

THE IMPACT OF EMOTIONAL INTELLIGENCE ON SCHOOL  
TEACHERS' EFFECTIVENESS IN DELIVERING PRIMARY PHYSICAL  
EDUCATION IN ENGLAND

CRAIG STRONG

A thesis submitted in partial fulfilment of the requirements of Nottingham Trent University  
for the degree of Doctor of Philosophy.

October 2024

Amendments & Corrections: May 2025

*The copyright in this work is held by the author. You may copy up to 5% of this work for private study, or personal, non-commercial research. Any re-use of the information contained within this document should be fully referenced, quoting the author, title, university, degree level and pagination. Queries or requests for any other use, or if a more substantial copy is required, should be directed to the author.*

## **Abstract**

This PhD thesis explores the impact of emotional intelligence (EI) on the effectiveness of schoolteachers to deliver primary Physical Education (PE) in England. Emotional intelligence, broadly defined as the ability to monitor, understand, and manage emotions in oneself and others, is increasingly recognised as a vital skill in various professional fields, including education (Bar-On, 1997; Goleman, 2001; Mayer, Caruso, & Salovey, 1999). Despite the extensive research on the role of emotional intelligence in classroom teaching, there is a notable gap in the literature regarding its application in primary PE (Deci & Ryan, 2008; Domville et al., 2019; Kremenitzer & Miller, 2008). This doctoral research investigates the specific facets of emotional intelligence that contribute to successful PE teaching and evaluates the effectiveness of targeted emotional intelligence training for primary school teachers. The PhD research is structured around four discrete but interconnected studies, which collectively contribute towards developing a richer and more nuanced understanding of how emotional intelligence influences primary PE teaching, as well as how best to support teachers in training of emotional intelligence via online CPD.

Study 1 was a pilot study to examine how the emotional intelligence of the teacher and its utilisation while teaching could enhance the delivery of primary PE and to check that research tools and methods were suitable for use in the rest of the thesis. Six teachers took part in semi-structured interviews and completed the Trait Emotional Intelligence Questionnaire (TEIQue) and the (ability-based) Emotional Intelligence Questionnaire Version Two (EIQ-2). They were then observed teaching primary PE on three occasions using a bespoke observation template and completed a self-reflection journal. The key findings were that after reflecting on their utilisation of emotional intelligence in three PE lessons through the journals, the teachers felt more confident to deliver primary PE. In addition, several changes were made to the research tools for future use in the thesis, such as to use of the emotional intelligence tests for study two, to shorten the reflective journal and to use a Dictaphone for data collection.

Study 2 considered the specific facets of emotional intelligence exhibited by primary school PE teachers, this time focusing on lessons across the different key stages. Employing a mixed-methods approach, 17 teachers undertook the EIQ-2 test, were observed teaching two PE lessons to different key stages, completed a reflective journal and took part in semi-structured interviews. The triangulation of the data helped to identify notable differences in the way

teachers applied emotional intelligence when teaching to different age groups, with certain facets, such as ‘emotional regulation and empathy,’ being particularly important in managing younger pupils.

The purpose of the third study (16 primary teacher participants) was to develop (based on the findings of Study 1 and 2) and evaluate a bespoke on-line training programme, "Training Emotional Intelligence in Primary PE" (TEIPPE), designed to enhance the emotional intelligence of primary school teachers, specifically in the context of PE. The programme educated the teachers on the importance of emotional intelligence in fostering engaging and supportive learning environments and gave suggestions for how various facets of emotional intelligence could be utilised to improve PE lessons. After training on the TEIPPE programme the teachers gave feedback on their experience and its effectiveness via focus group discussions. The programme was generally well-received, suggestions were made for improvements and the teachers reported on how it could build on their confidence and ability to manage the dynamics in a PE lesson.

The fourth and concluding study evaluated the effectiveness of a revised and updated CPD programme (TEIPPE-2) for 17 primary PE teachers. The teachers were observed teaching two PE lessons pre- and post-training on the TEIPPE-2 programme. After the pre-training observation the teachers were provided with a feedback form (based on the observations) by the researcher, explaining which facets of emotional intelligence were used and could be used to improve the PE lesson. After the post-training session the teachers were again provided feedback on how their session had changed and the teachers completed a self-reflection journal on the process. The findings were that training on the TEIPPE-2 programme led to improvements in the ability of the teachers to manage classroom dynamics, build positive relationships with pupils, and adapt their teaching strategies to meet the emotional needs of their pupils. Moreover, these teachers reported increased confidence and job satisfaction, which positively influenced the overall effectiveness of their PE teaching.

The thesis findings underscore the importance of emotional intelligence in the specific context of primary PE. The overall conclusions are that teachers with higher or improved emotional intelligence were more capable of delivering engaging and motivating PE lessons. The TEIPPE-2 was effective in developing the use of relevant facets of emotional intelligence in primary teachers when teaching PE, but such training should be integrated into initial teacher

education and professional development to ensure that all teachers are equipped with the necessary emotional skills to support their pupils effectively.



## **Acknowledgements**

Firstly, I would like to send my gratitude to my Director of studies, Dr. David Hindley who was always available to provide support and guidance. You have been a wonderful mentor and friend, thank you. The following thanks goes to my supervisors, Dr. Mustafa Sarkar and Professor Mary Nevill. Mustafa, your expert knowledge of resilience helped me to persevere with my thesis during the tough times. A big thank you to Mary who always believed in my potential and provided me with an opportunity to work in higher education.

Secondly, many thanks to the staff of the three primary schools that took part in the four studies of the thesis. Thank you without end for your support, flexibility and dedication throughout the four years of my research. I will never forget your generosity. A final, huge thank you to my two wonderful and amazing boys, Jamie and Dougie. I dearly love and cherish you both.

Dedicate my Doctorate in Philosophy to my beloved father,

Robert Alan Strong

1957-2021

## **Preface**

Unless otherwise indicated by reference to published literature, the work presented in the present thesis is that of the author and has not been previously submitted for another degree to this or any other university.

Some of the work presented in this thesis has been published, as follows:

### **Published Papers (Study two: chapter five)**

Strong, C., Hindley, D., Sarkar, M., & Nevill, M. (2020). Discovering the Emotional Intelligence exhibited by primary school teachers while delivering Physical Education in the United Kingdom. *International Journal of Emotional Education*. 12 (1), pp88-94

### **Conference Presentations**

Strong, C. (2020). Discovering the Emotional Intelligence exhibited by primary school teachers while delivering Physical Education in the United Kingdom. STAR Conference: Nottingham, UK, May 2019.

Strong, C. (2022). Effects of emotional intelligence on school teachers' success in delivering primary PE in the United Kingdom. PhD Journey. SHAPE Conference: Nottingham, UK, February 2022.

## **List of abbreviations**

BCC:	Big C creativity
CPD:	Continued Professional Development
EI:	Emotional Intelligence
EIPE:	Emotional Intelligence Physical Education
EIQ-2:	Emotional Intelligence Questionnaire Version Two
EQ:	Emotional Quotient
EYFS:	Early Year Foundation Stage
ITE:	Initial Teacher Education
KS1:	Key Stage One
KS2:	Key Stage Two
LCC:	Little c creativity
LEA:	Local Education Authority
PE:	Physical Education
MSCEIT:	Mayer, Salovey, Caruso Emotional Intelligence Test
TEIPPE:	Teaching Emotional Intelligence in Primary Physical Education
TEIQue:	Trait Emotional Intelligence Questionnaire

## Contents

<b>Abstract .....</b>	<b>i</b>
<b>Acknowledgements .....</b>	<b>iv</b>
<b>Preface .....</b>	<b>v</b>
<b>List of abbreviations .....</b>	<b>vi</b>
<b>List of tables .....</b>	<b>xiii</b>
<b>List of figures .....</b>	<b>xiv</b>
<b>Chapter 1 Introduction .....</b>	<b>1</b>
1.1 Introduction .....	1
1.2 Statement of the problem .....	5
1.3 <i>Aims of the thesis</i> .....	5
1.4 Organisation of the thesis .....	6
1.5 Significance of the PhD thesis .....	6
<b>Chapter 2 Literature Review .....</b>	<b>8</b>
2.1 Introducing emotional intelligence .....	8
2.2 The neurobiology of emotional intelligence and emotional hijacking .....	9
2.3 Emotional intelligence frameworks .....	10
2.3.1 Facets of emotional intelligence .....	11
2.4 Comparisons between emotional intelligence frameworks .....	14
2.5 Theoretical approaches of emotional intelligence .....	15
2.5.1 Ability (Cognitive) based emotional intelligence .....	16
2.5.2 Ability based emotional intelligence testing .....	17
2.5.3 Trait (self-efficacy) based emotional intelligence .....	18
2.5.4 Trait based questionnaires .....	19
2.6 Qualitative testing for measuring emotional intelligence (observations and self-reflection questionnaires) .....	19
2.7 The importance of emotional intelligence in teaching Physical Education .....	22
2.8 Measuring the emotional intelligence of PE teachers .....	26
2.8.1 Measuring the influence of emotional intelligence in primary education teaching .....	29
2.9 Female vs. male PE teachers Emotional Quotient .....	34
2.10 CPD and training of emotional intelligence in primary teaching .....	35
2.11 <i>The current landscape of Primary PE in England</i> .....	41
2.12 Discussion .....	44
<b>Chapter 3 Methodology .....</b>	<b>46</b>

