

Appendix E
Teacher C Interview Transcript
Initial Coding

Female Teacher

Age Range: 35 40

Teaching Experience: 16 Years

Key

R- Researcher

Teacher C- interview participant

Research (R): Good afternoon Miss. I am conducting a research into how teachers experience teaching physical education (PE) in the primary school. I have chosen you because you have met the research criteria to be one of the participants, in that you are a trained teachers and you have some formal training in teaching Physical Education. I want to let you know from the start that my role is that of researcher and not as your administrator. So whatever you say to me would be treated in a confidential manner and your identity would not be revealed. So I would appreciate your honest answers to the questions. Is there anything you want to ask before we start?

Teacher C: No.

R: Ok then, Let us begin. How long have you been teaching?

Teacher C: Sixteen years.

R: How often do you teach PE with your class?

Teacher C: Once per week.

R: Do you think that is often enough?

Teacher C: No it is not enough time to develop the skills the children need to learn.

R: What to you would be enough time?

Teacher C: Well... um..... Probably twice per week.

R: For a duration of how long?

Teacher C: About 45 minutes

R: What is the duration for your class at present?

Teacher C: Infants are scheduled for Thursdays 25 to 30 minutes.

R: And you think it should go to 45 minutes. Isn't that a long time for infants?

Comment [DB1]: Frequency of PE lessons taught, teacher priority, Status of PE; Teachers' Perspective

Teacher C: Yes, but in terms of settling down, you know settling them down, it takes time so the 45 minutes should include all that. The preparation time and then the activities and all that.

Comment [DB2]: More time needed for PE in infants/ teacher experience

R: Tell me, what has been your experience when you were trained to teach PE?

Teacher C: Arm... I did... ah... phys ed as my elective at training college.

R: Which training college was that?

Teacher C: Valsayn Teachers' Training College.

R: In what year?

: Teacher C: Pardon?

R: What year was that?

Teacher C: (Frowns and thinks) Two thousand and eight? No, two thousand and ----two? Yes thousand and two.

R: How has that training prepared you to teach PE?

Teacher C: I would say that... arm... when we were there we did more theoretical knowledge of phys ed not so much practicals. So you find that when you came back into the school system now, you had limited knowledge in doing... arm... training the children in the practical aspect of physical education, in terms of teaching them how to properly jump and more hand movement of overarm and underarm. Those are things that you had to do yourself when you came back. So it was more trial and error than if you came in with the skills of knowing how to do the lessons effectively.

Comment [DB3]: Teacher training more theory than practical./ teacher experience

R: I want to understand something clearly. When you were at training college you would have done PE as your elective----?

Comment [DB4]: limited knowledge and skills to teach PE./ teacher experience

Teacher C: It was my emphasis. The first year they have it as... ah... arm (pauses and thinks) not emphasis nah, arm -----

R: You mean option?

Teacher C: Yes option. Sorry. Phys Ed was one of the options I did.

Comment [DB5]: Training college PE option

R: Or, so it was one of the options that you did and not your elective?

Teacher C: That's right. So it was not an in-depth course to say I did. So it was just one year that was done and it wasn't much practical. It was more---- (snap fingers while trying to remember).

Comment [DB6]: Teacher training more theory than practical

R: Theory?

Teacher C: Yes.

R: Now I understand. So what are your views on PE as being a part of CAC? You are aware that PE has been introduced into the CAC Programme?

Teacher C: Yes.

R: So what are your views about the introduction of PE into the CAC Programme?

Teacher C: I think it is important and necessary for it to be in CAC because it helps to develop the children to ---- we need athletes, we need people to represent the country in events and we need to get our children as early as possible to partake in activities and events so that they can participate in... arm---zonal games as well as go further because you know it's not just about books and academics. Children can excel in the different areas of sports. They can get the opportunity and training now so that later on when they go to the secondary schools they can probably further it and do it at C.X.C level and later do it as a degree.

Comment [DB7]: Support for PE in CAC/Status of PE; Teachers' Perspective

R: Now tell me about some experiences you have had in teaching PE?

Teacher C: Well in terms of teaching the phys ed you know the children they learn a lot. You see that the children get the necessary training and skills to do whatever and... arm---it ---it is good for the children to have that time in order to participate in these activities.

R: What experiences can you relate about PE when you are actually teaching the lessons?

Teacher C: Me personally or for the children?

R: No, Your experiences as the teacher.

Teacher C: For me personally my experiences show me that there is a lack in terms of the knowledge that I have in passing on the skills to the children. It means that I may probably have to go online to do more research in order to do a lesson for the children. It helps me as well to... arm ---give that---give the children that opportunity to excel in some other field instead of the traditional classroom activities.

Comment [DB8]: Limited knowledge to teach PE /teacher experience

Comment [DB9]: Lack of knowledge/ Need for PE specialist teacher

R:

Comment [DB10]: Allowing for opportunity to learn outside the classroom/ teacher experience

Teacher C: Well there is the lack of equipment first of all, so you find that you cannot do much with them except basic skills. Like when they have to do flipping and rolling and other stuffs you can't put them on the ground. We need mats and all that, so you find that not having the equipment makes it difficult.

Comment [DB11]: Inadequate equipment/ Dissatisfaction with equipment/ Status of PE; MOE

R: What other equipment do you need?

Teacher C: Big balls. We have some small ones but for infants we don't have their equipment to bring out the lesson in the way it should be done. So we do a lot of improvising.

Comment [DB12]: Lack of equipment/ Dissatisfaction with equipment/ Inadequate equipment/ Dissatisfaction with equipment/ Status of PE; MOE

R: So what do you use when doing improvising?

Teacher C: Arm---- sometimes we have to make things like padded balls with old cloth and wrap it with tape so that they have something bigger to hold. Another thing is that there are no markers to keep them within a boundary so sometimes we have to use the

Comment [DB13]: Inadequate equipment/Teacher Improvisation Dissatisfaction with equipment/ Inadequate equipment/ Dissatisfaction with equipment/ Status of PE; MOE

baskets for the crayons and other stationery and put them on the ground, sometimes we use the children as markers. We also ask the children to bring paint buckets to use as containers for novelty races and so on. So it requires seeking a lot of resources and this sometimes impede teaching the lessons as well because you have to accumulate these things over a period of time since they are not available in the school.

Comment [DB14]: Teacher Improvisation supported by observation Guide Dissatisfaction with equipment/Inadequate equipment/ Dissatisfaction with equipment/ Status of PE; MOE

R: What about facilities for teaching PE?

Teacher C: Well, its done out in the open and not a covered area so the children are basically out in the sun so the timing of the day to do the PE have to be taken into consideration. Whether it is early in the morning when the sun wouldn't affect the children too much. The surface on the pitched area is rough so safety is a challenge. So although we have a wide field there is not a shaded area.

Comment [DB15]: Limited resources impedes teaching Dissatisfaction with equipment/Inadequate equipment/ Dissatisfaction with equipment/ Status of PE; MOE

R: Do you think that having a wide field is an advantage in anyway?

Teacher C: To a certain extent because there is room for the children to run. So for track and field activities the facilities are satisfactory. But like if the children have to do gymnastic activities they have no comfortable place to do such activities.

Comment [DB16]: Pitched area has rough surface that compromises children's safety. Dissatisfied with facilities/ Inadequate equipment/ Dissatisfaction with equipment/ Status of PE; MOE

R: Beside facilities and equipment what other barriers do you encounter in teaching PE?

Teacher C: Arm ---- Students not wearing their PE uniform on the specific day for the subject. There is the rule that only students in PE uniform would be allowed to participate in the activities. So when parents don't buy the uniform or when they do not wash the uniform in time, those student do not get to take part. So in terms of the number of children to do the lessons that is also a barrier although parents and children are aware of the day for PE.

Comment [DB17]: Mixed reaction to available facilities /Inadequate equipment/ Dissatisfaction with equipment/ Status of PE; MOE

R: How do you try to address that situation?

Teacher C: We send letters and call parents and remind them of the day for PE. So they can ensure that their children come dressed for PE but there are still incidences where children still come not dressed in their PE uniform.

Comment [DB18]: Students not dressed for PE/ parental involvement/Teacher experience

Comment [DB19]: Limited number of students prepared for PE/ parental involvement/Teacher experience

R: On a scale of 1 to 10 where 1 is the lowest and 10 the highest how do you rate PE as a subject on the primary curriculum?

Teacher C: (paused for a while) About five. I'll say midway.

Comment [DB20]: Reminders to parents/Parental involvement parental involvement/Teacher experience

R: Why?

Teacher C: I believe in a balance. Yes academics is important but children need to play and have fun as well. There must be a balance so I give it 5.

Comment [DB21]: Average rating for PE /Status of PE; Teachers' Perspective

R: Tell me, how have your past experiences with PE as a student influence the way you teach the subject now?

Teacher C: Not sure what you mean.

R: Think back about when you were a student. Did you like PE at school?

Teacher C: (Teacher C laughs) Well yes. I use to look forward for when was time for phys ed (high-pitched tone)

Comment [DB22]: Enjoyed PE as a student. / Teacher Experience

R: Tell me about those times.

Teacher C: Well when I was younger we had a phys ed teacher. So we had schedule time where we went out with this teacher who was trained in phys ed. So we went out and participate in all the activities when he taught the routines and stuff. I enjoyed phys ed as a student.

Comment [DB23]: Enjoyed PE as a student / Teacher Experience

R: So how do those experiences impact on your teaching now?

