014) explain that the flexibility accorded by HPENZC to provide the space for contextually relevant and locally responsive implementation has arguably contributed to the prevalence of external HPE providers in schools. Examples of HPE external suppliers includes sporting organisations, health agencies, commercial and non-commercial fitness, dance, swimming and outdoor adventure centres (Williams, Hay, & Macdonald, 2011). Petrie et al. caution that, ironically, this form of outsourcing could result in de-professionalising the work of teachers.

Given that both extreme high and low definition documents have their respective strengths and limitations (Luke et al., 2013), there is a need for research-based knowledge to inform policy makers on how to achieve an appropriate balance in terms of the prescriptiveness of the curriculum texts so that optimal conditions can be set for its effective implementation. To date, there is a paucity of school-based research in Aotearoa New Zealand to explore how teachers can exploit the possibilities offered by a low definition HPENZC to engage with curriculum and pedagogical change that support the intent of curriculum.

As Luke et al. (2013) explain, and a body of education policy sociology research in education and in PE (Ball, 1993; Evans & Penney, 1999) affirms, while macro-policy level issues can set conditions that enable and constrain curriculum implementation in schools, they cannot on their own effect change in any direct and simple way. Rather, it is a combination of macro-policy issues and contextual factors within schools are ultimately responsible for shaping the nature, the pace and the direction of curriculum initiative at school and classroom levels. Researchers in education and specifically physical education (Ball et al., 2012; Penney, 2013a) have alluded to the two-way relationships between policy and context. Ball et al. further caution that the contextual elements surrounding policy enactment in schools are always dynamic and shifting. Thus, it is important to heed Luke et al.'s (2013) call to align policy and context in order to effect change in the enacted curriculum and generate high quality and high equity outcomes in schools. The next section presents local context factors that constrain and or enable school capacities to respond to policy imperatives.

Micro-/local school factors

At the school level, local forces, including the teachers and school environment, can play a key role in the apparent slippage between objectives, content, and practice of curriculum innovations (Macdonald, 2004). Sparkes stressed that teachers are the central actors in the change process in school as it is they who are the critical mediator of change in action. At the school micro-level, power relations and contestations around curriculum implementation are often played out at the department level. In the case study of teacher-initiated innovation with a PE department, Sparkes (1988) alludes to the need to understand schools and departments as "arenas of struggle." (p. 157). These internal

struggles are characterised by differences in power and ideology among members as well as conflict of interest. This finding also resonates with Dinan-Thompson's (2003) case study on the new HPE curriculum implementation in an Australian high school. In her study, Dinan-Thompson demonstrates the power of political micro-factors in constraining and enabling the possibility of curriculum change. Similarly, Ball's (1981) study of Beachside Comprehensive provides another example of inter-departmental contestation where different subject departments argued strongly for and against the introduction of mixed ability grouping. Increasingly, research in educational policy and HPE (Ball et al., 2012; Penney, 2013a) are embracing the term 'enactment' rather than 'implementation' to acknowledge that education policy/new curriculum are subjected to this contested process within institutions, departments and classrooms. Ball et al. further explain that:

> …policy texts are typically written in relation to the best of all schools, schools that only exist in the fevered imaginations of politicians, civil servants and advisors and in relation to fantastical context. The texts cannot be simply implemented! They have to be translated from text into action – put 'into' practice – in relation to history and to context, with the resources available. (p.3)

In theorising policy enactment, therefore, Ball et al. (2012) argue that the context is a critical mediating factor in policy enactment work in schools. They explain that contextual dimensions include the situated contexts, professional cultures, material contexts and external contexts of the school (see methodology chapter for in-depth discussion). These local contextual dimensions are inter-related and create the circumstances that shape policy enactments in all types of schools, not just those in the most ideal

environment. Education policy studies (Braun, Ball, Maguire, & Hoskins, 2011; Keddie, 2013) have used the Ball et al.'s four contextual dimensions as a heuristic tool to analyse the role of context in shaping school responses to policy directives.

The external dimensions of Ball et al.'s contextual framework is a promising tool to analyse Aotearoa New Zealand schools' responses to HPENZC. According to this framework, external context refers to aspects such as pressures and expectations from broader local and national policy matters, and legal requirements and responsibilities, as well as the degree and quality of local authority support and relationships with other schools. In the context of the HPENZC implementation, recent research highlights the significance of the increasing and overlapping complexities in the HPE landscape. For instance, Petrie et al. (2014) alluded to how the entry of external providers has made the HPE landscape in Aotearoa New Zealand even more contestable. Adding to the contextual dynamics of external providers, Petrie and lisahunter (2011) have also highlighted that the boundaries of HPE policy arena have been further complicated and blurred by sport policies such as Kiwisports[7] and other curriculum policy developments such as the national standards[8]. These external factors have posed significant challenges for the enactment of the HPENZC in Aotearoa

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[7] KiwiSport is a government funded initiative to promote sport for school-aged children. KiwiSport provides funding to schools for Year 1-8 students and Year 9-13 students through the Ministry of Education and Sport New Zealand (Sport New Zealand, 2014)

[8] National Standards was introduced in 2008 to lift achievement in literacy and numeracy. Standards were designed to provide clear guidance about what students in the first eight years at school should achieve (in relation to reading, writing, and mathematics) and by when. Schools were expected to report to parents against National Standards in 2010 (Tolley, 2008)

New Zealand schools (Dyson et al., 2011; Petrie & lisahunter, 2011). Ball et al.'s (2012) contextual framework presented my study with strong analytical lens to examine and question the contextual factors that mediate the enactment of a PE curriculum innovation in my research school.

Professional development

Given the emergent, multi-faceted and multi-layered nature of the HPE landscape in Aotearoa New Zealand, there is a need to draw on the literature to make sense of this complexity. Arguably, this understanding will help to facilitate meaningful and impactful curriculum and pedagogical change in the practice of PE in schools. Jess, Atencio and Thorburn (2011) propose that complexity theory is an appropriate framework to conceptualise the physical education curriculum and pedagogical development in a postmodern era that has been characterised by uncertainty, multiplicity and contradiction. Using complex thinking as an analysing framework, Ovens (2010) contends that understanding the emergent process of HPE policy implementation in Aotearoa New Zealand requires examination of the complexity in teachers' work spaces and the way key ideas are enabled and constrained by key structures within those spaces. Ovens suggests that contemporary curriculum analysis in Aotearoa New Zealand PE needs a broader focus on the structures that enable and constrain particular ways of doing physical education. He argues that understanding the emerging patterns in the complex schooling systems can help better prepare teachers and support them to manage for change.

One way to support teachers to manage for change in the context of complexity is through the creation of networked communities. Drawing on insights from complexity theory (Mason, 2008;

Morrison, 2008), Atencio, Jess and Dewar (2012) contend that 'top down' PE Continuing Professional Development (CPD) approach such as traditional one-day and off-site "would not facilitate the emergence of learning communities, as many of those involved in local PE delivery became isolated and felt marginalised in their practice" (p.127). Instead, Atencio et al. (2012) propose a 'nested' and collaborative model of PE CPD where teachers' professional learning is highly supported by networked learning communities. Atencio et al.'s study illustrated that a 'nested' PE CPD model can make local level change efforts more viable and sustainable.

In Aotearoa New Zealand, *Everybody Counts?* (Petrie et al., 2013) is a HPE framed curriculum development research project that is also a collaborative and networked professional learning community. Key findings of the project concur with Ovens' (2010) call to focus on the structures in teachers' work places that enable different ways of doing HPE. For instance, Petrie et al. emphasize that "to effect meaningful curriculum and pedagogical change in HPE, teachers require *space and time* to think and reimagine, and to engage in critical dialogue as part of respectful communities of reflective inquiry" (p.2). In addition, they also found that the 'Teaching as Inquiry process' (MoE, 2007, p. 35) was a valuable tool to help teachers and school communities critically examine the macro- and micro-influences on HPE practice. According to Petrie et al., this tool has assisted in the reimagining of teaching and learning in ways that support the diverse needs and interests of children.

Besides the contextualised collaborative curriculum, research in science (Davis & Krajcik, 2005), mathematics (Remillard, 2000), and literacy education (Grossman & Thompson, 2008) highlighted the role of curriculum resources in supporting teacher learning and efforts to reform their practice. As Remillard noted, a key

consideration for curriculum resource designers appears to be how to develop curriculum materials that support teachers to be curriculum developers and not simply implementers. To date, other than an initial study by Petrie (2012), little is known about the role of pre-planned PE curriculum resources in limiting, enabling or helping teachers teach in flexible ways. This study explored these research gaps. More specifically, there is also a dearth of Sport Education research on the impact of Sport Education curriculum texts in facilitating the adoption of the model in schools.

Despite the valuable professional learning research insights, PE studies examining the potential of contextualised collaborative school-based curriculum and Sport Education curriculum texts on teacher' professional learning and capacity to reform their practice have heretofore been lacking in the literature. Insights from such studies will be invaluable in facilitating policy makers, curriculum implementers and researchers conducting research in schools to think differently about curriculum resourcing, enactment and research.

Section summary

The review in this section alludes to the need for research to understand the messiness of school realities amidst a complex and shifting education landscape. One off or 'dip in' research approaches are unlikely to capture the contextual richness inherent in the ebb and flow of school life. Understanding this complexity is key in enabling researchers and teacher collaborators to become what Penney (2013a) refers to as "influential policy actors" who are capable of exercising "prudence" in navigating and exploiting the gaps and possibilities within and between the policy and context. In order to understand this complexity and exercise this prudence, I argue that school-based research should require

researchers' immersion in the school environment. However, there remains a dearth of research in this intense form of curriculum innovation research in Aotearoa New Zealand primary schools. Additionally, there is limited PE research on how the use of curriculum resources can mediate teacher learning and support their efforts towards curriculum innovation. These are the research gaps I have attempted to explore in my study.

Chapter conclusion

In this review, I have explored the literature examining the theoretical connections between SEL, Sport Education and the critical health and PE issues targeted by NZC and HPENZC. In doing so, I have demonstrated the need for research to identify pedagogical means to address explicit teaching of PE learning outcomes relating to SEL in the context of meaningful and sustainable curriculum and pedagogical change. In addition, this research will assist in constructing new ways of thinking about collaborative contextualised school-based PE curriculum development within primary/middle schools, specifically within a Aotearoa New Zealand context. The research will also contribute to the on-going debate regarding the importance of school context in school-based curriculum design and implementation processes. It will be a response to the call by Clarke, O'Sullivan and Barry (2010) for more detailed research on the implementation process of SEL programmes that will provide a deeper understanding of the contextual factors impacting on programme implementation and will thereby facilitate better implementation and more effective capacity building for sustainable change at a whole school level. In the next chapter, the theoretical framework, research questions and research methodology of this study are addressed.

CHAPTER 3: METHODOLOGY

Introduction

The preceding chapters have provided some background and context to this study and reviewed key literature used to inform this investigation. This chapter outlines the research paradigm and methodology of the study in relation to the research questions. In aiming to discover how the Sport Education model can be integrated with social and emotional learning (SEL) to promote explicit learning of primary aged students in Aotearoa New Zealand and the professional development of teacher participants, I needed to be aware of my own positioning as a middle class Singaporean PhD research student working in a low socio-economic middle school in Aotearoa New Zealand. Given the highly complex and dynamic research context of this study, I also needed a flexible and contextually responsive methodology in order to make sense of and grapple with the demands and ambiguity of the context.

This chapter starts with an overview of its theoretical framework and continues with a detailed description of the associated research design, site and participant selection, methods of data collection and analysis, and ethical considerations. At the heart of the chapter are the justifications of the single case study qualitative design and the subsequent discussions about the choice of methodology, ethical considerations, analysis and writing processes.

Research paradigm and theoretical orientation

Interpretivism

This research is situated within the interpretative paradigm but with a critical orientation. Central to the interpretive paradigm is the attempt to understand the subjective world of the human

experience from the multiple perspectives of those within a context. According to Pope (2006), this paradigm does not concern itself with the pursuit of universally applicable laws and rules, but rather seeks to construct descriptive analyses that emphasize deep, interpretive understandings of social phenomena. Ontologically, therefore, interpretivism conceives multiple truths or realities, each contingent on their particular context or frame of reference In other words, interpretivists accept that there can be multiple interpretations of reality where such interpretations are in and of themselves a part of knowledge they are pursuing (Pope, 2006). The epistemology of interpretivists can be described as constructivist in that knowledge is viewed as "something that is actively constructed, historically and culturally grounded and loaded with moral and political values" (Howe, 2001 cited in Pope, 2006, p. 22).

This paradigm is appropriate for my research because I sought to gain a descriptive understanding of values, meanings and actions of students and teachers under study with regards to how the Sport Education model (Siedentop, 1994) could be drawn on to advance SEL of students. Given the highly diverse and complex research setting of this study, the interpretive paradigm is also suitable because of its emphasis on context in shaping people's view of reality. As Rubin and Rubin (1995) and Sewell (2006) have highlighted, as a qualitative researcher, I have values and biases leaving me incapable of neutrality. Since I am as much a part of the research context of my study, it is imperative that I engage in reflexive critique to make explicit how my role, interests and biases shape the nature of the study (Sewell). Hence, this research paradigm can help me as a researcher to gain access to the meaning-making of research participants within their particular context.

Critical orientation

One of the criticisms of the interpretive paradigm by critical researchers (Carr & Kemmis, 1986) has been the allowed "macro-blindness" in that people tend to be studied in isolation from the power relationships within which they operate and thus, the research reveals little about how individual and group behaviour is influenced by the way in which society is structured (Sparkes, 1992). From a critical perspective, Bain (1989, cited in Sparkes, 1992) emphasizes the purpose of research as being not just to interpret the world but to change it by empowering those people involved in the research. Harvey (1990 cited in Sparkes, 1992) explains that the critical paradigm is concerned with unveiling and challenging oppressive social structures operating within a wider society. Working within this paradigm, researchers examine and highlight these phenomena and are encouraged to take overt action to overcome oppression (Carr & Kemmis, 1986). Instead of accepting the status quo, critical research seeks to bring about change. Hence, the interpretative stance employed in this research came with a critical orientation because it sought insights that could be used to make a difference in enhancing the social and emotional wellbeing and competence of children living in poverty in Aotearoa New Zealand. Curtner-Smith (2002) noted that a critical research paradigm is frequently adopted when researching sport teaching and coaching as the research is often associated with an aim to support efforts for change.

Through these critical lenses, therefore, I am alluding to the existence of inequity in the Aotearoa New Zealand HPE classroom (Lineham, 2003) and the wider Aotearoa New Zealand society. As established in Chapter 2, poverty and its associated impact on children's health and education inequities is a major social problem facing Aotearoa New Zealand. Thus, the critical orientation

of this proposed research is aligned to the critical-social intent of HPENZC which is driven by a desire to promote more socially just, inclusive and equitable practices in the Aotearoa New Zealand classroom and in the larger society (Culpan, 2008).

Sparkes (1992) suggests that "the central intent of critical theory is emancipation, which is enabling people to gain the knowledge and power to be in control of their own lives" (p.37). Hence, as a researcher I was challenged to consider how I could empower students and teachers to take ownership of their respective classrooms and professional learning and challenge discriminatory practices in their PE lessons. This involved exposing inequity within PE lessons and encouraging change and action through socially co-constructing the ideals of inclusion with students, and deliberately reshaping pedagogic relations between students and the teacher, and among students.

While the research clearly embraced socio-critical issues, it is pertinent to note that for pragmatic reasons there are limits to my study's approach towards a critical orientation. For instance, the teacher and student participants were not involved in the design of research questions nor the collection and analysis of data because of the scale of the study, the teachers' heavy workload and challenging classroom management issues at the beginning of the study. Hence, my doctoral project was essentially an ethnographic study (further explained below) which pursued critical agendas while also having a strong interpretive orientation. More specifically, it sought to understand from student participants' point of view, how they construct and maintain meanings of SEL in the social context of their Sport Education experiences while at the same time engaging them in thinking and acting critically about inequities in their PE class. Likewise, the study also sought to examine and disrupt teachers' pedagogical assumptions about

their PE teaching practice. As the researcher, I also sought to examine and challenge my own views and assumptions as I interpreted the participants' and my own views on the fieldwork experiences.

Framework of enactment

Consistent with the interpretivism and critical paradigm, this study drew extensively on the Ball et al. (2012) framework of policy enactment to inform its research design decisions. According to Ball et al., a linear, rational perspective of policy enactment fails to reflect the complexity and multifarious nature of the policy process. Thus, they propose a framework of policy enactment to capture the ways in which the rational, organisational, political, symbolic and normative aspects of the school are incorporated in educational policy analysis. Ball et al. offer this framework as a heuristic device to encourage investigation and questioning about the circumstances that influence policy enactments in schools. As a heuristic device, it can help policy makers, researchers, school leaders and teachers to better appreciate the role of context in mediating policy enactments and thereby contribute to more informed policy responses and decisions. While this framework was developed to analyse the enactment of policy in schools, I argue that it can also be used to analyse the enactment of a new curriculum model in schools.

Ball et al.'s (2012) policy enactment framework identifies a variety of factors that influence differences in policy enactments between similar schools, concentrating on the role of school context. In this framework, these influencing factors are conceptualised as situated, material, professional and external dimensions. Together, these factors and their inter-relationships help to explain the role

of context in shaping policy enactments on the ground. In the following sections, I explore each of the dimensions.

Situated contexts

Ball et al. (2012) refer to situated factors as those aspects of context that are historically and locationally linked to the school; specifically, factors such as its locale, history, intakes and settings. These factors are inter-related. For example, intake can be affected by location. Further, Braun et al. (2011) assert that "Schools can become defined by their intake, but they also define themselves by it" (p. 589). Ball et al. used examples from case study schools to illustrate that the situated context is an active force that initiates and activates policy processes and choices in response to policy imperatives and expectations. For example, in one school, the geographic location of the school presents significant challenges because of the high number of special educational needs students the school was obligated to accept. Another school enjoyed the advantage of attracting and maintaining intakes of middle class students because of its affluent catchment area. My first findings chapters demonstrated how the situated factors shaped the social and emotional needs of the students and mediated the teachers' capacity to adopt new PE curriculum practices.

Professional contexts

Professional context refers to somewhat less tangible context variables such as ethos; teachers' values, commitments and experiences; and policy management within schools. According to Ball et al. (2012), professional factors are multi-faceted, muddled and inflect policy responses in particular ways. For example, they argue that even though there are strong interdependencies between professional values, intake and what and how policies are pursued within the school, these relations are not always smooth. Using

their case study examples, Ball et al. showed that professional context is not necessarily coherent or uncontested. For example, a member of the leadership team is likely to see and understand school policies very differently from a newly qualified teacher (Ball et al.). Moreover, subject departments and year teams may have their own local understanding of policy and select policy responses autonomously from the school management. At the individual level, teachers' professional training and experiences can also have a bearing on how they make sense of their practice in light of policy mandates and expectations. Hence, Ball et al. caution that different professional contexts within the school can "refract policy and offer readings of policy, sometimes differently, towards different ends" (p. 29).

Research in PE has similarly highlighted the characteristics of professional context in seeking to promote more a sophisticated understanding of policy and curriculum development (Dinan-Thompson, 2003; Penney, 2013a; Sparkes, 1988). In the context of this study, I was particularly aware that, like policy enactment, curriculum model enactment also involves the "creative process of interpretation and translation" (Braun et al., 2011, p. 586) of abstract pedagogical ideas into contextualised practices. In the findings chapters, I explored how teachers' training experiences, values and commitment influenced the way interpret and enact the HPENZC, SEL and the Sport Education model.

Material contexts

Material contexts refer to the physical aspects of a school: the buildings, budgets, staffing, technologies and surrounding infrastructure. Ball et al. (2012) posit that these structural variables can have considerable impact on policy enactments on the ground. For example, the design and quality of school buildings

can pose problems such as overcrowding and create "knock on effects on behaviour management" (Braun et al., 2011, p. 593). Ball et al. stress that buildings and their limitations can seriously impede a school's capacity for innovation. However, the extent a school can invest in its building is dependent on its level of funding. They explain that a school's funding and budget are associated with its situated contexts because student numbers, school size and location can affect a school's capacity to generate income. Added to that, a school's location can impact on the levels of staff and quality of applicants in terms of cost of housing and the availability of public transport for prospective teachers. Further, Ball et al. identify that the way schools are equipped internally, particularly in terms of information and communication technology, can shape the quality of teaching and learning and hence, policy enactment.

External contexts

The final contextual dimension conceptualised in the policy enactment framework is external contexts. External contexts include aspects such as pressures and expectations from broader local and national policy matters such as school inspection ratings, league table rankings/positions, and legal requirements and responsibilities, as well as the degree and quality of local authority support and relationships with other schools (Ball et al., 2012). In their study of four schools in England, Braun et al. (2011) found that league table positions, both locally and nationally, formed a constant backdrop to how policies were enacted within the schools. For example, they found that the performative and audit mechanism by the school inspection agency, Office for Standards

in Education, Children's Services and Skills (Ofsted),[9] is central in initiating and shaping policy enactment in the school studied. At the same time, they note that these mechanisms also generate anxiety in the schools. As discussed in Chapter 2, I have alluded to inconsistency and contradictions in HPE policy developments in Aotearoa New Zealand and their impact on an increasingly complex and challenging HPE landscape. In my own study, I was, therefore, aware of the need to acknowledge and explore aspects of the wider policy context impacting upon Greendale and its teachers.

Braun et al.'s (2011) four contextual dimensions have been instrumental in helping this study to illuminate and interpret school-specific factors which mediated the curriculum innovation enactment. Without this framework, these 'active forces' (Braun et al., 2011, p. 586) would have been neglected in my data collection and analysis. Together with interpretivism and critical orientation, Ball et al.'s four contextual dimensions formed the three pillars of the theoretical framework underpinning the study research design.

Research questions

In view of my research paradigm, theoretical orientation and the research gaps identified in this Chapter 2, the following questions were crafted to guide this study:

Question 1: How can Sport Education and SEL be integrated to promote the explicit learning of primary aged students in Aotearoa New Zealand?

Question 2: In what ways can primary school teachers be supported to advance students' SEL in PE?

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[9] The English school inspectorate.

Research design

Single qualitative case study

Based on the research paradigm explained above, I adopted a qualitative single case study approach for this project. A case study has been described as the examination of a phenomenon in a real life context, it is therefore the phenomenon that becomes the case (Yin, 2009). In this study, that phenomenon was how primary aged students develop social and emotional competence in the context of the Sport Education experiences.

A case study approach allows for an in-depth understanding of the complexities, the importance and uniqueness of the project, policy or programme in a real life context (Stake, 1995). Case study methodology offered the opportunity to gain rich data from the research context and gather detailed participant stories, illuminating the intricacies of the collaborative curriculum development process. The school context and details of the study's participants have been presented in Chapter 1.

Specifically, I primarily employed an explanatory (Yin, 2009) case study approach which aimed to understand what and how contextual forces shape the collaborative curriculum development and enactment. Using this approach, I worked closely with the classroom teachers and their students (see Chapter 1 for their details) to discuss issues and find agreements and solutions for the contextual problems or issues that surfaced during the fieldwork. There were also elements of the evaluative case study (Bassey, 1999) in this study as the participants and I collectively examined the impact of the new curriculum and pedagogical approach on their learning. Using this case study approach, I was able to collect rich descriptions that captured teachers' and students' experiences of a curriculum development in terms of its impact on

their learning and development. This is reflected in my decision to represent data through narrative style and specifically through a series of confessional tales (see below and Chapters 4 to 7).

Critical ethnography

A critical ethnographic case study generates qualitative data that provide thick descriptions (Geertz, 1973) through systematic observation, participation and interaction with the day-to-day realities of the research participants. By immersing myself in the culture of the school for an extended period of time, critical ethnography enabled me to make deeper sense of the participants' lives. I achieved this by critically probing into students' and teachers' subjective meanings of their Sport Education experiences in relation to the social milieus that shape their lives: peer and student-teacher relationships, school ethos, family and community influences.

According to Madison (2011), the critical ethnographer disrupts the status quo, and unsettles both neutrality and taken-for-granted assumptions by bringing to light underlying and obscure operations of power and control. As the series of confessional tales presented in Chapters 4 to 7 reveal, this stance enabled me to explore the existing taken-for-granted meaning structures of the participants and presented me with some opportunities to disrupt these meanings. In Chapter 7 (discussion), I reflect on the extent to which I was able to empower participants and develop alternative meaning structures to facilitate elements of social transformation, emancipation and social justice in and through new approaches to teaching and learning in PE and specifically, through a focus on developing SEL. By rejecting the notion of ethnographers as "detached, neutral participant observers" (Schwandt, 2007, p. 51), I took on the role of a critical ethnographer who sought to address

the social and emotional needs that were underserved by the disempowering meaning structures and power relationships within the research school and its wider societal influences (Bain, 1990). In essence, the research aspiration of this project echoes Penney's (2013b) comments on the need to address the inequities arising from how competitive sports are currently presented in school PE curriculum, and more specifically:

> the need for pedagogically creative approaches … that are designed to actively challenge some of the stereotypical social hierarchies and inequities that particular sports, taught in particular, can very openly reaffirm. (p.17)

In this case study research, I collaborated with two Year 7/8 teachers in the middle school (see Chapter 1 for details of the school). Together, we developed and enacted three Sport Education-based PE units of work over the course of three school terms. Each unit consisted of ten to fifteen lessons, of sixty minutes duration per lesson. I was flexible in adapting the curriculum to whatever duration the school had for their PE lessons, and in Chapters 5 and 6 the various circumstances necessitating this flexibility are described. With the inclusion of Sport Education-based units of work in their PE curriculum, I was mindful not to compromise the breadth of their PE programmes. This project was structured in such a way that the teachers had sufficient curriculum space to address other key learning areas of PE and consider other curriculum models or pedagogies in addition to Sport Education and respond to other imperatives driving PE. Within each term, for instance, I was aware that the teachers still had to use their PE time to prepare students for end of term sports such as the school-wide Athletics Meet or cross-country. As a result, I had to work around these curriculum priorities by planning and delivering the Sport Education-based programme

with whatever remaining PE time the teachers could provide. In the next section, I will highlight other issues and challenges that arose amidst our research partnership.

Design considerations

Teachers' work intensification

The project was characterised by constant negotiation and ongoing flexibility with regard to the content, delivery and timing of the Sport Education-based lesson activities. This was to ensure that the research project supported the teachers and minimised the disruption to classroom practice while maximising the learning opportunities for the researcher, teachers and students. Further, it was crucial to acknowledge teachers' workload, as research has highlighted that intensification of teachers' work, professional stress, a lack of outside support and the high demands of research in regards to teachers' time, which can be major barriers to successful school-based research projects (Tinning, Macdonald, Tregenza, & Boustead, 1996). A detailed breakdown of the time commitment by teacher and students for this project was included in the principal and teachers' consent forms (Appendices C1 & C2).

Positionality and reflexivity

As this research involved working with a diverse range of participants, it was essential for me to be aware of how my own background as a researcher differed or was similar to that of the participants (teachers, students, parents and school leaders). Developing a thorough understanding of the school context involved in the study allowed me as a researcher to be sensitive to the political and social cultural practices and nuances in the school environment while undertaking the research. This was especially important as I am not only new to this country but my socio-economic, cultural and ethnic background is very different

from that of the participants. This is consistent with Madison's (2011) call for a critical ethnographer to be aware of their 'positionality' (p. 51) i.e. their socio-political power, intentions and biases, and their moral responsibilities to their participants. That I did not share the same cultural background as those of the research participants was, in my view, beneficial to my ethnographic research, enabling me to be sensitive to the cultural subtleties and nuances in the research school.

Prior to the start of the project, I made several school visits as part of my reconnaissance work to gather background information on the political, cultural and organisational context of the school. The information I gathered and the rapport I built with the teachers and students placed me in a better position to implement the project. Groundwater-Smith, Mitchell, Mocker, Ponte and Ronnerman (2013) emphasise that the building of trust and rapport between teachers and facilitators cannot be taken for granted in school-based research processes. In ethnographic research, this process is commonly referred to as "gaining entry" (Atkinson & Hammersley, 1994; Spradley, 1980).

Role as researcher & co-teacher

According to Groundwater-Smith et al. (2013), university partners within the school-university partnership are "typically seen as providers of expertise relating to forms and methods of practitioner research. These forms and methods are subsequently employed by teachers as a means of understanding and refining practice in schools" (p. 93). While research recognises this form of expertise is held by the university partner, it also acknowledges the expertise of teachers in terms of their pedagogical and practice-based knowledge and skills. Kirk and Macdonald (2001) refer to this form of expertise as the teachers' authoritative voice which is rooted in

their intimate knowledge of their local contexts. Hence, I had made a conscious effort to demonstrate respect for the teachers' expertise throughout the partnership process and was especially mindful not to undermine their authoritative voice. In my role as a researcher and co-teacher, I sought to achieve this by letting the teachers decide the pace and direction of the project while providing all the necessary logistical support and access to teacher friendly research knowledge and expertise. This was in line with the critical orientation of this research to ensure that the partnership was collaborative and empowering (Carr & Kemmis, 2009).

Professional learning

School-based practitioner research is widely advocated as a mechanism that supports the professional learning of teachers (Leeson, 2007). Research suggests that effective professional learning is connected to the teachers' classroom and work context, developed over the long term rather than through on-off models, and conducted within professional communities (Ferrier-Kerr, Keown, & Hume, 2008; Leeson, 2007; Timperley & Alton-Lee, 2008). The features of this school-based collaborative case study research reflected this conceptualisation of effective professional learning. I had explored the extent to which this research project had supported the professional learning and knowledge building of the teachers and my own development as a researcher. This involved me in critically reflecting on the opportunities and challenges associated with the facilitation process.

In addition, this research partnership had the potential to help close the gap between academic/scientific knowledge and practitioner-based knowledge. Specifically, this study explored how the scientific knowledge underpinning SEL and pedagogical knowledge from Sport Education research can be bridged by

teachers' practice-based knowledge. The bridging process was instrumental in producing educationally sound practices that could deliver meaningful and impactful experiences for the students.

SEL-integrated Sport Education unit design

The two classes selected participated in a SEL-integrated Sport Education (referred to as SEL/Sport Education from this point) curriculum innovation over a period of one school year. Students in the two classes who did not consent to being participants in the research study also participated in SEL/Sport Education curriculum as part of their regular PE lessons. The SEL/Sport Education curriculum involved the enactment of three consecutive Sport Education-based PE units of work with their teachers between May 2013 and November 2013. During the implementation, the teachers and I explored the nature and extent of SEL taking place during the SEL/Sport Education units and attempted to gain an understanding of the process or processes driving this learning. Figure 4 shows an overview of the first unit of the work. The detailed unit plans for the three Sport Education-based PE units of work are presented in Appendix E.

Health & Physical Education
Unit Plan for Term 2
Title: Working together can be fun!

Student Needs:
Students struggle to relate well with each other. The tensions among these students present significant challenge for maintaining a conductive teaching and learning environment/climate.

Key Learning: Students will be provided with opportunities to develop their ability to :
1. <u>respect</u> themselves and others
2. appreciate <u>diversity</u> and show <u>empathy</u> for others
3. enhance their own and other's sense of <u>self-worth</u>

Key competencies:
Participating and Contributing: students will explore how they can contribute to the learning and participation of others, and develop an awareness of how their participation can enhance their own and others' wellbeing.
Relating to Others: students will develop an awareness of others'needs and as part of this will work on creating positive learning/working environment.
Managing self: Students will develop resiliency to overcome challenges within and beyond the HPE class

NZ Curriculum Values
They will be encouraged to uphold social justice and value the diverse range of personalities, abilities and backgrounds that are found in their class, and accordingly to show respect for these differences.
Next, they will be supported to value community and participation where opportunities will be provided for them to contribute to class learning culture.
Finally, they will encouraged to demonstrate integrity, which involves being honest, responsible, and acting responsibly; and to respect themselves, and others

HPE Underlying Concepts
Hauora: This unit focuses on developing social, emotional and mental wellbeing. Students will explore the ways people determine their personal identity and self-worth, recognise and support feelings of themselves and others
Social-ecological perspectives – Students will create conditions that promote their own and others' well-being by appreciating the interrelationships between self, others and community.
Attitudes and Values – Students will recognise that wellbeing/emotional climate of the class is a collective responsibility (not just the teacher's or individual's responsibility)

HPE Achievement Objectives
3B4 - Participate in co-operative and competitive activities and describe how co-operation and competition can affect people's behaviour and the quality of the experience.
3C1 – Identify and compare ways of establishing relationships and managing changing relationships..
3C2 – Identify ways in which people discriminate and ways to act responsibly to support themselves and other people.
3A4 - Describe how their own feelings, beliefs, and actions, and those of other people, contribute to their personal sense of self-worth.

Pedagogical approach for this unit
Social and emotional learning is the focus of this unit. Movement activities will be used as the vehicle to deliver the key learning
Social & emotional learning will be made explicit using the Experiential Learning Cycle. This cyclical process begins with experiencing an activity targeted at specific student social and emotional needs, reflecting on the experience, <u>thinking critically</u> about better ways of dealing with the learning issues and then re-engaging the activity to apply the ideas to address the issues. ELC & other students-centred learning approaches will progressively used in the unit
Teachable moments and cross-curricular opportunities will be leveraged on to reinforce the learning. Most importantly, the learning must be <u>responsive</u> to the needs of the students.

Figure 4: Unit plan for term 2

The SEL/Sport Education curriculum was designed and implemented using the teaching as an inquiry approach (MoE, 2007, p. 35). *The New Zealand Curriculum* (NZC) (MoE, 2007) stresses the need for teachers to be reflective about their teaching practice. The NZC encourages teachers to adopt this teaching as inquiry approach and suggests that "effective pedagogy requires that teachers inquire into the impact of their teaching on their students" (MoE, 2007, p. 35). As shown in Figure 5 below, teaching as inquiry is described as a cyclic process where teachers continually reflect on the impact their teaching is having on the children in their charge.

Teaching Inquiry

What strategies (evidence-based) are mostly likely to help my students to learn this?

Teaching

Learning

Focusing Inquiry

What is important (and therefore worth spending time on), given where my students are at?

Learning Inquiry

What happened as a result of the teaching, and what are the implications for future

Is there something I need to change?

What are the next steps for learning?

Figure 5: Teaching as inquiry

Source: Ministry of Education, 2007, p. 35

During this cycle, teachers modify or change their practice when necessary. This allows them to continually improve their own teaching and, as a result, improve learning outcomes for children. The implementation of this study had four phases consistent with this inquiry approach. Aligned with the inquiry approach and the critical ethnographic case study design of this project, the implementation of the SEL/Sport Education curriculum phases adopted the Kemmis and McTaggart Action Research Spiral approach as shown in Figure 6 below.
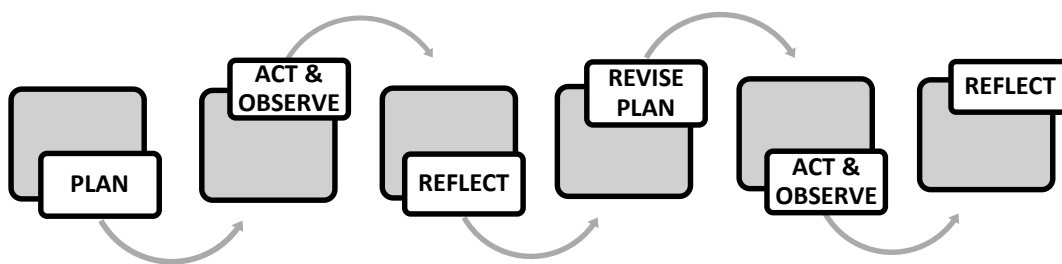
Figure 6: Action research spiral

Source: Kemmis & McTaggard, 2005, p. 563

Phase 1: Reconnaissance

Following the action research cycle (Kemmis & McTaggart, 2005, p. 563) shown in Figure 6, the first phase began with planning for change. During this phase, I tried to understand the research context and use the contextual knowledge to plan for change. According to Kim, Penney, Cho and Choi (2006), professional development is crucial to the successful introduction of a new approach to teaching PE. As both classroom teachers involved had limited knowledge of SEL and Sport Education, I worked with them to explore and co-construct their understanding of SEL and the Sport Education curriculum and pedagogy prior to and during co-designing the units with them. During this phase, collaboratively, we tried to understand the social and emotional needs of the

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students and identify the SEL competencies that needed to be addressed in and through the Sport Education units. Given the teachers' limited PE curriculum and pedagogical knowledge at this phase of the research, the first Sport Education unit plan (Appendix E1) was essentially developed by me using Sport Education literature and resources in keeping with the HPENZC while also taking into account their students' diverse learning needs.

Phase 2: Enactment of the first Unit

The second step of the spiral cycle involved "acting and observing the process and consequences of change" (Kemmis & McTaggart, 2005, p. 563). The original plan was to have SEL/Sport Education lessons conducted by the students' usual physical education teachers while I acted as an observer-come-teacher aide. During the initial few lessons, however, it was more often the other way around as the teachers' required me to role model the new pedagogical approach for them.

The third step involved "reflecting on these processes and consequences" (Kemmis & McTaggard, 2005, p. 563). Similar to the learning inquiry phase of the teaching as inquiry process, the teachers and I would meet briefly in the staffroom after each PE lesson to have a quick lesson review. We also met fortnightly to have a more detailed focus group-come-planning session. The step concurs with Broadhead's (2010) view in acknowledging the importance of engaging in reflective and open dialogue with the practitioners involved in the research, in a way that acknowledges their expertise and professional knowledge. The insights from the teachers deepened both the scope and potency of the research and increased the likelihood that it would result in changes their pedagogical practice. This was also in alignment with Kirk and

Macdonald's (2001) contention that the "authoritative position from which teachers speak to and about instructional discourse of HPE is from their local contexts of implementation their expertise is rooted in their local conditions, of their school, facilities, programmes, classes, politics" (p. 557-558).

As I engaged in my own reflection on the research using a research journal, I asked the classroom teachers to function as a kind of critical friend. A critical friend, according to Costa and Kallick (1993), is a "trusted person who asks provocative questions, provides data to be examined through another lens, and offers critique of a person's work as a friend" (p. 50). This strategy enriched my own reflection on the research process. Beside the teachers and the researcher reflecting on the research, the students were also engaged in self-reflection on their learning using their own student journals.

Phase 3: Enactment of second unit

The fourth step of the spiral approach involved the process of re-planning. Hence, analyses of data collected from the first unit were used to inform the design of the second unit. This is consistent with Sport Education research that highlights the importance of keeping unit plans flexible and using observations to inform planning (Kim et al., 2006). After the fourth step, it was back to acting and observing again on the implementation of the second unit. At the end of the second unit, the final step of the cycle was reflecting again and so on. In alignment with the teacher professional development intent of the research project, the balance of responsibility for delivering and planning the detailed weekly PE activities in this phase gradually shifted to the teachers.

Phase 4: Third unit and post-enactment

In this final phase, the participating teachers had taken most of the responsibility for the designing and enacting of the last SEL/Sport Education unit. I only visited their lesson a few times to observe how they were managing on their own and to collect more field data. This phase also involved the final round of data collection via post-unit surveys, focus group discussion and interviews. When the thesis was completed, student participants and their families, the classroom teachers and the school would be provided with a user-friendly document summarising the findings of the study. While the research study sought to stay within this cyclical path, there were many times during the fieldwork where it took a more divergent and organic orientation. The nature of this divergence is explored in the results chapters.

Ethical considerations

I initially received my ethics approval in May 2012 (see Appendix C6). My ethics protocol, broadly explained as being agreement for teachers and student participation in the study, was to be sought from the participating school. Following agreement from the school principal, teachers and students were approached for consent (Appendices C1, C2 and C3 respectively). As the student participants in this research were under the age of consent, approval from parents/guardians of all students for their child's/ward's participation in the study was also sought and received (Appendix C4). Throughout the data collection process, confidentiality was maintained constantly. Neither the school nor any participants are identified in any reporting of the study. Although this ethical protocol showed my systematic and sensitive awareness of a variety of issues that might arise during the research, I was mindful of the Dahlberg and Moss (2005 as cited in

Leeson, 2007) suggestion that ethical challenges in the field cannot be addressed with certainty. Leeson further explains:

> Ethical questions are ambivalent and uncertain, often having to be addressed in the field, so they are contextual, emergent and situational, dependent upon the relationship between the researcher and participant and what is mutually discovered in the process. (p. 132)

Thus, I remained flexible and reflexive in the field and acknowledged that "additional skills, such as effective listening and caring for the people before them are essential parts of the ethical researcher's tool bag" (Dahlberg and Moss, 2005 as cited in Leeson, 2007, p. 132). I also took up Leeson's (2007) recommendation to maintain an internal dialogue that kept questions of ethics and good practice at the forefront of my decision-making process.

Key ethical issues were important to me during this research. Firstly, I was mindful of the critical age of the student participants and the potential research sensitivities that might be associated with interviewing them individually. Stringer (2004) cautions that when participants talk for extended periods, they often disclose private matters and reveal highly problematic or harmful events existing in the their lives and not disclosing such information may actually harm them. Aligned with confidentiality is also the duty of care we have to the participants. As it turned out, I did not encounter such situations during my focus group or interview sessions. Nevertheless, I chose a physical setting for the one-on-one interviews that is not secluded, yet is quiet enough to be suitable for audiotaping. Interviews were carried out in the resource room which linked the two participating classes. The door to this room was always left half-closed during our sessions while lessons in the classrooms continued.

Second, given the complex and subjective nature of SEL and emotional development, I decided to explore the use of visual methods in this research and in particular, Photovoice (Wang, 1999; Wang & Burris, 1997) to capture the emotions, thoughts and actions of the student participants during the course of the study. This involved selected students and me in taking photographs of their classmates in action during SEL-integrated Sport Education lessons. The photographs taken were used to facilitate my conversation with student and teacher focus group discussion and interviews.

As these images may have had a strong emotional theme representing a full array of emotions, I have, at all times, been vigilant and cognisant of the notion of harm and how the students were depicted within the selected images. Therefore, the photovoice methods for this project and the associated risk management measures were explicitly explained in the consent forms (Appendices C1-3) issued to the principal, teacher participants, student participants and their parents. Where a student was photographed in a situation where he/she was deemed to be at risk, that photo was destroyed or deleted. Such situations were left to my discretion after consultation with their teacher and my supervisors. Additional harm prevention measures are detailed in the data collection section of this chapter. The decision to include photovoice as a data collection method was made after the first ethics approval was granted in May 2012 (Appendix C6). Hence, a supplementary ethics application was made and granted for this amendment in Dec 2013 (Appendix C7).

Throughout the study I referred to the school's protocol, the University of Waikato's (2008) ethical conduct in human research and related activities regulations, the New Zealand Association for Research in Education's (2010) ethical guidelines, and my

supervisors' advice to guide me in addressing the issue or issues at hand in an ethically sound manner.

Data collection

The research drew on multiple data sources to explore the extent of the SEL development of the students following a series of Sport Education units. In alignment with subjectivist epistemology, qualitative data collection techniques were employed for the study. The following qualitative data collection techniques were used to provide an understanding of how students interpreted the meanings of their SEL development and how the teachers experienced their professional growth in and through their participation in Sport Education-based curriculum development. The intention was that the students', teachers' and researcher's stories would form the primary data of this thesis and form the essence of the research.

Focus group discussion with students and teachers

Prior to the start of the first unit, I involved six students from each classes in a focus group session. Based on field observation, I ensured that there was a good spread of student participants in terms of peer social status. During focus group sessions, the students and I discussed the SEL/Sport Education units and their impact on their SEL development. This student focus group discussion was repeated mid- and post-study. For teacher focus group discussion, Stan, Tia and I meet fortnightly to reflect on and plan our PE lessons. These sessions focused on reviewing the lesson/curriculum objectives, learning content, pedagogical strategies and lesson/unit outcomes as well as planning for the subsequent lesson or unit.

Semi-structured interviews with students and teachers

Following focus group discussions, one-on-one interviews were carried out with selected individual students and the classroom teachers to probe deeper into the issues or concerns raised during the focus group discussion. These interviews were repeated at mid- and post-study stages. The protocol and list of questions to guide the focus group and interview sessions are provided in the appendices (Appendix D1). In addition to the principal and the two classroom teachers, I conducted semi-structured interviews with a support teacher and a Science teacher who taught both classes. They were able to share their observations about the effect of the SEL/Sport Education curriculum on the students' behaviour, the class culture and even their academic performance.

Participant observation

During the Sport Education lesson, I undertook participant observation (Spradley, 1980) while performing the dual roles of teacher-aide and researcher. During the participant observation, I recorded behaviours that demonstrated social and emotional learning through the employment of a notebook, structured observation sheets and a digital voice recorder to record verbal notes about student behaviours.