3.1 Introduction to methodology .....	46
3.2 Philosophy and research .....	46
3.3 Research paradigms .....	48
3.3.1 Positivism .....	49
3.3.2 Interpretivism .....	50
3.4 Research Approach .....	51
3.4.1 Deductive versus Inductive Approach .....	52
3.4.2 Quantitative versus qualitative research methods.....	53
3.4.3 Mixed methods (triangulation) .....	55
3.4.4 <i>Rationale of triangulation research</i> .....	57
3.4.5 Data Analysis of qualitative data .....	59
3.4.6 <i>Justifying the use of the six steps of thematic analysis</i> .....	61
3.5 Research strategies and choice of research methods for the thesis .....	65
3.5.1 Overview of thesis studies .....	65
3.5.2 <i>Participants, schools, the context of the research and the focus of each study</i> .....	67
3.5.3 Instrument and procedures .....	71
3.5.4 Ethical considerations and limitations .....	72
3.5.5 COVID-19 Pandemic and other delays .....	73
3.6 Procedures of collecting quantitative data.....	73
3.6.1 Trait Emotional Intelligence Questionnaire (TEIQue) and the EIQ-2 Test .....	73
3.6.2 Limitations of the EIQ-2 and TEIQue Emotional Quotient Tests (quantitative data) .....	74
3.7 Procedures of collecting qualitative data .....	75
3.7.1 Interviews (semi-structured and focus groups).....	75
3.7.2 Analysis of focus group and semi-structured interview transcripts .....	78
3.7.3 Overt observations.....	78
3.7.4 Training Emotional Intelligence in Primary Physical education Version Two (TEIPPE-2) .....	81
3.7.5 Data analysis of overt observation .....	82
3.7.5.1 Researchers knowledge and experience in physical education and coaching in sport .....	83
3.7.6 Reflective journals.....	83
3.7.7 Analysing the data from reflective journals.....	86
3.7.8 Evaluation forms .....	86
3.8 Conclusion.....	87
<b>Chapter 4 Study One (Pilot Study): 'The effects of reflecting on emotional intelligence on teachers' effectiveness of delivering primary physical education'</b> .....	<b>88</b>
4.1 Introduction .....	88
4.1.1 The influence of emotional intelligence in primary PE .....	88

4.1.3 Aim of the study.....	90
4.2 Research design .....	90
4.2.1 Participants .....	90
4.2.2 Procedure.....	91
4.2.3 Semi-structured interviews.....	92
4.2.4 Measurement of emotional intelligence .....	92
4.2.5 Observations .....	93
4.2.6 Reflective journals.....	93
4.3 Findings .....	94
4.3.1 Interviews.....	94
4.3.2 Measuring the participants' Emotional Quotient (E.Q) .....	95
4.3.3 Observation findings before the completion of the reflective journal.....	97
4.3.3.1 Observation findings after the completion of the reflective journal.....	98
4.3.4 Reflective journals.....	99
4.4 Discussion.....	103
4.4.1 Quantitative data .....	103
4.4.2 Explaining the different score between ability-based and trait-based EQ testing.....	104
4.4.3 Building confidence and self-appreciation of delivering primary PE.....	105
4.4.3.1 Showing empathy and sensitivity to younger pupils .....	105
4.4.3.3 Conflict management and controlling emotions .....	107
4.4.3.4 Teamwork and collaboration .....	108
4.4.3.5 Building emotions via verbal and non-verbal communication .....	109
4.4.3.6 Reflecting and nurturing emotional intelligence .....	109
4.5 Recommendations for moving forward to study two .....	111
4.5.1 Conclusion.....	112
<b>Chapter 5 - Study Two: Discovering the facets of emotional intelligence exhibited by primary school teachers while delivering physical education .....</b>	<b>114</b>
5.1 Introduction .....	114
5.1.1 Research on emotional intelligence in primary PE teaching .....	115
5.1.2 Supporting teachers in delivering PE with the support of emotional intelligence .....	117
5.2 Research design .....	118
5.2.1 Participants .....	118
5.2.2 Materials, procedure and data collection.....	118
5.2.3 Data analysis and methodological rigour.....	120
5.3 Findings .....	120

5.3.1 Most recognised facets of emotional intelligence demonstrated by teachers in Key Stage Two.....	121
5.3.2 Most recognised facets of emotional intelligence demonstrated by teachers in Key Stage One .....	123
5.3.3 Most recognised facets of emotional intelligence demonstrated by teachers in Early Years Foundation Stage .....	124
5.4 Discussion.....	126
5.4.1 Early Years Foundation Stage (EFYS).....	126
5.4.2 Key Stage One .....	127
5.4.3 Key Stage Two .....	129
5.4.4 Integrating emotional intelligence into teacher training and professional development ....	130
5.5 Strengths, limitations and future research .....	130
5.5.1 Conclusion.....	132
<b>Chapter 6 - Study three – Exploring the utility of a bespoke online CPD emotional intelligence programme for UK Primary physical education teachers: an exploratory case study – Training Emotional Intelligence in Primary Physical Education (TEIPPE).....</b>	<b>133</b>
6.1 Introduction .....	133
6.1.1 Online continued professional development for PE teaching .....	135
6.1.2 Online CPD-PE courses in the UK.....	136
6.1.3 Aims and justification of this study.....	138
6.2 Training Emotional Intelligence in Primary Physical Education (TEIPPE).....	138
6.3 Research design .....	140
6.3.1 Participants .....	140
6.3.2 Procedures .....	140
6.3.3 Data collection .....	141
6.3.4 Data analysis and methodological rigour.....	142
6.4 Findings .....	142
6.4.1 Communication management .....	143
6.4.2 Positive aspects of emotional intelligence.....	145
6.4.3 The design of the CPD programme .....	145
6.4.4 Suggestions of improvements of the TEIPPE programme content.....	147
6.4.5 Additional findings: concerns related to training for primary PE teaching in the UK.....	148
6.5 Discussion.....	150
6.5.2 CPD on emotional intelligence in PE for primary for primary school teachers .....	151
6.6 Strengths and limitations of the study.....	152
6.6.1 Future research .....	152
6.6.2 Conclusion.....	153

<b>Chapter 7 Study Four – Intervention study: the impact of an emotional intelligence training programme on the teaching of primary PE</b>	154
7.1 Introduction	154
7.2 Research design	157
7.2.1 Participants and schools	157
7.2.2 Ethics procedures	157
7.2.3 Schedule: observations, training, feedback and reflective journal completion	158
7.2.4 Data collection	158
7.2.5 Data analysis	161
7.3 Findings	161
7.3.1 The pre-training observations	162
7.3.2 Pre-training observations and feedback: emotionally engaging with pupils via verbal communication	163
7.3.3 Pre-training observations and feedback: emotionally engaging with pupils via non-verbal communication	164
7.3.4 Pre-training observations and feedback: controlling emotional conflict	165
7.3.5 Emotional engagement with the pupils	165
7.3.6 Pre-training observations and feedback: collaboration for building emotional engagement	165
7.3.7 Pre-training observations and feedback: exhibiting nervous or anxious emotions	166
7.3.8 Pre-training observations and feedback: experience of teaching versus number of areas for development	166
7.3.9 TEIPPE Training programme	167
7.3.10 'Post-trained' observations	167
7.3.11 Strategies utilised from the TEIPPE programme identified during post-training observations	168
7.3.12 Participant reflective journal feedback	170
7.3.13 Self-appreciation, engagement and communication	171
7.3.14 Areas for improvement of the TEIPPE-2 programme	176
7.3.15 Additional findings from the reflective journal	177
7.4 Discussion	179
7.4.1 The benefits of developing teachers' emotional intelligence via CPD	184
7.5 Strengths and limitations of the study	184
7.5.1 Conclusion	186
<b>Chapter 8 : General discussion</b>	187
8.1 Thesis summary	187
8.2 Strengths and limitations of the thesis	190