Teacher C: For me now, when I go out there I am not trained in the specific area. But I try my best and think about what the teacher did and I practice it with my students when I'm out there.

Comment [DB24]: Past experience with PE impacts on present teaching practice, Emulates PE teacher and provides similar experiences for students
Observation shows this practice
Teacher Experience

R: Go on.

- Teacher C: Well, like how to manage the children outside. I remember how the teacher use to control us out there. So I enforce that while I am doing the lesson. I remember we had gymnastics and there was the rolling and tumbling activities. I would like to do that here with the students but I can't because of the facilities. And to beside I am not sure I could teach those skills.

Comment [DB25]: Emulates PE teacher and provides similar experiences for students
Teacher Experience

R: You mentioned that you had a teacher that was trained in PE. Was that at the primary level or secondary level?

Teacher C: Primary level. That person was there specifically to teach PE.

Comment [DB26]: Dissatisfied with facilities
Status of PE; MOE

R: What about secondary school?

Teacher C: Same thing. I enjoyed it in secondary school too. I participated in the activities but enjoyed the games more because there wasn't much rules to frustrate you when you playing.

Comment [DB27]: Uncertain about ability to some skills like rolling and tumbling in gymnastic activities. Need for specialist PE teacher

R: How do you cope with teaching PE along with other subjects on the curriculum?

Comment [DB28]: Had PE teacher in primary school
Teacher Experience

Teacher C: Well I try to integrate the--- arm---lessons with PE. So when we are doing shapes in Geometry we let the children use the library and they lie on the floor and form shapes with their body. For Science we go outside and have them make animal sounds as they move around like the animals they imitating. So that by integrating it helps with the lesson. It makes it easier for me to teach and for the children to understand the concepts. The PE class helps to reinforce concepts done in other areas

Comment [DB29]: Enjoyed PE as a student in secondary school./
Teacher Experience

R: Going back to something you mentioned earlier. You said the teacher you had was able to control the students during the PE class. What do you mean by control and how do you use that in your class.

Comment [DB30]: Integrating PE with other subjects, reflected in observation, coping strategy, teacher priority/
Teacher experience

Teacher C: The teacher used to use a whistle as a signal to start or stop or when to move. But we learnt in college that you do not use things like whistles. You use your voice or clap your hands to get students to respond. So I enforce that while I am doing the lesson. That is the difference and that is what I mean when I talk about control.

R: You spoke about your experience with having a PE teacher in the primary school. So what is your view about having a PE specialist teacher in the primary school?

Teacher C: I think it is very very important to have one because that person would be more knowledgeable about the skills and activities to give the children. Also that person would just concentrate on phys. Ed. alone and give their best not be bugged down with teaching fourteen subjects along with phys. ed. It also gives the children the opportunity to arm --- be dealing with someone else beside the class teacher. We teach everything and the children have grown accustomed to being with us. But when they meet somebody else they learn about following rules and how apply the rule under different circumstances. And I think that is important to their development.

Comment [DB31]: Supports having PE specialist/ Need for PE Specialist

R: From your observation what are your students' reaction generally when it is time for PE?

Teacher C: Their response is quite enthusiastic. They know the day and time that they go out. If they see the time passing they would say "Miss, we not going for games?" So they are aware and they enjoy going out and doing the activities.

Comment [DB32]: Students react with enthusiasm to PE/Teacher experience

R: Do you think that PE is used as incentive for students?

Teacher C: When you incentive you mean whether you punish them or reward them?

R: Well, I want to hear your take on the question.

Teacher C: I think that PE is a subject that students should be exposed to just like Maths or any other. We don't punish children by telling them they can't do Maths or Grammar. And sometimes teacher punish the children by not letting them go for games because they may have done something wrong. Phys. Ed. is an integral part of children's knowledge and development. Therefore it should not be used as punishment but be treated equally as the other subjects on the curriculum and be given its due respect. If you use it as a punishment you make them hate phys. Ed. and so be prevented from excelling at something which they can make a career out of. That is my position.

Comment [DB33]: Disagrees with PE being used as punishment, consistent with rating previously given but contradicts rule about not participating in PE if not dressed for PE, Teacher priority, Status of PE; Teachers' Perspective

R: What recommendations or suggestions would you make for PE to be taught effectively in the primary school?

Teacher C: First recommendation is that teacher should get some training to learn more and upgrade their skills so that they can use it in the curriculum.

Secondly, try to advocate to get resources into the school, through the Ministry of Education and other stakeholders. Resources such as balls for infants, mats, a multi-purpose hall.

It is also important that after doing PE both teachers and students need bathroom facilities to freshen up before going to class to continue with other subjects considering our climate. That is one of the major barriers to properly teaching PE.

Comment [DB34]: Recommendations

R: Is there anything else you would like to add about your experience in teaching PE?

Teacher C: Well for me I know that I have to upgrade myself and find out more arm--- get more activities and stuff in order to prepare the student to cope at the higher levels of school.

R: Thank you Miss for participating.

Appendix E
Teacher T Interview Transcript
Initial Coding

Female Teacher

Age Range: 30-35

Teaching Experience: 14 Years

Key

R- Researcher

Teacher T- interview participant

Research (R): Good afternoon Miss, I am conducting a research into teachers' experiences of teaching physical education (PE) in the primary school. You have met the research criteria to be one of the participants. I want to let you know from the start that my role is that of researcher and not as your administrator. So whatever you say to me would be treated in a confidential manner and your identity would not be revealed. So I would appreciate honest answers to the questions. Is there anything you want to ask before we start?

Teacher T: No

R: Ok. So how long have you been teaching?

Teacher T: For the past 14 years but 3 years in standard 1.

R: How often do you do PE with your class?

Teacher T: **Twice per week.**

R: How long do the sessions last?

Teacher T: You could say about 45 minutes

R: Do you think that is sufficient time to teach PE?

Teacher T: For me but my students don't agree eh cause they would like PE every day.

R: Tell me from your experience as the teacher.

: Teacher T: **For me I am comfortable now with it twice per week** but before ah was afraid to go out for PE period. **Having the games activities I thought would have the class losing class management.** You know as a new teacher you does have so much problem with class management that you want them in a restricted area all the time. So with **having a big backyard I find that wouldn't keep tabs on the**

Comment [DB35]: Frequency of PE lessons taught, teacher priority Status of PE; Teachers' Perspective

Comment [DB36]: Not reflected in observation and documentation

Comment [DB37]: Fear of teaching PE, /feeling of inadequacy post teacher training teacher experience

children. I often had to run behind them for those who didn't have discipline to call them back in. As a result I had fear in going to teach PE.

Comment [DB38]: Unable to control class/ feeling of inadequacy/ teacher experience

R: So how have you overcome that fear?

Teacher T: I am a little more confident now. I start picking the teams inside the classroom, first had a phobia. So we would be going out with our teams and their captains. So that made me a little more comfortable. Then they would start their warm up and then they will get in their games. With time I learn how to make the activities a little interesting and it also help with class management. Part of the problem to be honest was that I didn't know how to teach PE. I needed to know so much about the sport I am teaching before I could do it. Ah was never into sports in school so therefore ah doh have the knowledge and plus ah doh watch sports. But ah had some training a time and ah realize that PE is not about sport. It about skill so ah say well yes like ah could cope now. So ah started teaching the skill and it was fun. The games after was just by... ah wouldn't like to say by the way but for me it was by the way. So when I do the relay now ah would say alright at least we did something before like a balance or how to move. So I became relax and the pressure came off of me. But when they wanted to play football or cricket they would as "Miss who teacher or friend you could ask?" But ah used to say "if you doh know well stay out ah de people thing." But it is not like that anymore.

Comment [DB39]: Devised coping strategy/ teacher experience

Comment [DB40]: Lack of knowledge and skills/ feeling of inadequacy/ Need for specialist PE teacher

Comment [DB41]: Lack of knowledge Misconception of PE

Comment [DB42]: Limited PE experience as a student. / Teacher Experience

Comment [DB43]: Exposure to training brought new insight. Teacher experience

R: How do you know how to teach the skill now?

Teacher T: Well there is a vocabulary with the skill that the children have to learn like far, near, high and low and kinda thing, so they learn something when I use the vocabulary. Also the skill in movement that I take for granted like starting a race. I use to feel I didn't have to teach that because the children would come with that but I realize you have to start from the beginning and even though it seems small, is a big deal for them. Teaching the skill like how to jump and land is very easy for me because the children have so much experience in that area and it cause me to have more confidence in myself. I know I was a terrible PE person because I used to tell the children we would go out and have a little activity and then change my mind because ah wasn't too happy with their work or behaviour in class. When ah do carry them out, I would sit down and watch and when it start to get chaotic and I see them running all over the place I would think "Lord Jesus" why did I come outside. An ah studying in my mind "ok, no PE next week. You see this craziness, ah ent coming out here again. But I know as much as I wanted to cut it out, if I don't give them the experience in the yard they would never be able to communicate with themselves outside and that is very valuable. Sometimes they feel like how I feel when they are the captain because they would complain that nobody is listening to them and I would tell them "you see what teachers go through". I let them go back and talk to the team about listening. Those who continue to do their own thing would be sent to me. But I find PE to

Comment [DB44]: Inconsistent thinking with insight gleaned. Reflected in observation Teacher experience

Comment [DB45]: Integration with other subjects, coping skills/Status of PE; Teachers' Perspective

Comment [DB46]: PE used as incentive/ PE misconception

be fun now. I remember when I taught 'jump rope' for a whole term because that is what I was comfortable with.