Visual methods

From the first unit, I also began capturing video footage and still photographic images of students demonstrating SEL for analysis. Given the complex, dynamic and subjective nature of SEL and emotional development, I decided to employ visual methods in this research and in particular, Photovoice (Wang, 1999; Wang & Burris, 1997) to capture the emotions, thoughts and actions of the student participants during the course of the study. This is in line with Hellison's suggestion that personal and social development

involves more than a list of specific behaviours. He highlighted that while personal and social behaviours, such as working independently, helping someone, or cooperating with a group, are easy to identify, attitudes, values, beliefs, feelings and self-perceptions matter as well. He also emphasised that "how someone feels an intangible mix of perceptions and intentions toward the self or someone else may have greater personal-social implications than more visible behaviours" (Hellison, 2003, p. 8). The use of visual methodology was also a response to the call for Sport Education research (Pill, 2010) to incorporate students' voices in Sport Education study design. Photovoice visual methodology was used to facilitate the post-study focus group discussions that were conducted in class groups.

As part of the Photovoice process, selected student participants were asked to take photographs of their classmates during PE lessons which I would use to elicit their views on how they perceive their fellow students' social and emotional learning experiences of the Sport Education units. These students were referred to as Photovoice contributors. In Phase 2 of the research, all student participants attended a preliminary meeting that explained the purpose and procedures for this exercise. They were made aware of the ethical issues associated with taking photos of other students and the potential risk of harm. An information sheet (Appendix D4) was provided to them during the meeting to explain their responsibilities as a Photovoice contributor. Students were given the opportunity to discuss and clarify the Photovoice task. The details of the Photovoice's visual data collection and photo-elicitation processes during Phase 4 were further explained (Appendix D2).

Journaling

During unit implementation, I utilised student and teacher journals to gather data relating to the students' SEL development. Students from both classes kept learning journals to reflect on their SEL development throughout the year. During the course of data collection, I realised this method had its limitation because of the low literacy level of students. I had to rely on methods such as focus group and interviews to elicit more data from the students or seek clarification on the journal entries. Guidance was provided for entries during each Sport Education unit. I also kept a research journal to reflect on the progress of the study. The teachers, on the other hand, preferred to email their journal entries to me. During the last phase where I reduced my visits to their PE classes, I provided each teacher with a dictaphone to record their lesson reflections. During these two units, structured observation, journal writing, video and still photography were evenly spread throughout the entire data collection period to ensure they did not overload the students and teachers.

Class artefacts

I collected class artefacts such as sketches of the classroom layout, students' letters of appeal to the principal to have me back in the following year, and Science grades of students showing potential ripple effect (Kounin & Gump, 1958; Ripple, 1965) of the SEL/Sport Education curriculum on their academic achievements. Figure 7 explains the workflow for data collection for this study.

Step 1: Drawings, journals, observation records, video, and photography

Step 5: Develop foci for the next data collection cycle

Step 2: Draw findings from data to develop foci for data collection during FGD & interview

Step 4: Triangulate these findings using lesson plan reviews and through teacher interview

Step 3: Clarify & confirm initial findings with students during FGD & interview

Figure 7: Data collection flowchart

Table 2 below, shows the research timetable which provides an overview of the entire data collection process.

Table 2: Research timetable

2013	Phase
Feb-Apr	Phase 1- Pre-implementation of Sport Education curriculum • Develop teachers' understandings of SEL and Sport Education curriculum • Sport Education curriculum as a whole (yearlong) to be co-designed with teachers while the detailed first Sport Education unit to be designed by researcher • Pre-implementation survey and interviews
Apr-June	Phase 2 - Implementation of the first Unit of SEL/Sport Education • Concurrent co-design of Unit 2 Sport Education curriculum based on progress of Unit 1 • Data collection
July-Sept	Phase 3: Implementation of second SEL/Sport Education unit • Teacher progressively takes over design of Sport Education curriculum from Unit 2 onwards • Data collection
Nov-Dec	Phase 4 – Final unit and post implementation evaluation • Implementation of third SEL/Sport Education unit • Post-implementation surveys, focus group and interviews

Data analysis

This section describes the methods used to analyse the data in the field as well as after the data generation period. It describes how coding and writing were used as tools to support the analysis process; and how computer software was used to manage the huge amount of data collected. Finally the analysis and interpretation of data using a variety of theoretical tools will also be explained.

Transcribing, coding and interpreting

As mentioned earlier, the analysis process began during the fieldwork as I wrote, read and re-read field notes and transcripts of focus group discussions and interviews. Due to the intensity of the

fieldwork, however, significant amounts of the transcribing were carried out after completion of fieldwork. Transcribing these data outside the intense fieldwork environment helped me to be reflexive about the experience. Also, I transcribed all focus group and individual interviews to increase familiarity with the data. According to Merriam (2009), this will help a new researcher "generate insights and hunches about what is going on in the data" (p.179).

Over the course of the fieldwork and write up phase of my study, qualitative data drawn from different sources were constantly compared and used for triangulation to examine the extent to which the Sport Education-based collaborative curriculum development had promoted the students' social and emotional development and teachers' professional learning. During this process, the constant comparison method (Glaser, 1992) was used to compare data collected throughout the entire process of the study. Using this method, I compared the data between the two participating classes, data within the same class over time, and compared data of critical incidents (Tripp, 2011) that occurred across the research phase.

In the midst of data generation process, I was accumulating so much data that I realised I needed a more efficient and systemic approach to store, organise and retrieve the data for analysis. I chose to use NVivo (Qualitative Solutions and Research, 2014) (Version 10) to assist me in this. An Nvivo project was created for each phase of the project. Within each project, I organised field notes, school documents, reflective journal entries, interviews and focus group transcripts in their respective folders under 'internal data sources'. I read and re-read data in each folder to inductively identify initial themes. I then used the Node function in Nvivo to assign each theme to a node such as 'peer support' or 'student

autonomy'. Each coded chunk of text with similar ideas was placed together under a specific node. Eventually, nodes with the same ideas were further grouped together and placed under a parent node and so on (Appendix F1). This list of parent, child and grandchild nodes became my codebook, which guided the ongoing analysis of data from the two classrooms. By sorting data in this way, and repeatedly reading and re-reading text coded in the same node, I began to discern patterns and themes within and across the different classes and fieldwork phases. At the same time, I also used the memo function in Nvivo to document my hunches and insights on the coded data by writing my thoughts and attaching them to the coded text. This memo process helped me speculate about possible conceptual meanings of the data. As NVivo is often criticized for being too linear and non-intuitive (Goble, Austin, Larsen, Kreitzer, & Brintnell, 2012), it is important to note that I accommodated my own intuitive hunches along with NVivo in order to ensure the coding mechanization do not supersede my critical reflection and analysis.

At this point, my supervisors requested samples of transcripts and their coding summary (Appendix F2), nodes structure (Appendix F3) and node list (Appendix F4) for peer scrutiny. The discussion with my supervisors was very helpful in confirming my hunches about broad themes that would frame the findings chapter. It was then that I found making tables a useful tool to further sort the coded data and themes in order to see the emerging big picture or story that the data was telling (Appendix F5). This table defined the boundaries surrounding the key themes that emerged in relation to the research question and provided a structure that guided the writing of the findings chapter.

Presenting the research findings

In deciding an appropriate form to represent my findings, my intention was to share the collaborative curriculum development experiences with the reader and tell of how it made a difference to the students' learning and the teachers' professional development. This data representation approach needed to reveal the tensions, emotions, challenges and curriculum responses in ways that allowed my readers from various backgrounds to access and share in the richness of the participants and my lived experiences as participant researcher. Consequently, I have selected confessional tales (Van Maanen, 1998) as an alternative research report format to present my research findings because this style could "explicitly problematize and demystify fieldwork or participant observation by revealing what actually happened in the research process from start to finish" (Sparkes, 2002, p. 58). According to van Maanen, confessional tales are "Stories of infiltration, fables of fieldwork rapport, mini dramas of hardships endured [overcome], and accounts of what fieldwork did to the fieldworker" (p.73). This presentation style also aligns with the critical orientation of this study as Smyth and Shacklock (1998) affirm:

> We saw the need for individuals to present accounts of the experience of critical research act using reflective postures that challenged why one course of action was taken among a range of possibilities… such an account would tell a story about the intersection of critical research perspective and the particular circumstances of the research context. (p.1)

Once I had decided on this mode of data representation, I used the table of coded themes (Appendix F6) and constructed them into a confessional tale. In each confessional tale, significant selections from the different sources of research data are carefully arranged

and scripted for readers to enhance their understanding of the participants' lives. Because of the length of the tale, I decided to tell the story in three separate chapters. For me, writing the confessional narrative is also my method of interpreting the findings while allowing the lived experience of the research participants and myself as a researcher-participant to be presented. The writing of the confessional tale allows me to "reflect on and critically engage with my own participation within an ethnographic framework" (Tedlock, 2005, p. 467). Writing the confessional tale on its own supports my cognitive task of theorising the data. Again, I met with my supervisory team regularly to interrogate this writing process. It is pertinent to note that they helped me to recognize and revise areas of the writing that inadvertently reinforced deficit-focused positioning of students. I learned to be more reflexive through this process.

Analysing and discussing the findings

While NvivoNVivo provided the technical tools to code the data systemically, Ball et al.'s (2012) four contextual dimensions framework was used as a conceptual tool to investigate the data. This analytic device was used to reveal the contextual underpinning of the themes that had emerged in the earlier coding process (Appendix F7). My theorising of a curriculum model enactment interweaves Ball et al.'s four contextual dimensions: situated contexts, materials, professional cultures, and external contexts. The constructed narratives in the confessional tale were analysed using these theoretical lenses and key points of discussion. The discussion also drew on research insights from Sport Education and SEL literature.

Chapter conclusion

The purpose of this chapter was to outline the research paradigm, methodology and methods that were used to gather information to answer the research questions. As highlighted in this chapter, the complexities involved in this study meant that it did not fit neatly in one particular research paradigm. Given the critical orientation of this interpretivist research, the voices of students and teachers were central to the data collection process, with the intention of empowering them to make a difference to how they experience learning in their PEclass. Equally important was the attention paid to ensure that the data were collected in a safe and valid way. In the next three chapters, I will present the findings of the study in successive confessional tales, reflexively constructed from the data collected from the fieldwork.

PREFACE TO FINDINGS

The next four chapters present findings from my fieldwork through a confessional tale. Van Maanen (1998) suggests that confessional tales provide researchers with an avenue for confessing their personal biases, and revealing their shock or surprise, blunders, character flaws and bad habits. For the readers, it helps them understand the complex contextual realities of the research setting. Sparkes (2002), likewise, supports the use of confessional tales as a representation genre for sport and physical activity research because they "explicitly problematize and demystify fieldwork or participant observation by revealing what actually happened in the research process from start to finish" (p.58). To start with, I was immersed in a highly complex, demanding research context. Beside managing conflicts between aspects of context and my personal background, I had to grapple with multiple dilemmas and struggles. Amidst these challenges, however, there were also precious treasures of insight and knowledge waiting to be unearthed. Therefore, I believe confessional tale is an appropriate approach to present the findings of my study.

In constructing my confessional tale from my data, I used the theoretical framing of policy enactment and its four dimensions of context (Ball et al., 2012). As discussed in Chapter 2, they provide an alternative to the popular views of curriculum policy implementation in schools as a linear, unproblematic process that embraces the assumption of "best environment" for implementation. Instead, they argue for a theory of policy enactment that recognises the messy complexity of school and proposes a multi-dimensional framework to understand the dynamics of context and their influence on policy enactment in schools. This framework conceptualises school contexts as comprising four inter-related dimensions: situated contexts,

professional cultures, materials and external contexts (see Chapter 2). Using this framework, I critically interrogated how these different dimensions individually and collectively impacted on teaching and learning at Greendale School and specifically, the attempt in this research to prompt and support curriculum and pedagogical change.

My confessional tale is told over four chapters. Chapter 4 shares findings from the reconnaissance phase and Chapters 5 and 6 respectively present results from the first and second curriculum enactment cycles. Chapter 7 presents findings from the evaluation phase of the project. In each chapter, I present the findings as a series of scenes that explore particular moments, pivotal events, revealing artefacts, conversations and reflections during the field work. Within each story, the reader will encounter "epiphanies, turning points or disruptions in which the story line changes direction dramatically" (Creswell, 2013, p. 75).

CHAPTER 4: RECONNAISSANCE

<u>Introduction</u>

The purpose of telling the reconnaissance story is to share the initial shock I experienced as I encountered the physical, historical, social, professional and institutional settings of Greendale School. Using a series of scenes, I describe a rich tapestry of the contextual realities at Greendale School and in doing so, set the backdrop for telling stories of curriculum enactment. From this first set of scenes I aim to give readers an appreciation of the multi-layered and multi-dimensional nature of the school context. In the first scene, I explore the material context of the school. Ball et al.. (2012) refer to this as the physical aspects such as school buildings and budgets, levels of staffing, available technologies and surrounding infrastructure. These scenes include the school tour, break time encounters, classroom struggles etc.

Scene 4.1: The school tour, "No gym?"

My heart was filled with unease when I first entered the gates of Greendale School. The original plan was to conduct my research in a high socio-economic school but the school targeted did not respond to my invitation. On the other hand, Greendale School which was characterised as having a low socio-economic status, was keen to partner my university to review its PE programme. I was unsure about the choosing Greendale School as my research site because in all my years as a specialist PE teacher in Singapore, I have never worked in a low socio-economic school environment. Without an alternative school in sight and pressure from my research timeline mounting, I decided to accept Greendale School's offer.

In addition to the fear of an unfamiliar socio-economic school context, I was anxious about entering the school as a complete

stranger, a foreigner in a foreign environment. Being non-native and middle class, I was particularly afraid that my personal and cultural background might alienate me from the students and staff. It was not so much the fear of cultural bias as the uncertainty, not fully knowing what to expect, or even to expect anything at all. Further, it did not help that I was growled at on my first day at the school by Stan, a seemingly grumpy teacher at the school's reception, for not signing in when all I wanted was directions to the Team Leader's office. So much for a warm welcome!

On a tour of the school site, I was struck by more unsettling phenomena. I was surprised that while the front section of the main building was newly refurbished, the facilities at the back were old and dilapidated. My excitement at seeing the huge school field quickly evaporated when I was told that the existing indoor gym had been converted into a technology room and a new gym was not expected in the near future.

How's this going to get my PE project through the imminent winter months?[10] Worrying thoughts raced through my head. Next, I requested to see the PE shed. The student helper struggled to unlock the jammed sliding door to the shed. The door was badly vandalised with multiple football-sized dents were all over it. When the door was finally opened, the scene that greeted me was not at all comforting. Equipment was all over the place, with only a handful in working condition. After the unsettling visit to the PE shed, I decided to explore the rest of school facility on my own. As I turned a corner, I ran into a group of unsupervised students in a hallway. In the next moment, I heard one of them shout

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[10] From this point, my reflective thoughts will be presented in italics

mischievously: "Hey, Ching-Chang-Chong!" I was caught off guard by the unwarranted racist remark. For a second, I froze and then I turned around and gave them my teacher's glare. To my bewilderment, they just laughed derisively at me. This was only Day One and I could not help questioning my decision to come here.

The next two scenes turn to the situated context of the school which Ball et al. (2012) refers to as aspects of a school such as its history, locale and intake.

Scene 4.2: Break time, "Hi mister, any spare change?"

It was break time. I was eating my sandwich while taking a walk in the school field to observe the students' behaviours. Unexpectedly, Ihu, a Year 8 Māori boy approached me.

"Hi mister, do you have any spare change?" he asked.
Ihu was thin, dressed in a worn-out uniform and was barefooted. Without hesitation, I reached into my pocket only to realise I didn't have my wallet with me.

"Can I have the rest of your sandwich then?" he asked again. I looked at him and my half-eaten sandwich, instantly I felt a lump in my throat. I thought of my own children whom my wife and I had to constantly coax to finish up their packed school lunches. In the course of my reconnaissance, I would continue to see many more children like Ihu who went hungry during their breaks. I felt sad, angry and puzzled all at the same time. *New Zealand is a wealthy country, why are there so many poor and deprived children here?* This dissonance stirred my desire to understand these students and their desperate situations in and outside the school gate. I was prompted to look more closely at the demographics of Greendale and the wider community that students came from.

As explained in earlier chapters, Greendale School is an urban, state co-education middle school located in a neighbourhood experiencing high levels of poverty. It had a low decile rating of 4 (see Chapter 1), with Māori forming almost half of its student cohort. Greendale's decile rating was not dissimilar to the other neighbouring state-run middle schools located in the city. In fact, there was only one state-run middle school in the city with a decile 9 with the rest were decile 4 or 5. There were higher decile private schools that were located in the wealthy areas of the city. Unlike these richer school contexts, Greendale School was located among some of the roughest state housing in the city. Year 8 students Sam and Nikau talked about the crime and gang activities in their neighbourhood during focus group discussion.

Sam said:

> There's people who go out to people and just like go, 'Oi! Give me your money!' (Student focus group, Term 2 Week 10)

Nikau added:

> Like, if you are in town, there are usually fights at the bus depot. People getting bullied. (Student focus group, Term 1, Week 10)

Crime and gang activities were not the only negative influences affecting the lives of students outside the school gates. Beside the neighbourhood challenges, many students at Greendale School were also living amidst intense family distress and hardship. During morning staff meetings, it was not uncommon to hear the Principal or the Team Leader alerting staff about family disturbances and the need to look out for the affected students. In one such meeting, Principal Aroha briefed the staff regarding a family incident and cautioned the staff that the affected student was deeply disturbed by her family dispute. Hearing such heart-

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breaking stories, I could not help but wonder: *Gosh, how are these students going to learn in the classroom?*

During my reconnaissance, a weekend vandalism incident further illustrated the desperate home circumstances that students were living in.

> During that weekend, a group of children, including students from the school, broke into the gym-turned technology room and vandalised the entire facility. The damage caused by the vandalism cost the school thousands of dollars in repair; adding further strain on the school's already troubled finances. Those involved in the incident admitted to the misdeeds on the following Monday and were made to do community service in the school with their parents. (Fieldnotes, Term1 Week 7)

Living in a privileged area in this city with my family since our arrival in Aotearoa New Zealand, I had no idea that such a rough neighbourhood existed. Although I grew up in a working class family in the then Third World Singapore, my adulthood has been indulged in an affluent middle class lifestyle. With poverty as faded memories of my childhood, I had difficulties understanding the grinding realities of the people in this poverty-stricken neighbourhood. Being new to the country, I decided to attend a local child poverty conference to help me understand the broader societal issues underpinning the social phenomena I witnessed at Greendale School. During the conference, I met two male Māori delegates who enlightened me about the challenges confronting Māori families living in poverty. One of them said:

> Statistically speaking, if there are only two of us [referring to him and his Māori friend], one of us would have been in jail. But it's more likely to me 'cos my friend here is a police officer! [He chuckled.]

He stressed to me that the absence of a father figure and thus, the loss of positive male role models, had a huge impact on young

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Māori men's lives. It has been said that a school is a microcosm of its wider community. In the next two scenes, I describe how challenges in the community and student's home environment were reflected in the classroom behaviour and relationship pattern.

Scene 4.3: Classroom struggles, "I'll ask my mother to beat you up!"

Classroom visits were a key part of my reconnaissance. The first couple of visits were uneventful and even dull at times. I would just sit among the students and observe the routine classroom events unobtrusively. However, nearly once every week during my visits, an incident like the following would happen without warning.

> 'Stop asking me to get out of your class, you dirty bxxxh!' Amaia shouted at beginning teacher, Sandra. Amaia, a Year 9/10 student from a neighbouring class, roamed into Sandra's class and she was asked to leave. Undeterred by Amaia's abusive demeanour, Sandra stood her ground and demanded an apology. 'Ask me to leave again, I'll ask my mother to beat you up!' Amaia yelled back. Shocked and embarrassed, Sandra tried hard to keep her composure though I could see the corners of her eyes were already starting to turn red. At that point, my teacher instinct took over and I wanted to intervene. However, the researcher in me kicked in and I reluctantly forced myself back onto my seat. (Fieldnotes, Term 1 Week 6)

During school recess time, Sandra fought back her tears while relating the incident to the other staff. Linda, another beginning teacher, comforted her and confessed that she too had been bullied by her students, some even younger than Amaia. Ignorant of the context these students lived in, I began to develop a deficit view of the students and their parents. Before I could fully make sense of this disturbing incident, I encountered another classroom episode that shocked me to the core.

> I was in the middle of a classroom visit when the siren for lockdown suddenly went off. It appeared that a student

physically had just assaulted a teacher and then proceeded to rampage through the facility. The police were called in. Without hesitation, the classroom teacher quickly locked the classroom and told the students to shift their desks away from the window and hide under them. (Field notes, Term 2 Week 7)

Following these experiences, I was determined to investigate the reasons for these frequent meltdowns in the school. Hence, I decided to step up my role from a "non-participant observer" (Creswell, 2013, p. 167) to a co-teacher for Tia, the class teacher for Room 2. It all started during a classroom visit when I offered to coach some of her students who were struggling with their mathematics. After noticing that the students were responding well to my tutoring, Tia asked if I would also like to support her in the PE lessons. I gladly accepted her offer because I was excited with the prospect of working directly with the challenging students in her class.

At that point, in my naivety I expected that I could use my hard-line Singaporean teaching style to teach these unruly children respect and discipline. *After all, didn't Jackie Chan in the* Karate Kid *movies show that an Asian martial arts master could turn around uncontrollable western children and transform them into the perfect student and disciple? It would be a piece of cake.* In reality, it was not quite as I thought.

> It was time for PE and I was helping the teacher to get her class ready while she had gone off to put on her PE gear. In Singapore, I could literally get my students to get into two neat lines with a snap of my fingers. At Greendale School, this simple exercise took countless minutes and many excruciating heartaches. My patience started to wane when Kauri, a Year 7 boy, started to defy my instruction to get back in line. In fact, I noticed he was deliberately walking away from the line to push my button. In a strong but firm tone, I called out to him, 'Hang on, Kauri.' Expecting complete compliance, I was stunned when he shouted back at me, 'You go hang yourself!' (Fieldnotes, Term 1 Week 4)

At this moment, I felt like an ostrich desperately looking for a hole to hide in as the rest of the class watched and waited for my response to Kauri's challenge. If I did not assert myself there and then, I risked losing face and authority in front of the other students. On the other hand, I was not prepared to handle a full blown confrontation with him which could potentially jeopardise the research partnerships and even endanger the safety of the other students. It was such a painful dilemma. In the end, I bit my tongue, swallowed my pride and left the matter to Tia. I was hoping then this would be my worst encounter with the students. However, my first student focus group was just as disastrous.

> From the start, I could again sense that the students did not trust nor respect me. Terina, for instance, kept asking, 'Are you sure you are not a counsellor?' Like her friends, she was not willing to share much about herself during the session. Before long, the students were turning our meeting into a mini riot. As I was facilitating the session, Rawiri mocked my Asian accent while Pania snatched my Dictaphone, recorded and played back profanities to the others. Ihu, the one who asked me for my sandwich, tried to trick me into saying the Māori word for butt-hole, saying it was something else. Given my traditional Asian teaching history and teacher identity, I felt very infuriated and disrespected. Furthermore, I was also frustrated that they were not giving me the data I was after. (Fieldnotes, Term 2, Week 3)

Watching how the students mocked at my helplessness, it was hard not to think of them as mean and lacking empathy. Upon

reflection, I realised that instead of blaming them for their behavioural deficiency, I should have questioned whether I had ever tried to build my rapport with them in the first place. Still, I found myself walking away from the meeting feeling empty and defeated.

Having shared the challenges in the material and situated context of the school in Scenes 1, 2 and 3, I now turn to the external context of the school. As mentioned in Chapter 2, Ball et al. (2012) refer to this context as aspects such as pressures and expectations from broader local and national policy matters such as league table positions, and legal requirements and responsibilities, as well as the degree and quality of local authority support and relationships with other schools. They further posit that the four contextual dimensions of the school can overlap and are interconnected. In the next two scenes, I shall also demonstrate the relationship between situated context and external context of Greendale School.

Scene 4.4: Baggage from the past, "of white flight and financial woes"

Still reeling from the setbacks with the students, I shifted my attention to understand the school's background and culture; hoping to find answers to their perplexing behaviours. While going through documents on the school's history, I stumbled upon the revelation that Greendale School was actually a popular, high decile school just eight years ago. At that time, the school's roll was more than double its present count; with the number of European/Pākehā students in the school exceeding the number of Māori students. According to the current principal, Aroha, white flight started during the term of the previous principal. It seemed that parents then were unhappy with the way the school was handling teachers' competency. This led to white flight in which

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many European/Pākehā parents transferred their children to other schools. Consequently, the ethnic composition of the school cohort shifted such that Māori and Pacific students now became the major ethnic group at the school.

In addition to white flight, at the time that principal Aroha took over the school was also in serious financial difficulties. Aroha therefore came under strong pressure from the Ministry to keep a tight lid on her school's spending and had to raise more funds for the school's programme. Hence, it was not surprising that the school had to convert its gym into a technology room. The technology room provided an additional source of funding for the school as Greendale School used the facility to run a technology programme for the neighbouring schools and charged them a fee. In addition to funding issues, Aroha was also having problems with senior staff who had served under the previous principal. These teachers were not prepared to respond to her call to raise their standards of teaching and adopt best practices. Many of them chose to move on to other schools. This departure accounted for a higher turnover of staff after Aroha took over the school leadership.

Aroha inherited other pressures with her appointment. She faced significant pressure from the Ministry to lift the academic achievement of Māori students who had now formed the majority of the school population. In New Zealand, the Ministry of Education's Education Review Office (ERO) reports on the school performance. ERO was very concerned that the overall achievement levels of Greendale's students continued to fall below national expectations and norms. More crucially, the office was particularly concerned that a significant number of Māori students were not achieving as well as their non-Māori peers. Added to the pressure was the announcement by the Ministry in August 2012 that they would publish national standards' literacy and numeracy data on a public

website and talk around the staffroom regularly referred to the tensions arising from this national testing regime.

During my classroom observation, I noticed the pressure from the Ministry to improve students' academic achievement was negatively affecting teachers' work conditions and at times distracting them from their teaching.

> Tia, the Room Two teacher, lamented that she spent many hours trying to get through the class target setting for English and Mathematics, which she would rather have spent on teaching. Yet, I noticed no class and personal targets were set for other aspects of holistic learning such as social and emotional development. After the one-on-one target setting process with the students, she had to spend more time entering the individual goals into the centralised data management system. She said the testing and data entry work was time-consuming and frustrating for her. (Fieldnotes, Term 1 Week 6)

While the ERO's enforced tasks generated stress for the teachers, ERO did not seem to acknowledge the social ecological issues underpinning students' low achievement. In the next scene, I will explore the underlying social ecological issues that defined the community, school and classroom environments.

Scene 4.5: Conflictive school environment, "Chong, the security guard"

During my reconnaissance, I was rather uncomfortable about what I perceived as a constant state of disorderliness in the school. For instance, I was particularly baffled to see students roaming freely around the school ground during the teaching blocks. In fact, while working with one of the regular teachers in the classroom, I even had to play the role of security guard by positioning myself next to the door to prevent intruders from entering. This was in stark contrast to the highly formal and regulated school life I was used to as a student and teacher in Singapore. Given my previous teaching

background, such initial classroom encounters inadvertently reinforced my initial negative view of the school's discipline and culture. However, the opportunity to chat with the intruders presented me with an alternative view of them and their situations. It turned out that often times they were just harmlessly drifting into each other's classes to borrow learning materials. It then occurred to me that poverty had a hand in shaping the nature of school life at Greendale too. I was humbled by this unexpected revelation.

At other times, however, students were deliberately getting out of their classes by defying their teachers. They were seemingly taking advantage of the school discipline procedure to provoke their teachers so they could be sent to the General Office for 'restorative conversations' with the Team Leader, Deputy Principal or Principal. This apparently gave them the opportunity to roam while on their way to and from the office. Schooled in the Singaporean mantra of "No one owes us a living," I was again quick to dismiss the students as being lazy and apathetic; ignorant of the social and economic conditions that shaped their disenfranchised lives in and outside the school gates. During a focus group discussion, students shared about their disengagement with school and class work. Year 8 Terina revealed:

> This is how I feel about my class. Sometimes I'm confused because I don't know what to do. 'Restless' because I need to talk to people. 'Crazy' because I'm bored and restless and try to help people to get excited. (Student focus group, Term 2 Week 2)

Year 7 Aston was worried about his classwork. He disclosed:

> Worry... there's certain things I don't like. Like writing 'cos it takes too long. I don't like long stuff. (Student focus group, Term 2 Week 2)

I began to wonder if the relentless focus on the academic achievement and National standards testing was exacerbating the challenging classroom situation. *Should students be blamed for their poor attitude and motivation or perhaps they were just victims of a contextually unresponsive, un-accessible and unjust curriculum?* I had never felt so unsure about my own judgement.

In addition to what I initially perceived as student disengagement and defiant behaviour, peer conflict was another defining characteristic of Greendale's school culture. For example, I was deeply disturbed by the following bullying incident.

> I was on my way home from fieldwork when I had to stop to intervene in a bullying incident at the school field. The bullies were mostly from the victim's class and they were all Māori and Pacific students except for one European/Pākehā Year 9/10 boy. The victim, Ryan, was a European/Pākehā boy of a rather short stature. The bullies were very rough with him. They turned him upside down and then pinned him to the ground as they hurled insults at him. What I found most distressing was that he didn't even try to put up a fight, as if he was used to it. Without a second thought, I yelled at the bullies. The bullies startled and the boy managed to get away. However, when Ryan reached the other side of the school field, he was picked on by another group of bullies. Again, Ryan didn't retaliate but instead allowed them to have their way with him. His submissive response to the bullying suggested to me that this had been his regular treatment in the school. (Fieldnotes, Term 2 Week 4)

How could the poor child put up with such physical and emotional abuse? How would his parents feel if they knew this was happening to their child? I couldn't imagine my distress if this were to happen to my own children.

Given the clearly difficult context, I contemplated looking for another research school and shared my deep concerns with my supervisors. While they were empathetic about my concerns, they assured me this was an ideal context for my research. Fortunately,

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I was glad they did not let me take the easy way out for I eventually learnt so much from this context. With their encouragement, I held back my fear and began looking for teachers who might be interested to participate in the study.

Room 2 class teacher Tia was the first to express interest in participating in my study. She was upfront in stating that she hoped the collaborative research project would help to make her class more manageable. Likewise, Stan, the class teacher of Room 1, expressed his interest to be part of my study because of the behavioural problems in his class. At their invitation, I spent the rest of my reconnaissance immersing myself in two classrooms. I shall explore the professional context of the school with the next scene. According to Ball et al. (2012), this context includes teachers' values and commitments and experiences and policy management within schools.

Scene 4.6: Disparate teachers' pedagogy, "Tale of two classrooms"

Room 1

"Hey mate, don't go anywhere before you sign in!" Stan snapped at me with an aggressive tone. My impression of Stan as a physically tired and emotionally agitated teacher started on Day One when he told me off for not signing in at the reception office. Nevertheless, the stint in Stan's class as a teacher aide helped me to understand that this remark only served to reflect his on-going struggle and frustration within this very demanding environment.

Stan had seventeen boys and eight girls in his class. Most of the boys in the class were very athletic and competitive in physical education and sports. However, they were also very disruptive, aggressive towards each other and were often caught bullying the girls. During classroom observations, I could see that Stan was

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very protective of his girls. He knew the girls were terrified of the boys who could be very violent at times. One particular incident demonstrated the kind of aggressive behaviours that were happening in the class.

> It was towards the end of the teaching block when the students were able to leave for their break. Stan noticed a boy putting on his beanie and asked him to remove it, explaining it was not part of the uniform. When he refused, Stan forcefully ripped it off his head. The boy immediately went into a meltdown. He started swearing at Stan, then overturning the desks and tossing the chairs all over the classroom. The girls and I looked in horror. Stan, on the other hand, remained surprisingly calm; almost like he was de-sensitised to the horrific outburst. He instructed the remaining students to leave the class in order to give the boy some 'space'. When the boy had calmed down, Stan took him to the office to have some food. Stan explained that it was normal for the boys in his class to behave like that especially when they hadn't been fed at home. (Fieldnotes, Term 2 Week 8)

Because of the behavioural challenges described above, the learning in Stan's class was often times interrupted. There would be periods of calm punctuated with incidents of meltdown that came with the next mood swing. On the other hand, Stan's confrontational approach in dealing with students' disruptive behaviours only made the classroom climate even more tense and distressing. Stan's approach to contain the disruptive behaviours was further evident in his class seating plan as illustrated in Figure 8.
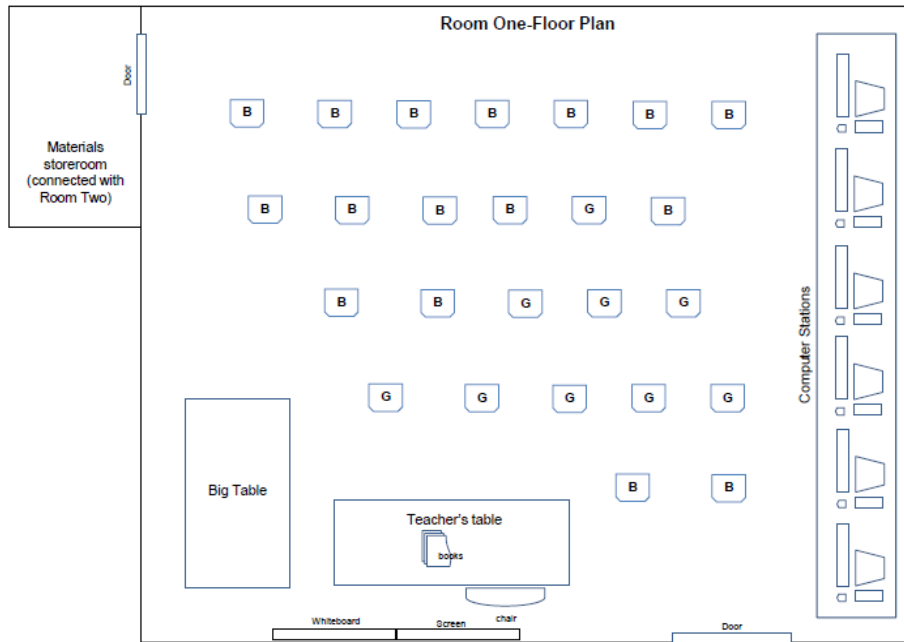
Figure 8: Room 1 seating plan

Stan arranged the students to have their tables separated from one another and all sat facing him. The nine girls had their tables clustered together at one corner, away from the boys. Boys with the severe behavioural difficulties were separated from each other in the class seating plan. This class management approach was very different from the one adopted in their adjoining class, Room 2.

Room 2

"My goodness! She is lying on the floor!" I exclaimed.

I couldn't believe my eyes the first time I walked into Tia's classroom and saw her lying on the carpet to teach the students. The students were also lying down with her and doing maths activity together. I could not imagine myself doing that back in Singapore. My colleagues would probably think I had gone crazy and my Principal would definitely not approve of it. Even my Singaporean students would find this strange for it was not common for our teachers to be so casual with their students. However, this way of teaching and learning was the norm in Room

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2. It was Tia's way of building rapport with her students which illustrated a sense of care in her classroom environment. In contrast with Room 1's tense and hostile climate, Room 2 seemed calmer and warmer. However, at times, this was just too friendly for my comfort.

Tia's classroom pedagogy was very relational as well. She liked to use affectionate words like 'Hun [Honey]', 'darling', 'Bro' and 'Sweetie' to address her students. However, this did not mean that Tia was a pushover in any way. In fact, she could be very firm when she needed to. On occasions, she called out the names of students in a loud and stern voice whenever she noticed they had gone off task. Tia's firm but relational approach in her classroom management was also reflected in Room 2's seating plan as illustrated in Figure 9.
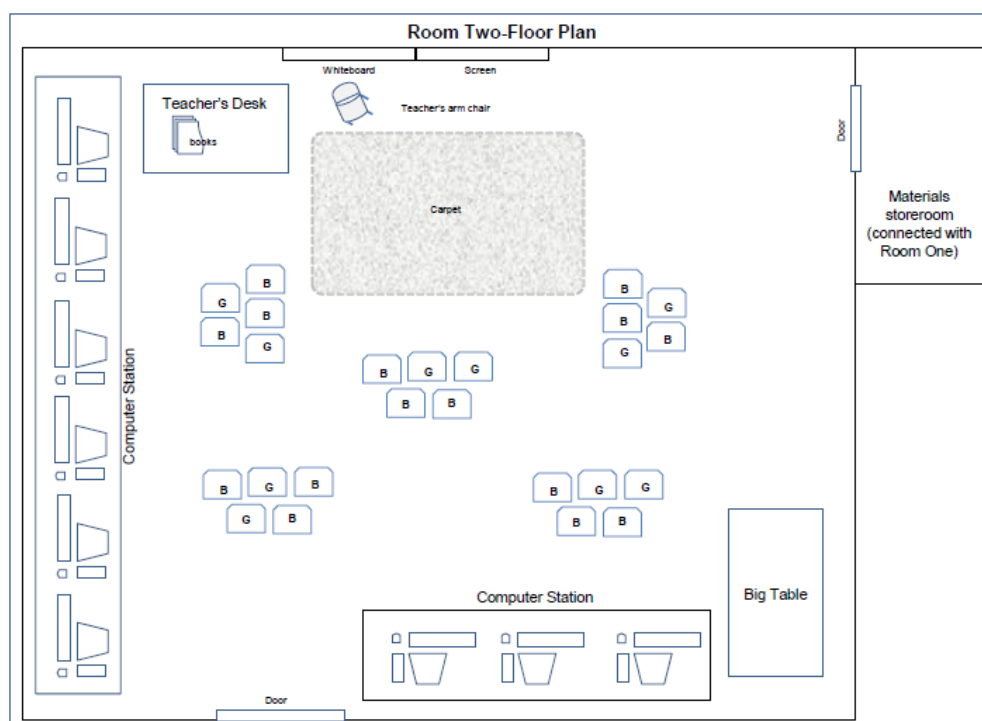
Figure 9: Room 2 seating plan

Students were seated in mixed gender desk groups. Unlike Room 1, Tia had placed a big carpet in the centre of her classroom where

she could have the space for bonding time with her students. This was also where she would read regularly to the students at the start of each lesson to calm them down after their break. With her good classroom management, there seemed to be less disruption in Tia's class. Yet, Tia's strong rapport with her students did not free her from dealing with behavioural challenges as the classroom incident below illustrates:

> I just arrived for classroom visit when Tia lamented to me that she just settled a fight between two students over the sharing of stationery. Tia explained that Tim, a Pākehā boy, refused to share his eraser with Rawiri, a Māori boy. It seemed that Rawiri had been repeatedly borrowing these learning materials from Tim. Rawiri was upset when Tim turned him down. As a result, he gave him a swollen eye with a punch. (Fieldnotes, Term 1 Week 4)

Initially, I drew the conclusion that it was Rawiri's lack of self-control that drove his violent actions. However, Tia later explained that Rawiri was currently living with his terminally ill great grandmother and could not afford these basic learning materials. Listening to such heart-breaking stories, I began to see the students' behaviour in different light. Following the incident, Tia provided extra stationery in the class with her own money. Tia even had a tin of biscuits ready in the classroom for her hungry students. Without a doubt, I was inspired by Tia's kindness and dedication to her students.

The immersion in Stan and Tia's class had helped me develop a good understanding of the ecologies of the two classrooms. I also became less judgemental of the students' behaviours and more empathetic with the poverty situations in the wider community. Moreover, I was also deeply moved by the dedication and tenacity of the two teachers as they grappled with these day-to-day relationships and pedagogical challenges. As the next scene shows,

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inadvertently, these challenges were further carried into their PE lessons.

Scene 4.7: Traditional PE practice, "A game within a game"

As is the case in most New Zealand primary and middle schools, PE at Greendale School was taught by classroom teachers rather than specialist teachers. In addition, Health Education and PE were taught as separate subjects. In Health Education there was a Year 9/10 Relationships unit that addressed the issues of discrimination and friendships. As I went over the unit plan, I felt it was compartmentalised and decontextualised in the form of classroom-based discussion activities. At the same time, I believed that PE provided powerful contexts for students to engage with issues regarding bullying and inclusion. I also felt that PE was especially pertinent for this purpose as the students at the pinnacle of the social hierarchy were the ones who loved and engaged extensively in sports inside and outside the school. I did not feel that the existing PE programme at Greendale School was taking advantage of this educational opportunity. This seemed to be a consequence of the marginalised status of PE in the school as well as the lack of PE professional learning opportunities for teachers at Greendale School. During interview sessions, both Stan and Tia shared they had had very limited pre-service PE training and had not had any PE in-service training since the beginning of their teaching career. At Greendale School, teachers were usually invited to professional learning opportunities during staff meetings. Tia shared with me that the professional learning opportunities she accessed were mostly related to literacy and numeracy teaching. Furthermore, Tia was unfamiliar with the HPENZC curriculum documents because she had just returned to New Zealand after spending nineteen years teaching in London's inner city schools.

All these school factors made it hard for Tia to access and adopt new PE pedagogical knowledge and practices.

In addition to the lack of PE professional learning opportunities, there were also limited school-based PE curriculum documents and teaching resources available for the classroom teachers to plan their lessons. When I asked for such documents, the Team Leader referred me to a sample unit of Teaching Games for Understanding on the school website. Overall, it seemed to me that there was a lack of leadership and accountability structures for the teaching of PE at Greendale. The Team Leader was a classroom teacher herself and seemed overloaded with responsibilities for overseeing the many other learning areas in the curriculum PE. Interestingly, other learning areas such Music, Art Technology and Science were not in the same predicament as PE. At Greendale School, Art, Music, Technology and Science were all taught by specialist teachers which had, to some degree, ensured that their curriculum time was protected. PE curriculum time was, however, in a more vulnerable position. It had to compete with literacy, numeracy and other areas such as social studies since they were all taught by the same generalist classroom teachers. Moreover, the school's emphasis on lifting academic achievements and the behavioural problems in the classroom meant that the classroom teachers were less likely to conduct PE sessions. During my time in the two classes, I observed a number of occasions when both teachers prematurely ended their PE lesson because of behavioural incidents. Students were then sent back to class to continue with their academic work. Thus, it was not surprising that students mentioned they hardly had any PE before I came to the school.

As well as the infrequent PE sessions, I was also concerned with the way in which PE was taught in the two classes. A typical PE lesson for Room 1 started with Stan getting his students to run a

few laps around the school field. This was followed by a large-sided game like Capture the Flag (Appendix G1) between two teams. By large-sided, I meant that the entire class was split into two teams to play against each other. Sometimes the games were played with mixed gender teams while at other times it was boys versus girls. I felt that the latter format made the games even less inclusive in the sense that the games would normally be dominated by the athletic boys. Stan would either umpire the games or join in to play with the weaker team.

To my surprise, Stan did not have a fixed time for PE or a set number of PE sessions during the week. During our hallway conversations, Stan shared with me that he would bring the class out for PE whenever he considered found the class needed some fresh air or there was a need to release tensions among the students.

Compared to Stan, Tia's PE lessons were more structured but traditional in that she adopted a fitness and skills-based approach. This was not surprising given her PE teaching approach was based on pre-service training she received some 20 years ago. Tia only taught PE once a fortnight and in her class, she would usually start with skill-based drills activities and then end with large-sided games. The skills practised during the drills were not always related to the big game. During the alternate weeks, Tia would conduct fitness circuit sessions. Overall, the PE lessons in both classes were very teacher-centred and focused largely on students' participation in skill practices and game activities, rather than explicitly addressing other aspects of learning within PEsuch as social skills, positive attitudes and values. When questioned during the focus group session, students had varying opinions about their PE sessions. Some students said they loved PE but others clearly disliked it. Year 7 Angelica told me she liked it because she saw it

as a break from the classwork. For the athletic boys in the class, it was the time for them to shine as they usually did not appear to get much gratification or recognition in the academic environment of the classroom. On the other hand, there were also students who Room 1 found PE unpleasant. For example, Chandra told me she found PE scary:

> It's just the way everyone's mood and scream at Mister and Mister scream at them and like OMG... Like when we run, people get tired and Mister just tell us to keep on running and it just makes us very tired and sick 'cos we have to run in the cold. (Student focus group, Term 2 Week 4)

On a few occasions, I was worried that the PE programme was becoming a site for school-sanctioned bullying.