8.4 What will this thesis add to the research field of education? .....	193
8.5 Contribution, aspirations aptitude and attitude to primary PE .....	199
8.6 Mission statement for emotional intelligence teaching in primary PE .....	201
8.6 Personal reflection .....	201
8.7 Overall conclusion.....	202
<b>Chapter 9 : References .....</b>	<b>204</b>
<b>Chapter 10 Appendices.....</b>	<b>232</b>
Appendix 1: Participation form (study 1-4) .....	232
Appendix 2: consent forms .....	234
Appendix 3: Study three focus group transcripts and data collection .....	237
Appendix 4: Observation sheets study one: observation 1-3.....	242
Appendix 5: Observation sheet templates and observation feedback transcript for study two ..	251
Appendix 6: Observation forms pre and post trained study four.....	341
Appendix 7: Pre trained and post trained feedback reports – Study four .....	392
Appendix 8: reflective journals study four.....	425
Appendix 9: Collating reflective journal data for study four .....	452
Appendix 10: Evaluation forms from study one .....	458
Appendix 11: Ethics forms for study 1-4 and contingency management (COVID-19).....	467
Appendix 11: Application for project redesign related to COVID-19 outbreak.....	484
Appendix 12: Reflective journal for study one – PE lessons 1-3.....	486
Appendix 13: Pre trained and post trained collated data observations study four .....	495
Appendix 14: Reflective feedback study two.....	505
Appendix 15: Transcripts collected from semi structured interviews- study one.....	506

## List of tables

Table 1: Comparisons between emotional intelligence frameworks .....	14
Table 2: Main findings of emotional intelligence (Yan et al., 2010).....	31
Table 3: Gkonou and Mercer’s (2017) observation findings of primary school teachers in primary education .....	33
Table 4: Key Features between Qualitative and Quantitative research .....	54
Table 5: The six steps of thematic analysis incorporated for study 1-4.....	64
Table 6: The method design, approach, data collection and participants for study 1-4 .....	66
Table 7: Participants’ data for studies 1-4 .....	71
Table 8: Participants data, including gender, experience of teaching and education pathway	91
Table 9: EIQ-2 results of the six participants, providing standard scoring of each dimension of Jerus (2005) emotional intelligence framework and overall total score.....	96
Table 10: TEIQue results of participants, providing scores of each facet of emotional intelligence and overall total score .....	96
Table 11: Six participants evaluation feedback on developing emotional intelligence.....	110
Table 12: The 20 facets of emotional intelligence that will be measured during study .....	119
Table 13: EIQ-2 results with number of years of teaching experience.....	120
Table 14: CPD-PE training programmes market research.....	136
Table 15: investigation on Developing key facets of emotional intelligence for primary PE teaching .....	139
Table 16: The schedule for observations, training, feedback and reflective journal completion .....	158
Table 17: Errors made throughout their pre-training observed PE lesson.....	166
Table 18: Comparing errors in effectiveness in pre and post trained PE lessons, with strategies utilised from the TEIPPE programme. ....	167
Table 19: Key TEIPPE strategies exhibited by participants in their post-trained PE lesson.	168
Table 20: Key findings that relates to previous literature.....	182
Table 21: Pupils’ behaviour and engagement during the PE lessons from the researcher’s observation notes and comments from the participants reflective journals. ....	197

## List of figures

Figure 1: Mayer and Salovey (1990) Four-branch model of Emotional Intelligence .....	10
Figure 2: Daniel Goleman's Emotional Intelligence Quadrant (2002).....	11
Figure 3: Bar-On model of emotional-social intelligence (ESI) (2006) .....	12
Figure 4: Jerus Emotional Quotient Framework (2010) .....	13
Figure 5: Paradigmatic commitments in the macrostructure of science (from Patterson and Williams 2005: 286, as adapted from Laudan 1984) .....	46
Figure 6: Differing assumptions of these Positivism and Interpretivism (Kivunha and Kuyini, 2017) .....	49
Figure 7: Example of pre-trained physical feedback report.....	81
Figure 8: Reflective questionnaire that teachers completed after their post trained PE lesson	85
Figure 9: The five-component, teacher-initiated emotional interaction model (Harvey and Evans, 2003) .....	30
Figure 10: Five week timeline for study one .....	91
Figure 11: Participant Barbara (reflective journal three) .....	104
Figure 12: Danny 1 <sup>st</sup> observation notes, highlighting empathy and sensitivity .....	106
Figure 13: Participant Barbara reflecting on her empathy and sensitivity.....	106
Figure 14: Comments made by Barbara (above) and Ellie (below) relating to behaviour and conflict in the PE lesson.....	107
Figure 15: The most utilised and displayed facets of E.I displayed within each Key Stage.	121
Figure 16: TEIPPE Programme step by step itinerary.....	140
Figure 17: Outcome of the key themes that were expressed by the teachers during the interview process. ....	142
Figure 18: Segment of the translation of pre-trained observation findings .....	163

# **Chapter 1 Introduction**

## **1.1 Introduction**

Emotional intelligence (EI) is increasingly recognised as a critical skill for primary education teachers, as it can significantly enhance pupils' enthusiasm and passion for learning (Mortiboys, 2005; Mouton, Hansenne, Delcour, & Cloes, 2013; Sutton & Wheatley, 2003). Some scholars define emotional intelligence as the ability to monitor and understand both one's own emotions and those of others, using this awareness to guide thinking and behaviour. Others describe it as the capacity to perceive, control, evaluate, and express emotions (Bar-On, 1997; Goleman, 2001; Mayer, Caruso, & Salovey, 1999). The concept of emotional quotient (EQ), introduced by Beasley (1987), is often used interchangeably with emotional intelligence, a term originally coined by Peter Salovey and John D. Mayer in 1980. The "quotient" aspect refers to the measurement of underlying abilities or traits, similar to how intelligence quotient (IQ) measures cognitive abilities (Goleman, 2001).

Individuals with a high EQ can effectively manage and utilise their emotions to simplify complex thoughts, understand emotional meanings, and accurately perceive others' emotions (Bar-On & Parker, 2000). This thesis adopts this definition, accepting that emotional intelligence is partially determined by how well a person relates to others while maintaining emotional control. This definition encompasses the four key dimensions of many EI frameworks: self-awareness, understanding others' emotions, managing one's emotions, and managing others' emotions (Mayer, Caruso, & Salovey, 1990). The rationale for choosing this definition is elaborated in the literature review (Chapter II), where the various facets of emotion characteristics within these dimensions are discussed.

Leading from these definitions, substantial research has highlighted the importance of emotional intelligence in high-quality teaching, suggesting it is a vital component of successful teaching and leadership in education (Corcoran & Tormey, 2013; Mortiboys, 2005; Alavinia & Kurosh, 2012). Studies consistently show that teachers with high emotional intelligence positively impact job performance, self-esteem, and leadership qualities (Mayer, Caruso, & Salovey, 1999). Furthermore, teachers with strong emotional intelligence are more supportive of their colleagues and exhibit better organisational management skills, managerial effectiveness, and leadership effectiveness (Côté & Miners, 2006; Kerr, Garvin, Heaton, & Boyle, 2006; Rosete & Ciarrochi, 2005).

Although the role of emotional intelligence in classroom teaching has been widely studied, there is limited literature on its role in teaching PE. Kremenitzer and Miller (2008) emphasised that early childhood teachers, especially those teaching PE, must be well-versed in emotional intelligence. This is because teachers who manage their emotions and behaviours can foster positive relationships and regulate emotions in ways that lead to positive outcomes. It has also been suggested that pre-service and qualified teachers should follow Mayer and Salovey's (1997) revised emotional intelligence model to promote autonomy, motivation, and adaptability in PE lessons, thereby fostering self-interest and exploring innovative teaching practices (Reeve, 2009). The significance of emotional intelligence whilst delivering in the sports hall was further highlighted by Mouton et al. (2013), who argued that it is the teacher's responsibility to recognise pupils' emotional states and effectively use their emotional intelligence to motivate and guide pupils toward achieving learning outcomes. This thesis will explore these studies in greater detail in the literature review (Chapter II), examining their methodologies and findings to support the research direction.

However, as the mentioned literature focused on secondary PE, there is a notable lack of research on emotional intelligence in PE teaching within primary schools, especially in England. Nonetheless, the several papers that have researched in this area have suggested that teachers must utilise strong emotional intelligence to deliver engaging and passionate lessons that encourage pupils to enjoy the subject (Jordan & Troth, 2004; Tram & O'Hara, 2006); with Nebioğlu (2004), noting that strong emotional intelligence can help build positive relationships with pupils. Additionally, it is crucial for teachers to apply critical thinking in PE lessons, using their ability-based emotional intelligence to adapt their teaching to the cultural, physical, and developmental needs of each pupil (Castillo-Gualda et al., 2019; Wenn, Mulholland, Timmons, & Zanker, 2018). This leads to the question: can teachers' evaluate their emotional intelligence before, during, and after PE lessons to improve pupil engagement and enjoyment (Celik & Gungor, 2020)?