R: How has your training prepared you to teach PE?

Comment [DB47]: Teaching what is comfortable, coping strategy, teacher priority/ Teacher experience

Teacher T: I want on a workshop that the school sent me on because from college I had no PE skill because I did Dance/Drama option. I would see your children line up and do things one after the other. And I like "how miss does do that boy?" With that now I say let me stick with what they teach me in college yes. I only doing dance and drama but I would give the children a little treat and carry them out for PE sometimes.

Comment [DB48]: Lack of skills to teach PE, did not choose PE option at training college/ Teacher experience

Comment [DB49]: Teaching what is comfortable, coping strategy, teacher priority/ Teacher experience

R: What are your views about PE being a part of CAC now?

Teacher T: It is very good for students who are physically inclined. They get to learn skills and appreciate and love sports. Some children are so shy but when they get involved in PE they realize how much fun it is. They run about and laugh.

Comment [DB50]: PE used as incentive, teacher priority/ Status of PE; Teachers' Perspective

R: What barriers do you encounter in teaching PE?

Comment [DB51]: PE used as incentive/ PE misconception

Teacher T: Not having equipment readily available. How the school is situated the storeroom not close and you don't want to disturb a teacher to get equipment for you. So if equipment could be more readily available we could get them faster. So for me there is no other barrier beside that. But I think we could get around that.

Comment [DB52]: Support for PE in CAC Status of PE; Teachers' Perspective

R: How do you rate PE as a subject on the primary curriculum on a scale of 1 -10 where 1 is the lowest and 10 the highest?

Comment [DB53]: Inadequate planning and preparation/ post teacher training, teacher experience

Teacher T: (Thinks for a few seconds) I will give it an average of 5. Even though they testing it now I don't see it affecting going into a prestige school, unless that changes and arm---- to me is something the children are comfortable with and love. Is not like a serious, serious---- ah shouldn't say it not like a serious subject nah but— (Teacher T shrugs her shoulders)

Comment [DB54]: Average rating for PE, Status of PE; Teachers' Perspective

Comment [DB55]: Average rating for PE, Status of PE; Teachers' Perspective

R: What is your honest view? Whatever you feel it is, say that.

Teacher T: When compared to the other academic areas like maths an thing, I feel they are more important than the PE. It could be learnt but it not so important as the other academic areas.

Comment [DB56]: PE not viewed as a serious subject, Reflected in record and evaluation Status of PE; Teachers' Perspective

R: How have your pasts experiences with PE as a student influence your teaching of PE. You touched on it before so could you just elaborate on it a little more?

Teacher T: I'm glad you mention that because beside the workshop, I did a B.S. in elementary education and had to do PE as an option since I never did it in college. So I was thrust into it

Comment [DB57]: Did not choose PE as an option in college. Exposure to some training after training college/ Teacher experience

with lesson planning and activities for practical sessions and it was very good although more time was spent on lesson planning. I realize how to breakdown the lesson and it was similar to dance because dance is the same format. So let me get back to what you asked; how has that influence my teaching. I see the importance of teaching PE and how the skills are important now that I know what they are, because I didn't even know language of PE. Locomotion is a term that I learnt probably three years ago and the skills, I just recently learned them. So even ----it build my confidence and respect for that area and now I can see it in that light.

Comment [DB58]: Training provided more theory than practical experiences/ Teacher experience

R: Tell me about your experience as a student. Did you like PE in primary school?

Teacher T: Well as ah said before, ah wasn't into sports in school so ah can't even remember--- ah think is the class teacher who use to teach PE. Depending on if they doing something I did like, I would join in. If not the teacher use to let me watch.

Comment [DB59]: Uncertain about who taught PE in primary school Teacher experience

R: And at secondary school?

Teacher T: It was hard for me because ah find the sports they was teaching you was rough: hockey and volley ball and thing. I use to do what I could.

Comment [DB60]: Past experience with PE impacting on present teaching practice/ observation show same pattern

R: How do you cope with teaching PE along with other subjects on the curriculum?

Teacher T: It could be incorporated because you have maths in PE a lot of counting. For example when you organizing the teams the children have to know how to count and get a balance in each group. Even when they doing games they learn respect which is taught in Character Education. They learn to take turns. Art and craft comes in as well we do a lot with lines and when they warming up they move using straight and zig zag lines. So there is integration with other academic areas.

Comment [DB61]: PE in secondary school was challenging Teacher experience

R: Are there any other areas that you think PE could be incorporated into?

Teacher T: Well as I said they learn vocabulary. They do activities with opposites. Grammar comes in as well to deal with verbs when they do their actions and talk about it. Plenty, plenty other areas come in.

Comment [DB62]: Integrating PE with other subjects, coping strategy, teacher priority/ Teacher experience

R: What do you think about the facilities and equipment available at the school for teaching PE?

Teacher T: Satisfactory. We have a big backyard and goal posts for football. A paved court to the front and rings for netball. So I would say the facilities are ideal. In terms of the equipment we have a good few. It is not a hundred percent but we are getting there. When we training for zonal games ah does be shock to see some of the things coming out--- ah does say weh boy! We have javelin in de back day? And then we have cones and hoops and all those things.

Comment [DB63]: .(Satisfied with facilities and equipment)

R: Do you think we have the facilities and equipment for movement education that would allow for the development of gymnastic skills?

Teacher T: Not at all. We need the mats. Even if we doing it outside we need the mats. We need like monkey bars in a designated area so that the children could use their strength to pull up and so. I am thinking that we would have a problem for storage space though. We would also need an enclosed area like an empty classroom to do those activities.

Comment [DB64]: Unavailable equipment .Dissatisfaction with equipment/ Status of PE; MOE

R: What is your opinion about having PE specialist teachers in the primary school?

Comment [DB65]: Inadequate facilities Dissatisfaction / Status of PE; MOE

Teacher T: Yes---yes---yes oh gosh! It would be so nice to have a professional for that. I think it would motivate the children to have a teacher designated for PE because they would look up to that teacher as the one who know it all. Sir is coming to do certain things. Sir knows what he is doing and the teacher would help them to be better at the activities. So I really support that thrust.

Comment [DB66]: Gender stereotyping/ misconception of PE

R: From your observation what are your students' reaction generally when it is time for PE?

Comment [DB67]: Supports having PE specialist/ Need for PE Specialist

Teacher T: Oh Lord! Is joy, pleasure. They wish the whole day could be done with just physical activities. Of course some see it as a chance to escape the classroom even if they not participating, they glad to be outdoors

Comment [DB68]: Students react differently to PE, some like participating in PE others just like being outdoors misconception of PE

R: Do you think that PE should be used as an incentive for the students and explain your response.

Teacher T: I think that PE is used as an incentive because some of the students' academic skills may be weak but when you give them the opportunity to participate in PE it motivates them and you could even tell them "you doing good. You doh feel you could transfer it to your school work?" In some instances PE does be used as a negative reinforcement where it is taken away from them for bad behaviour or when they don't do homework or classwork. I must say that I do it sometimes to get them to behave better because they want to participate in PE and sports. But I feel, let the children ---especially the so called labeled "miserable" let them go out and participate because sometimes that is their only strong area. I guess the joy and satisfaction they feel will spill over hopefully into the class with their book work especially when you keep reminding them about how well they do in PE. If a teacher is feeling insecure about their ability and skill to teach PE like how I started, they might think "you see me I not carrying out that child you know! cause he go give me real hell out dey'. But you have to try and gain some confidence and see how that child will cope in a different environment.

Comment [DB69]: PE used as insentive, teacher priority/ Status of PE; Teachers' Perspective

Comment [DB70]: PE used as incentive / misconception of PE

Comment [DB71]: Teacher motivation

R: One last question. What recommendations would you give so that PE could be taught effectively at this school?

Teacher T: Like arm ----- one could be to have a teacher specially for PE. As ah said before, that person could deliver the lessons properly to the students because they would readily have the knowledge and skills and can make learning more fun for the children than a normal teacher who have to go and look up how to teach the skills.

Another could be staff development. Have peer teaching and take one skill at a time. Whoever strong in it teach others how to do it. We could target like one sport for the term and focus on skills for that. I know we try to do it sometimes. Like when is football or track and field term, every class would learn that when you or sir take them.

Also if we could get a special place in the school to call the PE room where the children could have some privacy and not be distracted especially when doing certain things like those for gymnastics, instead of the open uncovered yard.

Comment [DB72]: Recommendations

R: Those are all the questions I have for you but I want to give you the opportunity to add to or clarify anything that you mentioned before. Or something that you want to highlight that I did not ask.

Teacher T: Well I am glad that you have strength in teaching PE. So I must make time to observe how you do your activities. As a say I think the academics is more serious stuff but I need to tap into the PE some more. To come and ask you when I don't know how to teach certain things.

R: Thank you very much Miss for your participation.

Appendix E
Teacher L Interview Transcript
Initial Coding

Male Teacher

Age Range: 35- 40

Teaching Experience: 15 Years

Key

R- Researcher

Teacher L- interview participant

Research (R): Good afternoon Sir, I am conducting a research into teachers' experiences of teaching physical education (PE) in the primary school. You have met the research criteria to be one of the participants. I want to let you know from the start that my role is that of researcher and not as your administrator. So whatever you say to me would be treated in a confidential manner and your identity would not be revealed. So I would appreciate honest answers to the questions. Is there anything you want to ask before we start?