> During an inter-class 'Capture the flag' competition, for instance, a student from the girls' team complained that the teacher umpire had made an unfair call in favour of the boys' team. I noticed that the boys were cheating but were getting away with it because the teacher was not actively umpiring the game. Her reply to the complaint was, 'Let's be nice to the boys sometimes, otherwise they might get cranky.' (Fieldnotes, Term 1 Week 6)

At first, I was shocked by her reply. However, as I reflected more, I began to empathise with the weary teachers who were physically and mentally drained by the behaviours in the classroom and the pressure to lift academic achievements. Consequently, PE appeared to serve the role of recreation for the students and a cathartic break for the teachers from the tensions in the class and staffroom.

By the end of my reconnaissance, I concluded that the teachers' perception and role of PE in the school was significantly limiting its educational value. First of all, the large-sided games focused on performance rather than learning and participation. During PE, the students of higher ability were praised by the teachers whenever

they scored a point while the less able ones were usually excluded. In one particular lesson, Tia pointed out that two Pākehā/European boys, Aston and Ken, were in a world of their own during the games. They set up their own mini-game to play between themselves within the big game because the rules of the latter excluded them from participating. She called this 'A game within a game'. While some of the excluded students were creating their own games within official games, others simply chose to sit out. As a passionate PE teacher, I could not help but feel upset because the students at Greendale School were not getting the educational and equitable PE experience they deserved.

Scene 4.8: Support from principal, "The children deserve better"

I was touched by these four words which Principal Aroha used to sum up her conviction to overcome the stagnation of her school and the wider community. Aroha believed that her students should not be short-changed despite their disadvantaged background. I could not agree with her more. When she knew about my project, she was fully supportive of it because she believed sport and physical education had a huge potential to change students' behaviour and even lift their academic potential. She explained that the social skills students learned through sports could potentially help to create a more positive classroom learning environment at her school. Thus, Aroha not only readily agreed to the school's participation in the research but also made adjustments to the teachers' workload to help them cope with the project implementation.

With enthusiasm from the teachers and the support of the principal, I felt I had assured myself of a very collaborative partnership. More importantly, I optimistically thought I knew

enough of the context to tackle the enormity of what I was about to get myself into; little did I realise I was literally in the eye of a storm.

Chapter conclusion

This chapter has conveyed the contextual complexities in which the study was situated. It revealed the multi-dimensional nature of the school context and the interrelationships among the various contextual dimensions. In doing this, the chapter provides a grounded account of how the school context shaped limitations and possibilities for the impending curriculum enactment. Essentially, it demonstrated how poverty, classroom discipline, peer relationships, lack of PE facility and teacher-centred PE pedagogy created less than ideal conditions for the curriculum enactment in the next phase. On the other hand, it also presented supportive factors such as students' interest in sport, school leader's support and teachers' enthusiasm that offered possibilities and optimism for the project. On the whole, this chapter provides an informed basis from which readers can engage with the findings that emerged from the curriculum enactment phases of my research.

CHAPTER 5: FIRST CURRICULUM ENACTMENT CYCLE

<u>Introduction</u>

This chapter reflects how my previous experiences in Sport Education research and practice underpinned my approach to the research aim of prompting and supporting curriculum and pedagogical change. Prior to the start of the first enactment cycle, I mapped out a step-by-step curriculum plan for the entire year. Reflecting on this, I fully acknowledge that the first unit of work was elaborate and ambitious. I wanted to use Sport Education-based experiences as a context to introduce socially integrative and inclusive PE practices. Anticipating that the teachers had limited PE curriculum and pedagogical knowledge, I independently designed the overall curriculum enactment plan (see Table 3), the first detailed unit plan and lesson plans. As discussed in Chapter 7, the lack of co-construction was ultimately a clear limitation. At this time, however, I was confident that the plans that I had produced would work because the lesson ideas were drawn from my previous successful Sport Education teaching experiences in the Australian and Singaporean schools. Added confidence came from the knowledge that I had backed up my lesson plans with the latest insights and ideas from the recent Sport Education literature, SEL books and *Health and Physical Education in the New Zealand Curriculum* (HPENZC) resources materials. *So, what could possibly go wrong?!*

Table 3: Overall unit plan

Phase	Theme	Socio-ecological/Social Cultural Focus	Sport Education Features	SEL Focus
1 4-5 weeks	Understanding diversity	• Disrupt social cultural structures that shape current inequitable reality (e.g. socially segregating practices) • Introduce socially integrative & inclusive practices • Empower students with deciding 'what to learn' and 'who to learn with'	1. Small, persisting teams 2. Modified cooperative games –intra-team fun-based activity (incorporating basketball skills) 3. Creating team identity (team logo, chant etc.) 4. Student-designed games (for preseason 'friendly' games)	Self-awareness: • Accurately assessing one's feelings, interests, values, and strengths • Maintaining a well-grounded sense of self-confidence Self-management: • Regulating one's emotions to handle stress, control impulses, and persevere in overcoming obstacles; • Setting and monitoring progress toward personal and academic goals; • Expressing emotions appropriately Social awareness: • Being able to take the perspective of and empathize with others; • recognizing and appreciating individual and group similarities and differences; • recognizing and using family, school and community resources

2 4-5 weeks	Accommodating diversity	• Shift from teacher-directed to student-led learning • Empower students with deciding 'how to learn' • Empower students with monitoring 'how much they have learn' (assessment)	1. Preseason Games (inter-team friendly) 2. Team contract 3. Roles (Equity monitor) 4. Roles (Peer coaching/ assessment) 5. Record keeping (individual/ team assessment)	Relationship skills • Establishing and maintaining healthy and rewarding relationships based on cooperation; • Resisting inappropriate social pressure; • Preventing, managing, resolving interpersonal conflict; • Seeking help when needed
3 4-5 weeks	Celebrating diversity	• Foster critical thinking and action that enable students to understand existing social/community structures that impact on well-being and contribute towards reshaping these structures.	1. Formal competition 2. Sportsperson's Pledge 3. Culminating event	Responsible decision-making: • Making decisions based on consideration of ethical standards, safety concerns, appropriate social norms, respect for others, and likely consequences of various actions; • Applying decision-making skills to academic and social situations; • Contributing to the well-being of one's school and community

For the first unit enactment, I incorporated the Experiential Learning Cycle (ELC) (Henton, 1996) as a social constructivist pedagogical strategy to facilitate SEL of students. ELC was also one of the teaching and learning approaches proposed by Henton and adapted by the New Zealand Ministy of Education (MoE, 2004a, p. 30). Using this approach, I expected each lesson to begin with getting students to experience an activity and then use the ELC cyclical process to reflect on the experience, get them to think critically about better ways of dealing with the issues they were encountering and then re-engage the activity to apply the ideas to address the issues. Figure 10 illustrates this process.

Activity 2
EXPERIENCE

Activity 2
EXPERIENCE
In class, in school
or out of school

TRANSFER
Now what?
Critical action

EXPERIENTIAL
LEARNING

REFLECTING
What happens?

GENERALISING
AND
ABSTRACTING
How? What if?
So what? *Critical*
thinking
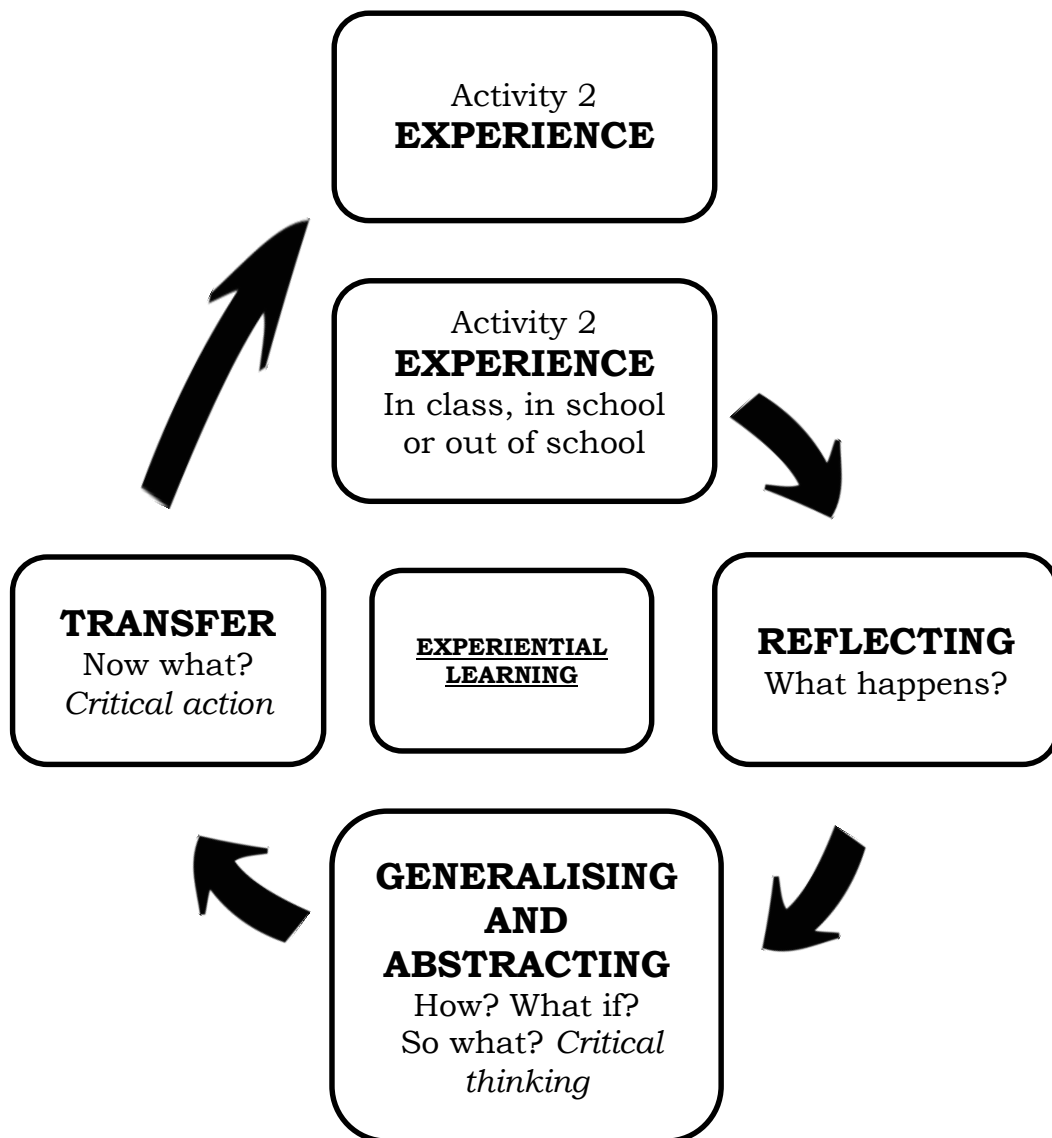
Figure 10: Experiential learning cycle
Source: MoE, 2004b

My contention was that ELC approach would complement Sport Education in developing specific SEL competencies of the students – and my research design reflected this (see Chapter 3).

In order not to overwhelm the students and teachers, for the first unit (see Appendix E1 for unit plan), I decided to introduce only the Sport Education features of small, persisting teams, competition, and roles. The choice to have smaller teams was made to minimise self-imposed isolation of non-participating students; that is to make it harder for these students to retreat into their

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'game within a game' situation or sit-out benches. During this unit of work, I wanted students to be provided with opportunities to participate in cooperative games characterised by the emphasis on participation, sharing and fun, create their own team identity, and design a game for the preseason games. I decided on cooperative rather than competitive games to start the unit because I did not believe the students were socially and emotionally ready to handle the pressures of a preseason league. I thought it would be more prudent to work on team cohesion and cooperative skills before engaging in competition. As discussed in Chapter 2, this approach was consistent with that advocated in the Sport Education literature. Ultimately, I hoped that the unit would contribute to making the PE classes more manageable, which was what the teachers wanted.

Using the frame of the 'Teaching as Inquiry' process (MoE, 2007), the teachers and I decided to use the cyclical process of action research (McNiff, 1988) to guide our unit - that is Plan, Do, Observe and Reflect. In reality, the enactment cycle did not follow this neat and linear process. For the sake of coherency, however, the enactment stories that follow have been shaped around these four key stages of action research.

Scene 5.1: Do, "Management nightmares"

The choice of cooperative games for the first PE lesson was not well-received by the students. When I presented the cooperative games to the class during the first lesson, the highly competitive students protested and refused to play. These cooperative games included activities such as non-elimination musical chairs and peer coaching activities using skills sheets as illustrated in the following lesson plan.

Table 4: Lesson plan 1

Learning Intention

We are learning to:
    1) identify behaviours required to enjoy competitive activities
    2) re-design a musical hoop game so that everyone can enjoy playing

Time	Lesson Sequence
15 mins	Competitive musical hoops Like musical chairs, when music plays move clockwise along the circle. More and more hoops are removed each time the music stops. Those without a hoop get eliminated.
15 mins	No elimination musical hoop The object is to keep everyone in the game. Even as the hoops are systematically removed, students find ways to keep everyone in the remaining hoops.
15 mins	Cooperative Musical Chairs The whole group forms a circle facing one direction, close together, each with hands on the waist of the person ahead. When music starts, everyone begins to walk forward. When music stops, every one sits down in the lap of the student to the rear. When the whole group succeeds in sitting in laps without falling, they win. If not, they get up and play the music and restart the game.
15 mins	Reflection Take turns to share (round robin) what they have learnt about supporting their own and other's self-worth during the lesson, and how they might use the ideas to include others at the playground and beyond.

As they were used to playing the regular competitive games in their previous PE, they rejected the planned cooperative activities.

"They are boring and childish and they are for primary school children," Kauri retorted.

On reflection, I realised this reaction was a result of not sharing curricular ownership with students especially since the lesson activities were arbitrarily chosen by me. Other competitive students echoed Kauri's sentiment and insisted that they be allowed to play

real games like Capture the Flag, Touch (Appendix G2) or Dodgeball (Appendix G3). Even the usually quiet and passive students silently agreed with them. Since a key learning strategy in this unit was to give the students a voice, the teachers and I collectively decided to bring forward the student-designed games activities.

In our second lesson, I chose the Rob-the-Nest game (Appendix G4) for students to work on their game designing. This game was somewhat similar to their familiar Capture the Flag. However, the way the latter was played in their previous PE lesson was rather non-inclusive. For instance, the attacking positions were usually monopolised by the athletic students in the class. The physically less abled students who occupied the defending positions would often be out-run by the stronger attackers. Therefore, I thought the game re-designing lesson would be a good opportunity to show the students that this game could be re-designed to be more inclusive.

Rather than using the standard Capture the Flag rules and large-sided format, I had four mixed ability and gender teams at four sides of a square for this Rob-the-Nest game. In order to win, each team must steal as many balls from their opponents' nest within a stipulated time. I was hoping that such games would allow the students to experience cooperation within their own team while simultaneously enjoying competing with the other teams. As revealed by the fieldnotes excerpt below, just trying to get students to follow the rules of this game was a challenge in itself.

> On the first game re-designing lesson in Room 1, Stan [the class teacher] explicitly told the students that each player could only 'steal' one ball at a time from their opponents' 'nest'. Instead of adhering to the game rules, a number of students blatantly ignored his instructions and hid extra balls under their shirts. Stan frowned as the game started to disintegrate into the familiar chaos. Before the situation got

out of control, he stopped the game and gathered the student in front of him. Instead of yelling at the students, he calmly asked, 'What are the problems with this game?' (Fieldnotes, Term 2 Week 3)

I could see the students were taken aback by his fresh approach and I was pleasantly surprised too. As they complained to him about the rampant cheating in the game, Stan replied with the question, "How can we change the rules of the game so everyone can enjoy it?"

One of the students suggested allowing each student to take up to two balls instead of one. The class seemed to like the idea so they unanimously agreed to incorporate the new rule into the second round of the game. Although, Stan and I were doubtful that this idea would stop the cheating, we decided to go along with it. After all, it would be good for the students to develop some ownership in re-designing the game. In fact, this change was what the students desired to see in their PE.

> Sam, a Year 8 boy, put it this way during a focused group discussion:

> We want everyone to co-operate together. We can be creative. Do our own things like have a game here. Have a game there. Make up a game every week. (Student focus group, Term 2 Week 4)

This activity marked the beginning of an open forum approach adopted by Stan in his PE class.

The second game worked better but as expected, it did not stop the cheating. Instead, some of the students just explored other loopholes in the game rules and cheated again. For instance, there were students who dropped the balls they had stolen but did not return to their opponents' nest. At the same time, there were also students guarding their nest when Stan had specifically told them

not to do so. Stan and I noticed that those who flouted the game rules tended to be the athletic ones in the class. Stan lamented:

> They don't even need to cheat if they were to play properly. (Teacher focus group, Term 2, Week 3)

Meanwhile, Chandra and Ngiao, the two non-participating overweight girls in the class, were sitting out on the benches, indifferent to the mess that was unfolding in the field. Before the game started to disintegrate further, a frustrated Stan sent the students back for another open forum session. The students suggested that those caught breaking the rules would have their whole team sit out for ten seconds. With this new rule, the next game seemed much more fluid. When one of the team flouted the game rules again, Stan penalised them with a ten second timeout. During the timeout, they had their entire nest robbed by the other teams. By inflicting such a heavy penalty, the cheating actually stopped. I thought the students finally knew there were real consequences when they engaged with noncompliant behaviours. *Really? That simple?* Not quite, as it turned out.

> As the game's rules became tighter, the tensions among the teams also ramped up. Teams that were used to winning by cheating were becoming increasingly frustrated and agitated. During the next game, Wiremu, a Year 7 boy, publicly accused one of the opposing team members of cheating. Realising the severe implication of Wiremu's accusation to his team, the team leader challenged him to a fight. (Fieldnotes, Term 2, Week 3)

Fortunately, Stan managed to stop them just in time. While that was happening, I noticed Chandra and Ngiao were looking fearful because of the incident. No wonder Chandra told me that she found PE scary and would rather sit out than participate in the PE activities.

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That incident was the final straw for Stan. He sent the team leader to the school office as punishment for initiating the fight. While I could understand his decision, I was somewhat disheartened that the lesson had to come to an abrupt end. It had started off so well with Stan's attempting the ELC approach at facilitating the lesson. *Have I been too zealous in encouraging him to relinquish autonomy to the students too quickly?* I started to question myself even more.

Stan had initially expressed his concerns about having less control of the class but I assured him that it would work out. Now that the lesson had collapsed, I was now unsure about my pre-planned unit of work. More crucially, I was apprehensive that this initial setback could discourage Stan from trying other pedagogical approaches in his PE lessons.

While the first lesson experience with Stan's class was disappointing, it was definitely not as unnerving as the one with Tia's class. Like Stan's class, we started with the Rob-the-Nest game. However, we could not have the lesson in the field because it was cold and raining heavily that whole morning. Instead of cancelling the lesson, Tia and I asked Andy, the specialist music and dance teacher if he was willing to share the classroom-sized multi-purpose room with us. The multi-purpose room was normally assigned for dance lessons and for holding school morning assemblies. Andy readily agreed to accommodate our request. He was happy to let us have it whenever he was not teaching. I was grateful but not surprised by his generosity as I had observed during my reconnaissance that the collegial support in this small, urban school was very strong.

As the room was rather small and the floor was smooth, I had to modify the game and equipment to make sure the game was viable and safe for the students. For instance, I used plastic Alphabet

tiles to replace balls for the game. I was afraid the balls might damage the audio visual equipment in the room. As it turned out, the balls were the least of my worries. Similar to Stan's class, the swearing and cheating was horrendous during Tia's PE lesson.

> For example, players were carrying more than one 'tile' at a time while others were throwing the tiles back to their team instead of placing them down properly into the hoop. On top of attending these challenges, Tia was also having difficulties facilitating the 'ELC' student discussion. During these sessions, the students wouldn't take turns to speak. When Tia asked for suggestions to deal with the cheating issues, they would all call out at the same time; talk over Tia and over each other. Consequently, Tia struggled enormously trying to get the students to reach a consensus on revising the game rules. Finally, she was so overwhelmed that she had no choice but to send the class back to the game; without any making any major revision to the rules. (Fieldnotes, Term 2, Week 3)

In the middle of the next game, Terina, a tall and athletic Year 8 girl, came up to Tia abruptly and insisted that she made some immediate changes to the game. Tia's patience was already stretched from managing the earlier discussion.

"Terina, go back to the game and share your suggestion during the next reflection time!" Tia said briskly to her.

Terina must have felt that Tia was brushing her off because within the few next seconds, she just flared up and yelled loudly, "This is a stupid game!" In a flash, Terina stormed out of the MPR. Before I knew what was happening, Tia was on her feet chasing after Terina. With that sudden turn of events, I found myself left alone with a riotous class; about to face an impending mutiny.

The moment Tia left the multi-purpose room, a number of students took the opportunity to challenge my authority as the stand-in teacher. Before I knew it, I found myself frantically trying to stop them from running wild, throwing equipment all over the place, shoving and swearing at each other. In the interest of their safety

and my own, I tried in vain to stop the game with my whistle. Unsurprisingly, they ignored my command and continued with the riot-like fiasco. In the midst of this chaos, I could hear Rawiri chanting racist remarks at me, "ChingChong, ChingChong" and Pania parroting my command with a condescending Asian accent. All that made the whole class laughed in amusement. Time and again, I found my tried and trusted Singaporean command teaching style having no place in PE lessons here. It was a lousy feeling and I could feel my spirit breaking down. However, this was not the end of my misery as the following excerpt illustrates.

> To make matters worse, a Year 7 boy in the class had gathered all the 'Alphabet' tiles in the middle of the MPR and started to string together swear words to divert the class's attention to him. I could see he was enjoying the attention. Fortunately, it wasn't too much longer before Tia came back with Terina and saw what was going on. She was fuming mad when she saw the confusion. Without another word, she immediately ended the PE class and sent the students back to do their class work. During the break, Tia apologised to me for her students' behaviour. She told me she had been so upset with her students' behaviours lately that she was wondering if she could last another year in the school. (Fieldnotes, Term 2 Week 3)

With the collapse of this lesson too, I was losing much of the optimism and confidence I had prior to enactment. Upon reflection, I realised my past successes with using Sport Education had ironically become liabilities rather than assets for this new study. I was fixated about the efficacy of the model and reluctant to deviate from the prescriptive unit and lesson plans I had spent so much time and energy on. *If they had worked in other places, why wouldn't they work here? I was confused and disheartened. But hang on, didn't I make the same mistake when I tried to replicate my Australia study in Singapore without taking into consideration cultural differences?* (Ang & Penney, 2013). With this revelation, I considered that perhaps the answers to better PE lessons work in

the two classes might lie beyond the model. More specifically, perhaps, it was something in the school context that I had overlooked when I planned the unit. Hence, it made sense to re-investigate the school context to look for any possible breakthroughs. While searching for a possible course correction, the teachers and I were, however, confronted with more roadblocks.

Scene 5.2: Observe, "Institutional roadblocks"

In addition to the adverse climate of the PE classes, institutional roadblocks further impeded the progress of the unit's enactment. For a start, the over-stretched class timetable presented significant difficulties in scheduling our weekly PE lesson. At Greendale School, the standard time allocation for PE was a one hour block per week during the class teacher's class time. In practice, it was up to the classroom teacher to decide how often in a week he or she would take the class out for PE. Even though there were 10 weeks in the each term, both Stan and Tia only allowed me to use the PE block on the even weeks. During the odd weeks, they would use the PE block to carry out fitness training to prepare their students for the end-of-term cross-country.

The limited PE time significantly constrained the extent to which I could expose students to the planned Sport Education experience, let alone develop their social and emotional competencies. Based on the existing timetable, I would have only four to five PE blocks per term to carry out my unit plan. Nevertheless, I was committed to being flexible and working within these constraints. In order to make the best of the situation, I participated in the bi-weekly Fitness as a teacher aide and joined in the fitness training activities. I ran with the students and encouraged them to try harder during the circuit training. Through these shared

experiences, I began to build relationships with the students. This was important not only in terms of helping me better understand the students' needs but also in how it improved the way they related to me during the PE sessions.

Alongside dealing with complications caused by the PE timetable, I had to grapple with the constraints and uncertainties in the teachers' work schedule. Stan and Tia did not like to have PE lessons on Mondays because students tended to be irritable and moody on the first day of the week. They also did not like PE on Friday as students would be exhausted by the end of the week. Wednesday was not available for PE because on that day the entire school cohort would be split into House teams for their elective programmes. This left me with only Tuesdays or Thursdays to implement our planned PE lessons.

In addition to the limitations from the disrupted school week, PE could not be scheduled during the block when the teachers were having their release time. Each week the teachers were given a set amount of release time by the school where a reliever would take over their teaching blocks so the teachers could do their lesson preparation. The problem with this release time was that the schedule changed from week to week. As the teachers and I were collaborating on this project, they wanted the PE slot to be during their own class time, not during their release time. They explained that students tended to be more disruptive during the reliever's block.

Unpredictable weather and the availability of the Multi-purpose Room (MPR) added further complications and constraints. On one occasion it rained and we headed for the MPR only to find it was booked for an assembly programme. On other occasions, we had to re-schedule our PE lesson because a certain national testing had to

be administered at the particular block we had set for PE. Sometimes, such disruption could even happen at the beginning or middle of the PE lesson when groups of students would be send off to take these tests. These organisational issues were compounding the already difficult and troubling classroom conditions. I confided to my supervisors that I was very worried that this project was never going to have any impact on the students' learning, and again wondered if I should consider approaching another school. However, my supervisors assured me that whatever the outcome, things would be learned from the context – and pointed out that story of things running to a preconceived plan are not always the most revealing. This advice helped me to reframe my perception of success for the project. In addition to my supervisors' advice, the dedication and creativity of the teachers were additional sources of inspiration and strength that I drew on to overcome the odds and uncertainties faced during the project. This tenacity and collegiality of the teachers are elucidated in the next scene.

Scene 5.3: Reflect & Plan, "Course correction"

Given the turbulent start to our project, I was apprehensive about the first reflection and planning session with Stan and Tia. As it turned out, I was overly harsh on myself. In fact, Stan commented that the game suited the children because it was like 'crazy'. He explained that even though the children got upset very quickly when the game did not work out as planned, the situation presented a rich teaching moment for them to reflect on how they could improve the game. Stan could see that the students were motivated by the fun they had with re-designing the game. He was delighted that the students were telling him that they were having fun until the fight broke out.

Given the outcomes of the initial PE sessions, the teachers and I collectively recognised that we needed to first overcome the serious challenges posed by the disruptive students in their class. Tia lamented:

> It's almost they go looking for that conflict. They actually seek it out in order for the game to turn into crap or sxxt. (Teacher focus group, Term 2 Week 4)

While contemplating the reasons for the students' disruptive behaviours, Stan and Tia suspected that it was just their desire to get attention, something which they probably might not be getting enough from home. Tia asserted:

> That's their way of getting the spotlight. (Teacher focus group, Term 2 Week 4)

From my perspective, it seemed that these students tried to win in the games so they could get class attention, even if it meant having to cheat. When they realised they could not cheat anymore, they would either give up participating altogether or get themselves into conflict to disrupt the game. In any of these cases, they would still get the attention of their teacher and their classmates, whether or not it was appropriate. These students needed the attention because they were not feeling good about themselves. Tia explained further:

> They just want to basically to demolish the game and they want to bring the game down. Because they aren't feeling good so they don't want anyone else to enjoy it. (Teacher focus group, Term 2 Week 4)

Stan added that these students also lacked self-esteem, and it was not just attention they were seeking.

> They probably don't feel good about themselves even these people at the top. That's why they seek out to be dominant. So they try [control the game] and feel good about themselves. (Teacher focus group, Term 2 Week 4)

Reflecting on the application of ELC approach, Stan suggested that there was no point trying to get the students to reflect on their actions during the lesson itself when they themselves and their students were emotional. He then cautioned:

> We are trying to fix the problem when it's already crazy. (Teacher focus group, Term 2, Week 4)

Instead, he suggested that we record the students' behaviours on video and show them the recordings the day after the PE lesson. The teacher would then talk with the students about what was going wrong and how they could behave differently in future PE sessions. However, Tia pointed out that we should not just show the negatives but affirm the positives as well. Reflecting on Tia's suggestion, Stan re-considered his idea:

> I suppose we can watch the video and reward the positive stuff and forget about the negative stuff. So may be that will work. And Ihu [his negative behaviours] here, forget about him. He didn't get any attention on that... If Ihu is playing up, he is vying for glory. We are not giving him any glory. He has done nothing positive. So, we only start giving people glory who has done something positive. May be that's the way we take it. (Teacher focus group, Term 2, Week 4)

I was pleased that Stan and Tia were both willing to consider and build on each other's views. It was never his way or her way but how we could collectively find a way through together. The teachers and I hoped that by catching students showing good behaviours and praising them publicly, we could not only direct them to the positives but also boost their self-esteem. I was glad that we were leaning towards a strength-based rather than deficit view of the students.

In addressing the disruptive behaviours during PE, I proposed the idea of taking up students' suggestion to have student referees monitoring the game. The students wanted selected leaders to have

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autonomy to give timeouts for those who breach the game rules. At first, Stan was sceptical of this idea as he was mindful that a number of his students would not care about the student referee's decision. Tia then proposed the strategy of getting the challenging ones to be the referees. She explained that since these students were so aggressive and competitive, they not let anyone get away with cheating during the games. Nevertheless, Tia was aware that this strategy might backfire if it encouraged these students to be domineering towards their peers. In other words, we might risk promoting institutionalised bullying. Hence, we decided to balance out these leadership roles with the other popular and caring students in the class who the rest of the class look up to.

While addressing the problems posed by the highly disruptive students, we were aware of the many disengaged students who were too intimidated to join in the lesson activities. However, Stan believed once we dealt with the challenging ones, non-participating students would eventually join in. He suggested that:

> ...if we fix the challenging ones it would fix the other [non-participating] group. (Teacher focus group, Term 2, Week 4)

Tia and I agreed. Given that behaviour management was our prime concern at that point, we decided to devote the next couple of PE blocks experimenting with the new class management strategies. What followed was a huge divergence from the planned unit of work and the Sport Education model. In addition to the constructivist pedagogy we initially aimed to adopt, we felt we had to explore behaviourist pedagogies in our quest to bring a sense of order back to the class.

Scene 5.4: Act & observe, "New game plan in action"

In the next few lessons, students' behaviour was captured on video and shown to the class prior to the start of the following PE lesson. However, the facilitation of the video discussion (see Table 5 for lesson plan) by the teachers turned out very differently for the respective classes.

Table 5: Lesson plan 2

Learning Intention We are learning to understand how their actions and behaviours affect others' feelings and participation during PE.	
Time	**Lesson Sequence**
15 mins	Watch video clips of previous lesson Students to identify actions and behaviours which affect others' feelings and participation during PE
15 mins	Group discussion Using a T-chart, list negative and positive actions/behaviours on a butcher paper
15 mins	Group presentation Take turns to share T-chart to the class
15 mins	Reflection Take turns to share (round robin) what they have learnt about other's feeling and participation during the lesson. Set class expectations for the next lesson.

During Tia's class, students sat on the carpet and shared with their talking partners about what they felt were the positives and negatives of the previous lessons. For the positives, they said they had listened well to the teachers. As for the negatives, they pointed out that they were taking too long to get organised. The students suggested that the teachers award points for getting organised. They also proposed the need for each team to have a name and a leader to help each team get organised. Even though the students were thoughtful and confident in voicing their ideas, they were still struggling to take turns to speak. On the whole, the session was

reasonably successful as the students demonstrated a good understanding of their behavioural expectations before they headed out for PE. In contrast, Stan encountered some difficulties when facilitating the video discussion. At the start of this term, Stan had taken my advice and arranged students to be seated in desk groups rather than rows, hoping that this would help develop their team identity and relationship during class time. However, the desk groups he created were still segregated according to behaviours and gender. This approach that maintained his containment policy did, however, present problems for group discussion. In their desk groups, the students were supposed to write down on butcher's paper what went well and what did not go well in the previous PE lesson. During the discussion, the desk group with all the challenging boys started to get distracted. I knew since my reconnaissance that they had short attention span, did not like writing activity and had very low literacy skills.

> At this juncture, Hare and Wiremu from this group got out of their seats and tried to disturb the other desk groups. Instead of raising his voice, Stan calmly took them out of the class to have a talk. I was impressed with Stan's effort to change his management approach with these boys. After the talk, Stan let them back in the class. However, it did not take long for the boys to get disruptive again. This time Stan sent them out of the class, left them there and then tried to resume the class discussion. (Fieldnotes, Term 2 Week 5)

While standing outside, the boys violently banged their arms against the classroom wall. That was the last straw for Stan. He terminated the discussion session and told the class they would have no PE until they could get through the discussion. Reflecting on this situation, I felt that given these students' low literacy level and short attention span, a more concrete and visual way of communicating with them would be more effective than a long string of written or spoken words.

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An opportunity to volunteer at an inter-school hockey competition helped turned this insight into proactive classroom management strategies. On this occasion I had to perform the roles of an assistant coach, chaperon and referee because Stan was the event manager. I was happy to take up the challenge as this gave me the chance to observe the students behaviours outside the school setting. It was a blessing in disguise that I was also accompanying the most athletic and disruptive students in Stan's and Tia's classes to the competition.

> While these students hardly ever complied with game rules during PE, they behaved very differently during these 'official' games. For instance, I noticed they responded very positively to the yellow and red penalty cards used by the referee. Later, I found out that these cards were also used in their local rugby leagues of which many of these students were fans and players themselves. (Fieldnotes, Term 2, Week 3)

Further, I was able to leverage on the interest generated from the Rugby World Cup 2011 and the success of the national All Blacks team in that competition to introduce a behaviour management tool in the PE sessions. Since the students looked up to the All Black Rugby stars, I deduced that the students might learn to respect the rules of our PE games if we also introduced referee cards in our PE sessions. During my shopping at a local store, I chanced upon this set of ready-made referee cards as depicted in Figure 11.

Figure 11: Referee cards

In the PE lessons following the inter-school hockey, the students were introduced to the referee cards. We told the students that the cards would be used to enforce our behavioural expectations. A yellow card meant that they had a warning and the team would lose 5 points. If they were to get a red card, the team would have 10 points deducted from their total team score. They would also get a one minute time-out to have a quick restorative conversation with their teacher before they were allowed back in the game. As we wanted to focus on the positives, we used the green card to catch students demonstrating positive behaviours. These students would also be awarded 20 points for their team.

In order to make the PE points system even more attractive, Stan and Tia would rollover their PE team scores to the class and House points. For instance, Tia had a class banking system which they could convert their team points into class bucks ($) where they could then deposit into their individual bank account. At the end of the term, Tia would prepare a set of goodies where students could

use the balance in their bank account to bid for the items they desired. These auction items included inexpensive things like packets of potato chips, toys and school stationery. They were all contributed by Tia at her own expense which again reflected her dedication and commitment as a classroom teacher. The class bucks could also be earned when they completed a good piece of class work for Tia. The students loved the auction and were very motivated to earn the class bucks. This class reward structure was a huge boost to the new PE point system.

In the next few PE and fitness blocks, we formally incorporated the referee cards into the lessons. The referee cards kept the students more focused on the games. The call-outs during class discussion were significantly reduced as they knew they would be shown the penalty cards if they did not comply with the expected behaviour. More importantly, they did not want their misbehaviour to affect the team scores and their own individual bank account. These pro-active behavioural management strategies worked well and made it much easier to facilitate the class discussion.

During a focus group discussion, Year 7 Sue and Gwen from Room 1, shared how the referee cards had helped to change the class behaviours. Sue noticed the swearing and other misbehaviour had significantly reduced since we had started using the cards. She believed this was because the cards helped to deter the students from committing the misbehaviours. She explained:

> Like saying like, you give someone a yellow card then he
> has stopped. Then can help them the way they thinking.
> (Student focus group, Term 2, Week 9)

And Gwen said that the Green cards encouraged the boys to work towards positive behaviours. She added:

And a lot of boys in our class they basically the ones making trouble and they [are] the type that [are] competitive and like to win and so whenever they get a green card, they try to work even harder so that they can get more [points]. (Student focus group, Term 2, Week 9)

Learning from previous lessons, the teachers and I decided to be cautious and not give responsibility for administering the card to students too early. This was to ensure the credibility of the referee cards was not compromised. However, once student referees were more confident with their roles, we began to give them the task of handing out the cards. Towards the end of the term, however, they had virtually stopped handing out red and yellow cards. The students were beginning to manage their own behaviours and the games were becoming more fluid. The card that was used most was the green one.

The success of the referee cards sparked more classroom instructional innovations. Learning from this successful experiment, the teachers and I realised that we needed to keep our instructions short and visual because the students had low literacy skills and short attention span. Long and complex sets of instructions tended to confuse the students and make them restless. To begin with, Stan and Tia were concerned that the learning intentions and success criteria I designed were too wordy for their students. Instead, they suggested we should make them more accessible by simplifying them in ways that would make them more child-speak. For example, the learning intention or WALT (What are we learning today) of "ways of acting responsibly to minimise situations where discrimination is likely to occur in games and physical activities'" was just too abstract for these students. This learning intention was directly taken from the

Achievement Objectives (3C2)[11] of the HPENZC curriculum document.

Together, we started to re-construct more contextually meaningful and accessible learning intentions for the students. Therefore, the original learning intention was reduced to something as simple as 'Ways to have a fun and successful game'. The success criteria of our lessons further unpacked what our lesson expectations would look and sound like in action. During the game debrief, we were constantly talking about our expectations. Through this co-constructing process, I learned to appreciate and respect the teachers' contextual knowledge of their classroom and learners.

In order to keep the pre-game instruction short, the learning intentions and success criteria were prepared in advance and posted on the class PE wall as shown on Figure 12.

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[11] Achievement objectives are found in all the eight learning areas specified in the New Zealand Curriculum. The curriculum sets out the selected learning processes, knowledge, and skills relative to eight levels of learning. The objectives at each level are an appropriate match to students' development and maturity at successive stages as they move from junior primary to senior secondary school. In the HPE learning area, the objectives are set for each of its four strands i.e. Personal Health and Physical Development (Strand A), Movement Concepts and Motor Skills (Strand B), Relationships with Other People (Strand C), Healthy Communities and Environments (Strand D). 3C2 is a level 3 achievement objective in Strand 2 and is the second item in the list of objectives. (MoE, 2007)
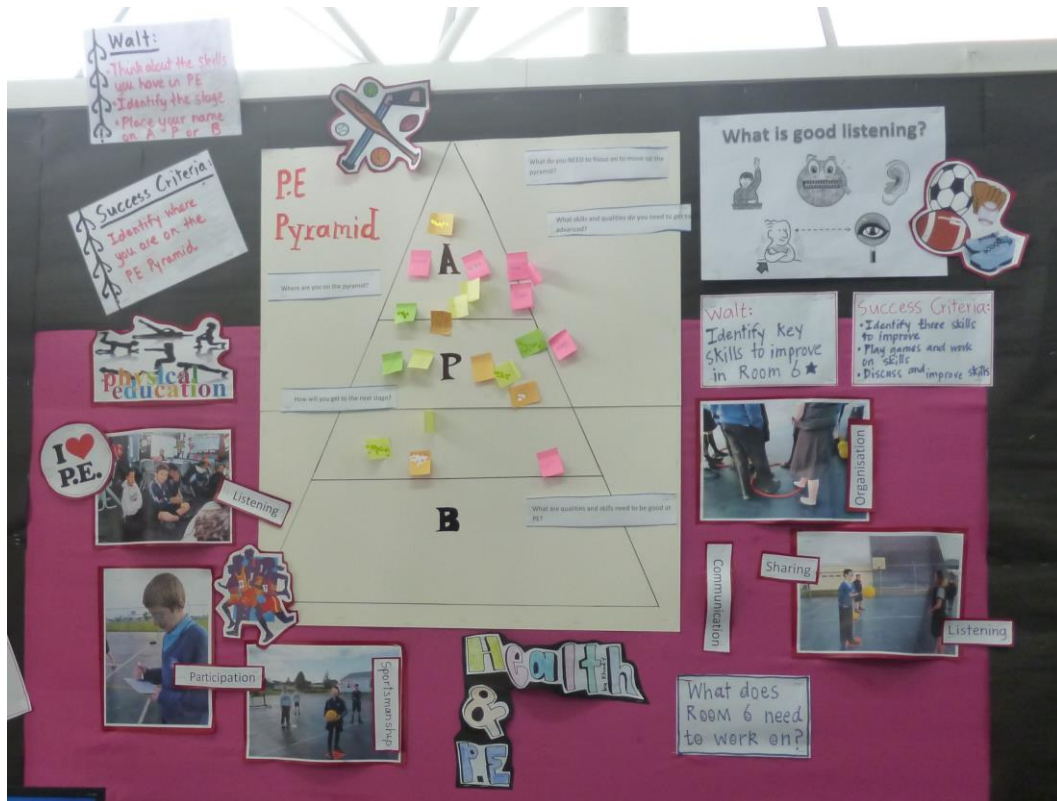
Figure 12: PE wall

During our focus group discussion, Tia explained how her PE wall works:

> Room [2] focus for this lesson will be organisation and listening. That's all we did this week. And then I am going to change the listening, we achieved that. I'm going to put the participation in for the next week. So they have two targets every week every time we do PE. It's really basic. (Teacher focus group, Term 2, Week 6)

The class PE wall also had pictures of students showing the positive behaviours expected of them. The pictures helped to make the learning intentions more explicit for the students. During an interview, Stan commented on how these teaching aids made the teaching of social and emotional skills explicit:

> They are amazing. Actually, um, showing the children what it looks like to be a good listener, is sort of reinforcing, you know the model. So, they can see it. It is visual, um, what it looks like to be a good listener. Sitting

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up, arms folded, looking at the teacher, that's what a good listener looks like. People are going round as you said, it's written on the wall, it's reinforced everywhere. It think it's important too, really, really important. (Teacher focus group, Term 2 Week 6)

In addition to the instructions on the PE wall, a number of other visual prompts were created for giving instructions before and during the activity. One of them showed the playing positions of the game on an A3 size poster while another had simple instructions like 'Home space' or 'Kneel down' on A4 size paper and these were cued to the students during the game. Towards the end of this term, there were days when the weather would get so windy that students could hardly hear our verbal instructions in the outdoor playing area, so these new visual tools made our communication with the students more effective. Added to that, I also created a set of good 'listening lollipops' to help teachers facilitate turn-taking during class discussion (Figure 13).

Figure 13: Good listening lollipop

Tia affirmed the usefulness of the visual aids during an interview:

Very impressed with the non-verbal cues that we have the tendency to over talk with students. And as simple as

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the cues cards that you have. So, an official representation of breaking the game up into parts and then they have visual cues. Even though most children don't use them, there are students in the class who will use them, especially my low learners. Not only the fact that there is writing on it, it's a visual cue. (Teacher focus group, Term 4, Week 3)

Even though the behaviour management strategies appeared to be working, the teachers and I were mindful that they did not necessarily promote student autonomy. Similarly, they did not necessarily encourage development of supportive peer relationships. In fact, it appeared to us that students were motivated extrinsically by the point system rather than a genuine concern for each other's wellbeing. As the behaviours in the class became more manageable, we shifted our focus back onto Sport Education, social and emotional learning, students' agency and participation.

Scene 5.5: Act & observe, "Empowering students"

As the first unit progressed, the lack of supportive peer relationships was evidenced in the duty roles of the student referees. Nikau and Amiri were two highly competitive boys who did not have positive experiences with their refereeing roles. They explained why it was so frustrating for them to do their job well because players were not listening to their calls. They said they would rather be playing in the games than doing refereeing. In order to address this problem, the teachers and I decided to join in the games and role model the appropriate behaviours to the students. Beside modelling fair play, the teachers and I also modelled how to be a supportive player such as giving our team members a high five or fist pump and saying things like 'nice try' or 'good job' when they scored a goal. As the disruptive behaviours were brought under control, we also started to nurture students'

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voice through the ELC process. This was how one of the ELC game re-designing session (see Table 6 for lesson plan) went:

> During PE, Stan started the lesson with a traditional dodge-ball game. After the first game, he called the students in and asked them whether they liked being eliminated. Most of the students said, 'No.' So, he asked them how they could play the same game without being eliminated. Wiremu suggested that those who were hit to join the other team. Interestingly, that was what Stan and I had in mind in the first place. After that, they played the game with the new rules and Stan brought them in for another discussion. The children didn't like the new rules as they got confused as to who won the game in the end. Ihu then proposed another rule when one person from the opposing team got hit, he/she would be eliminated but another eliminated player from the other team could get back in. This time the game work very well. (Fieldnotes, Term 2, Week 6)

Table 6: Lesson plan 3

Learning Intention We are learning to design a fun and inclusive game	
Time	**Lesson Sequence**
15 mins	Watch YouTube on dodge ball bullying videos http://www.youtube.com/watch?v=hShxpYG_ql0 http://www.youtube.com/watch?v=18ASBsQfXnw
15 mins	Game re-design In expert teams, design a new version of the dodge game with different name, rules or even equipment.
15 mins	Piloting the game Try out the prototype in the home teams Gather feedback (ELC approach)
15 mins	Refining the design Back to the expert group for redesigning

Similarly, students in Tia's class were learning to take turns to speak and contribute to the class discussion.