Other researchers have examined trait-based emotional intelligence (or self-efficacy) in teachers, finding that those with higher EQ scores are better able to create harmonious PE lessons that increase pupil engagement, contributing to better mental well-being and physical fitness (Alavinia & Kurosh, 2012; Di Fabio & Palazzeschi, 2008; Moafian & Ghanizadeh, 2009). As mentioned, there is limited research on emotional intelligence in primary PE in England, though studies in secondary education have shown that passion and emotion in PE teaching can motivate pupils and increase participation (Faraji, Mohammadi, Yektayar, &

Nazari, 2013; Goroizidis, 2019). It remains to be seen whether these findings apply to primary education, particularly in the Early Years Foundation Stage (EYFS), Key Stage One (KS1), and Key Stage Two (KS2) in the UK.

It had been suggested that emotional intelligence can be more crucial than intellectual quotient (IQ) in teaching, as skills like empathy and emotional regulation are essential for engaging pupils (Braaten & Norman, 2006; Goleman, 2010;). However, what other facets of emotional intelligence are important when teaching primary PE? Few studies have addressed this question. Aka and Sarier (2020) identified several key emotional characteristics for PE teachers to help deliver engaging and motivating lessons, including benevolence, motivation, positive reinforcement, patience, sensitivity, and cheerfulness. But do these emotional facets differ when teaching different age groups? Moreover, teachers with strong emotional intelligence can positively influence pupils' cognitive skills, attendance, punctuality, and pupils' understanding of the importance of physical activity, potentially leading to increased enrolment in out-of-school sports clubs (Kirk, 2002).

Hence, it is essential for teachers to use their emotional intelligence to motivate pupils, increasing their interest in PE (Domville, Watson, Richardson & Graves, 2019). Strategies such as positive reinforcement, holistic communication, and adaptability can create a supportive and enjoyable environment in PE lessons (Deci & Ryan, 2008). Conversely, using controlled motivation, which involves external pressures or internal feelings of shame or guilt, can have the opposite effect, deterring pupils from participating (Kirk, 2002). Deci and Ryan (2008) found that controlled motivation in PE lessons leads to negative pupil feelings, while autonomous motivation, which is driven by personal interests and internal satisfaction, can create a more enjoyable experience. Jaakkola et al. (2017) and Karagiannidis et al. (2015) also observed that autonomous motivation increases pupils' enjoyment of PE and encourages physical activity outside of school. These findings emphasise the importance of positive early experiences in PE for fostering lifelong physical activity (Papaioannou et al., 2015).

In 2018, the UK government allocated premium funding to improve PE and sports in schools and provided CPD programmes to help newly qualified teachers gain additional training (Gov.com, 2018). However, many schools have used this funding to hire external sports coaches for PE lessons, allowing teachers to focus on planning, preparation, and assessment (PPA) time (Rainer & Jarvis, 2021; Woodley, 2023). This has led to concerns that teachers are missing opportunities to develop their own skills in delivering primary PE. Backhouse (2020)

warned that the current delivery-focused approach in primary PE, driven by external coaches, may limit the broader educational potential of the subject. A more balanced approach, considering both delivery and individual developmental needs are required. Thus, evidence has indicated that training and developing teachers' knowledge and skills in PE delivery can have significant benefits. Klemola, Heikinaro-Johansson, and O'Sullivan (2013) found that learning social and emotional learning (SEL) strategies helped teachers respond more effectively to pupils' emotions. The education and training inspectorate for Wales (ESTYN ) report (2008) also highlighted a shortage of primary PE specialists in parts of the UK, noting that many PE lessons are delivered by teachers with limited experience and knowledge in the subject (Humphries & Ashy, 2006; Maude, 2010). Finally, Harris, Cale, and Musson (2012) argued that continuing professional development (CPD) in PE is crucial for improving teachers' confidence and addressing insecurities in their delivery.

However, many PE-CPD programmes for primary teachers consist of one-day workshops, which are often costly and have limited impact, as most of the information is not retained (Hunzicker, 2011; Jess, McEvilly, & Carse, 2017). It has been noted that effective CPD should engage teachers in ongoing, collaborative, and instructionally focused learning activities (Morgan, Bryant, & Diffey, 2013). Collaborating with PE specialists and researchers could enhance the quality of the learning environment in schools. Despite the common belief that emotional intelligence is innate, Goleman (2000) and Mayer & Salovey (1990) argue that it can be nurtured. Therefore, if primary school teachers' emotional intelligence could be developed and nurtured, it might enhance their delivery of PE lessons, resulting in numerous benefits (Hargreaves, 1998; Rainer & Jarvis, 2021; Warren et al., 2003). Yet are primary teachers receiving sufficient support through CPD and training to improve their emotional engagement in PE delivery?

There is a significant body of literature suggesting that primary school teachers often lack the capability and subject experience to deliver high-quality PE lessons (Boyatzis, 2009; Domville et al., 2019). Although emotional intelligence can be developed through training, few CPD programmes focus specifically on enhancing emotional intelligence in teaching techniques for primary PE, despite its importance for making a positive first impression on pupils (Morgan et al., 2018). Harris et al. (2012) stressed that CPD in PE is vital for improving teachers' confidence and tackling delivery insecurities. Early introduction of such training is critical, as a significant portion of primary teachers in England receive only one day of PE training during their initial teacher qualifications (Morgan, Bryant, Edwards, & Mitchell-Williams, 2019).

Stirrup (2020) questioned whether the current approach to primary PE fully meets the diverse needs of pupils, suggesting a curriculum shift towards more holistic PE in primary schools is required.

Could inadequate training and CPD contribute to the delivery of subpar PE lessons, leading to pupil disengagement? Some studies suggest that teachers with low emotional intelligence deliver less enjoyable and engaging PE lessons compared to those with higher emotional intelligence (Hagger et al., 2014; Kauts & Kumar, 2013). Therefore, it is crucial to provide training for all primary teachers on how to develop and nurture their emotional intelligence, with evidence suggesting that a higher EQ enables teachers to better manage all pupils, regardless of their backgrounds and individual starting points (Aka & Sarier, 2020; Celik & Gungor, 2020; Morgan et al., 2018).

### 1.2 Statement of the problem

The introduction has highlighted the significance of emotional intelligence in delivering primary school PE lessons. Teachers with a higher EQ tend to deliver more engaging and motivating lessons. However, there is limited knowledge about which facets of emotional intelligence are most effective when delivering PE lessons to primary school pupils. Thus, the aim of this thesis is to observe and analyse the specific facets of emotional intelligence that are most beneficial in primary school PE lessons and to design a targeted emotional intelligence CPD initiative. This will be evaluated to determine whether such a training programme is perceived to enhance the delivery of primary school PE.

### 1.3 Aims of the thesis

To investigate the impact of emotional intelligence on teachers' effectiveness in delivering PE to primary education pupils in England, the following questions have to be investigated:

- How does engaging in reflective practice on emotional intelligence contribute to the enhancement of teaching effectiveness in primary PE settings?
- In what ways do teachers demonstrate different dimensions of emotional intelligence when teaching primary PE to pupils with varying levels of maturity?



- To what extent can a bespoke CPD programme, specifically designed to enhance teachers' emotional intelligence, support the advancement of primary PE teaching?
- Finally, what impact does an emotional intelligence-focused intervention programme have on the delivery of primary PE, when measuring the changes in teaching effectiveness before and after training?

#### 1.4 Organisation of the thesis

To answer these questions, the thesis is organised as follows:

- Chapter 2: A critical evaluation of the current literature on emotional intelligence and its importance in delivering primary PE.
- Chapter 3: Identifying the methods and research design of the four studies, underpinning the collection and analysis of qualitative and quantitative data.
- Chapter 4: A pilot study investigating the impact of emotional intelligence on teachers' effectiveness in delivering primary PE.
- Chapter 5: A study exploring the facets of emotional intelligence exhibited by primary school teachers during PE lessons across different key stages.
- Chapter 6: A study focused on designing and evaluating an online CPD programme aimed at improving the delivery of primary PE by enhancing teachers' emotional intelligence.
- Chapter 7: An intervention study assessing the impact of improved emotional intelligence on teachers' delivery and perceptions of primary school PE lessons.
- Chapter 8: A general discussion providing a critical evaluation of the four studies and refining the definition of emotional intelligence for primary PE teaching.

#### 1.5 Significance of the PhD thesis

As an exploratory inquiry, this thesis builds on existing research that emphasises the importance of developing teachers' emotional intelligence to produce more engaging and positive lessons. However, the current body of research lacks qualitative studies that allow teachers to reflect on the specific facets of emotional intelligence required for teaching PE to

different age groups in English schools. Most research focuses on composite scales through EQ questionnaires and tests, measuring which of the dimensions of emotional intelligence teachers score highly in, often concentrating on secondary education in non-UK contexts.