Teacher L: Yes miss.

R: My first question is how long have you been teaching?

Teacher L: This would be my 15th year.

R: How often do you teach PE with your class?

Teacher L: Well it is on the timetable for every week but most of the time in the SEA classes, it does not happen every week. So I would say about twice a month.

R: Do you think that is often enough and justify your response?

Teacher L: No. It should be done on a weekly basis because there are skill that the children would learn and need if some of them into to become sports men and women in the future. But with the workload on an S.E.A teacher, having to do PE also is kinda tough. Now for this year it was part of the CAC programme that I had to do. So it was more structured and I had to assign time to do it.

Comment [DB73]: Frequency of PE lessons taught is low, teacher priority Reflected in record and evaluation, Status of PE; Teachers' Perspective

Comment [DB74]: Curriculum Demands, Need for Specialist PE teacher

Comment [DB75]: , teacher priority, Status of PE; Teachers' Perspective

R: How has your training prepared you to teach PE?

Teacher L: When I was in college I did not choose PE as any of my options so I was not trained in college. Subsequently, I have been sent on one day football, cricket and track and field workshops where I got some small set of training. They were actually for teachers to brush up on skills and rules for upcoming tournaments that the school would have had to participate in and not necessarily for teaching PE per se.

Comment [DB76]: Did not choose PE as an option in college. Exposure to some training after training college/ Teacher experience

R: Now that PE is part of the CAC, weren't teachers sent to workshops to get training to implement the PE component of CAC?

Teacher L: We had a two day training session in the National Stadium for Port of Spain. But not all the skills that were to be tested, we did. They just chose one or two skills for us to do because the space was needed for the national netball team to practice. So we did not get a chance to do all the skills.

Comment [DB77]: Inadequate training / Status of PE; MOE PE seen as Sports / PE misconceptionn

R: What are your views about PE being part of the CAC now?

Teacher L: I have no problem with PE being part of the CAC or being in the primary school. PE is now a CXC subject. It simply means that a child who is so inclined can continue and do it and get it as a CXC subject. So from that perspective I have no problem with it being taught in the primary school.

Comment [DB78]: PE seen as Sports / PE misconceptionn
Inadequate CAC training Status of PE; MOE

Comment [DB79]: Support for PE in CAC, Status of PE; Teachers' Perspective

R: What experiences have you had in teaching PE?

Teacher L: Well I ---I have been used as a coach for the football and cricket team and would have trained the children for these annual competitions. So for me it was fun teaching the children how to bowl, how to bat and field. It was a little more difficult with football because of the limited number of footballs to demonstrate the skills. But that was not a problem really. We make do with what we have. With the CAC I had fun and the children had fun. But it comes back down to ---- let's talk about when I'm coaching, I still have my classwork and I have always been in the SEA classes either standard four or five and that does take up the time when I could be coaching them. So the coaching aspect is a problem. But I had good times in doing the activities with the children. The facilities is a problem as well as not having the right equipment and with cricket you need to have a smooth surface to bowl properly.

Comment [DB80]: PE seen as Sports / PE misconceptionn

Comment [DB81]: Limited equipment but generally satisfied. Teacher experience

Comment [DB82]: Curriculum Demands, Need for Specialist PE teacher

Comment [DB83]: Facilities and equipment for cricket not satisfactory Status of PE; MOE

R: What barriers do you encounter in teaching PE?

Teacher L: For me it would actually be the skill level training. Although I more less understand but there are some fine point where at the primary school level you want to teach correctly one time so that they can practice the right thing. Like lawn tennis how to hold the racket for example. It is a whole range of sports they should be introduced to at this level and not all I have training in. That is sometimes I am forced to go on the internet and pull up videos to see how things should be done. So that is my main problem; not having the skill training in the many disciplines that the child would be exposed to whether for school, sports or other sporting events in which they participate. Like for CAC, that too, the manuals didn't tell us how to warm up the children and stretch out muscles and those things. The lesson plans mentioned warm up and cool down activities yes, but no specific activities for warm up and cool down were described. That is a problem.

Comment [DB84]: Lack of knowledge and skills. Need for Specialist PE teacher

R: On a scale 1 to 10 where 1 is the lowest and 10 the highest, how do you rate PE as a subject on the primary school curriculum?

Comment [DB85]: Inadequate CAC training causes concerns about implementation of PE lessons. Inadequate instructions for PE in CAC Status of PE; MOE

Teacher L: Seeing that PE is now a CXC subject and people can go and get degrees in it at the university level it should be equally rated as any other subject like maths and science and language arts that children learn.

R: How do you rate it on a scale of 1 to 10?

Teacher L: So ---about 8 or 9

R: Which is it 8 or 9

Teacher L: I'll rate it at 8

Comment [DB86]: PE given an 8 points rating. Teacher rates it equally with subjects such as Math, Science and Language Arts, Status of PE; Teachers' Perspective

R: How have your past experience with PE as a student influence your teaching of the subject?

Comment [DB87]: Limited PE experience as a primary school student. / Teacher Experience

Teacher L: Well in the primary school I was never exposed to much PE because going to school in Port of Spain there was just little yard space. It was paved and used more as a car park for teachers. It wasn't grass at all so in those days they don't want you run at all. So that was one of the problems. The only teacher who had us doing a little thing was the standard five teacher where, ever so often on a Friday he would bring us outside and we would do a little cricket something in the yard because he did like cricket. So that is it for primary school. I really don't know if the school use to participate in sport dem time. Ah car really say. In secondary school I was exposed to football from form one to form three and some cricket but that was all.

Comment [DB88]: Past experiences impact on present teaching practice. Limited sporting activities done periodically on a Friday. Supported by observation and documentation / Teacher Experience

Comment [DB89]:

Comment [DB90]:

Comment [DB91]: PE seen as Sports / PE misconception

Comment [DB92]: Experienced some sports in secondary school/ Teacher Experience

R: And how has that limited experience as a student influence your teaching now as a teacher?

Teacher L: Well at the beginning when I started to work I would have viewed it the same way as when I was in primary school – as not important. Subsequent to that as I said

Comment [DB93]: PE not viewed as a serious subject initially

before it is now a CXC subject and people can go and pursue a degree in it at the university level. Besides being an athlete there are other jobs in the sporting arena particular in management. So my view has changed now based on more knowledge. Though I would say it is an important subject, it is a time ---ah time consuming subject considering the time we have in standard 4 and 5.

Comment [DB94]: Exposure to more knowledge about PE brought new insight. Teacher experience

R: How do you cope with teaching PE along with other subjects on the curriculum?

Teacher L: Well it is hard to do. Is not games, is a skill. So you have to choose a morning period depending on what you are doing because we have no covered facilities and both you and the children in the sun. The most time given to PE was done in that term when PE was to be evaluated for CAC. Subsequent to that less time was given to PE. Once the moderation period past and our school was not called that was it for PE; that is the honest truth. That is not supposed to be the case but the reality is that with the other subject for SEA particularly the maths and the grammar, it have a lot of weak children and they require longer time to work with them. Their reading and comprehension need maximum time. That is the reality so it is difficult to put in more time for PE with the existing subjects which are still to be tested for SEA. Because SEA still carries much more weight that the CAC subject and you want them to do good in the Maths and English.

Comment [DB95]: Curriculum Demands, Need for Specialist PE teacher

R: I need to be clear about what you said. Are you saying that because of the workload especially up at the SEA level that PE tends to go on the back burner? I am not sure so I am seeking clarification.

Teacher L: Yes. When children who need a lot of remedial work in the traditional maths and Language arts, they need extra time and I have to give them the extra time. So other VAPA (Visual and Performing Arts) subject not just PE, but like art and craft and music that people consider not so important to do because we need to give the children the maximum time with the reading and other language art components and mathematics. So that is where the problem lies. If you have weak class in those areas the amount of time you can give to those VAPA subject is reduced.

Comment [DB96]: PE gets even more neglected as SEA draws near Teacher priority Status of PE; Teachers' Perspective

R: What do you think about the facilities and equipment available at the school for teaching PE?

Teacher L: Basically we have equipment for football and cricket. We have cones to do skills where the children can run between the cone and do dodging activities. We do have a paved yard that can facilitate some activities. but it is uncovered and exposed to the sun. We don't have exercise mats so children cannot sit or lie on the ground to do certain activities. Some don't have on games uniform so they don't want to lie on the ground to dirty the school uniform. Other than that, facilities for me as a teacher, there isn't any bathroom facilities so that after PE I can bathe. It means that when I have to teach PE I have to come dressed or go home and change lunch time depending on when I intend to teach it. I'm lucky

Comment [DB97]: Satisfied with equipment

Comment [DB98]: . Dissatisfaction with facilities and equipment// Status of PE; MOE

that I live close by but what about the teachers who not so lucky? The children don't even have facilities to bathe too. And I do have children who complain about feeling sticky and uncomfortable after they sweat up themselves. So the equipment part is alright but showers and changing areas for both teachers and students are non-existent. The children have to change in the toilets and these things.

Comment [DB99]: . Showers and changing rooms unavailable/Dissatisfaction with facilities/ Status of PE; MOE

Comment [DB100]: Dissatisfaction with facilities and equipment/ Status of PE; MOE

R: What is your opinion about having a PE specialist teacher in the primary school?