> While reviewing the dodge-ball rules, Ryan suggested the idea of splitting the court into quarters to allow four groups to play simultaneously. Rawiri suggested that the ball must hit the opposing players under the knee so that the latter wouldn't

risk getting injured. I was pleasantly surprised by Rawiri's suggestion as I had previously seen him bullying the other students. My perception of him was starting to change as a result his positive behaviours in class. I gave him a 'Green' card for his contribution. Every time we brought the class in for discussion, we would started by giving bonus points with the Green referee card. (Fieldnotes, Term 2 Week 6)

As the students learned how to participate in discussion, Stan and Tia would try to encourage them to share their feelings and thoughts about the PE lessons. For instance, we also moved the debrief session to the beginning of the next teaching block after PE. We found that the students were more engaged and reflective after they had had a ten minute break. The post-lesson student-led debrief was a powerful time for reinforcing the desired learning outcomes. This idea was first proposed by Stan who thought that we should bring students back into the classroom for debrief to explicitly teach the skills we found lacking during the games. For example, if the students needed to improve on giving positive feedback to each other, we would use the debrief session to explicitly teach them how to give each other constructive feedback during their games.

Towards the end of the term, I noticed that even the shy and timid students in the class were starting to speak up. One of them was Angelica who was usually very quiet in class.

At the end of that particular PE block, she approached me and reported a case of cheating during the game. Even though she had yet to master the courage to speak up in front of the class, she was brave enough to report the incident to me. I praised her for her courage and eventually convinced her to share her concerns during the following pre-lesson briefing. (Fieldnotes, Term 2 Week 7)

The autonomy of the students was also enhanced as they practised problem-solving skills learned in the game re-designing process. Whenever a conflict situation arose in the lesson, we would paused

the activity and do a open forum where students were encouraged to share and debate viewpoints and ideas with each other. As we progressed through the term, I observed fewer students blaming each other or needing their teacher to intervene in tricky situations during the game. Instead, they started to try to solve the problems on their own.

On one occasion, Stan was particularly impressed with students taking the initiative to lead the problem-solving process. Nikau, a student who used to be very disruptive in class, surprised everyone when he took over the running of the new game as it was starting to fall apart. He reflected on this during focus group session:

> They did man, they did. And even Nikau, come from the other side and just started organising the game. He was going like, 'This is what we do. Go over here. Move around.' And I was like, 'Sweet, go, man.' And just, he did it. And children were like, 'OK. Yeah.' (Teacher focus group, Term 2 Week 8)

The students were also beginning to enjoy their autonomy. Year 8 Sam, explained why he liked the new PE class:

> Um, you listen to us. You took our ideas in and you connected all together to make it a cool game. (Student focus group, Term 2, Week 10)

Scene 5.6: Act & observe, "Relational pedagogy"

The relational pedagogy we were adopting in PE seemed to be paying off in terms of better peer relationships as well as my relationships with the students. By the end of the second term, I was no longer viewed as stranger by the students. In fact, they would give me a hi-five, fist pump or even a Hongi – a traditional Māori greeting - whenever they saw me. I believed they started to treat me with more respect because they knew I cared deeply for them. This blossoming relationship reminded me of a sound advice

given to me by one of the teachers: "You have to fill their hearts first before you can fill their minds."

As for the PE lessons, I observed the games they played became less aggressive and more inclusive. Subsequently, I noticed the self-excluded students had also decided to voluntarily join in. The following vignette illustrates the shift in participation among the previously disengaged students in the class:

> In the final few weeks of the term, we were modifying and playing the game of 'Capture the Flag'. Ngaio, who used to be self-excluded from PE, decided to join. She burst with joy when she successfully captured one 'flag' and 'planted' it in her team's goal zone. Watching her good friend Ngaio enjoying herself in the field, Chandra stepped into the field to cheer her on. However, she was still hesitant about joining in the game even though I tried to encourage her. In the end, I quickly handed her a score board and she did a great job recording the team scores. (Fieldnotes, Term 2 Week 6)

During that lesson, Stan was beaming with a wide smile while watching every child participating successfully in the lesson. There were no putdowns, swearing or cheating. During the focus group discussion, Stan said he was pleased with the lesson.

> And all the children were managing themselves very well and were problem-solving. (Teacher focus group, Term 2, Week 7)

When conflict arose, he noticed the students were starting to resolve it on their own. He explained further:

> ….So they rock-paper-scissors. And children were putting the 'bliggers' [differences] away as groups. Children that were not working together were working together very well. Was really good to see. (Teacher focus group, Term 2, Week 7)

On one occasion conflict broke out between Wiremu and Hare during PE. They swore at each other and accused each other of cheating. Unlike previous incidents, the two boys eventually chose

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to walk away from each other to give themselves space to recover from their anger. After class, I spoke to them individually and told them I was very proud of them. I intuited that both of them did not want to ruin the game because they were actually enjoying it.

Over the course of this term, I found my relationships with the students further deepened. Given the alternate week PE blocks, I had to build my relationship with the students outside the PE lesson. This included the formal lesson times like helping out in the classwork. As mentioned earlier, I would run and do fitness stations with the students during fitness session. Informally, I would play soccer with the boys during their break time. Other out-of-class relationship building opportunities included volunteering in inter-school games and cross-country. Even along the hallways, I would sometimes stop to have a quick chat with them. The students were very happy that I was showing an interest in their lives.

As my relationship with the students improved, I also found the students more willing to listen and follow my instructions.

> Previously, Pania, a tall, overweight Year 8 girl from Tia's class, had been very disrespectful towards me. She used to be rude towards at me, doing things like mimicking my Asian accent in front of the other students. During a game, she hogged the Forward position role and was caught by me. I penalised her with a yellow card and deducted her team points. However, she accepted the penalty without complaining or swearing. I later awarded her bonus points for doing a good job as a scorer. (Fieldnotes, Term 2 Week 7)

I praised her in front of the class and she beamed a big and bright smile. I believed her willingness to comply with my call was because of the bond we had built over the term. Another example of my improved relationship with the students was with Julian. Julian was usually very disruptive in class.

> At the end of the PE block, Julian came up and snatched the Referee card from my hand. At first, I was upset by his sudden, irrational behaviour. I was about to reprimand him when he turned around and flashed the green card at me. When I asked him why. He said, "Cos you're an awesome teacher.' (Fieldnotes, Term 2 Week 7)

However, the most defining moment that marked the shift in our relationship was a break time conversation I had with Wiremu, also from Room 1.

> Wiremu lived with his aunty and was known for his behavioural difficulties in school. Despite his deprived home background, he offered me his lunch, a piece of brownie which he did not normally have saying, 'I want you to have it 'cos you are an awesome teacher.' (Fieldnotes, Term 2 Week 10)

I was choked with emotion.

Scene 5.7: Observe & reflect, "Shifting PE beliefs"

The progress in student behaviour appeared to have an impact on teachers' beliefs about PE. In the course of the first cycle of the curriculum enactment, Stan and Tia started to develop new beliefs about PE. Stan said he used to see the purpose of PE as playing a game and developing a skill. However, after the first cycle, he started to see PE as a perfect opportunity to teach social and emotional skills as well. Stan confessed that he was previously the kind of PE teacher that goes:

> You got to harden up, man, get on with it... That changed a lot [now]. (Teacher focus group, Term 2, Week 8)

He admitted that he had changed and had started to think more of the social and emotional aspects of his teaching environment. Stan acknowledged the value of our collaborative work:

> If I done this ... some of these stuff at the start of the term with my children, even look at the social emotional side of things, probably could have changed a bit of the,

ah, how they interact with each other, a bit more in class. You know, and create that like warmer, more supportive class environment. (Teacher focus group, Term 2, Week 8)

Like Stan, Tia also started to see the value of PE beyond the physical skills and the importance of focusing on the process, not just the physical outcomes. She shared:

It's multi-dimensional when you do it. And I didn't think PE was multi-dimensional. I thought it was very 2D. Like, when I reflect, it's just physical. And also, all the social aspect of it. But then you got me thinking about the emotional side of the students... It just give a totally different... as we were just talking earlier about what the definition of PE. For me, it's just totally changed. Now it's become, you know, it's really important to include in the process, the emotional and social. (Teacher focus group, Term 2, Week 8)

Tia and Stan also began to see student's autonomy differently. Tia believed the role-taking had a tremendous impact on students' leadership and empowerment. She explained:

Making them participants in the game, like being in charge, modifying it. And also, getting them to be umpires, getting them to lead. Ah, giving them the skills to do that. I think that's being really valuable as well. (Teacher focus group, Term 2, Week 8)

Given the behavioural challenges in his class, Stan was initially apprehensive and sceptical about empowering students. He cautioned:

...when you got the class like we got, to give the power over the children, you so worried like, I am like... things would go so... What if these children take control, what's going to happen? Things can go really bad. (Teacher focus group, Term 2, Week 8)

However, towards the end of the term he felt differently about students' empowerment:

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> But interesting though, is, the more we have given them control, the more they have enjoyed the game... like especially, that Dodgeball one. They loved it. The game has changed so much and they are so into it now. And it's all mostly because they have changed the rules to suit themselves and they are happy. They feel like they got some ownership of what's going on. (Teacher focus group, Term 2, Week 8)

As for Tia, this was how she thought students' empowerment had worked for her:

> And I also think once they got ownership of it, 'cos I think if we have taken that game and just given it to them, I reckon they would have, 'Nah! It stinks.' But because they owned the game and we keep going, 'This is your rules, you made the rules, you own this game.' Then they are less likely to whinge about it. (Teacher focus group, Term 2, Week 8)

Overall, Stan and Tia were very encouraged with their students' progress to the extent that they decided to allow me to use their class time to put an extra PE lesson each week for the next school term. They told me I could have PE twice a week as they did not need to have Fitness preparation for any end-of-term mass sport event in Term 3. On top of this good news, I received bonus news when Stan told me that he managed to convince the school to buy new PE equipment for our project. Furthermore, he told me he would use his own free time during the school holiday to mow lines on the school field for PE as shown in Figure 14.

Figure 14: Mowed boundary lines

In addition to the boundary lines of the game, he also mowed patches in the field as designated Home spaces for the class teams. He believed this would help us save time on setting up and minimise disruptive behaviours. It appeared to me that the teachers were starting to take greater ownership of the collaborative curriculum development.

Scene 5.8: Plan, "Getting there but not nearly there yet"

As the programme for this term was largely focused on the highly competitive students and the non-participants, those in the middle appeared to be marginalised. For instance, Chloe from Tia's class, made the point that the teacher tended to appoint only the strong people who were better in sports to leadership positions such as captains and umpires, and did not give other students a fair chance. Her classmate Jen added that these leaders only chose their friends to do the other important jobs in the team while the rest were left out. They suggested that there should be more rotation of these important roles so that they were not dominated by only a few. The feedback from the students encouraged the

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teachers to consider the features of duty team in our next unit so that particular roles in the teams would be more fairly rotated.

Despite our positive appraisal of the students' behaviour, feedback from a student focus group suggested that the teams were not as supportive as the teachers and I had thought. For instance, Kauri shared that there was not enough support from their own teammates when they were bullied or upset by other players during PE. He explained that their teammates were either too busy playing or did not want to get involved. Year 8 Kahu expressed his wish for his teammates to be more supportive. He said:

> Just cheering you on. Patting your back. If you missed,
> they say, 'Nice try.' If you get it, they say, 'Good job'....
> (Student focus group, Term 2, Week 10)

Kahu's suggestion prompted the teachers and me to devise ways to make the teaching of positive language more explicit in the following term. In order to address the teamwork issues raised by the student, I suggested that the team membership should remain the same for next term so that students could have more time to bond with the same members. However, the teachers had different views. Stan believed that the team membership should be changed for next term. He explained:

> So it's probably a good idea not to have the same team all
> the time because they just going to stick with same clique
> and not really, really testing their social skills by mixing
> with other children. (Teacher focus group, Term 2 Week
> 10)

Prakash, a South Indian boy from Room 1 shared Stan's opinion on this. He said:

> But if they stay together too long, you will just be nice to
> people you stay with and not nice to the people that are
> not in your group. (Student focus group, Term 2 Week
> 10)

The teachers and I disagreed again on the planning for a sport league and culminating event for next term. I was again committed to attempt to carry out a full sport leagues for next term and have a point system to rank the teams' performance. From my perspective, competition league is a key feature of the Sport Education and I was afraid that what I saw as watering down this feature in our programme would compromise my original research agenda.

Stan disagreed with my idea. He argued:

> I was just thinking about the competition. When my children were playing out there and they had the scores and then scores came around a bit and no children were even keeping scores. So, they would have play for the fun of playing. (Teacher focus group, Term 2 Week 10)

Stan wanted the students to rely less on the extrinsic reward and more on intrinsic gain by having fun. Tia agreed. Essentially, the teachers' were moving forward becoming more learner-centred while I was still fixated about replicating the (textbook) model.

We compromised with the decision to divide the next term programme into two stages. The first stage would focus on cooperation, relationships and trust. Once the foundation was built, we would put the cooperation skills, relationship and trust to test when we put the students in a competition league during the second stage.

Chapter conclusion

The first enactment cycle was anything but what I had anticipated. The management nightmares and institutional roadblock taught me a valuable lesson of not taking the contextual challenges at Greendale School for granted. I know I had to invest more to understand the context better while guarding my own fixed and rigid approach to implementing Sport Education. Nevertheless, the initial progress, the teachers' increasing commitment, and the openness of our partnership set a strong foundation for the second phase of the enactment in the third term. Given that turbulent first cycle, however, we decided to approach the second cycle with cautious optimism.

CHAPTER 6: SECOND CURRICULUM ENACTMENT CYCLE

Introduction

In the first enactment cycle, the teachers and I attempted to implement the three Sport Education features of competition, small persisting teams, and roles. The second enactment cycle,conducted in Term 3, sought to build upon the pedagogical practices that worked during the first cycle while also attempting to incorporate additional features of Sport Education, specifically record keeping, festivity and a culminating event (See unit plan 2 in Appendix E2). During this second cycle, the pedagogical focus was developing SEL skills that would enable students to work effectively in teams and compete fairly in an inter-class competition. The results from this cycle indicated that the research context was always evolving and that each new school term brought another layer of contextual complexities. Table 7 below provides an overview of the Term 3 weekly PE schedule and external programmes.

Table 7: Term 3 weekly PE schedule and external programmes

Week	Season schedule (2 x lesson per week)	External programmes
1	Watch videos & PowerPoint slides from past Sport Education projects	
2	3v2 Invasion game home court, focus on tactics. Practice PE roles and routines.	International exchange programme
3	5v5 invasion game – scrimmage.	Sports taster programme
4	5v5 invasion game – scrimmage. Practice Sport rituals	Year 6 recruitment programme
5	Introduce 'Speedball', 5v5 competition day 1, practice fair rituals	
6	Modifications of 'Speedball' to extend tactics & interest; Conflict broke out over new games rules. Lesson on emotional literacy-'brain-chart'	
7	5v5 scrimmage 1 & 2	
8	Planning session: culminating event	
9	Peer coaching day – Leadership development. 5v5 inter-class day 1	
10	5v5 inter-class day 2 Award ceremony	

Scene 6.1: Act, "Here we go again!"

After two weeks of school break, the teachers and I wanted to explore whether the students had retained the positive behaviours developed in the preceding term. Hence, the point system that had previously been used was deliberately not introduced in the first lesson. It was hoped that the explicit reward system may not be needed. However, this appeared to be a wash out as without the distinct behavioural management structures, unruly behaviours and swearing found their way back into the PE class. In one incident, a fight almost broke out when Julian had a ball deliberately thrown into his face. Stan intervened and took the culprit straight to the office while I oversaw the class.

As a result of the behavioural difficulties, we reluctantly brought back the reward system and even introduced additional behaviour management strategies. In order to encourage the use of positive student language and communication, we used a clicker to record the number of 'put-ups' during the game. Put-ups was a term used in the PE sessions to refer to the verbal and non-verbal ways students could praise their classmates during the lesson, including giving each other a high five, a fist pump or a compliment such as "Nice try." It was a term Stan had invented to counter the frequent putdowns in his class.

In addition to extrinsic reinforcement for put-ups, we instructed team captains to look for the most outstanding team members for each game. The selection was based on the learning intentions and success criteria of the lesson. The team captain had to write down on a slip of paper why a chosen team member deserved a star award and then read it out in front of the whole class. Similarly, the team members could also award their leaders with these star awards to affirm their leadership qualities. This idea was built on the school's existing behavioural management practice where teachers wrote merits for student on a slip of paper to recognise good behaviours. With these new behavioural management structures, the students' behaviours did improve somewhat. For example, surprisingly, Tia did not encounter any putdowns in her class when she was trying out the new PE game for the term.

However, student behaviour was rather like New Zealand's weather, very erratic and unpredictable. You would never know when the students' next mood swing would happen. For instance, we could be having a very smooth lesson and then suddenly an incident like this would happen:

> Shortly after the start of the game, one of the boys deliberately threw a ball at Julian's face for no apparent reason. Fortunately, Julian did not retaliate. Stan took the boy to the office straight away. Even though I was left alone with the class, I was rather uncomfortable about it. In the next moment, Prakash was about to beat up Julian when I just managed to stop him. Prakash told me Julian just called at him, 'xxxx Hindu.' (Fieldnotes, Term 3 Week 3)

Whenever such incidents occurred, the teachers and I tried to find ways to resolve the conflict. One of our approaches was to facilitate a conflict resolution process through an open forum at the end of the lesson. In this case, I gave Prakash a star award for listening to my advice not to hurt Julian and praised him in front of the class. I deliberately singled him out as a good role model for the class. He was also given the opportunity to share how he felt about the incident. Things were, however, harder to resolve when relief teachers took the class, which happened on several occasions during Term 3.

During one of the relievers' PE classes, Rawiri walked over to Jaya, a quiet and timid Year 7 girl of South Asian ethnicity and shoved her to the ground for no apparent reason. I reprimanded Rawiri firmly and told him what he did was not cool. Instead of apologising for his actions, he shot back at me, "But that is cool to me!" I was angry and showed him the Yellow Card, a first in the new term. In the same lesson, Kauri and Pania were both misbehaving during the modified Dodgeball game. They were kicking rather than throwing the balls at the opposing team members. Similarly, they did not stop misbehaving even when they were shown the Yellow Card. It appeared that the referee card system introduced in Term 2 (see Chapter 5) was losing its effect on the students.

Student absences during the winter months (due to sickness) further disrupted the sports season schedule and continuity in

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student learning. When these students returned after their sick leave, they tended to be irritable in class. One such example was Nikau who was from Stan's class. During the previous school term, Nikau had shown a marked improvement in his behaviour. However, in this term, he started to become very disruptive again after a couple of days away from school. During one PE lesson, Nikau was swearing and putting down the other students. In the game of modified Rob-the-Nest, he even deliberately laid down on the balls to prevent others from getting them.

Tia was also having her fair share of behavioural difficulties. One such example was Year 8 Terina. Terina was a very influential student among her peers. According to Tia, the class behaviour problems were significantly reduced when Terina was away on a police-run residential health camp. However, the class dynamic started to change once she came back during the early part of Term 3. Tia noted this in her journal:

> Terina - not listening, complaining, which are issues we had with her in T2 before going to Health Camp. Rawiri – kicking the ball off into the court, not listening to instructions when asked to do things is feeding into class – have spoken to Aunt. Pania – same as Terina feeding off her negativity – have spoken to her and will call dad if she persists – also feeding into class i.e. attitude. Kauri – distracting, not as motivated and enthusiastic… Feels as though we have taken a slight step back… This week in PE and in class the students have been unsettled.

The complexities of students' behavioural pattern reaffirmed to the teachers that the behavioural management strategies that we had devised had their limits. We remained, therefore, in danger of being overwhelmed by these behavioural issues. Amidst this fragile situation, pressures from the wider environment further challenged us.

Scene 6.2: Observe, "They calm, they mad, they calm, they mad"

By the middle of this term, the weather conditions had improved significantly. There was less rain and more clear skies on most days of the week. However, our jubilantion was short-lived. The good weather attracted other external programmes that competed for the already limited PE curriculum time and further disrupted our PE schedule.

During this term, PE time was lost to various external sport providers who approached the school to conduct sport taster programmes. Although the sport activities were interesting and the students enjoyed them, they did not always complement our PE programme. Besides taking time away from core PE, these activities disrupted the new rules and routines that we were trying to establish in our PE class. This was because they often sent messages contrary to those we were trying to reinforce. For instance, we tried to establish an entry and exit routine for PE where students had to assemble at their designated Home spaces to get ready for class and pack up the equipment before they left the field. However, different sport providers practised their own set of organisation routines. Some of them even allowed students to call out and talk over their instructors. Furthermore, I noticed the format of their activities was often large-sided which was promoting 'Game within a Game' situations that the teachers and I were trying to disrupt. While grappling with these frustrations, I also pondered over the question of who oversaw such sessions and the need for the school to take a more proactive stance in discussing expectations with providers. Subsequently, I found out that these sessions were co-ordinated directly between the school management team and the sport providers. There was little or no involvement by the class teacher in deciding the content and

delivery of the activities. This situation affirms Petrie et al.'s (2014) argument that the education intent of HPE as articulated in *The New Zealand Curriculum* (NZC) (MoE, 2007) "appears to be being subsumed and/or displaced within and by market-driven provision that lacks a clear or coherent educational orientation" (p.34).

In addition to the sport taster programmes, the school also engaged in frequent on-going international exchange programmes with Japanese and Korean schools to raise additional funds. As mentioned in Chapter 4, the school was facing pressures from the Ministry to reduce its budget deficit. During these programmes, regular lessons including PE would be cancelled and the entire school would do a myriad of mass activities including assembly programmes and friendship games with the visitors.

On top of these ad hoc mass activities, Stan and Tia were concerned about the disruptions brought about by the Wednesday elective programme. During this programme, students could elect to attend a range of technology and arts classes like Metal and Woodwork, the Soft Materials Technology, Visual Arts and Music and Dance. Tia explained that the teachers delivering the elective programme struggled with their students because they only saw them once a week and had different behavioural expectations to the classroom teachers. Consequently, students were confused and easily agitated when they came back to their classroom teacher the next day. Angrily Tia said:

> But yeah, they are crazy on a Wednesday. And then we just setting up for them to fail again. We got to reel them back again on Thursday. Then we got the calm again on Friday but then it's the end of the week... It's very inconsistent and that's why they are mad. They calm, they mad, they calm, they mad... (Teacher focus group, Term 3 Week 4)

As Tia's comments indicate, the effects of these planned and ad hoc programmes on students' behaviour rippled throughout the week and added to the pressures that the teachers and I had to deal with as we attempted to continue our curriculum innovation.

Scene 6.3: Plan and act – "Realising students' leadership potential"

As ever, the teachers and I tried to make the best use of a situation that we acknowledged was far from ideal. An opportunity to develop students' leadership skills occurred when Stan sought my help to run a sports competition for the Japanese exchange students. I was enthusiastic about the idea, especially when I found that the students sent to assist me were the socially dominant ones. They included Rawiri and Kauri, both of whom I was still having a problem relating to.

Just the week before this event, Tia received complaints from the principal that her students were caught swearing in front of the exchange students. However, there were no incidences of swearing or rough behaviour during the sport competition with the exchange students.

> Our students were respectful towards each other and the exchange students. Kauri and Rawiri were seen giving each other hi-fives and fist bumps as they scored against the visiting students. Wiremu was even teaching the visiting students how to do fist bumping. (Fieldnotes, Term 3, Week 2)

This session gave me the idea that I could use such opportunities to build students' leadership skills and strengthen my rapport with them. This was important because there was insufficient time during the regular PE block to do this. During this term, another such opportunity arose when the school was starting its marketing campaign to attract students from the feeder schools. These were the primary schools which Greendale School recruits their new

Year 7 students from. Given the successful organisation of the school competitions with the exchange students, Stan asked me again if I could organise some sports activity for the Year 7 recruitment programme. I readily agreed.

Subsequently, I used these sessions to try out the new game, Speedball, which we were going to implement in our PE classes. The leaders met me at the resource room during Tia and Stan's teaching block so I could explain the rules and organisation of the game to them. In this way, the leaders had a head start in organising and playing the new game. This became an excellent platform for developing their leadership skills which could then be transferred to our PE classes. In order to facilitate the transfer of their leadership and game skills acquired during the Year 7 recruitment programme to PE, the sport leaders were concurrently appointed as team leaders for their PE classes. This required the leaders to share their knowledge of the new game with their PE teammates. These leaders soon became the backbone of our PE programme by helping me and the teachers to organise our PE activities and provide positive role models for their peers. The opportunities to work together with me on this project also helped to boost the leaders' confidence and their communication skills.

Instead of letting the international exchange programme and the Year 7 recruitment programme disrupt the class routines, student leaders were actually reinforcing the PE routines by practising and becoming familiar with them. For instance, student leaders were getting visiting students to do our PE class routines such as team huddle and team strategizing. At the end of such sessions, the leaders would also lead their respective teams in exchanging the friendship handshake. Once the leaders had ample practice of the sportspersonship routines, they were more confident in reinforcing them with their own teams during PE. The following incident

further reaffirmed my perception on the untapped potential of the leaders:

> Towards the end of one session, Terina made a spontaneous request to me to allow her to organise a few games she had learned during her Health Camp, which I agreed. She demonstrated tremendous leadership in getting the other leaders to set up a 'Master Tag' game and a series of running races for the visiting students. (Fieldnotes, Term 3 Week 7)

At that moment, it dawned on me that my perception of Terina as a disruptive student had started to change; a far cry from the girl I knew in Term 2 who would just dash out of the class when she got upset. I now saw much hidden leadership potential in her and started to recognise similar potential in other students For example, I noticed Wiremu demonstrating a number of leadership initiatives during the Year 7 recruitment programme, such as teaching the visiting Year 6 students how to do fist pump without me instructing him to do so. I therefore tried to seek further avenues to extend students' leadership development during PE. One such opportunity arose when there were not enough students in Stan's class to have a competition because many students were sick and away from school. So, we got the student leaders from Room 1 to join in the Room 2's PE session. The student leaders from Room 1 were assigned to the different PE teams. This triggered the idea of having the leaders from both classes to cross over and teach their respective class-designed games to the other class.

While the ad hoc leadership programme had benefited most of the leaders, there were some students who were not responsive to such a leadership development opportunity. Julian was one such team leader.

> Even before we started the session, he [Julian] was belittling one of the primary school students from Year 6 recruitment

programme. I had to give him a yellow card for showing poor leadership behaviour. To give him a chance, I said to him that this was just a demonstration but if he were to commit another offence he would get a red card for real. During the game, Julian didn't want to share the ball with the visiting Year 6 students even though he was their leader. On top of that, he deliberately hit another student on the head with a ball. In response, I gave him a red card and sent him back to class. (Fieldnotes, Term 3, Week 7)

After the games, Stan and I decided that Julian was not ready for the leadership role and we replaced him with someone more responsible. In the meantime, Julian was reassigned to another team role within his capability and it was explained to him that he needed to prove his ability before he could take on higher responsibility.

Scene 6.4: Reflect & Act, "Explicit, contextualised & authentic SEL"

While the leadership development initiatives were making an impact on the PE and classroom environment, the teachers and I were aware that more needed to be done for students who were not responding to these initiatives. At this point, I found that the majority of commercially available SEL teachable resources were de-personalised and de-contextualised and therefore, not suitable to the context and needs of students at Greendale School. I needed more practitioner-based knowledge focusing on how to help students affected by challenging home situations to learn how to manage their erratic emotions. These emotions were affecting their learning and their relationship with others.

In seeking the practitioner based SEL knowledge, I attended a workshop on *Managing challenging student behaviour due to trauma and disorganised attachment* by Dr Judith Howard, the Regional Manager for Behaviour Support Services for the Department of Education, Training and Employment in

Queensland, Australia. I learned that an approach to 'rewire' a child's brain was to help them understand the neuroscience behind the workings of emotions and learn coping strategies. Using this knowledge, I designed a poster shown on Figure 15 to teach emotional regulation strategies to the students.

Figure 15: Original poster

However, the teachers found that it was too complex for the students. As a result, I simplified it further into the version illustrated in Figure 16.
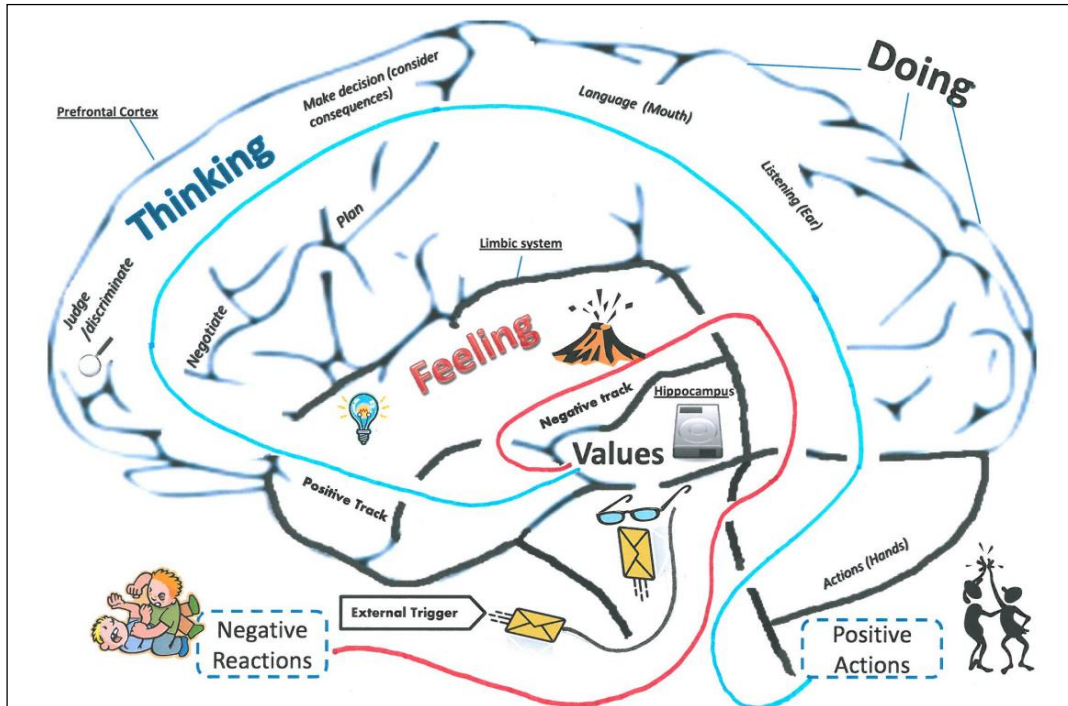
Figure 16: Revised poster

Once the teachers agreed to the design, we started to design formal lessons to teach emotional regulation explicitly to all the students. The initiative began with looking for teaching moments to develop an emotional language in the teaching and learning practices. Stan talked about how we started to get students to express their emotions:

> Um, first we make a game, we modify it, we talk about how children were making the game fun or wrecking the game. And then we talk about how the feelings of that, how that make other children feel. I think as we went on, we were looking at how what they did affected everyone else. I think that they were so self-centred, so ego-centric that never give a stuff about anyone else. So once we started there and looking at themselves that was making a big part of it. (Teacher Interview, Term 4 Week 2)

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The following class incident demonstrated how Stan facilitated the emotional learning of the students.

> As part of the many relationship building routines we were developing in the lesson, the two opposing teams were supposed to get together for a 'friendship' handshake at the end of the lesson. However, Wiremu was upset that his team had lost the game. As such, he spat on his palm and went around shaking the other team's hands. Stan was very angry when the opposing team players reported Wiremu's misdeed to him. However, instead of confronting him directly, Stan gathered the class together for an open forum. Stan used this teachable moment to share with the class how he felt about Wiremu's action. After that, he asked the rest of the class to share how they felt about his action. I was surprised that Wiremu did not storm out of the class during the open forum. Instead, he just sat there and listened what the others had to say about how his actions had impacted their feelings. Wiremu eventually apologised to the class. Stan and I praised him in front of the class for having the courage to do the right thing. (Fieldnotes, Term 3 Week 4)

This experience at SEL facilitation also revealed that the students had limited vocabulary to describe their feelings. Hence, Stan decided that he would put the feeling words in the spelling list so that the students could replace words like fxxx with frustrated as in 'I'm so frustrated with you.' Tia added that she would also incorporate a unit of reading about feelings in her English class. Such cross curricular learning opportunities were crucial in building the students' emotional vocabulary, especially given the limited PE time we had.

As the students developed greater emotional self-awareness through the acquisition of emotional vocabulary, we taught them how to use the Brain chart to understand and manage their emotions. For instance, whenever they were using the strong feeling words to describe themselves, they needed to know they were on the red track. The students were told they had a choice to stay in that track or switch to the blue track.

Rawiri and Kauri were two students who felt that the use of the Brain chart had helped them to become better students and they were happy to explain to me how they use it in and outside PE. Kauri shared:

> I learned that some people if they going down the red track, they can change and go down the blue track. So, like swapping. (Student focus group, Term 4 Week 5)

Asked about the coping strategies they used to stay on the blue track, Rawiri gave examples like:

> Um, take a deep breath. Um, walk away from the situation… forget about it.

As for supporting others to stay on the blue track, he suggested:

> Give them thumbs up… I take you away from the person. And I sat you down for a couple of minutes and we start playing again. (Student focus group, Term 4 Week 5)

As the teachers and I were making some progress with the students' social and emotional wellbeing, my own emotional wellbeing was taking a turn for the worse. My personal life was in turmoil as my son was going through a rough teenage phase. I was struggling to support him emotionally while balancing my responsibilities at Greendale. One morning, I was on the carpet with the students in Room 2, looking rather glum. I was pleasantly surprised when the students had noticed that I was not my usual self. They started asking me why I was not as cheerful as I used to be. I then started sharing with them my relationship problem with my son. The students listened to my distress and expressed their concerns. I appealed to them for their understanding if I did not appear as friendly or attentive as my mind was distracted. In the next few days, I had students asking about me and my son and how I was whenever they saw me. I was extremely touched as these

inquiries were coming mostly from the students who had been previously very disrespectful towards me, Ihu being one of them. In fact, he came up to me one day and asked:

Chong, I'd like to be your son, can you be my father?

Flattered, I told him:

Ihu, don't I treat all of you like my own children already?

Although my personal challenge was taking a toll on my wellbeing, my open disclosure of my feelings became a bridge to the hearts of the students. They were showing the kind of empathy towards me that I could never have imagined at the beginning of the research. Following this unplanned development, the class teacher and I would start each lesson with a check-in on how we were feeling personally and how the students were feeling themselves. We did this check-in by showing a thumb up, sideways or down to let each other know how we were feeling before we headed out for PE. Those who were feeling down had the chance to explain to the class why they were feeling that way. Once the other students knew who was feeling down and why they were feeling that way, we noticed they seemed to be more socially aware and empathetic towards their peers. I believe that this practise not only helped the teachers and me to become more attuned to the students but it also contributed towards a more caring and positive classroom environment.

Scene 6.5: Act, "Putting everything together – culminating event"

Toward the end of the term, the teachers and I felt that the students were ready to put their social, emotional and leadership skills to a test in an inter-class competition. However, Stan and Tia were not keen to make it too competitive. In fact, they wanted it to be more celebratory rather than competitive. Instead of an All Stars

competition during the culminating event, we would have two rounds of competition on two separate days where each class would take turns to run the day's events.

In the build up to the culminating events, team leaders from each class would cross over to the other class to teach them the game they had designed during the first half of the term. These tasks/lessons provided the leaders with opportunities to standardise the rules of the games so as to minimise misunderstanding during the culminating event. The chance to make a presentation in front of another class also seemed to build the leaders' confidence. It also improved their social and emotional skills like organisation, communication and problem-solving as they had to address the issues posed by the students from the other class who had not played their game before. During these pre-culminating event games, the student leaders also took charge of organising the game session and facilitating the class discussion. By this time, the teachers and I rarely had to step in to support them. They had considerable practice during the ad hoc leadership training and in their own PE class groups, and were ready for the new challenge. Stan affirmed this in talking about the student leader Terina:

> ...she's been really, really very good. She came into my class and she was explaining the rules and then decided and said, 'I'm not going to explain the rules to you. How many people from the class can explain the rules back to me.' I was like, that was actually very clever. And then she was asking the children, 'So, can someone tell me a rule?' (Teacher focus group, Term 4 Week 5)

While these athletic student leaders had the opportunities to develop themselves socially and emotionally, the teachers and I were aware that the less athletic ones were missing out on such leadership development opportunities. This was when we decided

to involve students who showed strong organisation and leadership skills to form the organising committee to plan the culminating event. To our surprise, Chandra, the shy and overweight Year 7 girl from Stan's class volunteered to be the chairperson of the committee. She proved herself to be a very capable leader. She managed to get the committee to design and print out the award certificates and organised a very successful award ceremony. During the culminating event, she took charge of running the entire inter-class competition, which ran without any hiccups. Chandra was so encouraged by the leadership experience that she decided to run for the Head Girl position in the following school term.

Scene 6.6: Observe, "Shift in participation and inclusion"

In the course of this enactment cycle, the inclusion and participation of students in PE had also been greatly enhanced. Stan pointed out during interview:

> Yeah, the way I view inclusion has changed as well. So, children would play sport and some children would not be involved. I would just like, 'Okay, they don't like playing sport, that's okay.' But actually, there is a number of other ways children can be included now. They can be just monitoring the game, help ref the game. So, I view inclusion as that actually all children can be involved in PE and in sport, even if they don't like running around. There is an area for them to be involved, especially, if we follow the model that we started developing in class. (Teacher interview, Term 4 Week 2)

In addition, the physical and emotional safety of the PE learning environment had improved. Stan further described the process of this change:

> Well, I think like, um, for some of them in my class, they felt really unsafe about being involved in PE. And I suppose they felt like they have no ownership over it as

well. Um... and now talk about feeling and working as a team, making sure everyone is safe and they feel like they can be involved. So, they got a choice, to be involved if they want to. But if they want to step out and manage and do things, they have got that option as well. So, it's sort of two ways they can be involved. (Teacher interview, Term 4 Week 2)

Stan asserted that teamwork among students had also been enhanced by the smaller team format. He explained:

Um, for me is um, making teams smaller. So having five or six children in the team, making them strong unit, built their teamwork. That was what I think was the most important thing. 'Cos that was what makes the culture of the classroom. These five children, they like 'We got to go and meet these other children or play game with these children and I am going to rely on you.' (Teacher interview, Term 4 Week 2)

After two cycles of enactment, Stan felt that the programme had empowered students to take control of their learning:

It made me feel good actually. It makes me feel like, now my practice is sort of modelling a bit more like a 2013 teacher-ship. Because children now... they don't want teacher to have the power. Because they want to learn something, they just access it, easy enough. So, I think changing my practice and giving the children the power makes them a little bit more engaged in what's going on. They feel like they own it, they really enjoy it. But, um, I would love all my teaching practice to be the same as well as it is. (Teacher interview, Term 4 Week 2)

Students' attitude towards competition and winning had also changed. Winning the game was no longer the only motivation for the students. For instance, Amiri shared in his student journal that even though his team had lost the game, everyone in the team had had a lot of fun. He stressed the importance of teamwork, trust and doing their best during the game.

The involvement and confidence of those previously marginalised students were also growing. One good example was Sue. Sue used

to be a quiet and timid girl. When Stan put her in a team with all the other boys, she was terrified. By the end of the term, Stan saw a change in her. He shared this observation:

> Yeah, and she was like leading them [the boys] all. It's funny as. It's awesome. (Teacher focus group, Term 3 Week 4)

And I added:

> I saw her during the game designing. Wow, you see a different side of her. She just stood her ground. A little iron lady. (Laughs) (Teacher focus group, Term 3 Week 4)

Scene 6.7: Observe, "Transfer learning from PE"

The improvement in student relationships had huge ripple effects on the classroom culture. Stan started to notice the positive behaviours during PE were starting to filter into his classroom. He said during our interview:

> ...I can see children engagement, um, the self-managing, being like more productive in class and getting a bit more focus to teaching... Oh, not having as much bad behavioural problems. Not so much the odd children niggling one another. So, children deliberately hurting one another to get off task or distract the class. To me, it's more the behaviour side of the class, so the behaviour has been managed like within themselves instead of me trying to control the behaviour all the times. The children sort of controlling their own behaviours. (Teacher interview, Term 4 Week 2)

It seemed Stan's students had learned self-managing skills during PE and applied them in the classroom. Ironically, the improved peer relationships in Tia's class presented some problems for her as the students became too talkative during class time.

Tia raised this concern in her journal:

> I have also noticed that the class are generally getting on better and that the talking has increased. The class are more social with each other. I will need to address this by talking to the class about the positives and negatives i.e. great that we are getting on as a class but when is the best time for socialising?

Overall, Tia was still pleased with the progress of her in the development of students' personal and interpersonal skills as indicated in her last journal entry for Term 2:

> Overall, the attitude of our class has changed dramatically over the two terms. The class who at first were not displaying skills required to participate fully in activities and games have improved these skills i.e. listening – really bad at the beginning, respect – very disrespectful to Chong by talking over him, answering back, racist comments, participation of students.

As for Stan's class, a manifestation of students' interpersonal development was the occasion when Nikau tried to bully the mildly autistic Matiu during a Saturday's school events. Ihu intervened and told Nikau straight in the face that "That's not the way we treat people here at Greendale." Stan commented Ihu was very much a different person now. According to Stan, Ihu used to be a class bully himself.

Chapter conclusion

Despite the progress made in the second enactment cycle, an unforeseen turn of events marked the lowest point of our project.

> Kauri, a Year 7 boy from Tia's class punched Sue, Stan's Year 7 girl, at the car park during break time. The parents of Sue and two of her best friends, Petra and Sara, decided to pull the girls out of the school as a result. Stan was devastated. Tia told him it was not his fault that this happened. He said it was as if all the hard work we had been doing had gone to waste. (Fieldnotes, Term 3 Week 5)

This unfortunate event did dampen our rising morale and brought us back to the harsh realities of the context. At the end, we were left with mixed feelings of hope and disappointment as the term drew to a close and the final exit phase of the project beckoned.

CHAPTER 7: SHARED EVALUATION AND EXIT

Introduction

In the final phase of the research, I began facilitating my exit from the field. This involved the gradual shifting of my role from being the teacher aide to the evaluator of the curriculum innovation. With this shift, the teachers and students were positioned as the co-creators and co-implementers of this final unit of work. The following scenes present the key findings of this phase.

Scene 7.1: Facilitating exit

At the end of the previous cycle, Tia and Stan's feedback indicated that they still needed my support to develop the final unit of work. However, they did not want the overly detailed plans created in the previous cycles and even admitted candidly that in practice, they hardly referred much to them. Stan preferred a concise unit outline which I was able to craft out with them (See Appendix E3). Additionally, support came in the form of a teaching and learning toolkit (Figure 17) that was developed over the course of the two enactment cycles. The toolkit contained items such as bells, clicker for recording put-ups, Referee cards and visual cue cards. This teaching resource kit provided vital scaffolding for teachers and student leaders to ensure a smooth and effective delivery of the lesson experience.

Figure 17: Teaching toolkit

In this final phase, the teachers would be carrying out a modified Sport Education season, ideally, on their own. In order to carry out this plan, a full ten weeks would be needed. However, the teachers raised a concern that the time required to prepare their students for an end-of-term school Athletics Meet would affect the enactment of the final unit of work. This situation reflected our on-going struggle with institutional constraints. So, the teachers and I had to re-design the unit to accommodate the time constraints.