This thesis seeks to fill this gap by examining teachers' reflections on how emotional intelligence affects their delivery of PE. Through observation and interviews, it will delve deeper into how emotional intelligence can enhance teaching delivery. The insights gained will be integral to designing CPD programmes to support teachers across England, potentially increasing pupil engagement, motivation and enjoyment in primary PE. If a primary teacher's emotional intelligence can be linked to pupil professional growth, then training programmes could be adapted for teacher preparation courses at universities and integrated into the curriculum. This could also benefit trainee teachers by enhancing their subject knowledge and understanding of the PE curriculum, ultimately increasing their confidence and self-appreciation when delivering lessons (Whewell & Garrett, 2021; Domville et al., 2019; Keay & Spence, 2012).

## **Chapter 2 Literature Review**

### **2.1 Introducing emotional intelligence**

Firstly, it is important to define emotional intelligence. Many researchers have stated that emotional intelligence is a unique source of intelligence that can support one's own personal emotions, as well as others. To this end, they have also sought to define emotional intelligence as the ability to monitor the emotions of fellow colleagues, as well as recognising one's own emotional behaviour, which consequently helps to manage and guide people's thinking and actions (Bar-On, 1997; Goleman, 2001; Mayer, Caruso & Salovey, 1999). Others have suggested that emotional intelligence refers to an individual's capability to perceive, control, evaluate, and express emotions. As a result, it is suggested that individuals with a high EQ are able to manage and use their emotions to simplify thinking, and to readily understand emotional meanings, as well as being able to accurately perceive other peoples' emotions (Bar-On & Parker, 2000). Based on these interpretations, emotional intelligence may be partially determined by how a person relates to others and maintains emotional control.

It is valuable to know and to acknowledge that emotional intelligence has been researched in a variety of different settings and industries. Many researchers see that having a high EQ is as important, if not more, than having a high Intellectual Quotient (IQ) (Goleman, 2001), with many academic papers showing the importance of emotional intelligence in workplaces such as the NHS (Clark, 2003), policing (Romosiou, Brouzos, & Vassilopoulos, 2019) and in the world of business and marketing (Dann, 2012.; Goleman 2001). Therefore, in whichever industry that people work, especially when managing or collaborating with a large number of people, young or old, it is essential that they have strong emotional intelligence if they wish to be successful in their profession, which includes the world of teaching in primary education. Dann (2012) identifies that being a successful mentor is predicated on being able to build a rapport, motivate, influence and delegate accordingly. Relatedly, the ability to be self-aware, as well as developing strong intrapersonal skills are identified as indicators that a person has durable emotional intelligence (Gard & Wright, 2001).

Conversely, it must be recognised that not everyone has strong emotional intelligence, which can manifest as key indicators such as, wasting time on unresolved conflicts, being feared by others, and outwardly showing one's feelings when stressed or anxious. This was explored by Rich (2010) in the context, who reported that autocratic teaching schemes have proved ineffective whilst teaching PE as it can foster humiliation, disrespect and disregard towards

the pupils' ability. This claim echoes the work of Gard and Wright (2001) who suggested that expressing a lack of empathy or sensitivity when delivering PE to very young pupils may reduce self-esteem and confidence. Consequently, pupils may be less likely to actively participate in PE and as Brackett, Alster, Wolfe, Katulak & Fale (2006) have contended, it provides a rationale as to why it is important to measure teachers' emotional intelligence when delivering PE; as it can help enhance teaching quality, character and harmony, whilst minimising potential conflict, disagreement, and discontent during PE lessons.

## 2.2 The neurobiology of emotional intelligence and emotional hijacking

It has been recognised that for any teacher delivering engaging and motivating lessons, they must manage and prepare their own mental wellbeing (Willoughby et al., 2022). To do this, Holland (2021) suggested that teachers require better sleep, positioning themselves in less stressful situations and develop their social and cognitive skills. Therefore, it is important for the teachers to manage and perceive their emotional expression and from a neurobiological concept, these emotions are controlled from the higher anterior cingulate cortex and particular frontal areas (the major message centre of brain) (Hogan, 2006). If this area of the brain experiences abnormality, such as observing a severe incident or injury during a PE lesson, the function of the 'amygdala' is to provide an emotional process, forcing the body to respond. This is commonly referred to as flight or fright movement (Dann, 2012).

It has been noted that for many teachers, delivering primary PE can be quite frantic and stressful, especially with the lack of time to prepare a lesson with all other responsibilities that lay on their shoulders; with Harris (2018) stating that these pressures often lead to decreased confidence in teaching PE, resulting in suboptimal educational outcomes for pupils. Teachers can become tense, somewhat irritable and their appearance changes, such as showing flustered faces and/or perspiration. Due to this, the PE delivery may become rushed, the tone and volume of the teacher's voice becomes more agitated, which leads to a less motivating and unenjoyable lesson for the pupils (Harris, 2018). When a teacher is placed into a stressful situation, their brain function becomes altered, and as a result, quickly become irrational. This is known as emotional hijacking or often referred to as 'amygdala hijacking' (Goleman, 2001).

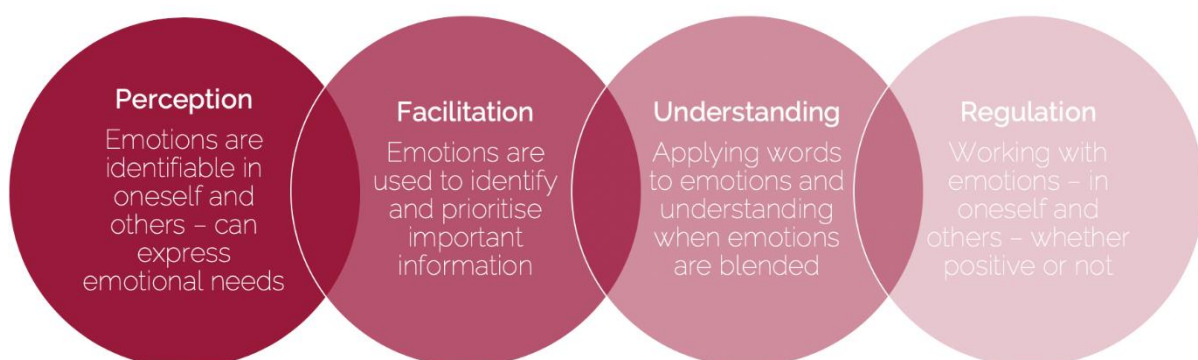
To elaborate, emotional hijacking occurs when the stressors react, disabling the higher cortex of the brain (Versino, 2023). A teacher with emotional hijacking may express frustration, raise their voice, and may become defensive. Anatomically, the teacher may start perspiring, become red-faced, and find themselves neither engaging nor motivating the pupils during the PE lesson

(Christison, 2002). Past research has suggested there are two main criteria to minimise or seek to avoid emotional hijacking in teaching environments. According to Jennings (2015), one strategy would be for the teacher to increase their emotional intelligence and to, in effect, protect themselves by identifying and addressing possible triggers that have a negative impact on one's emotional composure. Therefore, it is essential that the amygdala is working correctly in order to act appropriately in stressful situations (Guy-Evans, 2021). Secondly, it can be argued that it is essential for PE teachers to develop their self-awareness, enabling them to recognise their own state of emotions prior to teaching, which can help the teacher deliver engaging PE lessons (Hargreaves, 2000).

### 2.3 Emotional intelligence frameworks

In seeking to build upon the working definitions outlined at the beginning of this chapter, a number of scholars have developed a range of emotional intelligence models or frameworks, with the intended purpose of developing a clearer understanding. Salovey and Mayer (1990) have been attributed as one of the first to define emotional intelligence. They developed a four dimensional model to assist in identifying the main functions of emotional intelligence, which are: understanding, perception, regulation, and facilitation. One of the strengths of this model is that it emphasised the importance of each dimension, whilst also acknowledging that all four components complimented each other (figure 1), confirming that an individual with strong emotional intelligence had to be competent in all four components. It has been recognised that this elementary model (Salovey & Mayer, 1997) has aided subsequent researchers to develop their own emotional intelligence models.