Teacher L: A teacher cannot be expected to be teaching 15-16 subjects and be expected to be an expert in all. That is just not possible. I have always said that we need a PE teacher or in some cases a coach. The teacher can't be an SEA teacher or for any of the classes for that matter. 'Cause, like I said it is expected that primary schools take part in many different competitions. So it means that that teacher...if they in class, that class would always suffer because one term is cricket and or football, another is netball and the track and field not forgetting internal school sports annually or biannually. The PE teacher may also have to help the march past team too. So that person cannot be attached to a class. So definitely I am one that would advocate for specialist PE teachers.

Comment [DB101]: Inadequate knowledge and skills of classroom teacher. Need for Specialist PE teacher

R: From your observations what are your student reaction generally when it is time for PE?

Teacher L: Some like it but there are some children who don't. There are some children who can't do maths and grammar good, but they are good in sports. Those made high marks in the PE CAC component with the throwing and catching. Those are areas where they felt success and they did it good. But they are making just about 30% in the maths and grammar. Also there are the one or two who not so motivated especially where it involves going out in the sun. They would quicker show interest in table tennis which is not outside. So the more activities we have they may find one of their chose and become physically active.

There are a few children who are "low performers" in the academics and also have a lackadaisical attitude. Even with the VAPA subjects they did not want to participate and would give all kinds of complaints. Some don't like to work cooperatively and PE involves group work. Some didn't want anybody touching them although the boys were one way and the girls another way. That was not the problem. It might be a whole attitude of how they view school. So generally about 80 something% enjoy the PE lesson more than they would have enjoyed the other subjects. Also there are those who are academically inclined and are also excelling in the area of PE. They are more all-round students and they are mostly boys about 8 out of the 30 students.

Comment [DB102]: A variety of reactions to PE/ Teacher experience

R: Do you think that PE should be used as an incentive for students? Explain your response.

Teacher L: It should not be used as an incentive. When I now started to teach yes I might have told the children "if all you do good in weekly test or if all you doh fight an

Comment [DB103]: Disagrees with PE being used as incentive /PE misconception

thing then you will get games on Friday evenings. It is a subject, time tabled to be taught and not be dependent on how the teacher feel or how the class reacted then the children will or will not get it. I know that especially in the lower standards they may view the PE time as reward and only if they do good the class would get it or some of the class would get it and rest would be out of it. But I don't think that should be done and I don't view it as a reward.

Comment [DB104]: Used PE as incentive in his early years PE misconception

R: Last question. What recommendations can you give for PE to be taught effectively in the primary school?

Teacher L: The main one is to lobby the M.O.E. to provide the appropriate facilities such as changing rooms and showers for teachers and students.

Also, have professional coaches come in even if not full time then have them come at a scheduled time to train the students.

The next thing is to have a teacher who is assigned specially for this who can also get training from the coach in areas that they are deficient so that the coach does not have to come in all the time.

Then the re-structuring of the timetable would be necessary if we want to have an effective on going PE program.

Comment [DB105]: Recommendations

R: Thank you very much for your contributing. Is there anything else you would like to add?

Teacher L: I just want to reiterate that I have no problem if the Ministry wants to include PE and the other VAPA subjects but the syllabus is already overloaded and we need to have some content taken out of the traditional math and language art areas especially at the SEA level.

R: Thanks again sir, I really appreciate your participation.

Appendix E
Teacher S Interview Transcript
Initial Coding

Female Teacher

Age Range: 40-45

Key

Teaching Experience: 20 Years

R- Researcher

Teacher S- interview participant

R: Good afternoon Miss, I am conducting a research into how teachers experience teaching physical education (PE) in the primary school. You have been selected to be one of the participants because you have met the research criteria. I want to let you know from the start that my role is that of researcher and not as your administrator. So whatever you say to me would be treated in a confidential manner and your identity would not be revealed. I would appreciate if you will give your honest responses to the questions posed to you. Is there anything you want to ask before we start?

Teacher S: No I'm ok.

R: Good. My first question is, how long have you been teaching?

Teacher S: This year would be my 20th year.

R: How often do you teach PE with your class?

Teacher S: You mean generally or within recent times?

R: Tell me about both times.

Teacher S: Honestly, not very often --- like once per month for about an hour.

R: Do you think that is often enough? Justify your answer.

Teacher S: I know that is not often enough and I know PE is an integral part of their whole development but in terms of--- arm-----prioritizing, ah should say it always gets kept on the back burner. It's not something that I naturally like to do. So, you know, whatever you don't naturally like to do, you would do it the least. So that's basically it. I know it's not enough time to devote to PE.

R: How has your training prepared you to teach PE?

Teacher S: It was at training college in Valsayn and that's about it you know! (High-pitched tone) At training college where you had the two options, mine were art/craft and PE.

R: Tell me about the training and how it prepared you to teach PE?

Comment [DB106]: Frequency of PE lessons taught, teacher priority Reflected in record and evaluation, Status of PE; Teachers' Perspective

Comment [DB107]: Teacher is aware that PE is important for students, but gets low priority. Status of PE; Teachers' Perspective

Comment [DB108]: Did PE option in college/ Teacher experience

Teacher S: You sending me way back (Teacher S laughs). From what I recall it was not enough----- it was helpful, it was useful in terms of lesson planning and so on. They didn't go too much into -----arm---- like all the skills which is what I lack. I don't know anything about the skills, right! So yes they did a fair amount in lesson planning. Ah know how to plan and structure a PE lesson. They went in depth into the theoretical part which I did very well in. Once its theory ah could do it but once is the physical part, ah have a problem. Ah find they didn't spend enough time in the skills aspect of it. So I am really lacking and ah have no problem in saying this. I'm lacking in skills like throwing and ketching. I always have to research things, right!

Comment [DB109]: Teacher training more theory than practical, teacher experience

R: What are your views about PE being part of CAC?

Teacher S: (thinks for a while) --- well for me as a teacher who not really familiar with the skills, I would say it is very tough on the teacher, right! It is very time consuming to ---to research and to conduct the lessons themselves.

Comment [DB110]: Inadequate knowledge and skills of classroom teacher. Need for Specialist PE teacher

It is very timing consuming where you have so many other CAC subject to cater for as well as mathematics and language arts you know. So time constraints --- right and the fact that I don't feel like if I'm capable enough to ---- like when I was--- arm ---- when I had to assign a mark for the CAC PE assessment, I would always second guess myself because I don't know if that is like the proper technique to students were doing, so I wish there was someone who--- if the monitor coulda come and they mark the whole thing. Because I really lacking in that aspect of it.

Comment [DB111]: Different view about PE in CAC Status of PE; Teachers' Perspective

R: Were you exposed to any kind of training for CAC?

Teacher S: Well on the day that we went, they housed us sort of underground at the stadium-- --and this is after switching venues eh! from 9:00 o'clock when the session was supposed to start. So around 11 o'clock they finally put us underground. So teachers just get fed up and left. Now I left too because it was really claustrophobic and I couldn't see me physically exerting myself and staying in that claustrophobic environment. I find it was a hazard for me so I left. So I didn't benefit from anything.

Comment [DB112]: Inadequate CAC training causes concerns about the assessment of the PE lessons. Status of PE

It might not have been the correct thing to do eh! but you know I could always ask Mr.---- and ask you about the throwing and catching and so on. So I didn't benefit from any CAC training at all.

Comment [DB113]: Inadequate CAC training. / Status of PE

R: What experiences have you had in teaching physical education?

Teacher S: Alright, as I said the PE I don't do it quite often but at times especially when I had the younger ones in first year it was fun you know! I tried to teach them the skill ah was focusing on and at the same time things like co-operation and even like maths concepts and so on -- so, it was enjoyable. It's just that now ah really trying to juggle and ah cyar really incorporate everything into a PE lesson.

Comment [DB114]: Enjoyable experiences at the infant level/ Teacher Experience

Comment [DB115]: Inability to integrate other subjects with PE/Frustration/. Need for Specialist PE teacher Need f

R: Could you elaborate on those experiences some more?

Teacher S: Well the lessons back then would not be that long and to me it was a lot more necessary because they needed to know how to go out and listen to instructions right. So it wasn't a bad experience. It was a good experience, right! But now-- (teacher S shrugs her shoulders).

Comment [DB116]: Enjoyable experiences at the infant level/
Teacher Experience

R: Is there any particular lesson or activity that you could recall and want to share your experience about?

Teacher S: Well, when we do the skill application in the form of a game it would be very enjoyable to them and to me as well. Sometimes I would even join in with them. So that was enjoyable. But now with the CAC is more ---is more pressure on me to get them to master the skill rather than enjoyment. I'm being totally honest--- it's not enjoyable for CAC. Look like art and craft --- ah know we not talking about art and craft right, but ah just saying, I love art and craft and this CAC has made me turned off from art and craft cause you have to keep pushing the students and telling them "no don't do it so--- do it this way". And art and craft is an expression eh --- right, and you know, it--- it so sad that it comes down to a mark for an expression. Same thing with PE. There are some children in my std 4 now they just don't have the knack for it . Although you teaching them the skill over and over they just don't have that ---right, for whatever reason. But with CAC now, you as the teacher trying to make them get that mark right and it was very, very stressful because you know that that mark will affect what school they go to. So, like I said it is not enjoyable to me now. Maybe if I do it outside of CAC, I know I would enjoy myself cause there's not that pressure of the student have to master the skill and you know --- (voice trails off).

Comment [DB117]: Enjoyable experiences at the infant level/
Teacher Experience

Comment [DB118]: Unhappy teaching PE in the upper junior classes/
Teacher Experience

R: What barriers do you encounter in delivering the PE programme?