Eventually, the revised unit of work had two phases. The first phase included a full Sport Education unit but the enactment timeframe was reduced from 10 to 6 weeks. This was not ideal, but it was something the teachers and I had to contend with. In this phase (Weeks 1 to 6), I was partially guiding the teachers through the modified Sport Education season. This meant that instead of

going into the PE classes twice a week, I reduced my visits to once a week. I was on site supporting the teachers during the Tuesday PE session, leaving them to run the Thursday session on their own. During the second (independent) phase (Week 7 onwards), the teachers started preparing the students for the athletics meet while simultaneously carrying out the Sport Education-based sessions using the teaching and learning structures and resource materials developed over the year. This arrangement turned out to be good for the final phase of the research because the students and teachers were able to use the remaining four weeks of the term to reflect on their Sport Education experiences as I carried out the reflection and evaluation sessions with them.

As had happened previously, at the start of the new term, the teachers and I had to deal with the wash-out effect the school holidays had on the students' social and emotional skills. Once again, I saw students experiencing difficulty dealing with conflicts as they started the new game, Ripper Bull Rush (Appendix G6), which they were designing for the new term. In order to win in this game, players needed to run to the opposing side of the field without having their sash snatched by the defending team. In one instance, Year 7 Hare, hid his sash in his pockets which sent members of the defending team into a rage.

Another challenge was the sweltering heat. Although it was just approaching summer, the weather could get so hot that students were easily agitated. Tia shared about one such occasion in her journal. She wrote:

> ...the heat was just too much for some of the children. Kauri was the first one to crumble to the ground and have an episode.

I thought the summer would relieve us of the need to have the indoor gym. I was wrong again. The lack of indoor PE space

continued to be a serious impediment to our PE lessons. On the other hand, the strong peer relationships and support that had developed over the course of the year did help to ameliorate such difficult situations. On the same incident, Tia reflected in her journal:

> … he [Kauri] had several people come out and try to encourage him to carry on playing. Kahu was very good with him. Kahu has shown today that he is very, very supportive friend.

In addition to the strong peer relationships, student leaders also played a significant role in facilitating my exit from the field. As I was only on site once a week, the student leaders became the pillars of support for the teachers to carry out the unit of work on their own. For example, student leaders were instrumental in modelling and directing their team members to carry out the management tasks during PE sessions. The ad hoc leadership team that helped me to organise school sport events in the previous term had evolved into a formal sports board. The sports board members would meet me once a week after their PE class to review the PE lessons and plan for the next one. This sports board was comprised mainly of the athletic students.

In order to provide leadership opportunities for the less athletic players, a culminating event committee was set up for these students to develop their leadership and organisational skills. Chandra was again elected by the class as the Chairperson and Sam the Vice-Chair. Together with a team of four other students from both Rooms 1 and 2, Chandra and Sam were responsible for planning and running the event at the end of the six weeks.

Ideally, the teachers would be co-running the sports board with me. However, they were unable to find the time to do so because the final term of the year was hectic. They had to prepare year end

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reports, carry out standardised testing and prepare students for the Athletics Meet. Hence, they would send the student leaders to me for about 10 to 20 minutes during their teaching block. The student leaders from the two classes would meet in the Resource Room which was located between their classrooms. This was a very safe place for our meeting as the students did not have to physically leave the classroom building.

By the end of Term 3, the student leaders had already developed their confidence and communication skills to lead the pre-lesson talk and post-lesson debrief. The teachers and I continued to support them in facilitating the sessions. At times, we still had to step in when the students were giving the leaders a hard time. As we approached the middle of the final school term, however, I felt the teachers and students were ready to handle the PE lessons on their own. This began the independent phase where the teachers began to carry out their PE lessons without my presence. The focus of these lessons was getting the teachers and student leaders to continue practising the teaching strategies and structures that had been developed over the year. These structures were made up of classroom rituals and routines such as involving student leaders in unpacking learning intentions with the class before each lesson, doing team cheers to psyche up the team before games, doing team huddles and strategizing in between games, participating in open forums to resolve conflicts and exchanging in the friendship handshake at the end of each game. Tia was pleased with how her lessons went. She affirmed the progress in her reflective journal:

> But the game was really smooth, no problem at all. I saw no people doing things they shouldn't do. They were way more positive.

Stan also practised the lesson structures when he went solo. He reflected in his journal:

> Um, during the game, we did stop as a whole class, we come together, we strategize, we talked and all around it was really fun and enjoyable. And I was really happy seeing my children working together properly as a team.

As the teachers eased themselves into the independent phase of the unit, I shifted my focus to the shared reflection and evaluation of the project. The stories of the shared evaluation will be presented in the next scene.

Scene 7.2: Sharing reflection & evaluation

The qualitative results from the interview sessions, focus group meetings and reflective journal writing that were conducted with and by the participants during the last few weeks of the project are presented under the following four themes: towards a community of learners; students' SEL development; teachers' agency and pedagogy; and re-thinking curriculum development. The significance of the school context is a common thread that runs across these four themes.

Towards a community of learners

During my interview with the principal, she talked about her vision for the school becoming a community of learners. She said:

> Community of learners, you know, is the big thing. We have vision statement for learning for life but we want everyone to be a learner. For me, through to the office staff, through to the kids, to the teachers and to the parents. We want everyone here to be effective learners. 'Cos if you can be that, you can make sustainable change. (Interview with Principal Aroha, Term 4, Week 2)

In her reference letter (Appendix H1) for me, Aroha reaffirmed that the research project has moved the school closer to its vision. She wrote:

> The work that Chong has carried out within our school has been phenomenal and we have seen sustainable change in

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teacher practice and a definite change in school culture which is a result of students changing the way they deal with each other and staff. Staff are more aware of the need to explicitly teach social and emotional curriculum while students are generally more metacognitive of their responses to situations.

Findings from interview and focus group discussion suggested students and teachers shared Aroha's view on the positive impacts of the project in their class culture. Tia commented:

> It's like a little village. They are actually creating a village. They are participants in this village. In order for this village to work and to flourish, everyone needs to be an active participant. So, that's how I see it. I see it as a little village. Now, someone out of sync or not doing what they are supposed to be doing, they are letting the whole village down. (Interview with Tia, Term 4, Week 9)

According to Tia, this was most evidenced in the development of the class spirit among the students. She explained:

> In order for us to be successful, what it does was it create, it manifests itself into a class spirit. That's what it does. ...'Cos my class, Term 1, nah, no class spirit. Term 2 start to get better. Term 3. Term 4 for me was the highlight of my year because you can see it. In my class, it is the team spirit. (Interview with Tia, Term 4, Week 9)

Tia gave the example of the incident when Dale came to class in a wheel chair. She said she did not have to say, "Okay, let's open the door." The students opened the door, clapped and cheered to welcome him back. She emphasised that this would not have happened at the beginning of the year. She attributed the class spirit to the work we had done in PE, particularly the opportunity they have had to practise the SEL skills.

According to Tia, sharing ownership of the curriculum with the students also made a difference. It was pivotal in developing the class culture. She said:

I think it is the reversal of power and them having the control. Me, personally, letting them having the control and letting them create and be creative. Because they never been given opportunity to be creative in PE. So, they created something that they have owned. They have ownership over it. (Interview with Tia, Term 4, Week 9)

As for Stan, he attributed the shifts in his class culture to the learning structures/routines that were created during PE. He shared:

So, the kids know what to do. Things start going wrong, they can fall back into the safety of structure we have prepared. In the very beginning, the kids have none of these skills. So, that was perfect for that situation. And then we start, making the kids socially aware and how to self-manage. (Interview with Stan, Term 4, Week 9)

Some of the structures that Tia and Stan talked about were related directly to Sport Education, while others were those created in-house in response to the specific social and emotional learning needs of their students. In terms of Sport Education, Stan gave the example of using small, persisting teams and their impact on the inclusion and participation of marginalised students. He explained that previously when he had large-sided teams playing during PE, a lot of kids were excluded. The athletic players in these big teams were not sharing the ball with less athletic ones. According to Stan, these athletic players previously depended on the strong players in their team to win the game. However, this situation had started to change when the numbers of players in the teams had been reduced. Stan explained how small teams might contribute to the inclusion:

Kids are to force to deal with kids they usually wouldn't pass the ball to or talk to in the game. So, it's sort of putting pressure on those kids that are, they don't wanna pass the ball to them, to actually I have to pass the ball to these kids. Because there's no one else for me to pass to. (Interview with Stan, Term 4, Week 9)

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In the Photovoice interview, Chandra also agreed that the small group setting had made a difference in peer relationships. She said:

> It's probably they don't have any other choice. More opportunities to relate to one another. That helps in the relationship. (Photovoice interview, Chandra, Term 4, Week 9)

Data from interviews with other school staff further suggested that the two participating classes had also become more inclusive. Linda is a Specialist Science teacher at Greendale School, while Charlotte is a learning support officer who provides learning support for the special needs students in the school. Both Linda and Charlotte taught the two research classes and had witnessed the changes in the students' behaviour since the beginning of the research project. Although not directly involved in the study, they offered to share insights with me. First, Charlotte talked about the ripple effects of the PE innovation on the student behaviours and peer relationships. She remarked:

> I think the PE has generally made a huge difference. I think they are more together, look after each other as a class more and around the school.... Um, I've seen a lot of kids pick up other kids who were doing things they shouldn't be doing or for like putting people down. And they go, 'No, you shouldn't be doing that.' And especially with some of the kids that are probably a bit more popular than the rest of the school; change in their minds is actually affecting the other kids as well. So, it is affecting the whole culture. (Interview with Charlotte, 26 November)

According to Charlotte, the PE innovation had particularly impacted on the two special needs students she worked with. She pointed out:

> But also, even with the ones who don't normally participate, they are actually having a go like, you know, Dale and another [name withheld], the ones who aren't

physically fit. They came through though 'cos they are not going to be called names or being put down. People are encouraging them. So they are like, 'Okay, PE is not that bad, you know, it can be quite fun.' So I think that's a huge difference as well. (Interview with Charlotte, 26 November)

Charlotte further explained that this could be attributed to the student leadership developed during PE. She gave the example of one of the special needs students in Tia's class who used to get picked on because of his learning difficulties. Ever since taking on the leadership roles in PE, Kauri, a PE team leader, has been helping this boy with his classwork and even taking care of him outside the class. As Kauri has a high social status in the school, Charlotte believed that his friendliness towards this boy had lifted the latter's social status and made him more accepted in the school.

While Charlotte believed that the class has become more inclusive, Science teacher Linda felt that the climate of classroom had become more conducive to learning. In fact, it was Principal Aroha who pointed out to me that two research classes had made significant improvement in their Science test scores:

Um, I know one of the teachers, the Science teacher has said that the performance of those two classes in her science classes has been exponentially higher than the other three classes that attended her science lesson. And that those classes learn more and at a faster rate than the other classes. And at the beginning of the year, they were the two of the more difficult classes to teach. The science data she plotted out, the pre- and post-stuff. That will be interesting for you. (Interview with Principal Aroha, Term 4, Week 2)

Linda taught Science to three Year 7/8 classes and two Year 9/10 classes. Although she said that there is no clear difference in the absolute test scores among all the classes in the school, she did notice that there were significantly more students in the two Year

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7/8 research classes (Rooms 1 and 2) than the other non-research Year 7/8 class (Room 3) who chose to sit for the Science assessment performance. She thought that this could be attributed to the improvement in the self-confidence and classroom behaviours of the students from the two research classes. Linda shared her views on how the PE innovation might have contributed to a climate more conducive to learning in the research classes:

> I think the difference in grades is that the behaviour problem is slightly diminished from the classroom. So when they are learning, they are all on task and everyone is able to learn 'cos there is no disruption. Where if, um, with you not being there and the social skills and behaviour management type of thing, Room 3 is a lot harder to get on task, so they are not learning that much and their grades are significantly lower or they are not sitting at all because they don't feel like they've learnt enough or know enough; whereas in the other two classrooms, they are all on task, all socially behaving, no socially disruptive behaviour seen. So, all can be on task, so they are confident when they hit the tests and there's more of that, high self-esteem for themselves. (Interview with Linda, Term 4 Week 6)

Data used in the next section of this chapter revealed that the development of positive culture was related to the effort of relationship building and explicit teaching of social and emotional skills.

Students' SEL development

Given the difficult relationships students faced within and beyond the school gates (as discussed in Chapter 4), it was understandable why fostering respect was a key priority in the school. During the interviews, students and teachers commented on how respect was explicitly taught and evidenced throughout the project. For instance, Nikau, a Year 8 student from Room 1, talked about how students were starting to show respect to the teacher:

> At the start of the year, when we didn't have Chong,
> most of us would probably be like talking, not listening.
> Chong taught us like respect, how to listen and listen to
> the teacher. (Photovoice discussion, Aria/Julian/Nikau,
> Term 4 Week 8)

The changes in student behaviour appeared to occur over time. Julian, one of the challenging students in Stan's class, explained how his attitude towards his classmate had changed. I asked him what had made him wanted to be nicer to other people in the game. He replied:

> It just that I happen to learn ever since you been with
> us. I learn new habits and stuff. I just start doing a lot
> with you and it just turned into a habit. (Photovoice
> discussion, Aria/Julian/Nikau, Term 4, Week 8)

Student and teachers attributed the change in the students' attitudes and behaviours predominantly to explicit teaching of social and emotional skills. One of the turning points of the project was the explicit teaching of emotional management using the Brain chart highlighted in Chapter 5. Nikau highlighted the value of using the Brain chart to monitor his emotions:

> I think uh, it's not about being negative and stay on the
> blue track. 'Cos Chong taught us that the blue track is
> the good track and is the track you stay on to have a lot
> of fun and the red track, like the bad track, you get

> angry and stuff and you cheat and stuff. (Photovoice
> discussion, Aria/Julian/Nikau, 2 December)

During the staff sharing session, Tia talked about how her students would use the Brain chart in her class:

> But specifically, in my class, I have so many students over, especially over this term said to me, 'Oh, Miss, I am on the wrong track, I need to make sure I get on, I am on the red track, I need to get on the blue track.' And it was amazing just how often they would say that. And they would always, you know, we have the visual poster was up on the board. (Reflective notes-staff sharing, Tia, Term 4 Week 5)

Stan explained how he used the Brain chart to turn around the behaviours of one of his most challenging boys. Stan described how the boy used to be at the beginning of the year:

> He only knows one way. He has so many negative experiences in his life, he is constantly running on the red track. So, the start of the year, this was him. The whole time, red track. You said anything to him, he blow up. 'Cos he don't know how to, don't anything else. (Reflective notes-staff sharing, Stan, Term 4 Week 5)

Tia added her insights on the Brain chart:

> 'Cos now he knows he has a choice. Now he knows, 'cos he used to know, 'Oh, I only got one choice - anger.' Now, we actually, because of all the work we have been doing this year, he now knows he does actually have a choice. There is another track he can go on. (Reflective notes-staff sharing, Tia, Term 4 Week 5)

Despite the work we had done with both class groups, there were some students who did not response as well as the others. This was evidenced in both the behaviours and attitudes of these students. In their journal entry, for instance, these students still believed that winning is everything during competitions as shown in these excerpts:

> I think winning is everything if you train your hardist [hardest] and then play your hardist thin [then] you lose that will be imburising [embarrassing]. If it happens to you you won't get any chick and you will be a big fat LOSER and you will get moked [mocked] the good thing is you still tried your best. (Reflective journal, Hare, Term 4 Week 4)

> I think winning is everything because if you lose then you will feel like a loser and you will have a mental moment or some-times you lose and when you do lose you can chose to walk away with your head held high or you can walk away like a son [sore] loser and also everyone deserves to win and also if you lose you won't get any girl's.[sic] So don't be a big fat loser. (Reflective journal, Wiremu , Term 4 Week 4)

> …Also if you lose some people might put you down and call you a LOSER and that you won't do anything in Life. Reflective journal, Amiri, Term 4 Week 4)

It appeared that the vulnerabilities of self-esteem, fear of humiliation and losing social status were significant barriers to learning. Hence, this seemed to suggest that the behaviour and skills were easier to change than attitudes and beliefs. These perceptions reflected the social conventions adopted in the community sports where most of the athletic students in the research classes were involved. Nevertheless, there were others who did change their attitude towards competition. This was how Julian perceived his experience with competition during PE:

> I don't think winning is everything because winning or losing doesn't matter. It is all about you having fun and spending time with your friends and get everyone gets involved. (Reflective Journal, Juilan, 7 Term 4 Week 4)

Teachers' agency and pedagogy

Findings in this section suggest that the development in social and emotional skills and attitudes could not be achieved without a concomitant shift in teachers' agency and pedagogy. Nikau spoke

of the difference in Stan's teaching at the beginning and the end of the year. He said:

> Because he like, he just got angry too early [paused]. Now he's like nice, relaxed and, gives us like, actually some patience. Now, he's pretty cool. He's patient when we are around and lets you like play the game. At the start of the year, we go out play a game and then he just sent us back inside. Pretty dumb! (Photovoice discussion, Aria/Julian/Nikau, Term 4 Week 8)

Both teachers reflected on how the incorporation of students' voices in their pedagogy had empowered learning in their classroom. Commenting on the use of peer assessment, Stan said:

> Just because like so many incidents, like when Julian was doing himself on that scale. He has very high self-esteem of himself. And then we put to the class, you know, is this true? And they would like, 'No, he hit us this, this, this, all the time, he does this as well. So, we don't think he is there.' Julian took that it. I just look at his face and he sort of like, 'Well, actually, I don't do those sort of things.' 'Cos teachers always do that, 'Don't do that, don't do that, you must.' Kids must have shut off to it, you know. So, when your peers have actually been seriously, taking you seriously in saying, 'Look man, that's not right, what you are doing.' Sort of way more powerful. Like, I think this is one of the more important things I seen, sitting down, talking about it and the kids put in their input in, you know. (Teacher interview, Stan, Term 4 Week 9)

A shift in Stan's approach was evidenced when he admitted that he underestimated the ability of the students to be empowered to run the activity on their own. Stan further remarked:

> They actually listen to each other way better like. I can never get the full attention of the class. The kids could. They stand up there and the kids, you know, the kids would have undivided attention the whole bloody time. Nikau would listen at what they talking. (Teacher interview, Stan, Term 4 Week 9)

However, Stan was quick to point out that letting go of control did not mean leaving students to do whatever they like. The teachers still need to set up structures to enable the students to take ownership of the learning process. He explained:

> And I realised that yes, you can let go of the power, but you have to got to have the structure there still to support it. So, we come up with. So, when we play a game, I marked pitch in the field, I marked areas where they sit. And the kids still organise them and went out and put all the gear out, but they knew where they have to do it and knew where they have to go and sit. So, I can just sit in my classroom for about ten minutes, if I want to. And when I go outside, they will be sitting down in their places, all ready to go and play the game. (Reflective notes-staff sharing, Stan/Tia, Term 4 Week 5)

As for Tia, she found she had changed her concept of PE:

> And my perception of PE used to be that was isolated, was something you taught in isolation. It didn't carry over through anything because it was all skills based. But the way we taught PE this year, falls into every, you use your whole brain. The child use the whole brain, the creative brain, the intellectual side of their brain, everything. It involved the whole child. So, all these things that we got around, that we focus on this year, they all involve social and emotional... So, for us, just to focus on the social and emotional was incredible 'cos that is the reason why we had, the children had learned so much this year and made so many improvements because it actually rippled into every other curriculum area. (Reflective notes-staff sharing, Tia, Term 4 Week 5)

Stan felt the greatest shift for him was moving from teacher-centred to inquiry based teaching. He asserted:

> It about just letting the kids do everything and let them have full ownership of it. A lot of my teaching I have always been very teacher directed. I tell them what to do and they do it. And this is the first time I really inquiry properly. (Reflective notes-staff sharing, Tia, 13 November, Term 4 Week 5)

Both Tia and Stan believed that the collaborative curriculum process made a huge difference in their pedagogy shifts. This was how Tia felt the project had promoted her professional learning on PE. She commented:

> …those (reflection) notes I did for you. I was able to be reflective. And think about the process, how they have impacted on the different curriculum areas. Um, [focus group] conversation like this. And in order for you to be reflective, you actually need to verbalise it. And you need to have those conversations. You need to have open discussion. Because they will trigger, there will be little triggers going off. So, obviously, you will be verbally saying it and you will be mentally, the interpretation between the two, and the connections. So, I probably have a better understanding about the impact it has made on my class once I verbalise it. And I have seen lots of teachers are like that, lots of people, whereas if I didn't have that interactions with you and Stan, I probably won't have those moments, 'Wow, my class, they have really been amazing this year, and he has done this, she has done that.' So, discussion a big, really important next year. And also learning from each other. (Focus group, Term 4 Week 5)

Stan felt that the practical nature of collaborative partnership had facilitated the transformation of his practice:

> The good thing about it was in practice. So, we put everything we are doing in practice. So, we talk about it and we did it. So, if I just sitting down reading a book and you haven't really put it into practice, hard to really, really to know. And I think, the other good thing is sort of, as we go through, we come to the problems, and we manage the problem and then we, you know, we sort of, we dealt it as we move along. (Interview with Stan, Term 4 Week 2)

The findings above suggested that the teachers were starting to see themselves as co-learners a learning community they had created with the students.

Re-thinking curriculum planning and development: 'Situating' Sport Education Model

At the beginning of the project, I was fixated with the Sport Education model. I was trying to fit the context to the model by adopting a prescriptive approach to implementation. Reflecting on the problems encountered during our initial implementation of the model, Tia explained why it failed:

> That's why that first three weeks is imperative to the whole programme. Because if you go straight into, right, doing the role, this and that and modify the game in week one, it's not going to work. You need, for them, three weeks, you need to watch them, you need to analyse. (Focus group, Term 4 Week 5)

Tia's comment reaffirmed to me that it was more important to teach to the needs of the students rather than teaching to the model. As a result, the Sport Education model that was eventually adopted at Greendale School was inductively developed and one which was very situated. Being inductive meant that the teachers identified these learning issues of PE and then built the Sport Education curriculum around these issues rather than the other way round. In view of the profile of the students at Greendale, a unique feature of the situated or contextualised Sport Education model was the replacement of a formal competitive sport league with a friendly peer-coached competition involving two classes.

In this model sport league, each class designed their respective games for the culminating event. In the lead up to this event, student leaders of one class visited the other class to coach them in their games. These visits created many social and emotional learning opportunities for the leaders as well as their learners. The leaders took pride in designing and sharing their games with the other class while their learners learned how to listen, show respect and ask questions. At the culminating event, the two

classes came together to play each other's game. Hence, it became the grand finale of the season for the two classes to celebrate their creativity and friendships rather than deciding who was the stronger or weaker class.

Another key finding was the potential of the model to complement learning in other curriculum areas. Explaining this potential, Tia said that the PE curriculum we collaboratively designed can make PE the 'glue in the curriculum'. She explained:

> PE used to be isolated. Whereas the way you taught us PE now, it's thematic and it feeds into every other curriculum areas. It's not isolated. It complements every other curriculum areas. And it's the glue in the curriculum. (Interview with Tia, 11 December).

She added:

> We are teaching them lifelong skills and we teaching them through PE and being active. And so, you're hitting so many essential skills our students need in order to become well rounded, whole human beings. Now, when you start teaching things so that they isolated from anything else, I don't think that you going to get that, um, that depth of understanding. So, if you can be thematic in your curriculum, no matter what it is, teach it, thematically, so that feeds into everything else. That becomes richer, and the understanding deepens and therefore, it becomes more intrinsic. And I think it's embedded more quickly. Okay, teach something in isolation without the support of anything else, I don't think it has that it doesn't sit in the long term. It does not sustain over time. (Interview with Tia, Term 4 Week 9)

Another example Tia gave was the use of the Brain chart in other curriculum areas as illustrated by this extract:

> The class actually visualised that picture in their head and they talked about which track is the better track to go down. We got one of these in each of our classes, so now in other curriculum areas if they are not behaving or not listening, I ask, 'Which track are you on?' 'Oh Miss,

> I'm on the wrong track, on the red track, I need to get on the blue track.' (Focus group, Stan/Tia, Term 4 Week 8)

The findings above suggested that curriculum planning and development approach adopted by this project was integrative. It blended Sport Education pedagogy with the realities in the school context, the vision of the school and made connections with other curriculum areas to achieve deep and holistic learning for the students. This approach appeared to enable PE to achieve an impact beyond what it could achieve as an isolated subject.

Scene 7.3: An unfinished business, "Where do we go from here?"

Before I left Greendale School, I was worried that the curriculum innovation we had developed might not be sustainable, especially after I heard that Tia would be leaving the school at the end of year for personal reasons. Stan had been asked to take up the position of a technology teacher; an appointment he had originally applied for in the school. In the final week of the term, students from Tia's class wrote letters (Appendix H2) to the principal to request for me to come back the following year. I was overwhelmed by the letters they wrote for me.

In her letter, Jaya wrote:

> ... when we first started having P.E. we were awful and now he comes we are all getting better and better. We really good at participating, communicating, organising and sharing now.

Malek mentioned this in his letter:

> ...Chong should come back because he is a role model and he gives us good skills like listening, communication, sharing, sportsmanship and organisation.

Pania whom I used to have a difficult relationship with at the beginning of the project wrote:

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> ...we should get Chong back next year because he taught our whole class about participation, communication and organisation. This has made us better at PE.

Finally, Cliff commented that:

> ...he helps us to be fair when playing a game and not to put down people.

Fortunately, the news came that the school's Board of Trustees had decided to appoint me as a consultant for the school in the following year. I was glad that I could continue to build my rapport with the students and share my experiences and what I had learnt with the other classroom teachers in the school. At the end of the Term 3 culminating event, Stan and Tia surprised me with a Māori greenstone pendant. Kauri, the boy whom I had my first brush with at PE, asked Tia if he could put it on for me. I had never felt so immensely privileged as Kauri gently and proudly hang the Toki around my neck which symbolises strength, courage, control, determination, focus and leadership. These were qualities I had seen the students developed over the course of this project. When I learned that Toki was traditionally used as a ceremonial taonga (treasure) wielded by the leader in the Māori tribe with the most importance, I felt even more proud and privileged to receive this precious gift. I decided to write the following poem to honour the students and staff at Greendale School as well as my supervisors whom I had been so privileged to work with.

<u>Poem: Standing by the Gates of Greendale</u>

Standing by the gates of Greendale on the first day, my heart didn't felt quite right from the start

Faced with unfamiliar people and cultures, I obstinately guarded my mind with scepticism and biases; refusing to budge

When troubles in the field got so insurmountable, I went looking for my supervisors for fear that my doctorate might be falling apart

With gentle advice and encouragement, they soon opened my eyes to the grinding realties of the under-privileged and thus showed me to the social critical cause I was charged

Even though fieldwork might seem impossible at times, I held my courage and stayed, for the teachers' and students' lives truly touched my heart.

Standing by the gates of Greendale on the last day, I looked back at my privileged journey with a liberated mind, while bearing a full and humble heart.

CHAPTER 8: DISCUSSION

Introduction

The chapter is divided into three sections. Discussion in Sections 1 and 2 focuses on research question 1, and Section 3 addresses research question 2.

Research Question 1: How can Sport Education and SEL be integrated to promote explicit learning of primary aged students in Aotearoa New Zealand?

Research Question 2: In what ways can primary school teachers be supported to advance students' SEL in PE?

The first section sets the scene for the discussion by raising concerns about how the current framing of the Sport Education model in many curriculum texts, research studies and professional practice appears to support only incidental learning of social and emotional skills and capacities. The second section presents three curriculum and instructional strategies that arise from this study as a means to integrate SEL meaningfully and effectively with Sport Education. Section 2 concludes with a number of caveats involved in using these strategies. The last section discusses how teachers at Greendale School were supported to develop professional capacities that enabled them to progress students' SEL. The study's limitations, recommendations for practice and further research will be shared in the final chapter of the thesis.

Section 1: Setting the scene

While the positive effect of Sport Education on various aspects of student learning in physical education has been well-documented in research (Farias et al., 2015; García-López & Gutiérrez, 2015; Hastie et al., 2013, 2011; Layne & Hastie, 2015; Wallhead et al.,

2013; Wallhead & O'Sullivan, 2005), this study argues that the learning of social and emotional skills in Sport Education often happens by chance, not by deliberate intent. This study suggests that this is due to the ways in which the model is often framed in curriculum guides (Alexander, Taggart, Medland, & Thorpe, 1995; Siedentop, Grant, & Sharp, 1992; Siedentop, Hastie, & Van der Mars, 2011) and research. This section discusses these issues and draws out their implications for the development of strategies to integrate SEL into Sport Education.

Formulaic practice of Sport Education

Reflecting on the enactment of the first SEL-integrated Sport Education unit (see Chapter 5), it was evident that, together with the teachers, I was initially using the model in formulaic ways. To be more specific, we were running a largely de-contextualised textbook-based season without consciously thinking about the students' needs and/or features of the school context. It was unsurprising that this highly prescriptive Sport Education unit not only failed to engage the students but also left the learning of SEL skills to chance. As mentioned in Chapter 5, the design of this unit was drawn extensively from Sport Education curriculum texts and research. Hence, I contend that the reductive and formulaic approach adopted in the first unit was to a large extent the result of the framing of Sport Education in these teaching resources and my own lack of appreciation for the pedagogical sophistication needed to achieve intended SEL outcomes in the research context. Given the evidence presented in Chapter 5, it is likely that any teachers who rely on the existing Sport Education curriculum texts and research to implement the model may fall into the same formulaic tendency. Hence, I argue that the way the model is currently framed in Sport Education curriculum texts and research needs to be examined.

Framing of Sport Education in curriculum texts

To begin with, this study contends there is a lack of guidance in the seminal Sport Education texts to point teachers towards how to make the learning of social and emotional skills explicit and deliberate in their implementation of the model. In order to illustrate this argument, it is prudent to critically examine the structure of a typical textbook Sport Education season.

Table 8: Textbook volleyball season daily Schedule

Daily Schedule
Introduction to Sport Education, volleyball. Coach and team selection
Practice drills in home court, 2v2 team game. Choose Team name, colours and Team cheer
Same as day 2, refereeing and scorekeeping introduced
Practice drills, 2v2 Team practice focus on tactics
2v2 scrimmage, team rotation and duty team assignments
Practice drills, review of scrimmage-day
Practice drills, **2v2 competition** day 1
Practice drills, 2v2 competition day 2. Announce winners.
Practice drills, review of 2v2 competition. Practise 3v3 tactics
Practice drills, 3v3 team practice
Practice drills, 3v3 scrimmage day. Reviews tactics, techniques and duty roles
Practice drills, **3v3 competition** day 1
Practice drills, 3v3 competition day 2
Practice drills, 3v3 competition day 3. Winners announced.
Practice drills. Watch and discuss videos of elite and community games.
Practice drills, 4v4 team practice
Practice drills, 4v4 scrimmage day
Practice drills, **4v4 competition** day 1
Practice drills, 4v4 competition day 2
Award ceremony

Source: Siedentop, Hastie, & Van der Mars, 2004, p. 82

As shown in Table 8, there are drill practices (underlined) at the start of almost every day of the textbook format season to develop physical skills. As for the development of game tactics, the season incorporates progressive competition formats (bolded) and coaching sessions. However, where does this leave the learning of social and emotional skills such as self-management and interpersonal skills? The same could also be asked about learning of physical and cognitive skills as well as values during the sport season. This season structure seems to suggest that SEL can be caught incidentally or implicitly learned while participating in the course of the season. This implicit learning would be what Crum (1993) refers to as pedagogical idealism in which it is believed that social and emotional well-being and psychomotor and physical development result from physical participation alone. In my study, I found that due to many contextual factors, participation in Sport Education season 'alone' or performing the season's activities (See Table 2) on its own was not sufficient to guarantee the development of social and emotional skills. Rather, these skills had to be explicitly taught throughout the season.

Secondly, the study found that alone, the extrinsic motivation-oriented accountability structures such as a fair play points and awards that are recommended in curriculum guides were not sufficient to shift and sustain students' fair play behaviour. Siedentop, Mand and Taggart (1986) advocated the use of a point system in Sport Education where students are rewarded for 'good' (e.g. sharing possession of the ball with others) actions and punished for 'bad' (e.g. cheating, swearing) actions during their sports season. The underlying assumption is that the extrinsic rewards and punishments will drive behavioural modification. Even though the points system and the referee cards were effective during the first enactment cycle, their effects on students' pro-

social behaviours started to wear off after the school holidays. It became very evident that the reward system focused on the symptoms of the bad actions rather than the causes, which were rooted in the students' lack of self-esteem, self-management and relationship skills.

Thirdly, the complexities of enacting Sport Education in varied school contexts are often not adequately addressed in Sport Education curriculum texts. For instance, Siedentop et al. (2004) assert that local factors are important considerations when designing a successful Sport Education season. They emphasised:

> Local considerations that most dramatically affect the design of a season are the amount of time allocated for physical education, the number of students in each class, the nature of the facility space, and the type and amount of equipment available. (p. 75)

However, Siedentop Hastie and Van der Mars (2011) seem only to refer to the structural/material aspects of the context for the design of a successful Sport Education season. As discussed in Chapter 2, school context also include situated, professional culture and external factors (Ball et al., 2012). Collectively, these various contextual dimensions make every school unique in terms of its specific needs, opportunities and challenges. My study shows that the needs, opportunities and challenges presented in a school context can have significant implications for the enactment of the Sport Education but are often overlooked or left unpacked in Sport Education curriculum texts.

As explained in Chapter 5, given the under-resourced school context and underserved student cohort, the season frequently broke down because students did not possess these prerequisite self-management and interpersonal skills at the start of the

season. This meant that the season could not proceed further until students were equipped with these essential skills. However, the current textbook framing of the model, as illustrated in Siedentop et al. (2011), has yet to consider how to deal with contextual challenges that could arise in the different school contexts.

Given the issues above, it is not surprising that my initial attempt (in cycle 1 – see Chapter 5) to faithfully implement the textbook recipe of the model did not result in a desired progression of students' social and emotional development.

Lack of context specific considerations in Existing Sport Education research

Despite the significance of the school context discussed above, the features of context are seldom being acknowledged in Sport Education research. Most of the broader body of Sport Education studies (Brock & Hastie, 2007; Carlson & Hastie, 1997; Grant, 1992; Wallhead et al., 2013) were based in mainstream, middle-high socio-economic majority school setting. The only exceptions were the studies by Ennis (1999) and Hastie and Sharpe (1999). Both studies were based in a research setting that reflected the reality of teaching and learning in low socio-economic, challenging school conditions. Overall, the social constraints, affordances, pressure and relationships in the school context have been largely neglected in these Sport Education implementation studies.

On the other hand, my confessional tale in the preceding chapters revealed that context specific consideration particular social and cultural factors are also highly influential in the successful enactment of a Sport Education unit and as discussed further below, lend significant support to Ball et al.'s (2012) recent prompt for closer consideration of the complexity of school contexts. As highlighted in Chapter 5, my own lack of attention to complex and

nuanced aspects of the context contributed to the rocky start of my attempt to implement the model at Greendale School. Eventually, through reflecting on the characteristics of the community, school and classroom ecologies, the teachers and I were able to identify pertinent student learning issues and needs, re-direct our lesson focus and re-consider how to match teaching strategies with learning situations and students' needs. As explained in Chapters 4, 5 and 6, this also meant considerable deviation from a textbook version of Sport Education. This marked the beginning of a contextualised, collaborative approach to curriculum development. However, the teachers and I approached the curriculum contextualisation process in a rather haphazard, trial and error way during the development. If we had taken a more systematic approach in analysing the context, we might have avoided needless mistakes, saved valuable time and resources that characterised this muddling-through process.

In view of the limitations in Sport Education curriculum texts and the research discussed above, the next section presents a set of curriculum and pedagogical strategies that underscore the need for pedagogical sophistication and context specific considerations in foregrounding specific learning in and through the model.

Section 2: Curriculum and pedagogical strategies to integrate Sport Education and SEL

This section presents a set of curriculum and pedagogical strategies that build on the strengths and limitations of the existing Sport Education curriculum texts and research discussed in the previous section. Instead of delivering the model along a rigid and prescribed textbook approach, this study proposes a context-sensitive and iterative approach to plan and deliver a SEL-integrated Sport Education curriculum. Essentially, this would require a rethinking of the 'business as usual' (Kim et al., 2006) ways of curriculum design, selection and application of instructional strategies. Based on its findings, the study argues that the following curriculum and pedagogical strategies must operate within the context of Sport Education in order for explicit social and emotional development to occur.

- Strategy One: Plan for explicit learning in SEL

- Strategy Two: Use a flexible and contextually responsive season structure to address SEL explicitly

- Strategy Three: Contextualise the Sport Education features to explicitly promote SEL

In practice, the strategies above are interdependent and contingent on each other in promoting SEL of students. However, I will present them in separate sections so as to facilitate the flow of the discussion.

Strategy one: Plan for explicit learning in SEL

This study affirms Penney and Clarke's (2005) assertion that "learning relating to social goals will only be achieved if it is established as an explicit focus in curriculum planning and

teaching" (p.235). In order to integrate SEL into Sport Education, there needs to be deliberate planning for explicit learning of the social and emotional skills in the sport season. More crucially, SEL has to be clearly established as the learning focus from the outset. Table 9 shows the difference between learning priorities set out in curriculum guides and those selectively crafted for the SEL-integrated Sport Education curriculum.

Table 9: Complementing 'Textbook' learning priorities with SEL Learning priorities

'Textbook' Learning priorities (Siedentop et al., 2004, p. 64)	Learning priorities in a SEL-integrated Sport Education curriculum
Season outcomes specific to Sport Education • Self-efficacy & enjoyment • Fairplay behaviours • Games techniques and tactics • Games knowledge (rules, tradition etc.) • Knowledge of roles Season outcomes related to national physical activity goals: • Accumulating physical activity	Unit SEL Goal: Improved self-confidence & self-esteem of students *Examples of SEL Lesson's learning outcomes* • Learn different ways to have a fun and successful game (no putdowns, swearing & game interruptions) • Learn different ways of using 'put-ups' • Learn different feeling words to express strong emotions during games

As mentioned in Chapter 4, Greendale School was located in a community with high needs where many students came to school physically and emotionally unprepared for learning. Although there is not much the school and PE per se can provide for the students in terms of basic needs such as food and clothing, this study shows that a quality SEL-oriented PE programme can help

students feel better about themselves and others and thereby promote their ability to learn in class. By analysing the situated and external context of the school and its implications for establishing learning focus, together the teachers and I prioritised developing students' self-confidence and self-esteem over the implementation of the model. The finding that SEL had to precede the model implementation was unexpected and suggests that the selection of learning foci and desired outcomes needs to be shaped around the school context and students' needs rather than the implementation of the textbook season.

The contextualised SEL unit goals and lesson learning outcomes in Table 9 (right column) provided clear and meaningful directions for the design of the learning sequences to make the targeted affective outcomes more achievable. As highlighted in Chapter 5, the learning outcomes were not fixed for the unit but were constantly reviewed and revised in tandem with developments in the school and classroom contexts as well as progress in students' learning. This intuitive, context-sensitive approach in identifying learning foci and outcomes is in contrast to the apparently linear, prescriptive method suggested in existing curriculum guides (Alexander et al., 1995; Siedentop et al., 1992, 2004) as discussed below.

The majority of Sport Education curriculum guides assume that the goals espoused by the model are unproblematic in that they are universally suited to different school contexts and students' needs. For instance, Sport Education's primary goals for students are for students to become competent, literate and enthusiastic sportspeople (Siedentop, 1994). Curriculum guides typically suggest a range of outcomes that they claim contribute directly towards these broad goals of the model. Table 9 (left column) shows the season outcomes identified by Siedentop et al. (2004, p.

64) that are related to national physical activity goals as well as those specific to a successful Sport Education season. Readers are then advised to exercise flexibility in choosing from this spectrum of season outcomes. However, there is a concern that readers are left with insufficient guidance on how exactly they should go about exercising this flexibility. Curriculum guides usually provide a smorgasbord of learning outcomes and an accompanying cherry-pick approach recommended to teachers. By cherry-picking from a list of externally created learning priorities, the enacted Sport Education curriculum risks becoming de-contextualised and disconnected from demands and affordances of the school context as well as students' needs and values; as demonstrated in challenges encountered in the first unit of work at Greendale School.

Awareness of the situated context of the school subsequently led to a consensus that addressing the emotional needs of students was more pressing than pursuing the models' higher goals/ideals as proposed in Sport Education curriculum texts. In saying this, I am not suggesting that the textbook goals and outcomes are educationally unworthy. Rather, my contention is that these goals and outcomes must to be aligned with the individual school context so that they meet the specific needs and interest of students within that context. In the next section, I discuss why a flexible, intuitive approach is also needed to translate the learning foci and goals into contextualised learning experiences.

Strategy two: Using a flexible and contextually responsive season structure to address SEL explicitly

In most mainstream school contexts, teachers tend to run the season's games schedule from start to finish without consciously thinking about the explicit teaching needed to extend students' learning of personal and interpersonal skills. In this study, teachers were well attuned to the needs of students' learning such that they were prepared to sacrifice part of the season in order to toggle in and out season's games schedule to explicitly teach SEL skills. Table 10 shows three occasions when the teachers and I had to take the students out of the season's games schedule to address specific learning issues in depth. This process of toggling in and out pedagogy was devised by the teachers and myself to specifically enmesh SEL within the context of Sport Education.

Table 10: A fixed season structure and a flexible, contextually responsive SEL-integrated season structure

Lesson	Textbook Volleyball Season Daily Schedule (Siedentop et al., 2004, p. 82)	Enacted SEL-integrated Season (Term 3)	
		Season's games schedule (In)	Explicit teaching (out)
1	Introduction to Sport Education, volleyball. Coach and team selection	Watch videos & PowerPoint slides from past Sport Education projects	
2	Practice drills in home court, 2v2 team game. Choose Team name, colours and Team cheer	3v2 invasion game, home court. Choose Team name & cheer	
3	Same as lesson 2, refereeing and scorekeeping introduced	3v2 home court, focus on tactics	
4	Practice drills, 2v2 Team practice focus on tactics	5v5 scrimmage 1, duty team assignments	
5	2v2 scrimmage, team rotation and duty team assignments	5v5 scrimmage 2 disrupted by putdown incidents	
6	Practice drills, review of scrimmage-day	**Discussion: De-construct and re-construct meaning of competition**	
7	Practice drills, 2v2 competition day 1	5v5 scrimmage 2, record put-ups	**Learn verbal and non-verbal put-ups to encourage teammates**
8	Practice drills, 2v2 competition day 2. Announce winners.	Teacher sick, PE disrupted by behavioural problems	
9	Practice drills, review of 2v2 competition. Practise 3v3 tactics	5v5 competition day 1, practice fair rituals	
10	Practice drills, 3v3 team practice	5v5 competition day 2	
11	Practice drills, 3v3 scrimmage day. Review tactics, techniques and duty roles	Game modifications to extend tactics & interest; Conflict broke out over new games rules	
12	Practice drills, 3v3 competition day 1	**Lesson on emotional literacy - brain-chart**	
13	Practice drills, 3v3 competition day 2	5v5 scrimmage 1	**Learn emotional vocabulary & problem solving skills**
14	Practice drills, 3v3 competition day 3. Winners announced.	5v5 scrimmage 2	
15	Practice drills. Watch and discuss videos of elite and community games.	Planning session: culminating event	
16	Practice drills, 4v4 team practice	Mass event, No PE	
17	Practice drills, 4v4 scrimmage day	**Peer coaching day – Leadership development**	
18	Practice drills, 4v4 competition day 1	5v5 inter-class day 1	**Practice listening & public speaking skills**
19	Practice drills, 4v4 competition day 2	5v5 inter-class day 2	
20	Award ceremony	Award ceremony	

For instance, at Lesson 6, the season's schedule broke down because students were playing with a win-at-all-cost attitude. As a result, the teachers and I took the students out of the season to de-construct and re-construct their concept of competition. The class debated on the famous quote: "Winning isn't everything, it's the only thing." This also became an educational opportunity for the teachers and I to explicitly teach and reinforce the model's principles of inclusion and even competition. In order to make these principles concrete to the students, they were also taught to use verbal and non-verbal put-ups to support and encourage their teammates' participation and efforts. Once the competition issue was addressed and students were explicitly taught how to avoid excessive competition and create team support, the class then toggled back to the season's games schedule to practise their new skills.

There were also occasions when students had to learn specific emotional skills so that they could become better team players. During Lesson 12, for example, the games started to break down again when modifications of the games rules were introduced. The confusion over the new rules led to arguments, profanities and putdowns. Consistent with the theories of emotional development (Saarni, 1999) and emotional intelligence (Salovey & Mayer, 1990, 1997), the teachers and I initiated an SEL teaching episode to teach students emotional vocabulary and problem solving skills to help them better regulate their strong emotions and deal with the problem constructively. Stan explained how emotional vocabulary helped the other students to cope with their emotions. He said:

> 'So, what you're doing is really annoying me, you need to stop, man' [he quoted one of the students saying]. That way the kid who is pissed off is sort of letting it go too. (Interview with Stan, Term 4, Week 2)

In Chapter 5, Rawiri and Kauri also explained how they used the conceptual tool of red track /blue track to understand emotions and ways they could offer emotional support to their teammates. Empowering students aligns with the Teaching Personal and Social Responsibility approach which Hellison (1995) described as "not getting inside kids' heads but getting them inside their own heads" (p. 7).