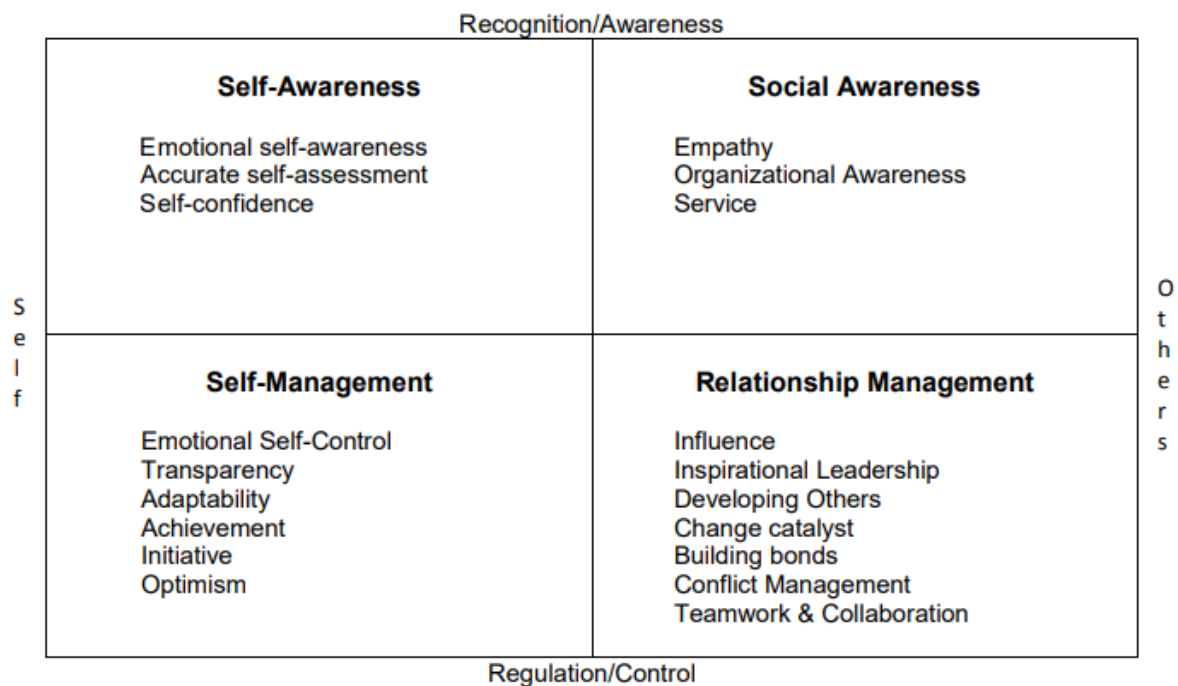
*Figure 1: Mayer and Salovey (1990) Four-branch model of Emotional Intelligence*



### 2.3.1 Facets of emotional intelligence

From Mayer and Salovey's framework, it was followed by Goleman's Emotional Intelligence Model (1998), who was the first researcher to help raise awareness and promote the importance of emotional intelligence to a wider audience. He devised a framework that originally incorporated five dimensions to help breakdown the notion of emotional intelligence. The model identifies the importance of having strong 'self-awareness' and 'self-management' of one's own emotions, whilst also highlighting 'social awareness' and possessing 'social management' skills in order to control other people's emotions. The fifth dimension, according to Goleman (1998) is 'empathy', who argued that it should be in the forefront of everyone's mindset when developing one's emotional intelligence. In 2002, the framework was adapted to 'Daniel Goleman's Emotional Intelligence Quadrant' model (figure 2), which integrated 'empathy' as a facet within the 'social awareness' dimension (Goleman, Boyatzis & McKee, 2002). This revised model broke down the facets of emotions within each dimension to show what training and development is required to build an individual's emotional intelligence within each of the four dimensions.

*Figure 2: Daniel Goleman's Emotional Intelligence Quadrant (2002)*



From this framework, other researchers developed their own models, evolving a more in-depth approach, seeking to embed further emotional characteristics within the dimensions. Bar-On in 2006 devised a more detailed framework, the Bar-On Model of Emotional-Social Intelligence'

(ESI), which has been a significant contribution to the field of emotional intelligence. The model's development began in the early 1980s as part of Bar-On's doctoral research and has since undergone a rigorous process of refinement and validation. The key components of the Bar-On model include 'Intrapersonal skills', which includes sub categorises the self-awareness, self-expression, and self-actualisation of an individual; 'Interpersonal skills' that hones in on someone's social awareness and interpersonal relationships; 'Stress management', which is how an individual can emotionally manage and regulate themselves; 'Adaptability', which is how someone can change incorporate problem-solving; and 'General mood', which looks at the self-motivation and optimism of an person. Bar-On then incorporated a number of facets to specify and elaborate each of the five dimensions, which can be seen in figure 3 below.

*Figure 3: Bar-On Model of Emotional-Social Intelligence (ESI) (2006)*

EQ-i SCALES	The EI competencies and skills assessed by each scale
Intrapersonal Self-eegard Emotional self-awareness Assertiveness Independence Self-actualization	Self-awareness and self-expression: <i>To accurately perceive, understand and accept oneself</i> <i>To be aware of and understand one's emotions</i> <i>To effectively and constructively express one's emotions and oneself</i> <i>To be self-reliant and free of emotional dependency on others</i> <i>To strive to achieve personal goals and actualize one's potential</i>
Interpersonal Empathy Social responsibility Interpersonal relationship	Social awareness and interpersonal relationship: <i>To be aware of and understand how others feel</i> <i>To identify with one's social group and cooperate with others</i> <i>To establish mutually satisfying relationships and relate well with others</i>
Stress management Stress tolerance Impulse control	Emotional management and regulation: <i>To effectively and constructively manage emotions</i> <i>To effectively and constructively control emotions</i>
Adaptability Reality-testing Flexibility Problem-solving	Change management: <i>To objectively validate one's feelings and thinking with external reality</i> <i>To adapt and adjust one's feelings and thinking to new situations</i> <i>To effectively solve problems of a personal and interpersonal nature</i>
General mood Optimism Happiness	Self-motivation: <i>To be positive and look at the brighter side of life</i> <i>To feel content with oneself, others and life in general</i>

From Bar-On's model, the development of the Emotional Quotient Inventory (EQ-i) questionnaire, played a crucial role in shaping the framework. The EQ-i has been translated into over thirty languages and has been extensively used in research and applications worldwide. The Bar-On model (2006) has demonstrated strong construct and predictive validity, with studies showing that the model can predict various aspects of human performance, including physical and psychological health, social interactions, academic and occupational success, self-actualisation, and subjective well-being. Furthermore, the model has been shown to be teachable and learnable, with interventions demonstrating the ability to enhance

emotional-social intelligence (Waterhouse, 2006). The strength of the Bar-On model lie in its comprehensive and empirically based approach to understanding emotional-social intelligence. By incorporating both intrapersonal and interpersonal competencies, the model provides a holistic view of emotional and social functioning (Mayer, Roberts, & Barsade, 2008). The model's ability to predict a wide range of human outcomes and its potential for practical applications in various settings, such as education, workplace, and healthcare, have made it a valuable tool in the field of emotional intelligence.

Overall, the Bar-On model has made a significant contribution to the understanding and assessment of emotional-social intelligence, and its continued development and application has provided other researchers to develop their own model by adopting concepts from the Bar-On model. One such recent example is the Jerus Emotional Quotient Framework (2010), which was adapted from Bar-On's Emotional Intelligence Model (2006). When comparing, this framework is also similar to the previously outlined Goleman's quadrant model, although this approach incorporates additional facets of emotions, with five included within each of the four dimensions (figure 4), with some facets being compacted together due to similarities. This recent emotional intelligence framework will become a key feature during this PhD journey, especially when examining which of facets of emotions are frequently exhibited by primary school teachers while delivering PE in England (study two).

*Figure 4: Jerus Emotional Quotient Framework (2010)*

<b>Self-Recognition</b>	<b>Social Recognition</b>
Self-Awareness/Understanding	Empathy, Sensitivity, Appreciation
Connections of Cause and Effect	Service, Compassion, Benevolence
Self-Appreciation, Acceptance and Confidence	Holistic Communication
Consciousness, Assertiveness	Situational Perceptual Awareness
Emotional Identification	Interpersonal Development
<b>Self-Management</b>	<b>Social Management</b>
Self-Control, Discipline	Developing Relationships, Getting Along with Others
Integrity, Trustworthiness	Leadership and Influence
Psychology, Initiative self-energising	Change Catalyst and Response
Creativity, Agility, Flexibility, Adaptability	Negotiation and Conflict Management
Goal Directed Performance, Targeted Action	Teamwork and Collaboration



## 2.4 Comparisons between emotional intelligence frameworks

The exploration of the four mentioned emotional intelligence models (Mayer and Salovey, Goleman, Bar-On, and Jerus) reveals a rich tapestry of evolving thought in this domain. The Mayer and Salovey model, introduced in 1990, serves as the cornerstone by emphasising the perception, facilitation, understanding, and regulation of emotions. This foundational framework has been instrumental in shaping subsequent models, which have expanded and refined these core concepts. Goleman's 1998 model builds upon Mayer and Salovey's work by introducing self-awareness, self-management, social awareness, and relationship management. These dimensions are pivotal in emotional intelligence that recur across various models. The Bar-On model (2006) offers a distinctive perspective by incorporating the "Emotional-Social Intelligence" framework. This model includes intrapersonal, adaptability, stress management, and general mood components, with a unique emphasis on social concepts such as interpersonal skills, social responsibility, and relationship dimensions. These aspects, while not explicitly present in other models, correlate with various emotional facets across different dimensions, highlighting the interconnectedness of emotional and social intelligence. Finally, the Jerus model, synthesises elements from its predecessors, further refining the understanding of emotional intelligence. While it shares many commonalities with earlier models, it presents these concepts in a manner that reflects the evolving comprehension of emotional intelligence.