Teacher S: (Teacher S thinks deeply)---umm---barriers! Well whenever I consider doing PE,--- arm--- is not really an external barrier I would say you know! Is me. Is an internal sort of barrier. I don't know what to do. I don't know if I'm doing it correctly. So like information ---right, --- lack of training that would be a barrier. Is not like the physical where we don't have equipment you know! Is more like an internal sort of thing. The lack of training and knowledge especially for the skills would be my barrier. But you know when you in infants the skill sort of easier to teach them. When you get higher up, you know you have passing and collecting and for somebody who is not really conversant with that , I am at a total loss. I hate when I'm not sure to be teaching something. I doh like dat at all. I want to be 100% sure before I teach. Because I doh like to pass on ---- you know --- incorrect information.

Comment [DB119]: Enjoyable experiences at the infant level/
Teacher Experience

R: On a scale of 1 -10 how do you rate PE as a subject on the curriculum where 1 is the lowest and 10 is the highest? And justify the mark that you give.

Teacher S: [In term of importance----uhmm(Teacher S thinks hards) ---- that is a tough question. Am --- I would say like 7. I wouldn't put it way up to 10.]

R: Why ?

Teacher S: I would say 7 because PE is a part of their total development that we neglect especially in this age where children don't get enough exercise and they don't know about nutrition and ah know nutrition is a huge part of PE. So, it is important for these reasons, right! It's part of their total holistic education. But ah wouldn't put it way up there (teacher S laugh) not like reading and mathematics you know.

R: Why you wouldn't put it way up there with mathematics and reading?

Teacher S: (Teacher S Laughs again) Maybe! an it goes right back to my whole person, you know--- I just ---see mathematics and especially reading as what you suppose to have first to have life skills to make it out there and be a productive member. You could be successful without the PE. Ah not advocating dat eh! but you know --- I was a bookworm. I eh know nothing about PE, but I would consider myself successful, and ah guess so would many people who would have had the benefit of PE. But how many people can say that they have had the PE training but the maths and language not there so much, how many of them really succeed? You could see that the children in this school they talented but the talents not really developed. Then you have the other aspect of the math and language to cope with and sometimes PE falls by the wayside. So what ah really saying is like if I had to choose I would go the academic side only because of how society is. Again I'm not advocating for one minute that we just neglect PE. That's why I put it at 7, right?

R: How have your past experience with PE as a student influence your teaching of the subject?

Teacher S: [I remember as a student in primary school, looking forward to PE. It was fun. We had a male teacher who used to deal with PE. He made it interesting, he brought in the academics so you had to do some critical thinking. In secondary school I was completely turned off because the teacher--- number one, he wasn't there regularly and number two whenever he comes he would say "make six laps around the court." Poor me now---- no warm up nothing you know!(high-pitched voice) I remember doing those six laps and vomiting after! You know ---- so that personal experience is what I feel kind ah turn me off. But I try to get my daughter into the PE and her experience is different because she'll say "mommy we learning about hockey and about the skills. So ah say well great! You have a different experience. So secondary school turn me off but primary school was fun.]

Comment [DB120]: PE given a 7 points rating. Teacher does not rate it with subjects such as Mathematics and Reading.

Comment [DB121]: Seemingly conflicting position compared to relatively high rating of PE

Comment [DB122]: Primary school experience was enjoyable

Comment [DB123]: Had a male PE teacher, integrated PE with academics Teacher Experience

Comment [DB124]: Bad experience with PE at secondary school, got disenchanted with PE since then

That is why anything I do I try to make it fun in the PE. Remembering how we played rabbit in the hutch and all ah dat.

Comment [DB125]: Contrasting experiences at primary and secondary school but focuses on the good memories in primary school to provide similar experiences for students Teacher Experience

R: How do you cope with teaching PE along with other subjects in the curriculum?

Teacher S: The way I cope with it is just not to do it (Teacher S laughs) I'm being totally honest! (she continues to laugh). The way I cope with PE is just not doing it prior to CAC. Now ah have to do it. So ah fit it in but in so doing it is very stressful--- right--- so that was my way of coping with it. Just not doing it or doing at a minimum (Teacher S lowers her voice). Ah know is not the right way but --- (Teacher S smiles and shake her head).

Comment [DB126]: Teacher copes with PE by not teaching it at all or doing it minimally. Teacher priority, Status of PE; Teachers' Perspective

R: From your observation how do the students react when it is time for PE?

Teacher S: They often pressure me and tell that they want to go for games. When I had std. 5s before and you know we were so busy---ah mean we were so bussy, yes they would ask to go for games and ah would send them out on occasion to play football, right as a little breather. So they wouldn't want PE you know they ask to go outside and play football or if you were there to join in to play netball. But not really a lesson per se.

Comment [DB127]: PE viewed as games /free play /PE misconception

R: What do you think about the facilities and equipment available at the school for teaching PE?

Teacher S: The facilities good. The equipment I think we have almost everything. It I can't think about it is because ah doh know what it should have. The facilities are good space wise. We have the courtyard in front and a grassy area in the back. (Satisfaction with facilities and equipment). Ah don't know what else we need --- (Teacher H stops and thinks further) --- or one thing, to do the gymnastic stuff, ah would have to say the facilities not adequate. Ah remember seeing it in the CAC book---right---but you know ah just so disconnected with it and not thinking that ah really have to teach it. So ah just ah just didn't even consider that. I guess that would be de only but what I thinking about the PE, like the skills part, ah think we have everything.

Comment [DB128]: (satisfaction with facilities and equipment).

Comment [DB129]: (Dissatisfaction with facilities).

R: What is your opinion about having PE specialist teachers in the primary school?

Teacher S: That would be an excellent idea. It would take the burden off of teachers for one. Having to do research and apprise yourself of all the things you need to know. The children would be at an advantage because they getting exert tutorledge. Because if they rely on me to teach PE in an excellent way I don't think I would be able to do it. But if I was trained right. So yes a specialist teacher would be a valuable asset to have. I think the schools that such resources at their disposal do a lot better at CAC and across the board. The children's skills would be better developed, that aspect would not be neglected coming all the way up. Some teachers and I don't think I am the only one, you don't feel comfortable with it. You don't have time with it and you just ---- but if you know you have a teacher

Comment [DB130]: Better teaching to further develop students' skills/ Need for Specialist PE teacher

who is going to take the children at specific rostered times and they get the benefit of expert skills and all ah dat they would benefit ah whole lot.

R: When you say they would benefit who are you referring to?

Teacher S: The children. yes the students

R: What about the teacher? How does having a specialist PE teacher benefit the classroom teacher?

Teacher S: I would ok, speaking for myself, it would benefit me in that I could learn from the expert teacher right and ---- it would just ease up that (Teacher S hesitates and chooses her words carefully) ----anxiety I feel about having to plan and execute the lesson and not being sure of what ah teaching. And time wise also. Yes ah would be supervising the class but ah could still be doing something else I wouldn't be a teacher who would just send them out you know and not monitor what they doing, because I like to know what they doing all the time. So it would free me up in that sense.

Comment [DB131]: Teacher could also benefit from knowledge of specialist / Need for Specialist PE teacher

R: Do you think that PE could be used as a form of incentive for students? Explain your response.

Teacher S: Yes, I have used PE as a form of incentive and it did work. Because sometimes I promise them that they would go outside and do some activity only if they behave and do well in the classroom---right!---so --but ah don't like to do dat on ah regular basis, cause ah don't think is ah good way to go about it ----right!--- PE should be part of the whole thing and not just used as an incentive. And from what I observe ah guess some teachers do that as well. Like if they see the children sluggish and doh want to learn and they know they love going outdoors, the teachers use it as a last resort to get them to do their work. And they would do their work if they know that they going outdoors. So in those cases I would do that that. But not like card blanch where every Friday you tell them " ok, if you don't do the weekly test good, nobody going outside". No I don't think that should be the way---

Comment [DB132]: PE used as incentive/ PE misconception

I must admit that I have done that especially with std. 5 and SEA round the corner and they making some stupid errors and they want to go outside, I don't let them because at that time I have to prioritize. I think teachers in std. 5 especially do things that. They know is not correct thing to do but they have to prioritize in order to get the children to do what they have to do. Somethings have to fall by the wayside and I have done that--- I have done that. Ah not saying it right but to get things done, I have done that.

Comment [DB133]: PE used as incentive/ PE misconception

R: Last question. What recommendations would you suggest for PE to be taught effectively at the primary school?

Teacher S: Arm ---specialist teachers is one. Second if specialist teacher are not available, training for teachers. And the third one ---arm ---like resource material that teachers could access if they not sure. I always looking in books because ah doh know if it have any manuals for teachers to learn about the skills---- right---cause even if you get training that would only go so far. It have many skills that you have to be familiar with. So resources---not like balls and stuff. Ah mean resources for teachers. So that would be my recommendations.

R: Before we conclude is there anything you would like to add that you think I did not address?

Teacher S: I think that was very comprehensive. Ah cyar really think about anything now. Ah may think afterwards but right now I don't think so.

R: Thanks Miss for your contribution.