Another decision to toggle out of the season's games schedule was made in Lesson 17 when the teacher and I observed that the student leaders were struggling to give instructions to the class on the new game they had created. The students were either not listening, or talking over the leaders. Hence, the season had to be interrupted to allow the teacher to convene a lesson on listening and communication skills. The leaders were taught to be more assertive by using their voice and gestures to get the class's attention. Using the 'Good listening lollipop' mentioned in Chapter 6, the rest of the class was explicitly taught how to practice active listening when their leaders were speaking.

In a number of ways, the toggle in and out pedagogy above is akin to Clinic-Game Day (CGD) model (Alexander & Penney, 2005) which is a Sport Education-Teaching Games for Understanding hybrid. Similar to the Games Clinics, the SEL episodes are integral to the modified season structure that sought to explicitly develop specific social and emotional skills. This toggle in and out pedagogy therefore mirrors CGD model in that the season activities were an interplay between the SEL teaching episodes and scheduled games. Like the CGD model, each SEL episode started with revisiting a socially challenging situation observed by the teacher during the last Sport Education session. The students then had a brainstorming session to devise strategies or skills they have to learn in order to resolve the problem. After that, the students put

the proposed strategies or skills into practice through a classroom-based activity such as role play or debate. Just before the next games session, the teachers would remind the students to apply the strategies should similar situations arise again during the season. Like the CGD model, the toggle in and out pedagogy has the potential to move the Sport Education forward and extend its educative potential.

Strategy three: Contextualise Sport Education features to promote SEL

In addition to toggling in and out pedagogy, this study also argues for the need to selectively draw on and embed features of the model with explicit SEL learning opportunities in order to foreground SEL of students. As explained in Chapters 5 and 6, the selection and adaptation of these features had to take into account the school context, the respective classroom ecologies as well as a variety of students' and teachers' values, needs and strengths. There is also a need to draw on different features of the model to emphasise specific SEL at different points of the season, with different students and teachers. The following sub-sections examine the different ways in which the different characteristics of the model were contextualised and enmeshed with SEL.

Re-structuring competition for new learning

In this study, it was found that the textbook competition format where teams play a series of formal competitions for league standings did not support the development of students' SEL. During reconnaissance and the first unit enactment, on many occasions it was observed that students' obsession with their team's ranking position turned the lessons into management nightmares. This finding reinforces Tjeerdsma's (1999) view that an ego-involved climate should be avoided in efforts to enhance social

and emotional development of students in PE. According to Duda (1996), an ego-involved motivational climate is one in which performing better than others and competition are emphasised in class while in a task-involved/mastery climate, teachers emphasise hard work, student self-improvement and learning. Therefore, the competition format utilised in this study was less formal and focused on participation, cooperation and enjoyment. Teams were put together not for competition per se but for students to learn from each other, develop friendship and appreciate diversity in terms of students' gender, ability and background.

Table 11: Adapting standard competition format to promote SEL

Standard competition formats in Sport Education curriculum text (Siedentop et al., 2011)	SEL-integrated competition format
Progressive competition • Same sport throughout • More tactical/technical complexity as competition change Event model • Students compete in events by themselves but all performances count toward team collective score Dual meet • Students compete in singles and doubles competition against those from other teams Round Robin • All teams play against each other during a season • Matches begin after pre-season training	1. Teams compete for best game design • Class vote for best design 2. Intra-class Round Robin competition • All teams play against each other during a pre-season practice • On-going refining of game organisation and rules 3. Preparation for culminating event • Team leaders share and coach partner class in their game • Standardisation of game organisation and rules • Election of organizing committee 4. Culminating events - Inter-class games • Room 1 Game • Room 2 Game • Celebration & Awards ceremony

Each season's competition structure was carefully and deliberately embedded with opportunities to extend learning in relationship and decision-making skills. As shown in Table 11, the informal competition season would start with design and refinement of a class game in which students learn and practice communication, cooperation and decision-making skills. After that, they would play a few rounds of Round Robin intra-class friendly games. During

these games, students had opportunities to engage in more problem-solving activities as they refined the rules and design of their games. Tia and Stan would often participate in the games to explicitly role model and teach the targeted SEL skills. In preparation for the inter-class culminating event, peer coaching and leadership development opportunities were incorporated in the learning activities. For example, selected students would coach their partner class on how to play their class designed games.

Keeping scores – the SEL way

As SEL was the focus of the competition feature, the record keeping was modified to suit this purpose. In a typical Sport Education season, records such as scoring averages, hitting averages, kicks on goals are kept to provide feedback for individuals and teams (Siedentop, 1987). As mentioned above, in this instance games scores were not kept for the season because the initial attempt to do so created tension among the teams. Students began arguing and fighting over their team scores and challenging how accurately they were recorded. Another reason for not keeping the team scores was that students with low levels of literacy and numeracy experienced clear challenges while performing these duties. As such, recording of team scores was de-emphasised.

Nevertheless, the recording feature did prove to be useful when it was re-configured to capture the number of put-ups accumulated by each team during the game. To simplify the recording process, student recorders from the duty team were issued with clickers to keep track of the number of put-ups demonstrated by each team. This initiative started a healthy put-ups competition among the teams to disrupt the habitual putdowns. As a result of such contextualised version of record keeping, more supportive class

culture and peer relationships began to emerge. Even though extrinsic reward such as the point system was initially used to recognise puts-ups, such tangible rewards was gradually replaced by intangible rewards where students had their social and emotional skills recognised by their peers through the Star Award slips. Eventually, students were intrinsically motivated by being able to have a fun and successful game for the whole teaching block, without being interrupted by behaviour incidents. This illustrates that record keeping and the reward system can take many forms and serve various purposes at different junctures of the season, depending on the learning focus of the lesson/unit and students' progress in learning.

Activating positivity through festivity

Siedentop (2004) states the feature of festivity is to create excitement within a class or add a social element to the Sport Education experience. This study asserts that in order to facilitate SEL, this feature had to do more than Sport Education curriculum texts had indicated. At Greendale this feature was selectively utilised and adapted by both teachers and students to develop specific skills in promoting and sustaining positive feelings during and after the lesson. According to Stuhr, Sutherland and Ward (2012), positive emotions are central to PE teaching and must be intentionally experienced because they provide multiple benefits for teachers and students and beget a cycle of positive emotions. Various studies (Seligman & Csikszentmihalyi, 2000; Seligman et al., 2009) in the SEL field have also affirmed the pivotal role of positive emotions in social and emotional education of children.

As described in Chapter 5, students were explicitly taught how to give constructive feedback to their peers during the games interval and during student-led debrief sessions. During the debrief

sessions, for example, students wrote each other Star Awards to recognise positive behaviours and good deeds demonstrated in the class. In order to make these sessions festive and exciting, students used clappers and Maracas to heighten the festive spirit. Additionally, these praise notes would also go in for a fortnightly lucky dip where winners get two pieces of chocolate bar; one for the winner and the other to share with his/her best friend. These SEL teaching strategies induced positive emotions in and among the students, celebrating their strengths and friendships. At the same time, these strategies also taught them about the value of connecting and contributing to the class and school community.

SEL-oriented Culminating event

A typical Sport Education season closes with a culminating event. According to Siedentop et al. (1986), a culminating event is needed because it is in the nature of sport to find out who is the best within a particular season. In this study, the culminating event was not an end of season competition-based event as typically suggested in Sport Education texts. Instead, students played a friendly inter-class game with their partner class. Unlike the textbook approach, the intention was not to find out which was the best team during the SEL-oriented culminating event. Rather, the principle of celebration of sports in the Sport Education model was extended to a celebration of learning where students took pride in sharing their class-designed game with their partner class and received acknowledgement in the form of a certificate; designed and presented by their own team leaders. As explained in Chapters 5 and 6, awards were given to recognise achievement in the affective domains rather than achievements in competition standings. All these activities contributed to a sense of positivity inside and outside the classroom which was essential for the healthy development of emotional wellbeing and self-esteem.

Developing synergies between SEL and team affiliation

In this study, team affiliation and team roles were two features that were found to be central in promoting social and emotional development of students. Compared to the large-sided games format used by Stan and Tia before the project (described in Chapter 4), the use of smaller teams made the learning environment more manageable for the student leaders and teachers. Tia explained that with fewer students in a team, there tended to be less conflict between them. Students also found it easier to discuss and strategize. Overall, both Tia and Stan believed that the smaller teams facilitated interaction among the students.

While the small, persisting feature provided more opportunities for social interaction and facilitated team organisation, this study found that this feature on its own did not guarantee the development of interpersonal skills and a sense of belonging to their team. Instead, a host of explicit team building routines and strategies had to be infused alongside the feature to enable it to realise its educative potential. For example, teams were required to do team cheer at the start of each game and team huddle during game interval to develop their team spirit. The referee cards, visual posters and points system were useful instructional cues that guided students to provide encouragement and support to their teammates during the games. Teachable moments in the PE class were utilised during Open Forum and debriefing sessions to recognise and reinforce instances of good teamwork. The collective use of the persisting group feature and explicit SEL strategies has also enabled the transfer of learning on positive attitude/behaviours across different subject learning contexts, evidenced by feedback from Science teacher during interview (see Chapter 7, Scene 7.2).

New opportunities for being a leader

In a standard textbook approach to Sport Education, team roles such as team leaders, coaches, are often fixed from the beginning to the end of the season. In this study, having fixed roles for the entire season did present some challenges for the season and for the development of SEL. For example, Nikau and Amiri were frustrated with their refereeing roles but had to stick with them because it was assigned at the start of the unit. Likewise, Chloe from Tia's class felt it was unfair that the dominant students got the leadership positions. Because these roles were fixed throughout the season, Chloe was upset that the rest of the class had not had a fair chance to perform these important roles. To make things worse, Jen revealed that these leaders only chose their friends to do the other important jobs in the team while the rest were left out. The students subsequently suggested rotation of these important roles so that they were not dominated by only a few students.

Based on the students' feedback, the teachers and I decided not to fix the roles for the entire season but assigned and re-assigned them based on teachers' constant attunement to students' potential and performance in these roles. The intent was to make sure the roles were not only appropriate to the developmental level of the students but also provide sufficient challenges for them to stretch their capabilities and skills. In Chapter 6, I provided the example of Terina whom the teachers and I initially did not offer any leadership roles due to her disruptive behaviours. However, after reassessing her potential during the recruitment programme, we decided to appoint her as a PE team leader. On the other hand, we did not hesitate to remove Julian from his team leader role when he consistently neglected his responsibilities and was even caught bullying junior students during the recruitment programme. These pedagogical decisions were consistent with SEL

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research such as social development model (Catalano & Hawkins, 1996) which posits that social bonds between a child and a particular group encourage the child to act in accordance with the values, norms, and belief systems that are a part of that group. Thus, the selection of pro-social team leaders is central to SEL because they provide the positive role models that the rest of the class could look up to and develop positive bonding with. Because of that, assignment of roles should always be flexible and monitored closely throughout the season so that they support SEL development.

Caveats: Not throwing the baby out with the bath water

As the process of contextualising Sport Education is highly complex and challenging, this section addresses some of the caveats involved. These caveats include holding faithfully to the philosophy/principles of the model, the need for a relational pedagogy, and commitment of the teachers and school leaders.

Philosophy/underlying principles of the model

While these contextual adaptations of the Sport Education features provided many SEL benefits, this study cautions that amidst modification and/or adaptation there is a need to ensure that the educative philosophy and principles underpinning Sport Education are not lost. These principles include the celebration of sport, concern for inclusion, avoiding an over-emphasis on competition, developmentally appropriate game formats, promoting connections between learning within and beyond schools, and student ownership of learning. The stories shared in Chapters 5 and 6 illustrate that all these principles need to be taken into consideration while adapting the features of the model to suit the context and whilst developing students' social and emotional skills.

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An example of the complementary relationship between SEL and the principles of Sport Education is the practice of sport rituals. In this study, sport rituals were not only central to the celebration of sports but they were also valuable opportunities to embed SEL within the season's competition structure. For instance, sports rituals were integrated within each lesson and each game to help students learn and practice SEL skills in context e.g. goal setting, devising team strategies, communication and teamwork, and so on. In line with the unit's SEL learning priorities, the following structures or rituals were embedded within each PE game: team cheers, put-ups, team huddles, open forum discussion and friendship handshakes at the end of game. Students practised these rituals and routines in every single game to internalise the use of positive language and cooperation skills.

Having mentioned the significance of the philosophy and principles of the model, it is not necessarily easy to ensure that teachers will consciously consider them when modifying the model. It is particularly difficult for teachers to appreciate and stay true to the philosophy and principles when enacting the model since Sport Education text is typically presented the model as a recipe in which teachers are furnished with ready-made, highly prescriptive lessons. This approach does not encourage teachers to understand the philosophy and principles underpinning the model. As Remillard (2000) highlights, curriculum resources are designed to shape students' experiences and learning of specific content, and rarely focus on shaping teacher learning.

An alternative approach is to present the model as semi-scripted recipe in Sport Education curriculum texts which would then require teachers to understand the philosophy and principles before they can design and deliver the unscripted portion of the recipe. However, this alternative may not be well received by

teachers who are used to the recipe approach. Nevertheless, this study showed that teachers who truly believe in the educative purpose of the model will subscribe to this approach. They will take the necessary risks to deliver the model to make a real difference to the students.

Relational pedagogy

It must be recognised that the role of teacher-student relationships in driving the SEL cannot be under-estimated. During the earlier phases of the curriculum enactment, Greendale students initially need extrinsic reward system to take assigned roles seriously. However, in the later phases, these external reward systems were gradually replaced by the constructive feedback from peers and teachers during debrief which helps to ensure accountability. It was also during this later phase that the students began to respond positively to the feedback because of their affiliation with their team and their rapport with the teachers and researcher that had developed over the season. Overall, the findings of the study suggest that a relational pedagogy marked by teachers' deliberate and consistent effort to demonstrate caring, fairness and respect to their students, set the foundation for explicit teaching of social and emotional skills. In other words, students were motivated to learn these skills because they value their relationships with their teachers and peers.

In this regard, classroom teachers are arguably in a more favourable position than specialist PE teachers to leverage on this pedagogy because of their sustained contact with the students throughout the school day. This is particularly vital for implementing the toggle in and out pedagogy as it requires the flexibility of the classroom teachers to extend the learning beyond the PE block. Specialist PE teachers would have to work closely

with classroom teachers to ensure that social and emotional skills learned can be seamlessly transferred to and beyond the PE class.

Commitment of the teachers and school leaders

Given the flexibility in timetabling and logistics to address SEL in and out of the PE block, this project would not have been possible without the high level of commitment showed by the participating teachers. Both teachers were initially overwhelmed by the behavioural problems in the classroom and were committed to seeking answers to alleviate them. The principal was equally motivated in supporting the teachers to overcome these challenges. I therefore argue that the curriculum development achieved would not have been possible without a strong commitment by those involved.

Re-framing textbook model

It is unrealistic to provide every school with a professional development resource person to guide teachers in toggling in and out of the season's game schedule to explicitly address student's SEL. However, lesson plans for the SEL episodes marked in the right column of Table 10 can be incorporated in Sport Education curriculum texts. Sport Education curriculum texts could include a chapter with these SEL lesson plans that are not fixed but are positioned flexibly within the season. Sport Education curriculum texts should acknowledge that there are multiple ways of structuring a sports season, depending on individual school and classroom context. In this way, teachers may then be encouraged to use their professional judgement and discretion to choose the most appropriate season structure and SEL lesson plans to meet the needs of their students or their classroom situations.

Ultimately, this study demonstrates that a fidelity approach (Zhu, Ennis, & Chen, 2011) that is faithfully implementing a Sport Education season schedule or adopting the model without explicitly addressing to students' needs will not automatically lead to students' social and emotional development. If teachers desire to explicitly develop students' social and emotional skills, they would have to complement the model with specific teacher initiated and mediated SEL episodes. Given that students' SEL needs are context dependent, it is important to emphasise that should SEL-based learning episodes be embedded in Sport Education curriculum texts these should not be used as a rigid one-size-fits-all template or recipe. Teachers should be advised to further adapt these lessons according to the needs of their students. I therefore contend that this reframing of the textbook model can support teachers to realise their autonomy as curriculum decision-makers. It also seeks to disrupt the notion that prescribed recipes can be used verbatim to guide their teaching practice while encouraging them to experiment with the prescribed resources to meet specific students' needs and school contexts. This is a form of curriculum materials re-imagining which Petrie (2012) reiterated as critical in supporting teachers' professional learning and expanding their view of PE.

Section 3: Supporting Teacher professional learning in contextualised curriculum development

In the previous two sections, I argued that a SEL-integrated Sport Education-based PE curriculum can be developed and enacted by setting contextualised SEL priorities, toggling in and out of the model and adapting the features of Sport Education model to the school context. This final section of the chapter discusses the process of supporting teachers and their professional learning as an integral part of this contextualised, collaborative curriculum

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development. Analysis of the findings identified four themes that represent how teachers in this study were prepared and supported to develop the necessary curriculum and pedagogical knowledge and skills to advance the SEL of their students. The first theme centres on developing teachers' attunement to the school context and needs of learners. The second theme explains how professional learning needs to be conceptualised and approached to position teachers as owners and leaders of the contextualised curriculum development and, more specifically, of efforts to develop the SEL of students. The third theme discusses the need and approaches to support teachers to grow professionally as individuals. The fourth theme illustrates the merits and challenges of an inquiry-based, collaborative learning approach that is pivotal in shifting teachers' pedagogical practice and relations in this study.

Develop teachers' attunement to the school context and needs of learners

In this study, the explicit teaching of social and emotional skills required teachers to be constantly attuned to the school context and their students' learning needs. As discussed above, the significance of context has not been given sufficient attention in Sport Education text and research. Throughout the findings chapters, there were many instances when Stan and Tia showed that they knew their students very well. For example, Stan was calm during the horrific meltdown in his class because he knew the student in question had not been fed at home. Likewise, Tia was astute in pointing out that highlighted disruptive behaviours during the PE session could be attributed to her students' low self-esteem. This attunement occurs at both the school context and student levels as well as throughout the planning, enactment and evaluation phases of the curriculum development.

At the school context level, teachers were conscious of relational, structural and materials aspects of school dynamics and their implications for students' learning. At the student level, the teachers were sensitive to their students' learning needs, particularly to how their emotions could affect learning in the classroom. This finding reinforces McCaughtry's (2003) assertions that teachers' understanding of students' emotion is inextricably linked to their thinking and decisions about education content, curriculum and pedagogy. Kirk and Macdonald (2001) refer to this form of expertise as teachers' authoritative voice, rooted in their intimate knowledge of their local contexts.

However, this attunement alone is not enough to integrate SEL into Sport Education. The teachers needed to gain new knowledge and skills to leverage on their existing contextual knowledge and expertise to explicitly plan and deliver a SEL-integrated Sport Education season. In this study, the role of the researcher as a teaching and professional development resource was critical in supporting the teachers to bridge the gaps in their PE and SEL pedagogy and curriculum knowledge.

At the beginning of the first enactment cycle (see Chapter 5), the teachers were attuned to the problems their students were facing during the seasons but they let the learning opportunities slip away because they did not know what to do about them. This phenomenon was also reported in the Sports for Peace study (Ennis et al., 1999). Ennis et al. argued that the greatest difficulty a teacher encountered was knowing when and how to incorporate conflict negotiation in their classes as well as when to intervene and when to permit teams to work problems out on their own. In this study, the teachers initially did not even perceive PE as an opportunity to teach social and emotional skills until they had the experience of planning for and facilitating SEL during the sport

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season. The roles of the researcher as mentor, role model and resource creator were critical in shifting teachers' thinking, beliefs and practice in SEL and PE. This was evidenced in how teachers were supported to leverage on their attunement to set contextualised, student-centred learning foci.

Conceptualising professional learning in contextualised curriculum development

In this study, professional learning was conceptualised and approached in such a way that deliberately positioned teachers as owners and leaders of the curriculum development and specifically, of efforts to advance SEL of students. This approach is characterised in the following ways. First, the teachers were encouraged to identify their own professional learning foci, which were based on addressing classroom problems/issues they cared deeply about. Second, they were provided with access to new curriculum and pedagogical ideas from research as their co-construct new curriculum knowledge to inform classroom contextualised practice. Throughout the research process, I, as the co-teacher/researcher, had to be mindful that the curriculum development and students' progress in SEL were the responsibility of the teachers. My role as a researcher was to support the teachers with a professional learning programme that would help them to acquire the necessary knowledge and skills to deliver the desired SEL outcomes.

There are many compelling reasons for adopting this contextualised approach of professional learning rather than a traditional one-size-fits-all, de-contextualised professional development. From a sustainability viewpoint, the rationale is straightforward as the university-school research partnership was only transient or at least that is how it was conceived from the

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start of the project. Hence, the teachers needed to be supported from the onset of the project to take ownership of the curriculum development so that they could sustain the new pedagogical practice after the researcher had left the field. This meant that professional learning had to be real-time and practice-oriented to support teachers in taking risks, in being creative and in developing a deep understanding of the learning issues they were tackling. Tia described the learning process as:

> a lot of things that we have learned you can apply to a
> classroom situation...we have been so entrenched in it...
> it is part of our psyche now... 'cos it's deeply rooted.
> (Interview with Tia, Term 3, Week 10)

From a pedagogical viewpoint, the other compelling reason was the the nature of curriculum development itself. Jennings and Frank (2015) make the distinction between an intervention and a curriculum development. Interventions are clinical approaches to behaviour change, which require strict adherence to an intervention delivery protocol. Curricula, on the other hand, are teaching, learning and assessment materials and processes which rely heavily on teachers' input to adapt them to their students' education needs and the learning context. As mentioned in Chapter 2, this study adopted a curriculum enactment (Snyder et al., 1992) rather than an intervention approach to develop a SEL-integrated Sport Education curriculum innovation. The sections above illustrate how knowledge of students' background and experiences was central to the adapation of the model to specifically foreground SEL. Shulman (1987) referred to this as "knowledge of learners" which is necessary for teachers to engage students in learning and anticipate and plan for barriers to learning. An example of this in the findings chapter was when Tia advised me to modify the learning intentions of the lesson to

accommodate the language difficulties of the students and make them 'child-speak'.

In order to tailor the curriculum development to the needs of the students, teachers also need to possess strong knowledge of their educational contexts. Shulman (1987) refers to this as the teacher's knowledge of the operation of classroom groups, communities and cultures. Throughout the course of the fieldwork, this knowledge was critical for the teachers and I to understand the social dynamics of the classrooms and how to work with them to re-design the learning environment for effective learning. While the knowledge of students and the learning context were critical to support the curriculum development, they alone were not sufficient to shift teachers' pedagogical practice. Instead, teachers needed to learn how to combine new curriculum ideas from research with their contextual knowledge to develop and enact new curriculum practice. Shulman refers to this as pedagogical content knowledge. An essential part of teachers' pedagogical content knowledge is presenting learning content to students in a comprehensible way. A manifestation of pedagogical content knowledge was when Stan capitalised on a teachable moment and used the brain chart to explain to the rest of the class how Nikau's behaviour was driving him into the red track.

In developing teacher's pedagogical content knowledge, this study found that external support from a school-university partner was crucial. In my role as a research partner and co-teacher, I provided a bridge to connect the teachers to these new concepts and tools found in research. Given the working condition of the teachers (see Chapter 4), it was not realistic for them constantly find time to research for the latest knowledge in SEL and Sport Education to inform their practice. As explained in Chapter 5, I had to step in to provide just-in-time mini-workshops to share key ideas from

research. However, the teachers always had the final say on which ideas from the research they were going to bring into the classroom and how they were going to be presented to the students. For instance, they were quick to point out that the first draft of brain chart was too complicated and needed to be simplified for their students. Once these ideas entered their respective classrooms, the teachers would further adapt them for their practice, based on their own knowledge of their students and their teaching situations. At this point, I would step back and allow this trial and error process to guide teachers in reshaping their pedagogical practice and relationship with their students. Hence, knowing when to step in and out of my role was key to supporting teachers as owners and leaders of the curriculum development. I have also learned to recognise and respect the value of teachers' local knowledge in the contextualised, collaborative curriculum development. This revelation endorses Kirk and Macdonald's (2001) contention that the:

> authoritative position from which teachers speak to and about instructional discourse of HPE is from their local contexts of implementation . . . their expertise is rooted in their local conditions, of their school, facilities, programmes, classes, politics. (p.557)

Another key aspect of professional learning in supporting teachers' ownership of the curriculum development was helping teachers embed SEL in the regular classroom activities. Unlike specialist PE teachers, as classroom teachers, Stan and Tia had access to the curriculum areas other than PE. In Chapter 5, I alluded to the structural constraints in the school and explained why explicit teaching of SEL skills during PE is not enough to internalise students' SEL. Further, as described in Chapters 5 and 6, the learning of social and emotional skills happened across and beyond

the school day. Being classroom teachers, both Stan and Tia were in unique positions to embed SEL opportunity across the curriculum, inside and outside the classroom environment. This unique position of classroom teachers is particularly advantageous to the transfer of SEL beyond the PE lesson. Tia gave an example of how this happened in her classroom:

> They know how participation looks like when they are out playing a game. It means collectively we are all going to contribute. Right, let's take that to the classroom... it's being modelled for them, they have done it outside and now they going to do it in the classroom. (Interview with Tia, Term 4, Week 9)

The opportunities for extending SEL into the other curriculum areas meant that professional learning in this study was re-conceived as beyond the confines of preparing teachers to teach PE or the Sport Education model. Rather, it was conceptualised as part of developing good pedagogical practice that could be used in any subject or learning area.

Supporting teachers to grow as individuals

The results of this study demonstrate that the teachers were supported to grow as individuals on their professional learning journey. An individualised professional learning approach was needed because the two teachers I worked with were very different, with different potential and professional capacities and situated within different classroom and professional spaces. As a result, one model of professional learning is not going to work for all teachers. Rather, a multiplicity of professional learning models had to be drawn on to build on individual teachers' strengths to help them deal with the complex and demanding context they were working in.

As described in Chapter 5, Tia has strong pedagogical skills and cultural knowledge of her students. This was probably due in part to her long and extensive teaching experience as well as her mixed Pakeha-Māori background. Jennings and Frank (2015) contend that teachers' social and emotional competence plays a critical role in the successful implementation of the SEL programme. They explain that teachers with high social and emotional competence know how to regulate their emotions and behaviour, even when emotionally aroused by challenging situations. According to Jennings and Frank, teachers with high social and emotional competence are better at negotiating conflict and are culturally more sensitive as well as better at understanding others' perspectives. Moreover, it was found that teachers with high levels of SEL provide high level of classroom organisation and the emotional and instructional support associated with a quality classroom climate (Hamre & Pianta, 2001).

Tia's disposition and her classroom management clearly resembled the characteristics of a teacher with high social and emotional competence. However, the potential of Tia's high social and emotional competence did not appear to manifest in her traditional PE teaching (as described in Chapter 4). In addition to the mini-workshops, I used predominantly modelling, coaching and mentoring to guide Tia towards more student-led PE pedagogy. For instance, this meant modelling to Tia how to use pro-active classroom management strategies to prevent unnecessary interruptions to the lessons and using a variety of management tools to keep students on-task during the PE lessons. Tia commented how much she valued the process of my modelling of the inquiry-based learning process:

> You did a fantastic modelling of the inquiry-based learning process. And it's been amazing to see [it] at first hand. (Interview with Tia, Term 3, Week 10)

Besides inquiry-based learning, Tia also valued the personal qualities that I modelled for the students and her. She said:

> You're modelling how a good person should be with the students, you know, being calm… 'cos it helps a lot. And I like, I said, you are calm; students are going to be calm. Um, [you are] always being able to talk about things. You are open to the students. (Interview with Tia, Term 3, Week 10)

MacPhail and Tannehill (2012) similarly found modelling an effective approach to professional learning to prepare generalist primary school teachers to teach PE using the Sport Education model. In addition to modelling, Tia found that my personalised approach and on-going support was instrumental in supporting her learning. She shared:

> Because I got to know you as a person. It becomes more personalised. The other kind [traditional workshops] very superficial… just skim the surface. But we really delve deep. (Interview with Tia, Term 3, Week 10)

Stan's professional learning took a somewhat different trajectory. At the start of the project, he seemed to have a lower social and emotional competence and wellbeing as was reflected in his persona and classroom management (as illustrated in Chapter 4). Stan was a relatively inexperienced classroom teacher. In addition, Stan's classroom demographic and dynamics also appeared to be more challenging than Tia's. Nevertheless, Stan's strengths came through in his willingness to take risks and his positive attitude towards professional learning.

As explained in Chapter 5, Stan's concern for adopting student-led pedagogy was letting go of the control of the class. Hence, a professional learning priority was established to help Stan

overcome his fear of handing the ownership of learning to the students. As his co-teacher, I supported Stan as he experimented with different learning structures to enable students to self-manage their behaviour during the PE. Stan stressed the value of these structures:

> What I've learned now about it that if the structures are set, you know, there would be no problems. So, mowing the lawn and having spots for the group [home spaces]. I think makes things a bit easier. (Interview with Stan, Term 4, Week 2)

Through this practice-oriented professional learning process, Stan appeared to be more proactive and metacognitive of his responses to the challenging situations in his class. Despite the initial challenges he faced when trying to work towards becoming more relationally focused in PE and other general classroom areas, as illustrated in Chapter 6, he eventually managed to transform his pedagogical practice and relationship with his students.

Overall, the discussion revealed differences in the learning styles of both teachers. Crucially, Tia preferred a personal, relational approach to professional learning while Stan found a more experiential and hands-on approach suited him better. Thus, this study found that in order to develop a teacher's curriculum and pedagogical knowledge and skills to deliver a contextualised curriculum, professional learning needs to be differentiated at an individual teacher level and their individual background and work context taken into account.

Inquiry-based, collaborative learning

In addition to individualising professional learning, this study found that inquiry-based, collaborative learning also played a significant role in extending teachers' learning of new curriculum knowledge and skills. At Greendale this form of professional

learning was evidenced in and supported at the different levels of the school. The first level was at the school leadership. Without the support of the school principal, the teachers and I would not have been able to commit to a time to meet fortnightly to review and plan our programme as well as carry out formal professional learning activities within these sessions. In addition, the principal allowed us to have a high level of autonomy in carrying out the research while always keeping a keen interest in its development. Prior to the study, Principal Aroha had already established a vibrant professional learning culture in the school where all staff had to complete school-based research projects. Hence, Tia and Stan's prior research experience in the school was a huge boost for the project. Together, the support of the principal and the strong professional learning culture set a strong foundation for teacher collaborative learning in this study.

At the teachers' level, inquiry-based collaborative learning was the primary platform that drove their development in this study. First, this study found that there were many benefits to involving two teachers rather than one in the research partnership. As explained in Chapter 3, one advantage was in ensuring the continuity of the research study in the event that one teacher should leave the school mid-way through the project. More importantly, this arrangement also created collaborative learning spaces for the two teachers to interact and learn together. In Chapter 5, I presented instances where both Stan and Tia shared their ideas and views with each other on how to move the project forward. At the same time, they would often critique each other's ideas as they pre-empted potential barriers to learning and devised pro-active strategies to deal with them. In the following interview excerpt, Tia described the benefits of these discussions:

> In order for you to be reflective, you actually need to verbalise it. And you need to have those conversations. You need to have open discussion. Because they will trigger [ideas]... if I didn't have that interactions with you and Stan, I probably won't have those moments. (Interview with Tia, Term 4 Week 9)

These benefits of the collaborative learning approach are consistent with Tan's (2005) study findings which indicated that when teachers collaborate to implement new initiatives, the risk of failure decreases and their confidence for experimentation increases. Similarly, Kim et al. (2006) note that having a fellow teacher-researcher to share a dilemma and raise issues with can be helpful and reassuring in implementing a Sport Education-based curriculum.

Finally, the collaboration between the teachers and I as the university partnership provided another source of professional learning for the teachers. Being based in the school twice a week for an entire year, I was available to provide sustained support while holding teachers accountable for their professional learning and curriculum development efforts. Tia affirmed that it was the sustained support from me that made a difference to their professional learning. She explained:

> And it's also having you, an experienced professional guiding me through the process.... Because of constantly being guided and supported. (Interview with Tia, Term 4 Week 9)

Likewise, Stan concurs on the value of the partnership. He asserted:

> Like, you know, I am taking a risk, somehow held accountable. *You are there* [my emphasis]. So, it's the best way to do it, I think. (Interview with Stan, Term 4, Week 2)

This finding aligns with Penney, Clarke and Kinchin's (2005) claim that Sport Education activities need to occur within a framework of on-going support for the teachers involved, and a sustained partnership with university staff.

Chapter conclusion

This chapter concludes that SEL can be a complement/ally to the model. Despite the model's robust philosophy and underpinning principles, its current minimalist framing in curriculum guides and formulaic practice in school greatly limits its educational potential. In this study, SEL opened new possibilities for the model. By integrating SEL with Sport Education, teachers were able to move social and emotional outcomes in development directions. However, this development did not happen by chance. SEL had to be deliberately planned for and explicitly taught in the context of Sport Education. Additionally, the toggle in and out pedagogy and the contextualising of the model features were instrumental in unlocking the untapped potential of the model to support students' holistic development. The successful application of these strategies reaffirms that teachers need to avoid using the model verbatim from the curriculum and if anything, have to find a new formula to ensure the model's relevance in their school and classroom setting. However, this would not be possible without contextualised, authentic teacher professional development. Teachers' attunement to school context and student needs is the fulcrum of this professional learning process. As the entire curriculum enactment and professional development process is highly complex, it is prudent to pay attention to the caveats highlighted in this chapter, particularly the need to adhere to the philosophy and principles of the Sport Education model. Lastly, this study has demonstrated that SEL can be a catalyst in helping students realise their full potential as competent, literate and enthusiastic sportspersons.

CHAPTER 9: CONCLUSION

Introduction

Journey to the West (Cheng'en, Richard, & Kane, 2008) is a Chinese novel published in the sixteenth century and is one of the Four Great Classical Novels of Chinese literature. The novel is an extended account of the legendary pilgrimage of the Tang dynasty Buddhist monk Xuanzang who travelled to the Western Regions, that is, India, to obtain sacred texts (*sūtras*) and attained enlightenment after a journey of trials and tribulations. Like Xuanzang, I travelled from Singapore, a society rooted in Eastern values and traditions, to carry out my PhD research in the Western world of Aotearoa New Zealand. While not as perilous as Xuanzang's, my own research journey was still rather daunting as I found myself immersed in a school context that was not only challenging but also a social and cultural contrast to what I was accustomed to in Singapore. Nevertheless, I am glad I persevered through these adversaries and learned many invaluable lifelong lessons from the experience. Like Xuanzang, I have now obtained my own sacred texts in the form of take home messages which I would like to share with the practitioner and research communities in this conclusion chapter. I argue that the research contributions from my study will support primary teachers and researchers in understanding how students' social and emotional wellbeing and competence can be explicitly facilitated in and through the Sport Education model.

This chapter conclusion is divided into five sections. The first section is a personal narrative of my own personal transformations as a result of this study. These transformations, observed through my own lenses and the lenses of my loved ones, indicate how my thinking and beliefs about pedagogy and research have drastically

changed over the past four years. In the second section, I present three take home messages for teachers, researchers and curriculum developers involved in the development of social and emotional wellbeing and competence of primary aged students. In the third section, I share the limitations of the study and make suggestions for further research. The methodology of the study is reflected in the fourth section of the chapter. The chapter then concludes with some final thoughts of the study.

Take home messages

The main purpose of this study was to examine how aspects of and insights from the Sport Education model could be drawn upon, selectively utilised and adapted to support and extend students' social and emotional learning (SEL). In light of this purpose, three take home messages are derived from the reflection on the analysis of findings in the Chapter 8. Together, these messages will address how teachers, curriculum developers and educational researchers can rethink approaches to the development of social and emotional competence of primary aged students in PE. However, it must be noted that these messages are not a panacea for solving the social ills arising from child poverty though I have argued that they can contribute to students' emotional wellbeing and their capacity to learn in schools.

Message One: Context Matters, Ignore at your peril

School context should not be taken for granted in enacting a SEL-integrated Sport Education curriculum. The following are reasons why school contextual domensions must be taken seriously in designing and enacting a Sport Education curriculum that specifically seeks to foreground SEL of students.

Braun et al. (2011) stressed that:

> …context is an 'active' force, it is not just a backdrop against which schools have to operate, it initiates dynamic policy processes and choices and is continuously constructed and developed both from within and externally in relation to policy imperatives and expectations. (p. 590)

In support of Braun et al.'s (2011) assertion, this study affirms the need for teachers and researcher to engage with the contextual dimensions in curriculum enactment. The engagement with *situated context* of Greendale is integral to setting learning priorities that are connected to the lives and needs of their students inside and beyond the school gates. The findings of this study have demonstrated that students' social and emotional competency and needs were driven by forces in the school, family and wider community context. Poverty and family difficulties in the *situated context* had an adverse impact on the students' self-esteem which in turn affected their behaviours during PE. Hence, teachers and researchers need to devote time and patience to appreciate the nature and impact of these situated factors on their students' learning needs and behaviours. At the same time, they also need teacher (and researcher) reflexivity so that they avoid a deficit mind-set about the students' behaviours and background. This investment in time and reflexivity is critical for developing contextually relevant learning foci that not only address the social and emotional needs of the students but also build on the strengths and assets that they bring to the PE class. Thus, this research finding supports Petrie et al.'s (2013) recommendation that teachers need to know their students well so that they can plan for learning that reflects the needs, interests and sensitivities of individual students. Some of these contextual forces were clearly evident while others were more subtle.

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At Greendale, the PE facility, school budgets and timetables were perhaps the most influential *material factors* in narrowing or expanding the options the teachers and the researcher had in structuring and enacting the Sport season. Likewise, external contextual factors such as national standards, external providers and exchange programmes presented both opportunities and limitations that mediated our capacity to innovate. Neverthless, it was the *professional contextual* dimensions in terms of the supportive school leaders and teachers' unwavering commitment that was pivotal in driving the curriculum innovation forward in spite of the recurring and daunting obstacles within the various contextual dimensions. The understanding of the interplay and significance of these contextual dimensions on curriculum enactment presented in this study has been greatly illuminated by Ball et al.'s (2012) four contextual framework.

Despite the significance of context, existing Sport Education texts (Alexander et al., 1995; Siedentop et al., 1992, 2011) make little reference to the need to modify the Sport Education features for contextual specificity, especially for social and cultural factors. Evidence from this research demonstrates that teachers must adapt the Sport Education features to match localized contextual conditions regardless of whether it is to achieve SEL or any other learning outcomes. Without contextual adaptations, the model's features are unlikely to meet the learning needs of the student and help them reach their fullest potential in any particular school context. For example, the competition and record keeping feature of the model had to be extensively tweaked in this study because of challenging peer relationships and students' obsession with winning. In order to know what when and how to adapt the model, teachers and researchers should first develop a deep understanding of the organisational, relational and cultural

nuances and intricacies of their particular school context. This contextual understanding is central to developing a contextually relevant and responsive Sport Education curriculum and should therefore be emphasised to teachers and researchers in Sport Education curriculum texts.

Besides contextualising the Sport Education features, teachers and research partners must also draw on their understanding of the context to develop localised teaching materials. Drawing on the teachers' knowledge of their students' interests, needs and abilities, allows for the development of a teaching toolkit that supports students' learning. As is evidenced in this study, the use of contextually specific sport education curriculum materials, visual and audio instructional and behavioural management resources, enhanced student self-management skills as these were tailored to the students' low literacy and low attention span. Another example was the use of the referee cards in the Sport Education season that was connected to students' community sport experiences. In addition, these referee cards were deliberately modified to reinforce positive behaviours. This finding therefore challenges the presentation of Sport Education teaching materials in curriculum guides as generalizable resources. Instead, it affirms Castro-Olivo's (2010) recommendation that materials of packaged SEL programmes be adapted to help student engagement and identification with them so that they can internalize and generalize the SEL skills to their daily lives.

Henceforth, curriculum guides should encourage teachers to assume the responsibility to adapt ready-made Sport Education materials and or create new ones for localized contextual conditions in order to help students learn regardless of whether or not it is about SEL. This will require teachers and research partners to "know the students and the socio-culturally related

issues they might be experiencing in their local communities" (Castro-Olivo, 2010, p. 97).

Message Two: Teach SEL explicitly

SEL needs to be explicitly taught in Sport Education curriculum. In order to foreground SEL in Sport Education, it is vital to complement the Sport Education season with specific SEL teaching episodes. The findings of this study do not support the notion that SEL can be implicitly learned in traditional Sport Education experiences. For instance, this study found that putting students in mixed ability teams for a prolonged period of time did not guarantee they could work together or build affiliation. Instead, teachers should use the toggle in and out pedagogy developed in this study to enmesh specific SEL teaching episodes in the Sport Education season. The teaching episodes leverage on teachable moments during the season to explicitly teach SEL skills.

While the SEL teachable moments often happen in serendipitous ways, the SEL teaching episodes in response to them are not ad hoc. In fact, they need to be carefully planned, adequately resourced and evidenced-based. For instance, the emotional literacy lesson on the brain was deliberately planned using SEL resources gathered from a workshop I had attended. After the lessons, it is also important that opportunities are deliberately created in subsequent PE lessons for students to practice the social and emotional skills learned in the SEL episode. Teachers should encourage peer monitoring of each other's progress by using appropriate platforms such as post-lesson debrief and/or the Star Awards strategy to reinforce the desired behaviours. Another powerful SEL pedagogy developed in this study is Open Forum which provides a platform for students to develop conflict

resolution skills through de-constructing and re-constructing their assumptions on issues such as the purpose of competition.

Finally, the SEL episodes cannot be taught in silos. They must be connected to the rest of the school curriculum so that students are more likely to transfer the SEL skills learned to other learning areas and personal situations. One cross-curricular teaching example was when Stan put the feeling vocabulary words in his class spelling list. The effect of this cross-curricular learning was reciprocal for PE and the other curriculum areas. This was evidenced in the improved Science results, a stronger class culture, and greater engagement and participation in PE. Thus, the explicit teaching of SEL skills during Sport Education created a win-win situation for PE and other academic areas. This finding aligns with the Petrie et al. (2013) study's recommendation that to sustain student learning in HPE, messages and practices should be consistently enacted in class- and school-wide programmes and policies.

Alexander et al. (1993) once raised the question of whether Sport Education can address the deficit of PE teachers lacking a teaching perspective by foregrounding long neglected outcomes, especially in the affective domain. My study which placed this educative promise of Sport Education under the microscope, affirms that SEL can be meaningfully enmeshed in the model and therefore boost the capacity of PE teachers to use the model to create more educative experiences for their students.

Message Three: Re-professionalise teachers through educative curriculum materials

At the level of curriculum and materials design, this study found that semi-scripted, rather than ready-made, materials are more powerful in promoting teachers' learning and helping them achieve

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real change in their practice. Sparkes (1991) argued that a key dimension of real curriculum change is the transformation of beliefs, values and ideologies held by teachers that inform their pedagogical assumptions and practices. However, much of Sport Education and PE curriculum materials cover only students' learning without addressing teachers' learning needs. Specifically, these materials are typically replete with ready-made unit and lesson plans and do not engage teachers in thinking about the educational intent of these materials and their alignment to the needs of their learners. The highly prescriptive first unit of work I designed in the first cycle was reflective of this design. Thus, it was not surprising that the unit failed to connect with the students and teachers. This undesirable outcome affirms Petrie's (2012) cautions that "...the adoption and use of pre-packaged curriculum materials and models of 'new' teaching approaches can produce superficial changes by providing teachers with prescribed recipes that can be used verbatim to guide teaching practices" (p. 19).