*Table 1: Comparisons between emotional intelligence frameworks*

Four-branch model of Emotional Intelligence	Emotional Intelligence Quadrant	model of emotional-social intelligence	Emotional Quotient Framework
Mayer and Salovey	Goleman	Bar-On	Jerus
1990	1998	2006	2010
Perception (awareness of own emotions)	Self Awareness	Intrapersonal (noticing own emotions)	Self-Recognition
No facet's introduced in this early framework	Emotionally self aware >>>>>	Emotional Self Awareness >>>>>	Self-Awareness/Understanding
	Self-assessing >>>>>	Self-Regard >>>>>	Emotional Identification
	Self-confidence (self-esteem) >>>>>	Assertiveness >>>>>	Self-Appreciation &and Confidence
		Self-Actualisation (realisation)>>>>>	Consciousness, Assertiveness
		Independence	Connections of Cause and Effect
Facilitation (managing own emotions)	Self Management	Adaptability (managing own emotions)	Self-Management
No facet's introduced in this early framework	Adaptable >>>>>	Flexibility >>>>>	Flexibility & Adaptability
	Achievement (Goal direct) >>>>>	Reality testing >>>>>	Goal Directed Performance, Targeted Action
	Initiative >>>>>	Problem Solving >>>>>	Initiative self-energising
	Transparency >>>>>		Integrity & Trustworthiness
	Self-Control (//////) >>>>>		Self-Control (//////)
	Optimism (***)		

Understanding (recognising emotions)	Social Awareness	Interpersonal (noticing other's emotions)	Social Recognition
No facet's introduced in this early framework	Empathy >>>>> Organisational Awareness >>>> Service (Building bond) >>>>>	Empathy >>>>> Social Responsibility >>>>> Relationship >>>>>	Empathy, Sensitivity, Appreciation Situational Perceptual Awareness Service, Compassion, Benevolence
Regulation (managing individual emotions)	Relationship Management		Social Management
No facet's introduced in this early framework	Influential >>>>> Inspiring >>>>> Developing others >>>>> Change of Catalyst >>>>> Building bonds (Relationships) >>>>> Conflict Management >>>>> Teamwork >>>>>		Leadership and Influence Holistic Communication Interpersonal Development Change Catalyst and Response Developing Relationships Negotiation and Conflict Management Teamwork and Collaboration
		<b>Stress management</b> Stress Tolerance (//////) Impulse control (xxxx) <b>General mood</b> Optimism (***) Happiness	

When reviewing table 1, which compares the facts of emotional intelligence in each dimensional framework, a consistent thread across these models are highlighted in 'green'. These facets form the core of emotional intelligence across different theoretical frameworks. However, Bar-On's unique contribution lies in explicitly addressing social concepts, which, while not directly mirrored with the other models, correlate with various emotional facets across different dimensions.

The Mayer and Salovey model forms the foundation, with Goleman, Bar-On, and Jerus building upon and expanding the core concepts. The 'green' facets serve as common threads, highlighting their importance in emotional intelligence. Bar-On's inclusion of "Social Concepts" adds a unique dimension, emphasising the interpersonal and social aspects. Collectively, they offer a comprehensive view of this complex aspect of human psychology, emphasising the consistent threads and unique contributions of each framework.

## 2.5 Theoretical approaches of emotional intelligence

Within each of the frameworks explored, it has been proposed that there are broadly two types of emotional intelligence, which are referred to as 'ability based' or 'cognitive based;' and

‘trait based’ or ‘trait emotional self-efficacy’ (Petrides, 2011). To help measure both of these emotional intelligence theoretical approaches, different methods have been developed, including self-report tests, observations and reflective questionnaires (Thompson, Kuah, Foong, & Ng., 2020).

### 2.5.1 Ability (Cognitive) based emotional intelligence

According to Mayer & Salovey (1997), ability or cognitive based emotional intelligence is the ability to perceive and express emotion, adapt emotion in thought, understand and reason with emotion, and regulate emotion in the self and others within a working environment. Relatedly, it has been suggested that having the ability to deal with one’s own emotions within a workplace environment, allows individuals to be more open minded with regards decision-making and to seek superior solutions to improve productivity, without feeling threatened if their decision-making proves to be flawed (Jordan and Troth, 2004; Tram, & O’Hara, 2006). As a consequence of this way of thinking, EQ ability-based tests and questionnaires were designed to measure an individual’s effectiveness within a work environment.

Therefore, the ability based emotional intelligence of a teacher can be measured effectively whilst observing a teacher whilst performing a classroom lesson, which was investigated by Reed (2021). They detected that ability-based emotional intelligence of primary PE teachers could effectively be assessed via observation. Key indicators included teachers' ability to manage pupil behaviour, demonstrate empathy, and foster positive interactions. High emotional intelligent teachers were observed to maintain better classroom control, exhibit greater sensitivity to pupils' emotional needs, and create a more supportive learning environment. The observational approach provided nuanced insights into the teachers' real-time emotional responses and interactions, proving to be a reliable method for evaluating emotional intelligence in an educational setting. This method underscored the importance of context-specific assessments in understanding teachers' emotional capabilities.

Nonetheless, whilst the theory and testing of ability or cognitive based emotional intelligence has received encouraging feedback, Roberts, MacCann, Matthews, & Zeidner (2010) identified a number of limitations. Firstly, research has yet to fully demonstrate the extent to which ability-based emotional intelligence is distinct from other existing constructs such as personality reports and general intelligence questionnaires, nor how it includes the importance of emotional intelligence effectiveness (Fiori et al., 2014). Scholars have also outlined that

ability, or cognitive based emotional intelligence is problematic due to the potential bias of emotional experience, as well as challenges to the development of maximum performance tests (Matthews, Zeidner, & Roberts, 2007; Robinson & Clore, 2002).

The subsequent use of alternative scoring procedures that seek to elicit a more empirically robust response among a number of seemingly logical alternatives had lead to a host of problems repeatedly noted in the literature; such as test anxiety, as some primary PE teachers might experience anxiety whilst completing ability-based EQ tests, leading to results that do not accurately reflect their true emotional intelligence in everyday teaching situations. Secondly, it was noted ability-based EQ tests often lack the contextual relevance to specific classroom environments, failing to account for the unique challenges and interactions that occur during PE lessons. Finally, many EQ tests provide a snapshot of emotional intelligence at a single point in time, ignoring the dynamic and evolving nature of a teacher's emotional skills as they adapt and respond to ongoing classroom experiences and pupil needs (Ortony, Revelle, & Zinbarg, 2007; Roberts, Zeidner, & Matthews, 2001).

### 2.5.2 Ability based emotional intelligence testing

There are several ability or cognitive based emotional intelligence tests which are designed to analyse how individuals perform at their best in certain conditions (maximal effectiveness) as opposed to assessing how individuals perform on a more routine or daily basis (or perceiving their own personality). In other words, the ability emotional intelligence tests that have been developed are questionnaires that seek to determine the basis of the external conditions of an individual's effectiveness. One of the most problematic aspects is to determine the optimum way of using/feeling emotions across individuals, given that individuals may differ with respect to how they feel and manage their emotions effectively on a day to day basis.

Arguably the most well known and most widely used ability based emotional intelligence test is entitled the Mayer Salovey Caruso Emotional Intelligence Test (MSCEIT) (Mayer, Salovey, & Caruso, 2002). It is designed to measure the four dimensions of 'hard skilled' emotional intelligence, which are perceiving, facilitating, understanding, and managing emotions. The test intends to specifically assess emotional intelligence using a Multifactor Emotional Intelligence Scale. MSCEIT consists of 141 items (questions), typically taking approximately 30-45 minutes to complete, providing 15 main scores and an overall score as an outcome (Mayer, Salovey, & Caruso, 2002). Whilst acknowledging its widespread use, a number of

limitations with this test have been identified. With regards its practical application, for an instructor to be able to process the MSCEIT, a training course which lasts two and half days has to be completed. Additionally, it has had been suggested that the MSCEIT does not measure any coherent dimension of psychological interest (Keele & Bell, 2009).

An alternative, and well-known test that is commonly used is the Emotional Intelligence Questionnaire Version Two (EIQ-2), which also focuses on measuring the workplace behaviours that represent the effective demonstration of emotional intelligence in an organisation. This test was originally designed by Jerus in 2005, focusing on five main dimensions of emotional intelligence. According to Druskat (2005) and Bradberry & Greaves (2010) from existing studies in coaching and in the professional workplace, both have praised the accuracy and the validity of the EIQ-2 questionnaire. In addition to the accuracy and precision, other advantages of this questionnaire is that it is both accessible and cost effective (Mayer, Caruso, & Salovey, 2016). Furthermore, there are only 35 questions, in comparison to the 141 items for the MSCEIT, which potentially takes less time for respondents to complete. Nonetheless, to provide a counterbalance, the shorter questionnaire instruments tend not to provide the breadth and depth of accurate scoring. In addition, the EIQ-2 does not particularly lend itself to multi-rater assessment format, because a large number of the items concern internal attitudes, thoughts, and preferences, rather than what individuals' palpably display to others (Jerus et al., 2011).