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Appendix F
 Teacher C Interview Transcript
Final Coding

Key
 R: Researcher
 Teacher C: Participant
 Q: Question P: Probe

		Final Codes
Q 1.	R: Tell me, how has your training prepared you to teach PE?	
1.1	Teacher C: Arm... I did... ah... phys ed as my elective at training college.	Status of PE:Teacher Training
P	R: When you were at teachers' training college you would have done PE as your elective----?	
1.2	Teacher C: Sorry, Phys Ed was one of the options I did... It was not an in-depth course to say I did...So it was just one year that was done and it wasn't much practical...when we were there we did more theoretical knowledge of phys ed not so much practicals... So you find that when you came back into the school system now, you had limited knowledge in doing... arm... training the children in the practical aspect of physical education. So it was more trial and error than if you came in with the skills of knowing how to do the lessons effectively.	
Q 2.	R: What do you think about the facilities and equipment available at the school for teaching PE?	
2.1	Teacher C: Well there is the lack of equipment first of all, so you find that you cannot do much with them except basic skills... We need mats and all that, so you find that not having the equipment makes it difficult... for infants we don't have their equipment to bring out the lesson in the way it should be done...sometimes we have to make things like padded balls with old cloth and wrap it with tape so that they have something bigger to hold... sometimes we have to use the baskets for the crayons and other stationery and put	Dissatisfaction with equipment/ Status of PE; MOE

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<p>P 2.2</p>	<p>them on the ground, sometimes we use the children as markers. We also ask the children to bring paint buckets to use as containers for novelty races and so on. So it requires seeking a lot of resources and this sometimes impede teaching the lessons as well because you have to accumulate these things over a period of time since they are not available in the school.</p> <p>R: What about facilities for teaching PE?</p> <p>Teacher C: Well, it's done out in the open and not a covered area so the children are basically out in the sun The surface on the pitched area is rough so safety is a challenge. So although we have a wide field there is not a shaded area... for track and field activities the facilities are satisfactory. But like if the children have to do gymnastic activities they have no comfortable place to do such activities.</p>	<p>Dissatisfaction with facilities & equipment/ Status of PE; MOE</p>
<p>P 2.3</p>	<p>R: Beside facilities and equipment what other barriers do you encounter in teaching PE?</p> <p>Teacher C: Students not wearing their PE uniform on the specific day for the subject. There is the rule that only students in PE uniform would be allowed to participate in the activities. So when parents don't buy the uniform or when they do not wash the uniform in time, those student do not get to take part. So in terms of the number of children to do the lessons that is also a barrier although parents and children are aware of the day for PE. We send letters and call parents and remind them of the day for PE, but there are still incidences where children still come not dressed in their PE uniform.</p>	<p>Poor parental support for PE; Status of PE</p>
<p>Q 3. 3.1</p>	<p>R: Tell me, how have your past experiences with PE as a student influence the way you teach the subject now?</p> <p>Teacher C: I try my best and think about what the teacher did and I practice it with my students when I'm out there... like how to manage the children outside. I remember how the teacher use to control us out there. So I enforce that while I am doing the lesson.</p>	<p>Past Experiences as a Student and Present Teaching Practice; Teacher Experience</p>

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<p>P</p>	<p>R: What do you mean by control and how do you use that in your class.</p>	
<p>3.2</p>	<p>Teacher C: The teacher used to use a whistle as a signal to start or stop or when to move. But we learnt in college that you do not use things like whistles. You use your voice or clap your hands to get students to respond. So I enforce that while I am doing the lesson. That is the difference and that is what I mean when I talk about control.</p>	<p>Past Experiences as a Student and Present Teaching Practice; Teacher Experience</p>
<p>Q 4.</p>	<p>R: What is your view about having a PE specialist teacher in the primary school?</p>	
<p>4.1</p>	<p>Teacher C: personally my experiences show me that there is a lack in terms of the knowledge that I have in passing on the skills to the children. I think it is very very important to have one because that person would be more knowledgeable about the skills and activities to give the children. Also that person would just concentrate on phys. Ed. alone and give their best not be bugged down with teaching 14 subjects along with phys. ed. It also gives the children the opportunity to arm --- be dealing with someone else beside the class teacher. ...when they meet somebody else they learn about following rules and how apply the rule under different circumstances. And I think that is important to their development.</p>	<p>Limited knowledge to teach PE. Need for specialist PE teacher</p>

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Appendix F
 Teacher T Interview Transcript
Final Coding

Key
 R: Researcher
 Teacher T: Participant
 Q: Question P: Probe

		Final Codes
Q 1.	R: How has your training prepared you to teach PE?	
1.1	Teacher T: ...from college I had no PE skill because I did Dance/Drama option. But after college I did the B.S. in elementary education and had to do PE as an option. So I was thrust into it with lesson planning and activities for practical sessions and it was very good although more time was spent on lesson planning. So I realize how to breakdown the lesson and it was similar to dance because dance is the same format.	Status of PE: Teacher Training
Q 2.	R: What do you think about the facilities and equipment available at the school for teaching PE?	
2.1	Teacher T: Satisfactory. We have a big backyard and goal posts for football. A paved court to the front and rings for netball. So I would say the facilities are ideal. In terms of the equipment we have a good few. It is not a hundred percent but we are getting there.	
P	R: Do you think we have the facilities and equipment for movement education that would allow for the development of gymnastic skills?	Mixed reactions to facilities and equipment.
2.2	Teacher T: Not at all. We need the mats. Even if we doing it outside we need the mats ...we would also need an enclosed area like an empty classroom to do those activities.	Status of PE: MOE

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Q 3.	R: On a scale of 1-10 how do you rate PE as a subject on the curriculum? (1-lowest 10- highest)	
3.1	Teacher T: I will give it an average of 5. Even though they testing it now I don't see it affecting going into a prestige school, unless that changes and arm---- to me is something the children are comfortable with and love. Is not like a serious, serious---- ah shouldn't say it not like a serious subject nah but...	Average rating for PE, Status of PE; Teachers' Perspective
P	R: What is your honest view? Whatever you feel it is, say that.	
3.2	Teacher T: When compared to the other academic areas like maths an thing, I feel they are more important than the PE. It could be learnt but it not so important as the other academic areas.	PE not viewed as a serious subject, Status of PE; Teachers' Perspective
Q 4.	R: Do you think that PE is used as an incentive for the students? Explain your response.	
4.1	Teacher T: I think that PE is used as an incentive. I know I was a terrible PE person because I used to tell the children we would go out and have a little activity and then change my mind because ah wasn't too happy with their work or behaviour in class. When ah do carry them out, I would sit down and watch and when it start to get chaotic and I see them running all over the place I would think " Lord Jesus" why did I come outside An ah studying in my mind "ok, no PE next week. You see this craziness, ah ent coming out here again. But I know as much as I wanted to cut it out, if I don't give them the experience in the yard they would never be able to communicate with themselves outside and that is very valuable. So I would give the children a little treat and carry them out for PE sometimes.	PE used as incentive Misconception of PE
Q 5.	R: From your observation what are your students' reaction generally when it is time for PE?	PE as free play Misconception of PE
5.1	Teacher T: They wish the whole day could be done with just physical activities. Of course some see it as a chance to escape	

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<p>Q 6.</p> <p>6.1</p> <p>P</p> <p>6.2</p>	<p>the classroom even if they not participating, they glad to be outdoors.</p> <p>R: What is your opinion about having PE specialist teachers in the primary school?</p> <p>I think it would motivate the children to have a teacher designated for PE because they would look up to that teacher as the one who know it all. Sir is coming to do certain things. Sir knows what he is doing and the teacher would help them to be better at the activities.</p> <p>rtant do you think it is to have a specialist PE teacher?</p> <p>es---yes---yes oh gosh! It would be so nice to have a professional for that. Part of the problem to be honest was that I didn't know how to teach PE. I needed to know so much about the sport I am teaching before I could do it. So I really support that thrust.</p>	<p>Gender stereotyping</p> <p>Misconception of PE</p> <p>Need for specialist PE teacher</p>
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AN INVESTIGATION INTO HOW TEACHERS EXPERIENCE TEACHING PE

Appendix F
 Teacher L Interview Transcript
Final Coding

Key
 R: Researcher
 Teacher L: Participant
 Q: Question P: Probe

		Final Codes
Q 1.	R: How has your training prepared you to teach PE?	
1.1	Teacher L: When I was in college I did not choose PE as any of my options so I was not trained in college. Subsequently, I have been sent on one day football, cricket and track and field workshops where I got some small set of training.	Status of PE:Teacher Training
P	R: Now that PE is part of the CAC, weren't teachers sent to workshops to get training to implement the PE component of CAC?	
1.2	Teacher L: We had a two day training session in the National Stadium for Port of Spain. But not all the skills that were to be tested, we did. They just chose one or two skills for us to do because the space was needed for the national netball team to practice. So we did not get a chance to do all the skills.	Status of PE:Teacher Training
Q 2.	R: What barriers do you encounter in teaching PE?	
2.1	Teacher L ...Like for CAC, the manuals didn't tell us how to warm up the children and stretch out muscles and those things. The lesson plans mentioned warm up and cool down activities yes, but no specific activities for warm up and cool down were described. That is a problem.	Inadequate instructions for PE in CAC Status of PE; MOE