In contrast, the subsequent units of work that were co-constructed by the teachers and me were semi-structured. This flexible curriculum design allowed the teachers to take ownership of and responsibility for their curriculum and pedagogical decisions. Because the teachers were attuned to the needs of their students, this approach also helped to ensure the enacted curriculum and accompanying resources used were connected with the social, cultural and economic realities that governed the lives of the students inside and outside the school gates. This approach is consistent with education research (Schneider & Krajcik, 2002) that supports the need to provide teachers with opportunities to learn about the underlying rationales, pedagogical decisions and reasoning behind the sequencing of learning outlined in pre-packaged curriculum materials. According to Schneider and

Krajcik (2002), these opportunities are central in enabling teachers to use these resources thoughtfully, flexibly and in ways that meet the particular needs of their specific student groups,

The notion of semi-scripted curriculum materials proposed by this study has significant implications for the design of Sport Education curriculum guides and accompanying teaching materials. Semi-scripted Sport Education curriculum materials should provide more information on the philosophy and principles of the curriculum model and avoid providing overly detailed, ready-made unit and lesson plans. In addition, Sport Education curriculum texts should also acknowledge that there are multiple ways of structuring a sports season depending on individual school and classroom context. Sport Education curriculum texts should also include a number of SEL lesson plans and teaching materials that cover a range of topics such as Put-ups vs Putdowns, Knowing the Emotional Brain and Using Feeling Words. Together, teachers are then encouraged to exercise their professional judgement and discretion to choose the most appropriate combination of season structure and SEL lesson plans to meet the needs of their students or their classroom situations.

In short, this study contends that teachers should be empowered as owners and leaders of a contextualised curriculum development and presenting semi-scripted Sport Education curriculum texts is an appropriate strategy toward this ideal. However, the study also recognises that this recommendation is not easy to implement in practice because the heavy demands of teachers' work lives will tend to prevent them from having the time and interest to read and understand the educational philosophy underpinning these semi-scripted curriculum materials. For now, the receptiveness of such a semi-scripted curriculum design will depend on the motivation of individual teachers, the priority of SEL in the particular school

context, and the availability of professional learning support from a school-university partnership.

Limitations and recommendations

The results of this study provide qualitative evidence confirming that SEL can be meaningfully advanced in and through the Sport Education model. However, the extent to which the SEL skills learned in the SEL-integrated Sport Education innovation can be transferred in the wider sports community setting has not been addressed in this study. Penney, Clarke and Kinchin (2002) emphasised the limitation arising from lack of an overt connection between Sport Education curricular innovation and the wider sport community. They suggested that Sport Education may be setting children up for rejection as they attempt to move from their school-based Sport Education to the real world of youth sport. In this study, the wash-out effect on the SEL/Sport Education innovation of school holidays and weekend sports is an indication of this disconnection. Thus, the potential of SEL to be incorporated in community sport coaching and used to build more overt connection between Sport Education and community sport opportunities warrants further research.

In evaluating the roles of external sport providers in schools, Petrie et al. (2014) call for teachers and school leaders to develop critical consumption skills to prevent the narrowing of HPE, with a regression to traditional notions of PE as sports, games and fitness. Although this study has demonstrated how programmes by external sport providers can interfere with the educational intent of the SEL-integrated Sport Education innovation, it did not fully address how this problem can be resolved. Further research could examine how teachers and school leaders could use the insights gleaned from this study to critically evaluate the educational value

of external sport programmes and/or co-design programmes with the external providers.

The present study was limited to a just two out of three classes at Greendale. Hence, there is also a need for future studies to extend the SEL-integrated Sport Education innovation to the whole school and or involve all teachers in a progressive way. Additional research is also needed to explore how Sport Education and or SEL can be more explicitly embedded into PE curriculum planning aligned with NZC or equivalent frameworks so that they become integral to whole school planning for the learning area.

Given growing international focus on SEL and the roles school can play in supporting its delivery to students, it would seem timely that research is undertaken to support classroom teachers to more accurately determine students' progress in SEL. Hence, another promising area of research would be to examine how systematic and sustained monitoring of SEL can be carried out to support the assessment and evaluation aspects of the SEL-Sport Education innovation. However, there is a need for caution so that this would not become another dacronian measure to evaluate teacher quality and further intensify their chronic workload.

Reflection on use of methodology

The original design of this study included the use of the Australian Council of Educational Research (ACER) (2008) survey instrument to assess the progress of social and emotional wellbeing and competence of student participants in my project. However, the instrument was subsequently dropped because of a number of methodological and contextual issues concerning its use in this project. First, the ACER survey, which has three parts and 94 questions in total, was found to be too lengthy for students at Greendale given their short attention span and low reading

abilities. Given the low literacy skills level, it can be quite stressful for students to complete such a long survey. Second, the current national testing culture in their classroom may present further ethical and methodological issues. They are most likely to view this as another assessment similar to the many they have been subjected to on a regular basis. My fear was that they might even try to put in more positive than real responses so as to do well in the test. Given the lengthy nature of ACER, I was afraid that it might add further stress on the teachers who were already facing a multitude of pressures from the office from national testing and other curriculum demands.

For this PhD study, I believe I have off-set the abandonment of the ACER by the richness of the qualitative data I was able to collect from the field observations as well as the interactions between the students, teachers and me. However, this was achievable for me because of the luxury of the extensive research timeline that I had as a doctoral student. Time is critically important for the collecting of qualitative data as I had found that time was needed for the researcher to build a rapport with the participants before they were willing to share information. In addition, the photo-elicitation technique had also proven to be very effective in getting teachers and students to share their thoughts and feelings about the curriculum innovations.

Future researchers who do not have the luxury of time to immerse in the research context and/or are inclined to use a quantitative instrument in a context similar to this study could consider using the Strengths and Difficulties Questionnaire (SDQ) (Goodman, 1997) which is a brief behavioural screening questionnaire for 3-16 year olds. Given the profile of my student participants, this instrument is more suitable than ACER because the wording of the questions is simple and the number of questions more

manageable. The data from this survey can potentially help to inform on-going curriculum planning, teaching and learning practices directed at addressing social and emotional learning issues faced by individual students and the class as a whole. However, I only came across this instrument towards the end of the fieldwork. Even though a supplementary ethics approval was submitted and approval was received to use this instrument in my study, the parental consents from the students came in too late. The SDQ instrument was therefore not used for the study.

Personal narrative

In the introduction chapter, I explained how my personal and professional history and beliefs shaped the rationale and design of this study. In this section, I will share how this study has reshaped my thinking and beliefs in my personal and professional life. I do not think I could go back to what I used to be in my various personal and professional roles because fundamentally I have changed.

Reflection as researcher

In the course of my fieldwork, I experienced many epiphanies that have challenged my previous view of research. I no longer believe a piece of worthy research can be carried out without spending time in the school to know its culture and people. The image of Terina questioning my intent when she said "Are you sure you are not a counsellor?" and Tia's advice "You need to develop a personal relationship with students before they allow you to work with them" have been ingrained in my researcher's heart and mind. How can researchers possibly understand their participants' interests and values as well as develop a genuine relationship with them without immersing themselves in the context? It is only after establishing rapport with the students and gaining their trust that

they begin to feel comfortable to open up to me about their needs, difficulties and aspirations. Consequently, I learned that the difference between an authentic research and a contrived one is the extent to which the researcher shows a genuine interest in the participants' lives and his/her commitment to invest time in the context.

At the beginning of the research, I was somewhat arrogant and naive in my thinking that I could dump my previous research on to Greendale School with my pre-planned unit and lesson plans and be able to achieve the aims of my study. My fixation with the Sport Education model and what has worked in my previous work, clearly did not help to advance the study. Petrie (in press) cautions that interventional models with predetermined outcomes developed by academics are parked in favour of listening to local concerns. It was only when I started to listen to the teachers and to draw on their contextual knowledge that I began to understand and negotiate the complexities in their PE classes. As such, I have learned much from the teachers and from the time spent in this school. Thus, this study has taught me to be humble and never to assume I knew the answers before going into the field.

In addition to understanding the value of humility, my lived experience at Greendale has taught me not to be judgemental of young people living in poverty. Initially, as I stepped into this environment from a different paradigm, it was hard not to jump into negative theorising about the students' behaviours and their parents. The shift of teaching and learning beliefs from a deficit to one based on strength was the hardest, yet the most rewarding part of my time at Greendale School. At one point in the fieldwork, my deficit view of the students and school culture almost drove me to quit. However, my deficit view of student was disrupted when I saw positive leadership traits outside the classroom context and

turned the students into change agents. My feeling of despair also gradually turned around as I began to understand the students' backgrounds and draw on successful pedagogies that the experienced teachers used. Listening to heart-breaking stories in the staffroom about the hardships and volatile homes the students were growing up in, I started to empathise with their emotional roller coaster, their mistrust of adults and decided that I should try to build my relationship with them. Break though moments like when Wirema offered me his precious brownie or when Ihu asked me to be his father began to challenge my traditional views about the pedagogic relationships between students and teachers. One particular fresh insight I gleaned was that respect is not something you can expect arbitrarily from students. Rather, it is something that I, as a teacher, have to give first, only then I will get to receive it.

Reflection as an educator and parent

My PhD journey was not taken alone. The task of parenting a teenage son and pre-teen daughter while completing my PhD study offered me both challenge and opportunities for my growth as a father and educator. As a father, this study has challenged my previous paternalistic approach to parenting. Instead, I learned to approach parenting as form of a partnership by encouraging my children to have their own voices in making family/personal decisions and be change agents in their own and our family life. I believed this is attributable to the carryover effect of the transformation in how I value relationships and empowerment in my PhD research.

As a PE head of department and specialist PE teacher in Singapore, this study has challenged how I think about PE teaching and curriculum development. Essentially, it has

challenged my previously held belief that primary PE should best taught by specialist PE teachers. I now believe that, given the appropriate support, primary classroom teachers can also be effective teachers of PE. The strengths of classroom teachers as teachers of PE rest in their knowledge of their students and their ability to facilitate cross-curricular learning regardless of whether or not it is about SEL. In the Singaporean PE teaching setting, this insight underscores the need for me and my specialist PE colleagues to work closely with classroom teachers to ensure the transfer of personal and interpersonal skills learned during PE to the classroom setting and vice-versa. This would also mean that SEL curriculum development and related professional development for teachers should not be carried out separately for classroom and specialist PE teachers. I am keen to explore how classroom and specialist PE teachers can collaborate in contextualised curriculum development to promote the SEL of their students.

Final thoughts

Like Xuanzang, I emerged enlightened at the end of my research, with a richer understanding of the nature and meaning of research, pedagogy and curriculum innovation. At the personal level, I have become less rigid and judgemental while, at the same time, being more intuitive and reflexive. At the researcher level, I have learned the first step to doing authentic research is to learn about the school's culture and its people. The most prominent contribution of this study is the revelation of the possibility to develop SEL in primary aged students in and through the Sport Education as long as the school context is carefully considered in the design and enactment of the curriculum innovation. The toggle in and out pedagogy and the contextualisation of Sport Education features were two key pedagogical initiatives identified as crucial for enmeshing SEL in Sport education. In addition, guidelines are

offered to Sport Education curriculum designers to present the model in ways that support the professional learning of teachers. Collectively, it is hoped that these insights would prompt teacher researchers and curriculum guide writers to rethink the enactment of the Sport Education model to foreground SEL in schools.

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APPENDICES

Appendix A: Student Participants' details

Room 1			Room 2		
Students' pseudonyms	Gender	School Year	Students' pseudonyms	Gender	School Year
Chandra	F	7	Chloe	F	7
Sue	F	7	Hinewai	F	7
Gwen	F	7	Angelica	F	7
Petra	F	8	Areta	F	7
Ngaio	F	8	Jaya	F	8
Marika	F	8	Jen	F	8
Daisy	F	8	Pania	F	8
Aria	F	8	Terina	F	8
Tai	M	7	Tim	M	7
Matiu	M	7	Ken	M	7
Ali	M	7	Ryan	M	7
Tipene	M	7	Rawiri	M	7
Wiremu	M	7	Kahu	M	7
Hare	M	8	Kauri	M	7
Julian	M	8	Malek	M	7
Sam	M	8	Cliff	M	7
Prakash	M	8	Don	M	7
Dyson	M	8	Aston	M	8
Amiri	M	8	Dale	M	9
Nikau	M	8			
Arana	M	8			
Ihu	M	8			

Appendix B: Matching exercises

Appendix B1: Prospective Link between SEL, Key Competencies (NZC) and HPENZC [12]Achievement Aims

SEL Core Competencies	NZC Key Competencies	Related HPENZC Achievement Aims in NZC: (Level 4)
Self-Awareness: Accurately assessing one's feelings, interests, values, and strengths; maintaining a well-grounded sense of self-confidence.	**Managing self:** This competency is associated with self-motivation, a 'can-do' attitude, and with students seeing themselves as capable learners. It is integral to self-assessment.	**A4 Personal identity:** Describe how social messages and stereotypes, including those in the media, can affect feelings of self-worth.
Social Awareness: Being able to take the perspective of others and empathize with them; recognizing and appreciating	**Participating and contributing**: This competency is about being actively involved in communities. This competency includes a capacity to contribute appropriately as a	**B4 Challenges and social and cultural factors:** Participate in and demonstrate an understanding of how social and cultural practices are expressed through movement.

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[12] Achievement objectives are found in all the eight learning areas specified in the New Zealand Curriculum. The curriculum sets out the selected learning processes, knowledge, and skills relative to eight levels of learning. The objectives at each level are an appropriate match to students' development and maturity at successive stages as they move from junior primary to senior secondary school. In the HPE learning area, the objectives are set for each of its four strands i.e. Personal Health and Physical Development (Strand A), Movement Concepts and Motor Skills (Strand B), Relationships with Other People (Strand C), Healthy Communities and Environments (Strand D).. (MoE, 2007)

SEL Core Competencies	NZC Key Competencies	Related HPENZC Achievement Aims in NZC: (Level 4)
individual and group similarities and differences; recognizing and using family, school, and community resources.	group member, to make connections with others, and to create opportunities for others in the group. **Relating to others:** Relating to others is about interacting effectively with a diverse range of people in a variety of contexts. This competency includes the ability to listen actively, recognise different points of view, negotiate, and share ideas. Students who relate well to others are open to new learning and able to take different roles in different situations. They are aware of how their words and actions affect others. They know when it is appropriate to compete and when it is appropriate to co-operate. By working effectively together, they can come up with new approaches, ideas, and ways of thinking.	**D1 Societal attitudes and values:** Investigate and describe lifestyle factors and media influences that contribute to the well-being of people in New Zealand. **D2 Community resources:** Investigate and/or access a range of community resources that support well-being and evaluate the contribution made by each to the well-being of community members.

SEL Core Competencies	NZC Key Competencies	Related HPENZC Achievement Aims in NZC: (Level 4)
Self-Management: Regulating one's emotions to handle <u>stress</u>, control impulses, and <u>persevere</u> in overcoming <u>obstacles</u>; setting and monitoring progress toward <u>personal and academic</u> <u>goals</u>; expressing emotions appropriately.	**Managing self:** Students who manage themselves are enterprising, resourceful, reliable, and resilient. <u>They establish personal goals, make plans, manage projects, and set high standards.</u> They have strategies for meeting challenges. They know when to lead, when to follow, and when and how to act independently	**B2 Positive attitudes:** Demonstrate <u>willingness to accept challenges</u>, learn new skills and strategies, and extend their abilities in movement-related activities.
Responsible Decision Making: Making decisions based on consideration of ethical standards, safety concerns, appropriate social norms, <u>respect for others</u>, and likely consequences of various actions; applying decision-making skills to academic and social situations.	**Thinking:** Thinking is about using creative, critical, and metacognitive processes to make sense of information, experiences, and ideas. These processes can be applied to purposes such as developing understanding, <u>making decisions</u>, shaping actions, or constructing knowledge. Intellectual curiosity is at the heart of this competency.	**C2 Identity, sensitivity, and respect:** Recognise instances of discrimination and <u>act responsibly</u> to support their own rights and <u>feelings</u> and those of other people. **D3 Rights, responsibilities, and laws; D4 People and the environment:** Specify individual responsibilities and take collective action for <u>the care and safety of other people</u> in their school and in the wider community.

SEL Core Competencies	NZC Key Competencies	Related HPENZC Achievement Aims in NZC: (Level 4)
Relationship Skills: Establishing and maintaining healthy and rewarding relationships based on cooperation; resisting inappropriate social pressure; preventing, managing, and resolving interpersonal conflict; seeking help when needed.	**Relating to others:** Relating to others is about interacting effectively with a diverse range of people in a variety of contexts. Students who relate well to others are open to new learning and able to take different roles in different situations. They know when it is appropriate to compete and when it is appropriate to co-operate.	**C1 Relationships:** Identify the effects of changing situations, roles, and responsibilities on relationships and describe appropriate responses. **C3 Interpersonal skills:** Describe and demonstrate a range of assertive communication skills and processes that enable them to interact appropriately with other people.

Appendix B2: Prospective Links between Features of Sport Education, SEL and Related Achievement Aims Identified by HPENZC

Sport Education Characteristics	Links to SEL Competencies	Related HPENZC Achievement Aims in NZC: (Level 4)
Seasons: In SE, sport is played in seasons. A SE season comprises both practice and competition, leading to an event that brings the season to a close.	**Self-awareness:** SE seasons are longer than typical PE units so that they provide more time for students to learn to become competent. Self-esteem of students is enhanced as they feel more competent and develop greater self-confidence.	**A4 Personal identity:** Describes how social messages and stereotypes, including those in the media, can affect feelings of self-worth **B2 Positive attitudes:** Demonstrate willingness to: • accept challenges, • learn new skills and strategies, and • extend abilities in movement-related activities.
Affiliation: Players are members of the small group or team and tend to retain membership through the season.	**Social awareness and relationship skills:** Small groups promote SEL by facilitating cooperative learning and giving all children a sense of membership and belonging. Persisting groups: • provide opportunity to recognize and appreciate individual and group similarities and differences. • provide motivation for individual to put team interests over self. • Social awareness of students develops as they learn to become active citizens of their team. Team meetings provide opportunity for self-reflection and opportunity to ask for help.	**C1 Relationships:** Identify the effects of changing situations, roles, and responsibilities on relationships and describe appropriate responses. **C3 Interpersonal skills:** Describe and demonstrate a range of assertive communication skills and processes that enable them to interact appropriately with others. **D1 Societal attitudes and values:** Investigate and describe lifestyle factors and media influences that contribute to the well-being of people in New Zealand.

Sport Education Characteristics	Links to SEL Competencies	Related HPENZC Achievement Aims in NZC: (Level 4)
Student Roles: Team membership allows for the creation and assignment of roles within a team	**Self-management and responsible decision making:** These roles are also designed to develop inter-personal and social skills and encourage critical awareness of social issues and responsibilities. For instance, the roles of captain and coach provide learning relationship building skills e.g. conflict management, persuasion, fostering collaboration etc. Responsible decision making and relationship skills can be taught through these roles. The roles of sports board member, referee and scorekeeper involve making ethical decisions. Students are provided with choices on their roles. This encourages them to assess their interests, values and strength. The opportunities to perform these roles allow for students to play out their strengths.	**B2 Positive attitudes:** Demonstrate <u>willingness to:</u> • <u>accept challenges</u>, • learn new skills and strategies, and • extend abilities in movement-related activities. **D3 Rights, responsibilities, and laws; D4 People and the environment:** Specify individual responsibilities and take collective action for <u>the care and safety of other people</u> in their school and in the wider community.
Formal Competition: Sports seasons are defined by formal competition that is interspersed with practice sessions.	**Responsible decision making:** Competitions are: • designed to facilitate and celebrate learning relating to all of the roles students have been challenged to take on • promote SEL by providing students with opportunities to learn values such as resilience, respect and fairness • provide opportunity for players to handle their emotions under stressful situations. • provide decision-making opportunities in stressful situations. • Captains and players have to be decisive and make responsible and thinking tactical decisions during play.	**C2 Identity, sensitivity, and respect:** Recognise instances of discrimination and <u>act responsibly</u> to support their own rights and <u>feelings</u> and those of other people. **D3 Rights, responsibilities, and laws; D4 People and the environment:** Specify individual responsibilities and take collective action for <u>the care and safety of other people</u> in their school and in the wider community.

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Sport Education Characteristics	Links to SEL Competencies	Related HPENZC Achievement Aims in NZC: (Level 4)
Keeping records: Records on various aspects of performance are kept throughout the season.	**Self-management and responsible decision making** Records provide feedback for individual and group performance. They can be used to set goals for future competitions. Thus, record keeping can be used as a basis to teach self-management skills such as evaluating, planning and goal setting. Points are also awarded to teams for fair play and performing duty team responsibilities. This accountability system promotes positive social behaviour. The setting of individual and team goals promotes self-management skills. League tables facilitate monitoring of individual and team progress. Best fair play and referee award scheme encourage responsible decision making.	**A4 Personal identity:** Describe how social messages and stereotypes, including those in the media, can affect feelings of self-worth **B2 Positive attitudes:** Demonstrate willingness to: • accept challenges, • learn new skills and strategies, and • extend abilities in movement-related activities.
Festivity: SE teachers will attempt to make each season festive. Teams have names and records are publicised on noticeboards. The culminating event is the focus of this notion of 'festivity' in SE.	**Self-awareness:** The culminating event provides a platform for celebrating the progress of all students throughout the season and recognises the extensive range of learning that has been developed in the seasons. This characteristic of SE enhanced the overall experience of SE season and promotes SEL by providing opportunities to celebrate individual and team strengths. This enhances self-confidence.	**A4 Personal identity:** Describe how social messages and stereotypes, including those in the media, can affect feelings of self-worth.

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Appendix B3: Evidence that Support Impact on SE on SEL (Wallhead & O'Sullivan, 2005)

Self-Management	Relationship Skills	Responsible Decision Making
(+) Effective in facilitating: • <u>personal responsibility,</u> • <u>student empowerment</u> and • problem solving skills (Hastie & Buchanan, 2000a) (+) Teacher perceptions of increase in: • <u>students' ownership,</u> • responsibility, • decision-making, • co-operation and • enthusiasm for competition (Grant, 1992)	(+) Increased compliance<u>, reduced negative peer interactions</u> and increased instances of leadership (Hastie & Sharpe, 1999) (+) Development of leadership, <u>teamwork, peer support</u> and equitable participation(Alexander et al., 1996) (+) Increase in student <u>cooperation</u> (Pope & Grant, 1996) (+)Teacher perceptions that students had increased attitude to <u>co-operate</u> enjoyed it more than traditional (Alexander et al., 1993)	(+) Effective in facilitating: • personal responsibility, • student empowerment and • <u>problem solving skills</u> (Hastie & Buchanan, 2000a) (+) Increase in opportunity for personal and social development, e.<u>g. leadership</u>, trust (Carlson & Hastie, 1997) (+)Teacher perceptions of increase in students' : • ownership, • responsibility, • <u>decision-making</u>, • co-operation and • enthusiasm for competition (Grant, 1992)

Source: Wallhead & O'Sullivan, 2005

APPENDIX C: ETHICAL PROCEDURES

Appendix C1: Principal letter & consent form

November 2012

Principal

XXXXXX School

Hamilton

Dear   ,

Letter of Invitation

My name is Swee Chong, Ang. I am delighted to have been awarded the University of Waikato International Doctoral Scholarship to pursue the PhD research titled*: Investigating the potential of the Sport Education curriculum and pedagogy to facilitate social emotional learning of primary aged students in the context of the New Zealand Health and Physical Education curriculum.* I would like to request your permission to undertake this study in your school. As part of the University of Waikato Ethics requirements, I am expected to inform you of my qualifications and experience and the outline of my proposed research:

Name: Mr Swee Chong, Ang

Qualifications:

Diploma in Physical Education (Primary), Nanyang Technological University, Singapore

Further Professional Diploma in Education, Nanyang Technological University, Singapore

Bachelor of Science (Second Upper Honours) in Physical Education, Sport Science and Recreation Management, Loughborough University, United Kingdom

Master of Education, University of Tasmania, Australia

Professional experience:

I have worked 20 years as a primary specialist PE teacher and Head of Department in Singapore. I am also a registered teacher with the New Zealand Teacher Council. I am currently a full-time PhD student and part-time tutor with the University of Waikato's Faculty of Education, Department of Sports and Leisure Studies.

Proposed dates of study: Start in February, 2013. End in December, 2013

What is the purpose of my research?

Social emotional learning is acknowledged as an increasingly significant aspect of education and as fundamental to children's mental health. The purpose of my research is to investigate the potential of the Sport Education curriculum and pedagogical model in progressing social emotional learning outcomes of primary aged students through the implementation of multiple Sport Education units in their Health and Physical Education classes. I have included a journal article written by Dr Daryl Siedentop on the Sport Education model with this letter for your reference.

What format will the research take?

The research will involve the implementation of three consecutive units of Sport Education to a class of Year 7/8 students from February 2013 to December 2013. Each Sport Education unit will comprise 10 to 12 lessons a term. I will co-design the Sport Education units with two PE teachers and aid them in the delivery of the units during his/her usual PE lessons. During the Sport Education lessons, student participants will have the opportunity to work in sustained teams and take on various roles and responsibilities designed to promote social and emotional learning outcomes. These roles include team captain, sports board manager, coach, umpire, record keepers and warm-up leader.

What are the potential benefits for the teachers and the school?

As mentioned in the preceding section, I will be co-designing the Sport Education lesson package with the PE teachers. This will include accompanying Sport Education and social emotional learning resources. By participating in the research, the PE teachers will also have opportunities to reflect on their professional practice in this area.

What will the research involve?

I would like to work with the Year 7-8 students in XXXX's class. XXXX and I will co-plan the finer details of the unit and we will regularly reflect on the teaching and on student's social and emotional learning. Data gathering will consist of:

- Pre- and Post-unit surveys looking at student perceptions of their social and emotional wellbeing and sport-related self-confidence. The Australian Council of Educational Research (ACER) social and

emotional wellbeing survey instrument and the Physical Activity and Sport Profile, respectively, will be used to collect these data;

- structured lesson observations;
- still photo images of students taken by selected students during lesson activity. These photo images are to facilitate my conversation with these same students during our focus group discussion/interviews and during the teachers' interview sessions;
- video and still photo images of students taken by me during lesson activity. The photo images collected by me will be used to facilitate discussion during the teachers' interview session;
- team portfolios and reflections;
- students, teacher and researcher's learning journals;
- audio-recording of conversations between teacher and researcher during post lesson discussions;
- focus group discussion with students; and
- interviews with teachers and individual students.

I will work in conjunction with you and the teachers to ensure the project does not impact on their current workload. The time taken for students to participate should not disadvantage their learning. The focus of the study is on enhancing learning, so it is anticipated that participation will have a positive impact on student learning.

Confidentiality

Teachers, students and their parents/caregivers will receive information about the project and their involvement and will be asked for their informed consent to participate prior to the commencement of the project. The identity of the school, the teachers and all student participants will remain confidential. Pseudonyms will be used in any written reports. However, written consent will be sought from parents and students should the latter be identifiable in the image/images that I plan to use for presentation and/ or publication purposes. In the event of such permission not being granted, I will not use the image. Teacher and student participants will be provided with a summation of their comments to review, amend, withdraw and validate after each interview and/or focus group session.

Declaration

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

- Refuse to answer any particular question, and to withdraw from the study at any time; and
- Ask me any further questions about the study that occurs during your school's participation.

I can be contacted on ████████ or sca7@waikato.ac.nz. If concerns are not allayed through this, you may wish to approach my chief supervisor, Professor Dawn Penney. She may be contacted on 07 838 4500 extn: 7735 or d.penney@waikato.ac.nz

- Be given access to a summary of the findings from the study when it is concluded. Findings will also be reported through published papers and conference presentations. Any work collected for data from teachers or students will not be used in any other way than for the purposes of the project;
- Withdraw from the study at any time and my data withdrawn up until I have approved my section of the transcript.

If you are agreeable to take part in this study, please complete the attached consent form and I will collect it from your General Office when it is ready. Thank you for your consideration and assistance.

Yours faithfully,

Swee Chong, Ang

PhD student

Faculty of Education

Department of Sport and Leisure Studies

University of Waikato

Breakdown of Time Commitment by Teacher and Students

Year	Frequency/duration	2013										
2013 School Terms		Term 1 (28 Jan-19 April)			Term 2 (6 May- 12 July)			Term 3 (29 July-27 Sept)			Term 4(14 Oct-20 Dec)	
SE Season		Season 1			Season 1/Season 2			Season2			Season 2	
Months		Feb	Mar	April	May	Jun	July	Aug	Sept	Oct	Nov	Dec
Teacher's Time Commitment												
Lesson Planning	1x 2 hrs, 2 x 1 hr	■			■			■				
SEL Surveys	2 x 2 hrs	■									■	
Interview	2 x 1 hr	■			■						■	
Reflective Journaling	40 mins x 2			■						■		
Informal Discussion	15 mins x 2 x 3			■			■			■		
Sports Board	30 mins x 2			■			■		■			
Student's Time Commitment												
Focus Group	3 x 30 mins	■			■					■		
Interview	3 x 30 mins	■			■					■		
Reflective Journaling	40 mins x 2			■						■		
Sports Board	30 mins x 2			■						■		

The University of Waikato

Private Bag 3105

Hamilton, New Zealand

Ph: 64-7-838 4035

Fax: 64-7-838 4272

Research Title: Investigating the potential of the Sport Education curriculum and pedagogy to facilitate social emotional learning of primary aged students in the context of the New Zealand Health and Physical Education curriculum.

PRINCIPAL CONSENT FORM

(Please complete both copies, retaining one for your records, and returning the other for our records.)

Principal: _____

School: _____

- I have had the opportunity to discuss this research project and understand any data collected, i.e. audiotapes of the interview and/or examples of documentation, will uphold my anonymity and that of the school and be treated in a professional and confidential manner.
- I have the right to withdraw my school from the research at any time.
- I understand my role and responsibilities in this research, and thus give my informed consent to participate.

Signed: _____

Dated: _____

Appendix C2: The classroom teacher information and consent

November 2012

Classroom Teacher's name

XXX School

Hamilton

Dear   ,

Research Title: Investigating the potential of the Sport Education curriculum and pedagogy to facilitate social emotional learning of primary aged students in the context of the New Zealand Health and Physical Education curriculum

I am writing to inquire if you would be willing to participate in my doctoral research study. This will involve co-designing and implementing a year-long, multiple units Sport Education curriculum with me for your Year 7/8 PE class. Together, we will explore the nature and extent of social and emotional learning taking place during the Sport Education experience.

Proposed dates of study:

Start in February, 2013

End in December, 2013

What is the purpose of my research?

Social emotional learning is acknowledged as an increasingly significant aspect of education and as fundamental to children's mental health. The purpose of my research is to investigate the potential of the Sport Education curriculum and pedagogical model in progressing social emotional learning outcomes of primary aged students through the implementation of multiple Sport Education units in their Health and Physical Education classes.

What format will the research take?

The research will involve the implementation of three consecutive units of Sport Education to a class of Year 7/8 students from February 2013 to December 2013. Each Sport Education unit will comprise 10 to 12 weekly lessons. I will co-design the Sport Education units with you and aid you in the delivery of the units during your usual PE lessons. For your reference, I have provided you with a journal article written by Dr Daryl Siedentop on the Sport Education model with this letter. I will also provide you with training on the Sport Education model and social emotional

learning prior to the study. As part of your professional development, I will also gradually hand over the detailed planning of the lesson activities to you as we progress through the phases of the study.

I will work in conjunction with the school management and you to ensure the project does not impact on your current workload. The time taken for students to participate should not disadvantage their learning. The focus of the study is on enhancing learning and so it is anticipated that participation will have a positive impact on student learning.

What is in it for your students?

During the Sport Education lessons, your students will have the opportunity to work in sustained teams and take on various roles and responsibilities designed to develop their social and emotional competencies. These roles include team captain, sports board manager, coach, umpire, record keepers and warm-up leader.

What data collection will the research involve?

Data gathering will consist of;

- Pre- and Post-unit surveys looking at student perceptions on their social and emotional wellbeing and sport-related self-confidence. The Australian Council of Educational Research (ACER) social and emotional wellbeing survey instrument and the Physical Activity and Sport Profile respectively will be used to collect these data;
- structured lesson observations;
- still photo images of students taken by selected students during lesson activity. These photo images will be used to facilitate my conversation with these same students during our focus group discussion/interviews and during the teachers' interview sessions;
- video and still photo image of students taken by me during lesson activity. These photo images collected by me will be used to facilitate discussion during the teachers' interview session;
- team portfolios and reflections;
- students, teacher and researcher's learning journals;
- audio-recording of conversations between teacher and researcher during post lesson discussions;
- focus group discussion with students; and
- interviews with teachers and individual students.

Confidentiality

Teachers, students and their parents/caregivers will receive information about the project and their involvement and will be asked for their informed consent to participate prior to the commencement of the project. The identity of the school, the teachers and all student participants will remain confidential. Pseudonyms will be used in any written reports. However, written consent will be sought from parents and students when the latter is identifiable in the image/images that I plan to use for presentations and/ or publication purposes. In the event of such permission not being granted, I will not use the image. Teacher and student participants will be provided with a summation of their comments to review, amend, withdraw and validate after each interview and/or focus group session.

Declaration

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

- Refuse to answer any particular question, and to withdraw from the study at any time;
- Ask me any further questions about the study that occur during your school's participation;

   I can be contacted on ▮▮▮▮▮▮▮▮ or sca7@waikato.ac.nz. If concerns are not allayed through this, you may wish to approach my chief supervisor, Professor Dawn Penney. She may be contacted on 07 838 4500 extn: 7735 or d.penney@waikato.ac.nz

- Be given access to a summary of the findings from the study in the form of a user-friendly document when it is concluded. Findings will also be reported through published papers and conference presentations. Any work collected for data from teachers or students will not be used in any other way than for the purposes of the project;
- Withdraw from the study at any time and my data withdrawn up until I have approved my section of the transcript;

If you are agreeable to take part in this study, please complete the attach consent form.

Thank you for your consideration and assistance.

Yours faithfully,

Mr Swee Chong, Ang
PhD student
Faculty of Education
Department of Sport and Leisure Studies
University of Waikato

Breakdown of Time Commitment by Teacher and Students

Year	Frequency/duration	2013										
2013 School Terms		Term 1 (28 Jan-19 April)			Term 2 (6 May - 12 July)			Term 3 (29 July -27 Sept)			Term 4 (14 Oct -20 Dec)	
SE Season		Season 1			Season 1/Season 2			Season2/Season 2			Season 2	
Months		Feb	Mar	April	May	Jun	July	Aug	Sept	Oct	Nov	Dec
Teacher's Time Commitment												
Lesson Planning	1x 2 hrs, 2 x 1 hr	■			■			■				
SEL Surveys	2 x 2 hrs	■									■	
Interview	2 x 1 hr	■			■						■	
Reflective Journaling	40 mins x 2			■						■		
Informal discussion	15 mins x 2 x 3			■			■			■		
Sports Board	30 mins x 2			■			■		■			
Student's Time Commitment												
Focused Group	3 x 30 mins	■			■					■		
Interview	3 x 30 mins	■			■					■		
Reflective Journaling	40 mins x 2			■						■		
Sports Board	30 mins x 2			■						■		

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Te Whare Wānanga o Waikato

Research Title: Investigating the potential of the Sport Education curriculum and pedagogy to facilitate social emotional learning of primary aged students in the context of the New Zealand Health and Physical Education curriculum

CLASSROOM TEACHER CONSENT FORM

(Please complete both copies, retaining one for your records, and returning the other for our records.)

Teacher: _____

School: _____

- I have had the opportunity to discuss the research project and have all my questions satisfactorily answered by the researcher.
- I understand any data collected (i.e. audiotapes of the interview and/or examples of documentation) will uphold my anonymity and that of the school and be treated in a professional and confidential manner.
- I recognise that as a partner working in this research my expertise as a teacher will be valued.
- I have the right to withdraw from the research at any time and any data, up until the point of data analysis.
- I understand my role and responsibilities in this research, and thus give my informed consent to participate.

Signed: _____

Dated: _____

Appendix C3: Student information and consent

February 2013

Dear Student_____ (Name),

Research Title: Investigating the potential of the Sport Education curriculum and pedagogy to facilitate social emotional learning of primary aged students in the context of the New Zealand Health and Physical Education curriculum

I, Swee Chong, Ang will be working with your classroom teacher on the above research project. The goal of this study is to find out how we can enhance your social and emotional learning using the Sport Education curriculum and pedagogy in and through your health and physical education classes.

I will be spending time in your class during health and physical education. During this time I will video what is happening, take digital photographs and collect some of your work. Your classroom teacher will also be asked to complete survey to find out about your social emotional wellbeing. I may also talk to you about your learning in Health and Physical Education classes.

Your name will not be used in our reports. Selected students will be taking photographs of you and your classmates in action during your health and physical education class. You can ask them not to take your photograph or even delete the photograph in front of your own eyes at any time of the lesson if you are not comfortable about it. You may be identifiable in the photographs collected. As such, written consent will be sought from you and your parents so the picture can be used for presentation and or publication purposes. In addition, these photographs will be used to facilitate my conversation with the same selected students during our focus group discussion/interviews and during the teachers' interview sessions. Beside this, I will also be taking video and photographs of lesson activity. The photographs collected by me will be used to facilitate discussion during the teachers' interview session.You can ask to leave the study at any time but the teacher and the other students will still be part of the study. You will also need to continue to participate in the lesson activities as part of the usual PE class. However, I will not take notes or photographs of you. I will also not ask you further questions on the research study.

The school will receive a copy of my research finding. Our results will also be reported through published papers and conference presentations. If you have any questions about the research please contact me on (07 913 6757) or sca7@waikato.ac.nz.

Please tick (✓) the box below to indicate if you agree or disagree to participate in this research and return the form to me via your classroom teacher. Thank you.

Yours faithfully,

Swee Chong, Ang

Informed consent

I have read and understood the information provided on the Investigating the potential of the Sport Education curriculum and pedagogy to facilitate social emotional learning of primary aged students in the context of the New Zealand Health and Physical Education curriculum.

☐ I agree to participate in the research.

☐   I do not agree to participate in the research.

Signed: _____

Name: _____

School: _____

Date: _____

Appendix C4: Parents information and consent

February 2013

Dear Parent/Caregiver

Research Title: Investigating the potential of the Sport Education curriculum and pedagogy to facilitate social emotional learning of primary aged students in the context of the New Zealand Health and Physical Education (HPE) curriculum

My name is Mr Swee Chong, Ang. I am a registered teacher with the New Zealand Teachers Council. I have a Master of Education degree. I am currently working towards my Doctorate at Waikato University. I am writing to seek your permission to approve your child's involvement in some educational research that I am doing in your child's PE. I will be using a Sport Education curriculum and pedagogy model to promote your child's social emotional learning. This way of teaching has been found to be very engaging but hasn't been used to specifically promote social emotional learning outcomes.

In this research, I will be working with your child's teacher to explore, plan, teach and research PE with an explicit focus on promoting the social and emotional wellbeing of students. I will be spending time in your child's classroom working with their teacher to create and trial the Sport Education lessons during PE. During this time I may video some aspects of the lesson activity, take digital photographs, interview groups of students, and collect student work. I will also ask students to take photographs of their PE lessons which will be used to facilitate students' focus group discussion. I will also use the photographs taken by me and selected students to facilitate discussion between me and your child's teacher. If you consent, this process may involve your child being recorded on video and/or in an audio-taped conversation about their learning, and in having their class work photocopied. We would also like to ask for your child to participate in interviews with a group of their classmates. These group interviews will provide an opportunity for your child to discuss their learning about PE. All these activities will be planned in ways that will minimise any disruption to your child's learning.

The identity of all student participants will wherever possible, remain confidential. Pseudonyms will be used in any written reports. Specific consent will be gained from you for the use of any photographs/videos in which your child might be identified. Your child may withdraw from the study at any time. This will mean that no photographs, video or notes will be taken about their actions,

existing photographs will be deleted, their work will not be collected and they will not be interviewed. Your child may refuse to answer particular interview questions. However, he/she will still need to participate in the Sport Education lessons as part of his/her usual PE programme.

The school will receive a copy of the final report. Findings will also be reported through published academic papers and conference presentations. If you have any questions about the research, please contact me on 07 913 6757 or sca7@waikato.ac.nz. If concerns are not allayed through this, you may wish to approach my chief supervisor Professor Dawn Penney. She may be contacted on 07 838 4500 extn: 7735 or d.penney@waikato.ac.nz

Yours faithfully,

Swee Chong, Ang
PhD student
Faculty of Education
Department of Sport and Leisure Studies
University of Waikato

Parent/Caregiver informed consent

I have read and understood the information provided on the Investigating the potential of the Sport Education curriculum and pedagogy to facilitate social emotional learning of primary aged students in the context of the New Zealand Health and Physical Education curriculum.

☐ I agree to my child's participation in the research.

☐ I do not agree to my child's participation in the research.

Signed: _____

Name: _____

Child's Name: _____

Relationship to child: _____

School: _____

Date: _____

Appendix C5: Information sheet for photovoice contributors

Research Title: Investigating the potential of the Sport Education curriculum and pedagogy to facilitate social emotional learning of primary aged students in the context of the New Zealand Health and Physical Education curriculum

Photovoice Contributor Information Sheet

Dear Photovoice contributor,

Thank you for agreeing to participate into this aspect of the Sport Education research project. As a photovoice contributor, you are given the opportunity to share your impressions and experiences of the Sport Education units through the use of images. The key point to remember is that these photos represent your decisions and perspectives and nobody else's. Most importantly, you must ensure at all times that the photovoice exercise will cause no discomfort or harm to your fellow classmates. Please read the following details and if you have any questions or concerns please feel free to direct these to me.

1. Upon agreeing to participate in this photovoice exercise, you will be given a numbered digital camera at the start of each PE lesson. Always take the same numbered camera for each lesson.

2. Please use the first frame to take a close up picture of yourself (portrait) to help link the photos to you as the photographer.

3. Use as many of the frames as you wish to help communicate your impressions of the PE lesson in general and the emotions and social behaviours of your classmates in particular – together these photos should help convey "What does social emotional learning mean to me and my classmates?"

4. No other person should take any photos.

5. You should not show the photos to any of your classmates.

6. If your classmate objects to their photo being taken by you at any point during the lesson, you should comply with his or her wish by not taking the photo or have them deleted immediately in front of their own eyes.

7. At the end of each lesson, please return the camera to me. Do not talk about the photos with anyone during and after the class.

8. Remember that discussion or information about all the photos must remain confidential. I will also collect all photos once the discussion session is completed. Do not share our discussion with anyone.

Thanks again for agreeing to participate in this research.

Swee Chong, Ang

PhD candidate
Faculty of Education
Department of Sport and Leisure Studies
University of Waikato

Appendix C6: Memorandum - Supervised postgraduate research-application for ethical epproval (EDU041/12)

Dean's Office
Faculty of Education
Te Kura Toi Tangata
The University of Waikato
Private Bag 3105
Hamilton, New Zealand

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THE UNIVERSITY OF
WAIKATO
Te Whare Wānanga o Waikato

MEMORANDUM

To:	**Mr Swee Chong, Ang**
cc:	Professor Dawn Penney
From:	**Associate Professor Linda Mitchell**
	Chairperson, Research Ethics Committee
Date:	31 May 2012
Subject:	Supervised Postgraduate Research – Application for Ethical Approval (EDU041/12)

Thank you for submitting the amendments to your application for ethical approval for the research project:

> **Investigating the potential of the Sport Education curriculum and pedagogy**
> **to facilitate social emotional learning of primary aged students in the context**
> **of the New Zealand Health and Physical Education Curriculum**

I am pleased to advise that your application has received ethical approval.

Please note that researchers are asked to consult with the Faculty's Research Ethics Committee in the first instance if any changes to the approved research design are proposed.

The Committee wishes you all the best with your research.

Associate Professor Linda Mitchell
Chairperson
Faculty of Education Research Ethics Committee

Appendix C7: Memorandum - Supervised postgraduate research-application for ethical approval (EDU041/12)

MEMORANDUM

To:	**Mr Swee Chong, Ang**
cc:	Professor Dawn Penney
From:	**Associate Professor Linda Mitchell** Chairperson, Research Ethics Committee
Date:	19 December 2012
Subject:	Supervised Postgraduate Research – **Supplementary** Application for Ethical Approval (EDU041/12)

Thank you for submitting the amendments to your supplementary application for ethical approval for the research project:

> **Investigating the potential of the Sport Education curriculum and pedagogy to facilitate social emotional learning of primary aged students in the context of the New Zealand Health and Physical Education Curriculum**

I am pleased to advise that your application has received ethical approval.

Please note that researchers are asked to consult with the Faculty's Research Ethics Committee in the first instance if any changes to the approved research design are proposed.

The Committee wishes you all the best with your research.
your supplementary application for ethical approval for the research proposal:

Linda Mitchell

Associate Professor Linda Mitchell
Chairperson
Faculty of Education Research Ethics Committee

APPENDIX D: DATA COLLECTION PROTOCOLS

Appendix D1: Focus group discussion and interviews protocols

All interviews will begin by the interviewer introducing the context to the participants. This will include the:

- purpose of the interview, and how the information will be used;
- use of the digital voice recorder;
- participants' right to refuse to answer any particular question;
- participants' right to turn the voice recorder off at any phase in the interview; and
- opportunity for participants to ask any questions about the interview/process before the interview begins.

The end of the interview/focus group will include a debriefing which allows the interviewer to mention some of the main points learnt from the interview. At this time the participant(s) would be invited to comment and provide feedback. The interview can thereafter be concluded by the interviewer informing the participant(s) that they have no further questions and inviting the participant(s) to raise any questions, concerns or thoughts that they may have. This gives the participant(s) the opportunity to deal with issues he or she has been thinking about during the interview.

Focus group discussion and interview with students

Focus group discussions will take place during class time. Six students from a spread of social and emotional competencies will be selected for the focus group discussion. Interviews with individual students among the six of them may be carried out to probe deeper into the issues they raise during the focus group.

It will be important to ensure that the student participants are clear about the protocol before the interview starts, and that the language used within the interview is appropriate for their level. It will also be important to let the students know that they are not evaluating their teacher; rather this is about outlining their experiences in PE, of which the teacher plays a part.

The pre-unit phase of the focus groups/interviews will be centred on what student knows and experiences as PE, with a particular focus on the social and emotional aspect of these experiences.

Anticipated questions for the focus group/interviews are:

1) Conceptualisation of PE and Sport
- What does sports means to you?
- Where do you learn how to play your sport?
- What does PE means to you?
- How would you describe your PE class?
- How do you feel about the things you do during PE?
- What do you enjoy about your PE class?
- What do you dislike about your PE class?
- How much say do you have in your learning during your PE class?
- What do you think learning in PE should be able?
- How you feel about taking on referee or coaching roles in your PE class?

2) Conceptualisation of SEL
- How do you feel about yourself during your PE class?
- Describe some problems or difficult situations you or your classmates face during PE.
- How do you feel when you are faced with these problems or difficult situations?
- How do you deal with them?

- How do your classmates support you in dealing with them?

- Can you describe how you and your classmates treat each other during PE class?

- What does getting along well with your classmates look like during your PE class?

- Do you get to work in teams during PE?

- How long do you get to work in the same team before new teams get formed?

- Anything you would like to add – or any questions you have for me?

The focus for the mid- and post- focus group/ interview will also provide the opportunity to explore students understanding/ interpretation of SEL in the context of Sport Education, and SEL opportunities provided by the SE experience. During this part of the interview anticipated questions are:

- What have you learnt in PE this term/year?

- What have you learnt about SEL in PE this term/year?

- What/Who helped you learn about these?

The questions above will necessarily be adapted or extended in the light of students' responses during the focus group discussions and interviews. These questions will be incorporated as part of the photo elicitation process as explained in 1d. The photo elicitation will address the following broad areas of inquiry:

1) Students' understanding of SEL;

2) Influence of Sport Education on students' SEL; and

3) Student empowerment and inclusion in the Sport Education–SEL lessons.

Interviews with the teachers

Many of the questions will provide the opportunity for the PE teacher to make sense of the data collected from the student and reflect on his/her practice. The following questions are anticipated to guide the pre-unit phase interviews.

- Describe your own experiences and knowledge of providing for social emotional learning during PE.
- What teaching strategies/methods do you currently use to provide social emotional learning opportunities to your students?
- What are your students' social and emotional needs during PE?
- What does the school currently provide in terms of guidelines for what to do for SEL during PE learning time?

As with the students' focus group and interview, these questions for the teachers will be necessarily adapted or extended in the light of teachers' responses during the focus group discussions and interviews.

Mid- and post-unit interview questions for the teacher participants will fall under the following broad themes: perspectives on SEL; facilitating SEL in and through Sport Education; and efficacy of the Sport Education model in facilitating SEL.

1) Perspectives on SEL
   - How would you describe your class culture?
   - How do your students feel about what they are doing/learning during your PE class?
   - What constitutes being a socially and emotionally competent student?
   - How is SEL valued and practiced in your PE class?

2) Facilitating SEL in and through Sport Education

- How does Sport Education support you in enhancing SEL of your students?

- How do you use the features of Sport Education to respond to the social and emotional needs of your class?

- What are the necessary and sufficient conditions to promote SEL through Sport Education?

3) Efficacy of the Sport Education model in facilitating SEL

- How competent are your students in managing their emotions and building strong relationships as a result of the Sport Education curriculum?

- How does the SEL from the Sport Education unit support your students in and beyond the PE class?

In addition to the interview questions above, I have used the photos taken during the project phase to carry out a photo elicitation process with the teachers. The process will be similar to that for the students as explained in Appendix B2.

Appendix D2: Photovoice protocol

STUDENT PHOTOVOICE

Phase 3: Implementation of the second Sport Education Unit

As part of the photovoice process, I asked the students involved to collect images of their physical education lessons. These students were provided with digital cameras to capture the actions and emotions of their classmates during the unit.

Phase 4: Post-implementation

During the student focus group discussions, students will then be asked to interpret their image selections and discuss thse images that reflect their classmates' social emotional learning. Because of the importance of images to this phase of the study, these interviews will be recorded both aurally and visually (video). As the photo-elicitation phase of the photovoice process is highly situated or contextualised according to the images taken, the views of the students will be elicited through a conversation rather than using a predetermined set of questions. However, the following are broad questions to facilitate the conversation:

What is/are your reason/s for taking this photo?

What do you think this photo is showing us?

Why is this photo important to you?

Can you describe this photo to me?

Can you tell me a story that explains this photo?

Why do you rank this photo in this way?

What does this photo tell you about them and what does it not tell about them?

What is the most important aspect of this photo?

As with the focus group sessions in Phase 2, photo-elicitation sessions were also carried out in their class groups. I also ensured that the participants in these sessions contained a good mix of students from different gender, ethnic groups and motor/sport ability. Likewise, separate teacher interviews were carried out using photo-elicitations with the photo images captured by me and the selected students.

Use of the information

As the images taken by me and the photovoice contributors may have a strong emotional theme that will represent a full array of emotions, I had at all times, been aware of the notion of harm and how the students were depicted within the images selected. Whenever a student were photographed in a situation where they were deemed to be at risk, that photo were destroyed or deleted. Such situations were left to my discretion after consultation with their teacher and my supervisors.

As the images collected during the study may be used in presentations at conferences and publications in appropriate academic journals, a photovoice subject release sheet (Appendix B3) will be used to seek permission from the students and their parents to use them for these purposes. The photo images in which individuals can be identifiable may be used in these presentations. These images will not be blurred as research (Wiles et al., 2008) suggests that blurring photographs may sometimes be inadequate to keep anonymity. Instead, this point is made clear in the photovoice subject release sheet (Appendix I) where parents and students can decide for themselves whether they wish to release the images for presentation and or publication purposes.

Appendix D3: Photovoice Subject Release Sheet

Research Title: Investigating the potential of the Sport Education curriculum and pedagogy to facilitate social emotional learning of primary aged students in the context of the New Zealand Health and Physical Education curriculum

Photovoice Subject Release Sheet

I give permission for the photograph of me to be used for research purposes on the understanding that:

1. My name will not be used; a made up name may be assigned;

2. The photograph will be securely stored;

3. The photograph will only be used in published papers and presentations if it has been approved by me;

4. The photograph will only be used as an example of students' descriptions of their social emotional learning during their Sport Education experience and will not be used in a way that might harm my reputation.

5. I can withdraw the right to use the photograph at any time. The researchers will then destroy any record of the photograph and they will inform me when this had been accomplished.

6. I am aware that I am identifiable in the attached image/images.

My parent / caregiver and I can direct questions to Mr Swee Chong, Ang (email: sca7@waikato.ac.nz tel: ▮▮▮▮▮▮▮▮).

Student Name: _____

Parent Name:_____

Signed: _____

Signed: _____

Contact details (email/tel no): _____

Date: _____

Appendix D4: Information Sheet for Photovoice contributors

Research Title: Investigating the potential of the Sport Education curriculum and pedagogy to facilitate social emotional learning of primary aged students in the context of the New Zealand Health and Physical Education curriculum

Photovoice Contributor Information Sheet

Dear Photovoice contributor,

Thank you for agreeing to participate into this aspect of the Sport Education research project. As a photovoice contributor, you are given the opportunity to share your impressions and experiences of the Sport Education units through the use of images. The key point to remember is that these photos represent your decisions and perspectives and nobody else's. Most importantly, you must ensure at all times that the photovoice exercise will cause no discomfort or harm to your classmates. Please read the following details and if you have any questions or concerns please feel free to direct these to me.

1. Upon agreeing to participate in this photovoice exercise, you will be given a numbered digital camera at the start of each PE lesson. Always take the same numbered camera for each lesson.

2. Please use the first frame to take a close up picture of yourself (portrait) to help link the photos to you as the photographer.

3. Use as many of the frames as you wish to help communicate your impressions of the PE lesson in general and the emotions and social behaviours of your classmates in particular – together these photos should help convey "What does social emotional learning mean to me and my classmates?"

4. No other person should take any photos.

5. You should not show the photos to any of your classmates.

6. If your classmate objects to their photo being taken by you at any point during the lesson, you should comply with his or her wish by not taking the photo or delete it immediately in front of them.

7. At the end of each lesson, please return the camera to me. Do not talk about the photos with anyone during and after the class.

8. Remember that discussion or information about all the photos must remain confidential. I will also collect all photos once the discussion session is completed. Do not share our discussion with anyone.

Thanks again for agreeing to participate in this research.

Swee Chong, Ang

PhD candidate

Faculty of Education

Department of Sport and Leisure Studies

University of Waikato

APPENDIX E: SEL/SPORT EDUCATION UNITS

Appendix E1: Unit 1 (Planning template from University of Waikato)

> **Health & Physical Education**
> **Unit Plan for Term 2**
> **Title: Working together can be fun**!

Student Needs:
Students struggle to relate well with each other. The tensions among these students present significant challenge for maintaining a conductive teaching and learning environment/climate.

Key Learning: Students will be provided with opportunities to develop their ability to :
5. <u>respect</u> themselves and others
6. appreciate <u>diversity </u>and show <u>empathy</u> for others
7. enhance their own and other's sense of <u>self-worth</u>

Key competencies:
Participating and Contributing: students will explore how they can contribute to the learning and participation of others, and develop an awareness of how their participation can enhance their own and others' wellbeing.
Relating to Others: students will develop an awareness of others'needs and as part of this will work on creating positive learning/working environment.
Managing self: Students will develop resiliency to overcome challenges within and beyond the HPE class

NZ Curriculum Values
They will be encouraged to uphold social justice and value the diverse range of personalities, abilities and backgrounds that are found in their class, and accordingly to show respect for these differences.
Next, they will be supported to value community and participation where opportunities will be provided for them to contribute to class learning culture.
Finally, they will encouraged to demonstrate integrity, which involves being honest, responsible, and acting responsibly; and to respect themselves, and others

HPE Underlying Concepts
Hauora: This unit focuses on developing social, emotional and mental wellbeing. Students will explore the ways people determine their personal identity and self-worth, recognise and support feelings of themselves and others
Social-ecological perspectives – Students will create conditions that promote their own and others' well-being by appreciating the interrelationships between self, others and community.
Attitudes and Values – Students will recognise that wellbeing/emotional climate of the class is a collective responsibility (not just the teacher's or individual's responsibility)

HPE Achievement Objectives
3B4 - Participate in co-operative and competitive activities and describe how co-operation and competition can affect people's behaviour and the quality of the experience.
3C1 – Identify and compare ways of establishing relationships and managing changing relationships..
3C2 – Identify ways in which people discriminate and ways to act responsibly to support themselves and other people.
3A4 - Describe how their own feelings, beliefs, and actions, and those of other people, contribute to their personal sense of self-worth.

Pedagogical approach for this unit
Social and emotional learning is the focus of this unit. Movement activities will be used as the vehicle to deliver the key learning
Social & emotional learning will be made explicit using the Experiential Learning Cycle. This cyclical process begins with experiencing an activity targeted at specific student social and emotional needs, reflecting on the experience, <u>thinking critically </u>about better ways of dealing with the learning issues and then re-engaging the activity to apply the ideas to address the issues. ELC & other students-centred learning approaches will progressively used in the unit
Teachable moments and cross-curricular opportunities will be leveraged on to reinforce the learning. Most importantly, the learning must be <u>responsive</u> to the needs of the students.

Unit Learning Intentions

We are learning:

3B3 – to understand how competition affects people's attitudes and behaviours

-ways of acting responsibly to winning or losing

Success Criteria

(What shapes your lesson intentions)

We will know we have learnt this when we can:

- Determine attitudes and behaviours required to enjoy competitive activities
- Use feeling vocabulary to describe attitudes and behaviours required to enjoy competitive activities
- Identify and display the positive attitudes need to manage feelings and behaviours when winning or losing

Teaching Learning Activities-fitness

(What activities to use to enhance learning)

In order to be able to achieve criteria students will:

Encounter attitudes and behaviours in competitive activities that affect the quality of the experience and use the Experiential Learning Cycle (ELC) to process their learning.

Example of ELC

Activity 1:

- participate in competitive activities in small teams e.g rob the nest (fitness-speed & agility)

Reflecting:

-identity behaviours that affect others from enjoying the experience e.g. cheating, aggressive behaviours, arguing, left out

Generalising & abstracting:

-ask why did this happen? Ask what goes on in other class, sports/break time that contribute to this?

Transfer:

-ask what could we do differently.

-change part of the game to address the behaviour

-ask what can we agree on and put it on a checklist (behaviuor/revised games rules) for the next activity

Activity 2:

-participate in the same activity using the checklist

-If success criteria are adequately met, move on to the next AO. Otherwise, revisit the learning with a different activity.

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Unit Learning Intentions

We are learning:

3C2 – recognise instances of <u>discrimination</u> in games and physical activities

- ways of acting responsibly to minimise situations where discrimination is likely to occur in games and physical activities.

Success Criteria

(What shapes your lesson intentions)

We will know we have learnt this when we can:
- Identify situations where exclusion has occurred in games or physical activities setting
- Plan games and physical activities to minimise situation where players can be discriminated.

Teaching Learning Activities-

(What activities to use to enhance learning)

In order to be able to achieve criteria students will:
Encounter situations in games activities where exclusion can occur and use the Experiental Learning Cycle (ELC) to process their learning.

Example of ELC

- Activity 1:
- participate in game e.g. standard musical chairs
- Reflecting:
- -identify how exclusion as occur e.g. cheating, intimidation etc
- Generalising & abstracting:
-ask why did this happen?

-What can we do differently? Change behaviour/rules of the game

- Transfer:
-ask what could we do differently.

- -change part of the game to address the behaviour
- -ask what can we agree on and put it on a checklist (behaviuor/revised games rules) for the next activity
- Activity 2:
- -participate in the non-elimination musical change to understand how rules can be change to promote inclusion.

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Unit Learning Intentions	Success Criteria	Teaching Learning Activities
We are learning: **3A4 –** to understand how our feelings, beliefs, and actions, and those of other people, affect the way we feel about ourselves	**(What shapes your lesson intentions)** We will know we have learnt this when we can: -describe someone as having good or poor self-worth -describe what can make us have or poor sense of self-worth -demonstrate ways that to improve our sense of self-worth	**(What activities to use to enhance learning)** In order to be able to achieve criteria students will: - using YouTube videos explore bullying in sports setting and discuss their impact on self-worth - Using the Experiential Learning Cycle, design a inclusive game that allows everyone to participate and enjoy during PE and break time - Using literacy block, to write an instructions sheets for the game e.g. <u>Possible format</u> - Name of the game: - Equipment needed: (from PE store/recycle materials) - Game skills needed: - <u>Social and emotional skills</u> needed: - Game instructions: - Safety points -plan the game collaborative in mixed (gender, ability & background) teams but write their own individual instructions. Team nominate best to rep the team for trials of the game during PE. -use zigsaw learning to peer coach the games -vote for the most popular game for league game next term -trial the game with the team mates during break time (the longer term vision is seeing students from different genders, ability & background spontenously playing together)

Unit Overview

Unit Learning Intentions	**Success Criteria**	**Teaching Learning Activities-game skills**
	(What shapes your lesson intentions)	**(What activities to use to enhance learning)**
We are learning:	We will know we have learnt this when we can:	In order to be able to achieve criteria students will:
3C1 – ways to contribute positively to <u>team relationships</u> in a variety of games and physical activity contexts	-demonstrate what they can do to enhance team relationships -give examples of how they contribute to rapport among team members	-progressively work in smaller teams ie from 2 teams for 12 to teams to 4 teams of 6 to 5 teams of 4-5 and finally, 6 teams of 4.
		-progressively experience working with heterogeneous (mixed gender, ability & background) teams.
		-form the permanent team for the league by the end of the term 2.
		When the team identity is stable and relationship is stronger, students will:
- about maintaining <u>team unity</u> when team membership changes or when stress builds up in the game situations.	-demonstrate strategies to support new team member to learn and participate as part of the team.	- Experience 'chaos' from changes in team membership as well as manage the stress from playing under pressures (time constraint/challenging tasks/competition) in the context of a leagueUsing ELC to process the learning
		- during games/activities students peer evaluate how they manage team relationship – take photos of the team mates in action that they could review and write a list of behaviours support vs disrupt team unity (maybe done in as part of literacy work).

Appendix E2: Unit 2

Social and Emotional Learning Outcomes	Supporting Learning Intentions	PE/Sport Education Learning Experiences	Classroom & Beyond Learning experiences
SEL Competencies	**Social & Emotional Skills**	**Explicit teaching & learning**	**Explicit teaching & learning**
Self-awareness ~ *Accurately assessing one's feelings, interests, values, and strengths* *Maintaining a well-grounded sense of self-confidence*	Use feeling words to express emotions	Pre-game circle time	PE (SEL) Noticeboard: ~labelling of explicit skills ~Photos of positive behaviour Sharing of Videos: ~Discussion of negative and positive behaviour Writing activities: ~nomination of team captains -student reflective journal
Social awareness *Being able to take the perspective of and empathize with others* *Recognizing and appreciating individual and group similarities and differences*	Ability to share Care for others' feelings Stand up for others who got put down	Games modification (e.g. min. passes before shooting) Share STAR prizes	
Self-management ~ *Regulating one's emotions to handle stress, control impulses, and persevere in overcoming obstacles*	Good listening skills Ability to be self-directed and stay on-tasks	Visual cues cards **Roles:** Duty team	
Responsible decision-making ~ *Making decisions based on consideration of respect for others and likely consequences of various actions*	Stop using put downs	Put-up points Student voice in game design (rules, equipment, organisation etc.)	
Relationship skills ~ *Establishing and maintaining healthy and rewarding relationships based on cooperation* *Preventing, managing, resolving interpersonal conflict*	Develop a vocabulary of put ups words and actions Sense of belonging to the team	***Festivity:*** Awarding of put-up bonus by team leaders and teachers Fortnightly draws for STAR winners. Team cheer, team logo/flag Roles ~ peer teaching (intra and inter-class), duty team	

Appendix E3: Unit 3

Week	Learning intentions (SEL)	Possible Success Criteria (Student negotiated)	Learning Tasks & Assessment Opportunities
1	(1) work with others to design fun and *inclusive* PE games (2) different *put-ups* (words & actions) in PE games	(a) Create, share and participate in making fun and inclusive games (b) Create a list of *put-ups* for PE games	Getting started -Set/refresh PE routines -Negotiate team selection -Games designing contest
2	(1) Understand what good listening looks and sounds like (2) *share* the game with other team members	(a) Name the good listeners in the class and explain why (b) Name instances players share with other team members	Pre-season 1 - Intra-class games -Team *put-ups* records -Journal writing ~ reflect on support and encouragement they receive in games
3	(1) *support and encourage* other team members (2 Use self-management strategies during competitive games	(a) Name instances when players support and encourage each other (b) Describe self-management strategies used in competitive games	Pre-season 2 Exchange class leaders to standardise game rules Peer coaching
4-5	(1) different ways to *respect* opposing team players (2) Recognise instances of put-downs in PE and *take actions* to discourage them	(a) Describe instances where players show respect for the opposing team (b) Describe instances where players step up against put-downs	Competition season -Inter-class friendly -Photo evidence -Rules modification
6	(1) *participate with others in* Sport Festival to improve the class well-being (2) different ways to *include, support and respect others* during the festival	a) Describe how participating with others in the Sport Festival improves the well-being of the two classes	Sport Festival -Athlete's oath -Interclass Games -Award Ceremony -Journal writing

APPENDIX F: TOOLS FOR ANALYSIS

Appendix F1: Code book

Appendix F2: Coding summary

Coding Summary By Node

Phase 3 data analysis_050314

18/03/2014 7:43 p.m.

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On

Node

Nodes\\Building relationshops

Audio

Internals\\Teachers FGD\\V \131204_002

No		0.0651	2			
				1	SC	17/03/2014 11:38 a.m.

I: The first couple of lessons were [paused] I was ashamed of my kids. I was really ashamed of them 'cos they were arguing with Chong, they were being really disrespectful to him and me. And I think that was a couple of weeks, we were still trying to build our relationships with them. Because with our students, they have to have a relationship with you before they respect you. They not going to instantly respect you. You got to earn it as a teacher. That's how our kids work, aye?
S: Yeah.
I: you can't walk in a classroom here and expect them to behave. Because chances are they are not going to behave. They way you going to get them to respect you is for you to form an individual relationship with each and every single child.

| | | | | 2 | SC | 17/03/2014 12:50 p.m. |

I: 'cos that a lot of stuff in my class that Chong did before he came in. We did a prequel to going out. "How are you feeling today?" Then Chong will talk about how he was feeling. How can we change those feelings, how can we get on the right track. So, that was done quite a lot because before they started PE they have to be in the right mind-set to go out there and tackle, you know, what they are about to do. Otherwise, they just go out there and get upset and angry and.

C: And remember we do a lot of modeling ourselves. A lot of self-disclosure. At the beginning of the lesson, we actually self-disclose when, you know, they all know about 'N', my son. [laughs]. When I was having problems.

I: But the kids were going, "Oh, teachers get to have the red track" And, "Yes, they do, everyone has the red track and blue track".

C: It's a matter of getting onto, you know...

I: But that's when your relationship started to change with the kids when you started saying, "My son playing up".

C: Yeah.

I: I think their relationship really started changing.

C: Yeah.

Appendix F3: Node structure

Herarchical Name	Nickname	Aggregate	User Assigned Color
Node			
Nodes			
Nodes\\Community & family influences		No	None
Nodes\\Inquiry learning		No	None
Nodes\\Managing disruptions		No	None
Nodes\\Managing disruptions\Personalised and connected learning		No	None
Nodes\\Nurturing student voices		No	None
Nodes\\Nurturing student voices\Change students want		No	None
Nodes\\Nurturing student voices\Student conceptualisation of PE		No	None
Nodes\\Professional culture		No	None
Nodes\\Professional culture\Collaborative work environment		No	None
Nodes\\Professional culture\Curriculum development		No	None
Nodes\\Professional culture\Embedding beliefs		No	None
Nodes\\Professional culture\Evidence-based teaching		No	None
Nodes\\Professional culture\Professional learning		No	None
Nodes\\Professional culture\Professional learning\Staff inquiry projects		No	None
Nodes\\Professional culture\Shifting beliefs		No	None
Nodes\\School ecology		No	None
Nodes\\School ecology\Ecology outside class		No	None
Nodes\\School ecology\Ecology within class		No	None
Nodes\\School ecology\Ecology within class\Disengagement		No	None
Nodes\\School ecology\Ecology within class\Literacy and numeracy skills		No	None
Nodes\\School ecology\Experience of teachers		No	None
Nodes\\School ecology\History influences		No	None
Nodes\\School ecology\Inadequate facilities and materials for learning		No	None
Nodes\\School ecology\Leadership support		No	None
Nodes\\School ecology\PE lessons		No	None
Nodes\\School ecology\PE lessons\Conflicts		No	None
Nodes\\School ecology\Problems with rules		No	None
Nodes\\School ecology\Teachers' work condition		No	None
Nodes\\School ecology\Young staff		No	None
Nodes\\School's strength (operating from)		No	None
Nodes\\School's strength (operating from)\Strengths - students		No	None
Nodes\\School's strength (operating from)\Strengths - teachers		No	None

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Appendix F4: Node list

Name	Sources	References	Created On	Created
Building relationshops	1	2	17/03/2014 11:38 AM	SC
Communication	1	1	17/03/2014 11:36 AM	SC
Community influences on SEL	1	2	18/03/2014 7:15 PM	SC
Discrimination	1	3	16/03/2014 12:32 PM	SC
Domination	1	1	16/03/2014 12:41 PM	SC
Emotional connection	1	2	17/03/2014 1:04 PM	SC
Empathy	1	2	16/03/2014 4:30 PM	SC
Empowerment	1	7	16/03/2014 4:09 PM	SC
Exclusion	1	2	16/03/2014 12:33 PM	SC
Explicit teaching	1	6	18/03/2014 7:27 PM	SC
Fragmented social relations	1	2	16/03/2014 3:52 PM	SC
Inclusion	1	4	16/03/2014 4:36 PM	SC
Professional learning	1	1	17/03/2014 12:17 PM	SC
Re-balancing power relations	1	1	17/03/2014 12:13 PM	SC
Record keeping	1	1	16/03/2014 4:39 PM	SC
Roles	1	1	16/03/2014 4:45 PM	SC
Situated nature of SEL	1	3	17/03/2014 12:52 PM	SC
Social cohesion	1	1	16/03/2014 4:29 PM	SC
Sport Ed influences on SEL	1	3	17/03/2014 2:35 PM	SC
Transfering learning beyond class	1	1	17/03/2014 12:15 PM	SC
Unequal power relationships	1	1	16/03/2014 12:41 PM	SC

Appendix F5: Making tables for emerging themes

SEL

Sport Ed

Pedagogical Change

Curriculum Change

Teachers' Professional Learning & Change

Conceptions of SEL

Curriculum & pedagogical

Sport Ed

Curriculum de-construction & re-construction processes

Collaborative partnership

Practical success indicators

Adaptations

Teacher to student-

Action Research processes

Impediments to learning

Students' empowerment & inclusion

SEL

Collaborative development (Students, teachers & researcher)

Empowering learning & change

Enablers

Teachers' PCK

Contextual factors (class, school & family/ community) influencing Sport Ed's efficacy

Learning environments

School & Community's sport culture

Teacher-centred pedagogy

Formal & hidden curriculum structures

Teachers' conceptions on 'what' & 'how 'of HPE/SEL

Relationships *(std-std, stud-trs, trs-trs, trs-sch leaders; family relationships)*

Sport discourse

Gaps

Existing curriculum construction process

Existing PD culture/priorities

Student

Fitness discourse

Appendix F6: Table of coded themes

Summary of Initial Descriptive Coding (Key emerging themes)			
Phase 1	**Phase 2**	**Phase 3**	**Phase 4**
1) Community & family influences on students' social and emotional wellbeing, learning and competence: • *Family breakdown, poverty & crime* 2) School/Class ecology: • *Disruption, Disengagement & Disconnectedness* 3) Students' social and emotional world: • *Material & emotional poverty* • *Win-lose perspective* 4) Teachers' agency, energy & reactivity: • *Containment & Survival* • *Emotional detachment* • *Workload and coping capacities*	1) Managing disruptions: • *Restoring behavioural management amidst chaos* • *New routines & expectations* 2) Building trust & relationships: • *Establishing emotional connections (std-std, tr-std, tr-tr, tr-researcher)* 3) Nurturing student voices: • *Re-designing games* • *Ownership of learning* • *Leadership opportunities* 4) Teachers' and researcher's agency: • *Letting go of control* • *Working uncomfortably with unambiguity & unpredictably*	1) From behaviourist to social constructivist teaching & learning: • *Empowering learning through leadership development* • *Democratic participation* 2) Disrupting oppression: • *On-going struggle with environmental influence on physical, social aggression & volatile emotions* 3) Teachers' agency & pedagogy : • *Working with Sport Ed Features* • *Managing setbacks* • *Emotional understandings* 4) De-constructing & reconstructing the curriculum from contextual realities: • *Linking HPENZC…translating curriculum into practice* • *Learning beyond HPE*	1) Towards a Community of Learners: • *Open forums (game debriefs)* • *Sharing ideas, strategizing & having fun* 2) Evidencing SEL competencies: • *Connecting with self & others* • *Learning the emotional language* 3) Overcoming oppression: • *Negotiating social conventions in two different worlds* 4) Teachers' agency & pedagogy: • *Explicit teaching (SEL)* • *Developing emotional sensitivity, attachment & language* 5) De-constructing & reconstructing the curriculum: • *Working a 'real-time' curriculum-practicalities*

# Appendix F7: Analysis using Ball et al. (2012) Framework

Scene	Situated contexts	Professional contexts	Material contexts	External contexts
Phase 1				
1	Disorderly students	Weary staff	In adequate facilities	
2	Poverty, crime & family breakdown			
3	Defiant students, unstable school climate-lockdown	Teacher's stress, researcher's lack of rapport with student		
4	Historical legacy	School policy, curriculum, Teacher's work stress.	Budget problems, 'White flights'	Pressures from ERO, National Standards-narrow curriculum
5	Material deprivations, bullying	Disengaging curriculum		
6	Hunger	Teacher pedagogy, commitments and experiences	Classroom architecture	
7		HPE curriculum, limited PE knowledge, Teacher-centred pedagogy, status of PE, professional learning culture, purpose of PE		
8		School leader's support, alignment with school's direction		
Phase 2				
1	Disruptive students, respect for rules,	Lesson failures, fixation with model and unit plans	Lack of PE facilities, inclement weather	
2		Teacher knowledge of the students and their context	Crowded timetable, End of Term Sport Event, disrupted school week	
3		Collaborative teacher-researcher relationship, focus on positives and strengths	Seating plan-homogenous desk groups, short attention span, low literacy skills	
4	Modifying learning intentions to suit students' needs	New class routines, focus on strengths in students, class/school environment	Adapting to the context; developing contextually relevant curriculum and resources	Inter-school sports competitions

APPENDIX G: GLOSSARY OF GAMES

Appendix G1: Capture the Flag

Explanation:

X X X X	Y Y Y Y
X X X X	Y Y Y Y
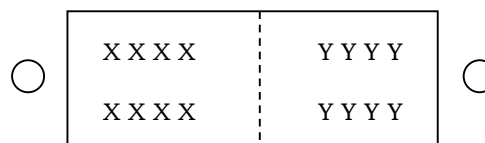
Divide class into two teams. On signal, attackers enter enemy territory to capture their flag (ball). The defenders left behind guard their flag. If you are caught (tagged) by the opposite team; walk back to own territory before re-entering enemy territory. After capturing the flag, the team member must make it back to own territory - without being caught - to win. If someone has the flag and he is tagged - the person goes back to own territory and the flag is returned to its original location.

Source: Kidzworld (2015)

Appendix G2: Touch

Explanation:

Touch us a limited-contact sport with the tackle of opposing players replaced by a touch. Touch is therefore not a contact sport but. The main aim of touch is to score as many touchdowns as possible and prevent the opposition from scoring any.

Source: Sport New Zealand (2015)

Appendix G3: Dodgeball

Dodgeball is a game in which players on two teams try to throw large balls at each other while avoiding being hit themselves. At the beginning of a dodgeball game, the balls are lined up on the central dividing line. The players then rush towards the centre line simultaneously and try to grab one of the dodgeballs and throw or roll it backwards to their teammates. Once the game has commenced, players throw balls at members of the opposing team in an attempt to eliminate the players. When a player has been hit by a dodgeball and no one catches it before it becomes dead, that player has been eliminated and must move to his team's designated bench area. If a player catches a ball thrown by the opposing team on the full, then the player who threw the ball is eliminated, and the team that caught the ball can reinstate the player that has been out the longest.

Source: Sports & Leisure Management Ltd (2015)

Appendix G4: Rob the Nest

Explanation:

Teacher calls a number and all players with this number run to the central nest and take one egg at a time back to their nests. When all objects from the central nest have gone runners may rob the nests of other groups. Changes of number can be called at any time. Team members are not allowed to protect their eggs by hovering over them or hiding them. At the end of the stipulated time, the team with most eggs wins the round. All eggs are returned to the central nest following a win and the game begins again.

Source: Sport Wellington (2002)

Appendix G5: Speedball Game
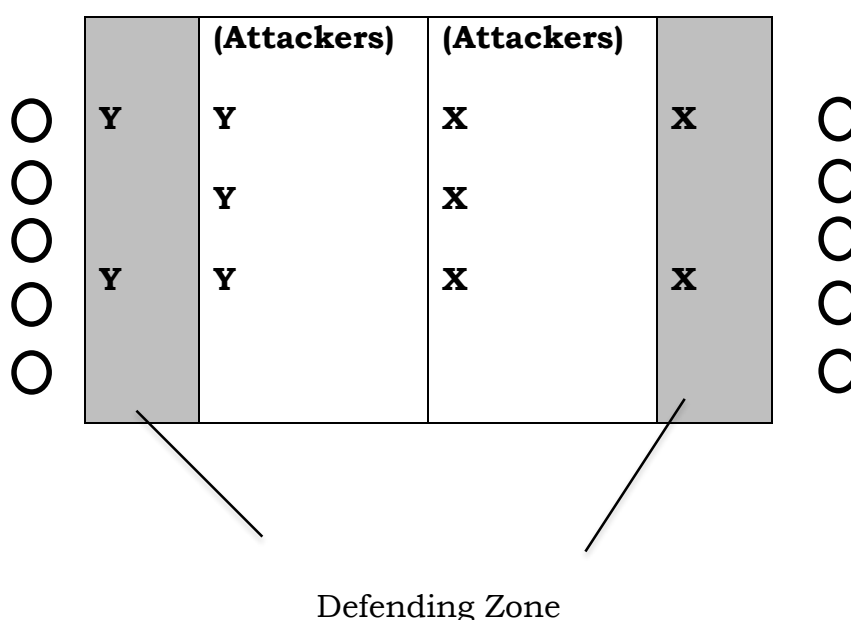
Defending Zone

Explanation:

Attackers try to get past the defenders to take possession of opponents' balls. If they were tagged by the defenders, they have to run back to the mid-line before they can re-attack. Once they are past the defending zone, they can either throw the ball to their teammates outside the defending zone or run out of the defending zone without being tagged. In order to score a point, they have to place these balls at their own defending zone. The team with the most points wins the game.

Source: This game was created by researcher and teacher participants

Appendix G6: Ripper Bull Rush Game
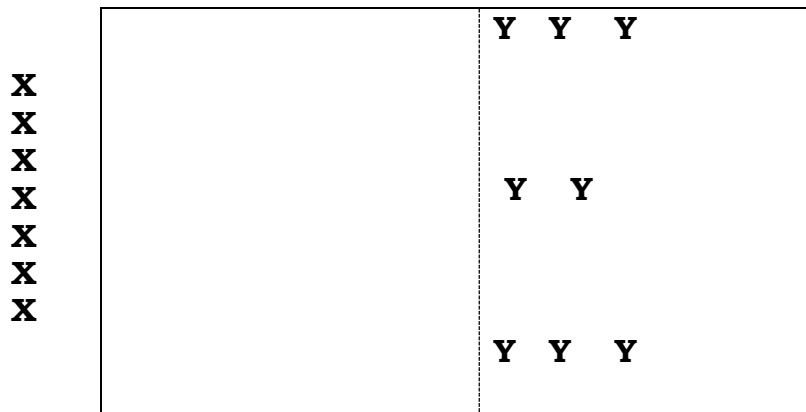
The defending team spread out in their half of the pitch. The attacking team stand behind their baseline. When the whistle blows, the attacking team group will try to cross the defender's pitch. At Greendale School, the games were played with rippers. Each ripper contains a belt is adjusted to fit the waist of the player with two flags hang from both sides. Velcro attaches the flags so they are positioned one on each hip. The defending team must try and rip off the 'flag' from the attackers. Each attacker has two flags. If they lose both of them, they have to freeze on the spot. Players from the attacking team are allowed to share their flags and unfreeze their teammates. Those who made it safely to the opponents' baseline will restart the attack from this end. The defending team will then swap to defend the other pitch. This continues till the end of the stipulated time, after which the attackers will become the defender and vice versa. The team with more players remaining at the end of each game will win the round.

Source: Pollock (2009)

APPENDIX H: LETTERS FROM STUDENTS

Appendix H1: Principal reference letter[13]

Friday 24th October, 2014

Reference for Chong Ang

To whom it may concern,

I have known Chong in a variety of capacities over the past two years. He has been both a volunteer at our school while completing the research phase of his studies and more recently a Sports Consultant at [   ] School.

Chong has worked at [   ] School from 2013 until now, October 2014. In 2013 he supported two classroom teachers with their Health and Physical Education Programmes. He made twice weekly visits to the school and spent the entire day with the teachers in and outside their classrooms while developing their teaching and learning practices. He met with teachers fortnightly to review and plan lessons – he used a predominantly coaching and mentoring philosophy which ensured staff felt well supported through the core periods of change. He is currently supporting teachers across the school to further their practices within Health and Physical Education and he has now moved beyond the core two teachers and now works with all staff. In 2014, he visited staff on a weekly basis to support staff and guide their practice around developing students' social skills through Sport and Physical Education. He also ran various workshops for staff on social and emotional learning, which he carefully linked through to our schoolwide behaviour management systems.

The work that Chong has carried out within our school has been phenomenal and we have seen sustainable change in teacher practice and a definitely change in school culture which is a result of students changing the way they deal with each other and staff. Staff are more aware of the need to explicitly teach social and emotional curriculum while students are generally more metacognitive of their responses to situations.

Chong has no hesitation in assisting in any way possible around the school. He has helped out with school events such as Inter-School Hockey, Swimming, Cross Country and School Sports days. He always uses his initiative and offers to help when the need arises. Chong contributes purposefully to the wider school community, especially in the area of sport which is greatly appreciated.

Chong has run many Sports sessions for various Exchange Programmes and taster sessions for our Year 5 and 6 students who visit the school in readiness for when they start in 2015.

Chong has developed the ability to enable staff and students to make connections between their prior experiences and learning, and connect with their current learning. It has been exciting to see Chong take risks and support teachers to enable students to become more relationally focused in both Physical Education and other general classroom areas, through encouraging students to take responsibility for their own learning and behaviour.

Chong has good professional relationships with colleagues and he strives to support colleagues with their students and teachers individual professional learning.
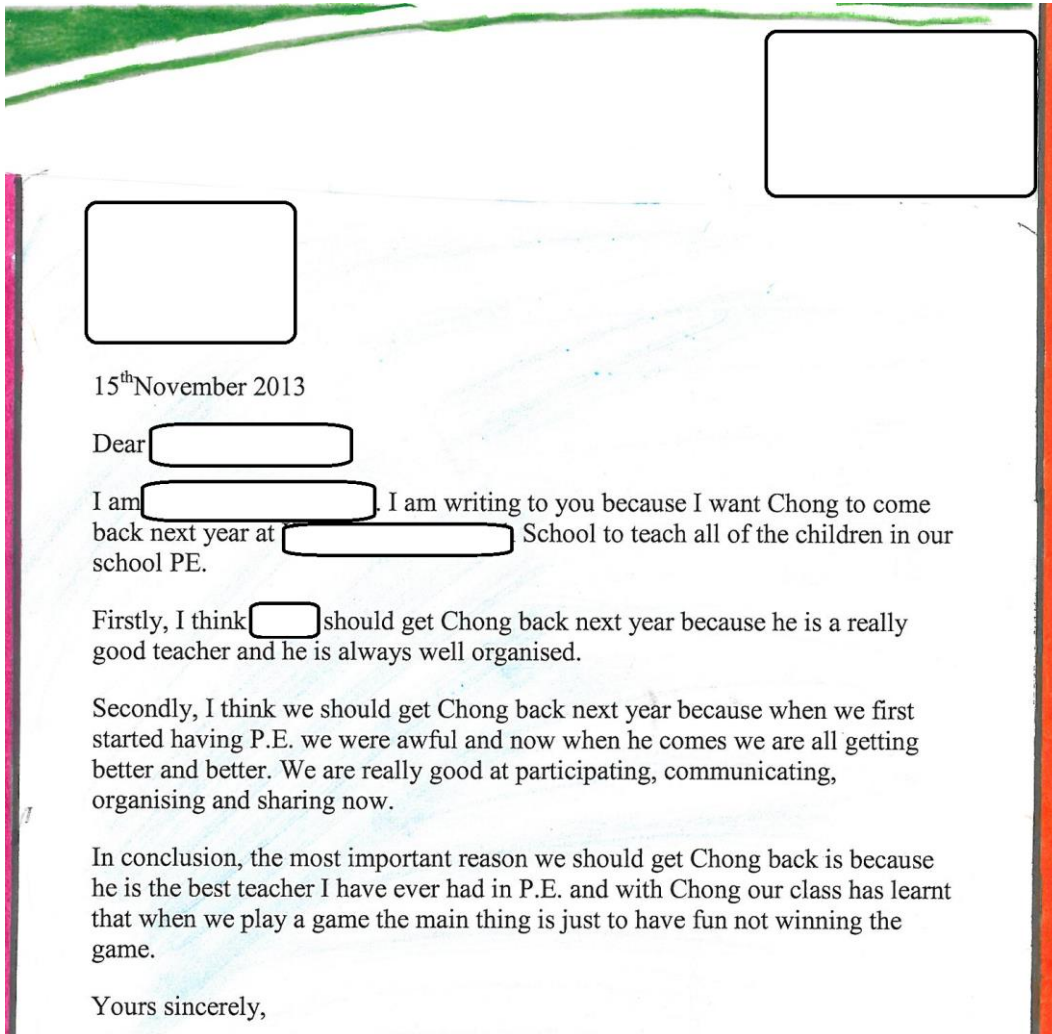
Yours sincerely,

Principal

[13] After the completion my research fieldwork in 2013, I returned to the research school numerous times as a consultant to conduct PD sessions to support school-wide implementation of SEL/PE initiatives, model effective SEL/PE lessons and mentor selected teachers on their instructional and managerial skills.

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Appendix H2: Students' letter

Sample 1

15thNovember 2013

Dear [   ]

I am [   ]. I am writing to you because I want Chong to come back next year at [   ] School to teach all of the children in our school PE.

Firstly, I think [   ] should get Chong back next year because he is a really good teacher and he is always well organised.

Secondly, I think we should get Chong back next year because when we first started having P.E. we were awful and now when he comes we are all getting better and better. We are really good at participating, communicating, organising and sharing now.

In conclusion, the most important reason we should get Chong back is because he is the best teacher I have ever had in P.E. and with Chong our class has learnt that when we play a game the main thing is just to have fun not winning the game.

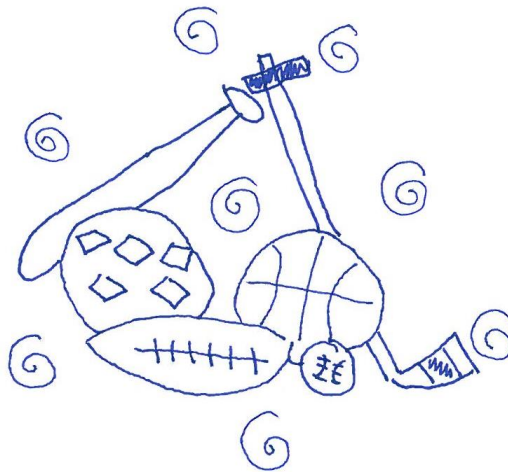Yours sincerely,

15 November 2013

Dear [ ]

I am [ ] I am writing to you because we went Chong back next year because help us to do P.E.

Firstly, I think [ ] should get Chong in school next year because he helps us with communication and to improve our P.E.

Secondly, I think we should get Chong back next year because he helps us with our listening and sportsmanship.

Finally, the most important reason we should get Chong back is because at the start of the year I hated P.E now it is fun.

Yours sincerely
Aidan

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Friday 15th November,

Dear [   ]

I am [   ] I am writing to you because I would really like you to consider bringing back Chong for next year to tech other students of [   ]

Firstly, I think [   ] should get Chong in school next because he has taught us students all sorts of skills and techniques for the future, which include participation, communication, and sharing.

Secondly, I think we should get Chong back next year because he's on time all the time, he respects us, he makes sure we're ok and he helps us out. He also lets us make up our own games.

Finally, the most important reason why you should consider thinking about bringing back Chong is because he always listens to us. He helps me with my leadership and he can help others students in the future.

Yours sincerely