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<p>Q 3.</p> <p>3.1</p>	<p>R: What do you think about the facilities and equipment available at the school for teaching PE?</p> <p>Teacher L: Basically we have equipment for football and cricket. We do have a paved yard that can facilitate some activities but it is uncovered and exposed to the sun. Other that there isn't any bathroom facilities so that after PE I can bathe. It means that when I have to teach PE I have to come dressed or go home and change lunch time depending on when I intend to teach it. The children don't even have facilities to bathe too. So the equipment part is alright but showers and changing areas for both teachers and students are non-existent. The children have to change in the toilets and these things.</p>	<p>General dissatisfaction with facilities & equipment/ Status of PE; MOE</p>
<p>Q 4.</p> <p>4.1</p>	<p>R: What are your views about PE being part of the CAC now?</p> <p>Teacher L: I have no problem with PE being part of the CAC or being in the primary school. PE is now a CXC subject. It simply means that a child who is so inclined can continue and do it and get it as a CXC subject. So from that perspective I have no problem with it being taught in the primary school.</p>	<p>Status of PE; Teachers' Perspective</p>
<p>Q 5.</p> <p>5.1</p>	<p>R: On a scale of 1-10 how do you rate PE as a subject on the curriculum? (1-lowest 10- highest)</p> <p>Teacher L: I'll rate it at 8...it should be equally rated as any other subject like maths and science and language arts. The most time given to PE was done in that term when PE was to be evaluated for CAC. Once the moderation period past...that was it for PE; that is the honest truth. That is not supposed to be the case but the reality is that with the other subject for SEA particularly the maths and the grammar, it have a lot of weak children and they require longer time to work with them. Their reading and comprehension need maximum time. That is the reality so it is difficult to put in more time for PE. Because SEA still carries much more weight that the CAC subjects and you want them to do good in the Maths and English.</p>	<p>Status of PE; Teachers' Perspective</p>

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<p>Q 6.</p> <p>6.1</p> <p>P</p> <p>6.2</p> <p>Q 7.</p> <p>7.1</p> <p>P</p> <p>7.2</p>	<p>R: How have your past experience with PE as a student influence your teaching of the subject?</p> <p>Teacher L: Well in the primary school I was never exposed to much PE because there was just little yard space. It was paved and used more as a car park for teachers...so in those days they don't want you run at all. So that was one of the problems. The only teacher who had us doing a little thing was the standard five teacher where, ever so often on a Friday he would bring us outside and we would do a little cricket something in the yard because he did like cricket.</p> <p>R: Tell me more about the training workshops you attended</p> <p>Teacher L: I have been sent on one day football, cricket and track and field workshops where I got some small set of training. They were actually for teachers to brush up on skills and rules for upcoming tournaments that the school would have had to participate in and not necessarily for teaching PE per se.</p> <p>R: Why do you think it is necessary to have a PE specialist teacher in the primary school?</p> <p>Teacher L: For me it would actually be the skill level training. Although I more or less understand but it is a whole range of sports they should be introduced to at this level and not all I have training in.</p> <p>R: How do you think a PE specialist could assist could the classroom teacher?</p> <p>Teacher L: With the workload on an S.E.A teacher, having to do PE also is kinda tough. A teacher cannot be expected to be teaching 15-16 subjects and be expected to be an expert in all. That is just not possible. So definitely I am one that would advocate for specialist PE teachers.</p>	<p>Past Experiences as a Student and Present Teaching Practice. Teacher Experience</p> <p>PE as sport Misconception of PE</p> <p>Need for Specialist PE teacher</p> <p>Need for Specialist PE teacher</p>
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Appendix F
 Teacher S Interview Transcript
Final Coding

Key
 R: Researcher
 Teacher S: Participant
 Q: Question P: Probe

		Final Codes
Q 1.	R: How has your training prepared you to teach PE?	Status of PE:Teacher Training
1.1	Teacher S: It was at training college in Valsayn and that's about it you know! At training college where you had the two options, mine were art/craft and PE.	
P	R: Tell me about the training and how it prepared you to teach PE?	Status of PE:Teacher Training
1.2	Teacher S: You sending me way back. From what I recall ...it was useful in terms of lesson planning and so on. They didn't go too much into ----arm---- like all the skills which is what I lack...They went in depth into the theoretical part which I did very well in. Once its theory ah could do it but once is the physical part, ah have a problem. Ah find they didn't spend enough time in the skills aspect of it. So I am really lacking and ah have no problem in saying this.	
P	R: Were you exposed to any kind of training for CAC?	Status of PE:Teacher Training
1.3	Teacher S: Well on the day that we went, they housed us sort of underground at the stadium-----and this is after switching venues eh! from 9:00 o'clock when the session was supposed to start. So around 11 o'clock they finally put us underground. So teachers just get fed up and left. Now I left too because it was really claustrophobic and I couldn't see me physically exerting myself and staying in that claustrophobic environment. I find it was a hazard for me so I left. So I didn't benefit from anything. It might not have been the correct thing to do eh! but you know I could always ask Mr.---- and ask you about the throwing and catching and so on. So I didn't benefit from any CAC training at all.	
	R: What are your views about PE being part of the CAC?	

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<p>Q 2. 2.1</p>	<p>Teacher S : ... well for me as a teacher who not really familiar with the skills, I would say it is very tough on the teacher, right! It is very time consuming to ---to research and to conduct the lessons themselves... where you have so many other CAC subject to cater for as well as mathematics and language arts you know. I don't feel like if I'm capable enough to ---- like when I was--- arm ---- when I had to assign a mark for the CAC PE assessment, I would always second guess myself because I don't know if that is like the proper technique to students were doing, so I wish there was someone who--- if the monitor coulda come and they mark the whole thing.</p> <p>R: How have your past experiences with PE as a student, influenced your teaching of the subject?</p>	<p>Divergent about PE in CAC view Status of PE; Teachers' Perspective</p>
<p>Q 3. 3.1</p>	<p>Teacher S : I remember as a student in primary school...It was fun. We had a male teacher...He made it interesting, he brought in the academics so you had to do some critical thinking. In secondary school I was completely turned off because the teacher--- number one, he wasn't there regularly and number two whenever he comes he would say "make six laps around the court." Poor me now---- no warm up nothing you know! I remember doing those six laps and vomiting after! You know ---- so that personal experience is what I feel kind ah turn me off. So secondary school turn me off but primary school was fun. That is why anything I do I try to make it fun in the PE. Remembering how we played rabbit in the hutch and all ah dat.</p>	<p>Contrasting experiences as a student. Teacher Experience</p>
<p>Q 4 4.1 P 4.2</p>	<p>R: On a scale of 1-10 how do you rate PE as a subject on the curriculum? (1-lowest 10- highest)</p> <p>Teacher S:--- I would say like 7. I wouldn't put it way up to 10.</p> <p>R: Why ?</p> <p>Teacher S: I would say 7 because PE is a part of their holistic development that we neglect especially in this age where children don't get enough exercise and they don't know about nutrition So, it is important for these reasons, right But ah wouldn't put it way up there... not like reading and mathematics you know. Maybe! an it goes right back to my whole person, you know--- I just ---see mathematics and</p>	<p>Status of PE- Teachers' Perspective</p>

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<p>Q 5 5.1</p>	<p>especially reading as what you suppose to have first to have life skills to make it out there and be a productive member. You could be successful without the PE. Ah not advocating dat eh! but you know ---. I eh know nothing about PE, but I would consider myself successful, and ah guess so would many people who would have had the benefit of PE. But how many people can say that they have had the PE training but the maths and language not there so much, how many of them really succeed?</p> <p>R: Do you think that PE is used as an incentive for the students? Explain your response</p>	
<p>Q 6 6.1</p>	<p>Teacher S: I have used PE as a form of incentive and it did work. Because sometimes I promise them that they would go outside and do some activity only if they behave and do well in the classroom...I must admit that I have done that especially with std. 5 and SEA round the corner and they making some stupid errors and they want to go outside, I don't let them because at that time I have to prioritize. I think teachers in std. 5 especially do things that...from what I observe ah guess some teachers do that as well. Like if they see the children sluggish and doh want to learn and they know they love going outdoors, the teachers use it as a last resort to get them to do their work. And they would do their work if they know that they going outdoors. I have done that. Ah not saying it right but to get things done, I have done that.</p> <p>R: From your observation how do the students react when it is time for PE?</p>	<p>PE used as incentive Misconception of PE</p>
<p>Q 7 7.1</p>	<p>Teacher S: When I had std. 5s before and you know we were so busy---ah mean we were so bussy, yes they would ask to go for games and ah would send them out on occasion to play football, right as a little breather. So they wouldn't want PE you know they ask to go outside and play football or if you were there to join in to play netball. But not really a lesson per se.</p> <p>R: What is your opinion about having PE specialist teachers in the primary school?</p> <p>Teacher S: That would be an excellent idea. I'm lacking in skills like <i>throwing and ketching</i>. I always have to research things, right. It would take the burden off of teachers for one. Having to do research and apprise yourself of all the things you need to know. The children would be at an advantage because they getting exert tutorledge. t. So yes a specialist teacher would be</p>	<p>PE seem as free play Misconception of PE Need for</p>

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<p>P 7.2</p>	<p>a valuable asset to have. I think the schools that such resources at their disposal do a lot better at CAC and across the board. The children's skills would be better developed, that aspect would not be neglected coming all the way up. Some teachers and I don't think I am the only one, you don't feel comfortable with it.</p> <p>R: How do you think a PE specialist could assist could the classroom teacher?</p> <p>Teacher S, speaking for myself, it would benefit me in that I could learn from the expert teacher right and ---- it would just ease up that----anxiety I feel about having to plan and execute the lesson and not being sure of what ah teaching. Is just that now ah really trying to juggle and ah cyar really incorporate everything into a PE lesson.</p>	<p>specialist PE teacher</p> <p>Need for specialist PE teacher</p>
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