### 2.5.3 Trait (self-efficacy) based emotional intelligence

Trait, or self-efficacy, based emotional intelligence tests seeks to examine an individual to perceive their own emotional behaviour, which can be measured by someone reflecting on their own emotional stability in certain situations or by observing the participant whilst working in their profession. Put simply, trait emotional intelligence helps forms the personality of an individual (Petrides, 2011). As previously articulated, ability based emotional intelligence tests seek to capture maximal effectiveness of the teacher, whereas measuring trait based emotional intelligence, the purpose is to capture typical delivery and persona of the PE teacher (Petrides & Furnham, 2003). From past research, when measuring trait emotional intelligence in all industries, not just specifying in PE teachers, it has documented a positive association between trait emotional intelligence and the general well-being and mental welfare of the participants

(Petrides, Pita, & Kokkinaki, 2007; Schutte, Malouff, Simunek, Hollander, & McKenley, 2002).

#### 2.5.4 Trait based questionnaires

Much of the academic literature concerning the measurement of teacher's EQ is conducted within the broader domain of trait based emotional intelligence. An example of a trait based test that is frequently employed by researchers and cross referenced with other self-report psychology tests is Petrides' (2009) Trait Emotional Intelligence Questionnaire (TEIQue). This comprises 153 items, measured using a seven-point Likert scale, and categorises the results within 15 facets of emotional intelligence: emotion perception, trait empathy, emotion expression, relationships, emotion regulation, stress management, impulsiveness, adaptability, self-motivation, assertiveness, emotional management, social awareness, self-esteem, trait happiness and trait optimism. According to Austin et al. (2008) the TEIQue is the only inventory covering the sampling domain of trait emotional intelligence comprehensively, with Mikolajczak, Menil & Luminet (2007) reporting its excellent psychometric properties when measuring the accuracies of the test, noting that, with a Cronbach's alpha ranging, it measured from .75 to .86. A Cronbach's alpha score ranging from 0.75 to 0.86 for the TEIQue test is positive, as it indicates good to acceptable internal consistency, meaning the test items are reliably measuring the construct of trait emotional intelligence. This level of reliability is generally deemed sufficient for psychological research and practical applications (Stough & Parker, 2009). Finally, from a researcher's perspective, the TEIQue is easily accessible and relatively straightforward to assess participants, as it takes just 10-15 minutes to complete, which is normally longer than other EQ tests, though it will provide more accuracy than other trait based EQ tests (Burt, 2007).

#### 2.6 Qualitative testing for measuring emotional intelligence (observations and self-reflection questionnaires)

Drawing from the academic literature, an alternative approach in seeking to gain insights on how emotional intelligence is being exhibited by teachers in PE lessons, is to observe their teaching practice. Other potential data collection methods to gain further insights of teacher's perceptions of their emotional effectiveness, is through conducting interviews, as well as requesting teachers to complete a self-reflective questionnaire. Both approaches provide a

means through which teachers are encouraged to reflect on how they utilise their emotional intelligence whilst delivering PE lessons. Lewis et al. (2005), purport that measuring emotional intelligence should take place through observing the delivery of the participant, to see how their emotions may be influencing their teaching. Notable exceptions are Alan Mortiboys' guidebook, used to support FE and HE lecturers wishing to develop their own emotional intelligence (Mortiboys, 2005) and Brian Dwyer's model, which incorporates an understanding of emotional intelligence alongside brain-based learning, multiple intelligences and personal reflection (Dwyer, 2002). Aside from the aforementioned, purposefully designed observation templates and/or reflective questionnaires specifically designed to gain further information on the EQ of teachers are scarce.

Researchers have developed the use of self-reflective journals so the participants can take stock of their own emotional intelligence development, although these have been designed for employees in business or industry settings. For example, Larrivee (2000) found that reflective journals were utilised in their study to promote self-awareness and encourage teachers to critically analyse their teaching practices and emotional responses; whilst Hwang & Vrongistinos (2012) found that using reflective journals can help facilitate professional growth by identifying areas for improvement and fostering continuous learning. They also noted that journals help teachers manage their emotions more effectively, improving their emotional intelligence and classroom management skills. Subsequently, researchers have highlighted the challenges and limitations in reflective practice, including the scarcity of tools specifically tailored for measuring emotional intelligence through reflective journals. For example, Finlay & Gough (2008), with Moon (1999) highlighted there is a limited availability of structured tools for assessing emotional intelligence through reflective journaling, emphasising the need for more targeted instruments to gain greater qualitative data.

One example of note here, is the reflective journal designed by Harrison & Fopma-Loy (2010), which helped to explore the effectiveness of teaching for early childhood education teachers, discovering how they thought they effectively utilised their emotional intelligence whilst teaching to their pupils. The reflective journal comprised a total of 26 questions, taking teachers between 17-23 minutes to complete. The questions on the reflective journal related to Golemans et al. (2002) framework, Emotional Intelligence Quadrant (2002), delving deeper in the nineteen facets of emotions. They found that the use of reflective journals significantly enhanced the pupils' self-awareness and critical thinking abilities. The reflective practice helped pre-service teachers to better understand and analyse their teaching experiences, leading

to improved instructional strategies and classroom management skills. This structure ensured comprehensive reflection on various aspects of teaching practice. Additionally, the journals fostered a habit of regular reflection, promoting continuous professional growth. The reflective journaling process also provided a personalised learning experience, allowing pupils to connect theory with practice in a meaningful way, ultimately contributing to their development as reflective practitioners.

In addition, the lack of availability of reflective journals to measure emotional intelligence is a similar story when obtaining observation instruments to measure the emotional intelligence of teachers whilst teaching lessons. Researchers in the field of education have noted the challenges in measuring teachers' emotional intelligence through observational methods and highlights the lack of standardised observation templates, pointing out the need for more robust and validated instruments (Jennings & Greenberg, 2009; Brackett & Katulak, 2007). Nonetheless, Pugh (2008), did develop an observation template to observe and evaluate trainee QTS teachers that helped researchers to examine how teachers exhibit emotional intelligence when delivering mathematics to primary school pupils. The observation report investigated teachers' verbal communication, specifically focusing on how the teacher's altered their tone and volume of their voice when discussing certain topics with young pupils. The observation template also sought to measure non-verbal communication, such as hand gestures, facial expression, and body posture.

Past studies have concurred that when working with pupils, non-verbal communication can be as powerful, if not more, than verbal communication, especially when trying to motivate and engage with young people (Hen & Sharabi-Nov, 2014; Mortiboys, 2005). These measures provided insights to the extent to which the teachers were emotionally prepared, as well as their self-appreciation with regards their stature and appearance. Finally, the researcher's observed how often the pupils were praised and whether the practitioner showed patience and understanding whilst managing any pupils' misbehaviour. It could be argued that similar traits of delivery are required by teachers whilst delivering PE lessons to primary school pupils, with Chen (2016 & 2018) stating that schools are complex, emotional environments for pupils and the teachers and must constantly manage the emotional demands of their pupils (Hargreaves, 2000; Sutton & Wheatley, 2003; Zembylas 2005).



## 2.7 The importance of emotional intelligence in teaching Physical Education

Whilst research focusing on emotional intelligence in teaching within a classroom environment has attracted considerable attention, conversely relatively little literature has examined emotional intelligence in the context of PE. Kremenitzer & Miller (2008) indicated that PE teachers who know how to manage their emotions and behaviour are able to manage relationships with others and regulate their emotions in healthy ways that facilitate positive outcomes. The authors' case study concluded that, in order to be a successful early year foundation stage (EYFS) teacher (pupils aged between 4-5years), teachers require to utilise their emotional intelligence to help deliver engaging and motivating lessons. To this end, the authors suggest that pre-service pupils or qualified teaching status teachers should follow Mayer and Salovey's (1997) revised model of emotional intelligence.

To elaborate, firstly, teachers should concentrate and recognise their own emotions, such as natural facial expressions or tone of voice. Secondly, it is recommended that teachers should understand how to manage their own feelings during stressful situations. The third dimension is for the teachers to work on recognising how pupils are feeling emotionally, either by watching their behaviour or the intonation of their voice. Finally, teachers are encouraged to learn how to manage other pupils' emotions, by using specific techniques to make the pupil or group of pupils to feel happy, engaged and motivated to learn. Kremenitzer (2005) clarified that working on these four dimensions can help increase the teacher's emotional facet of sensitivity as they need to be more aware of their own and the pupils' emotions. These guidelines of control and improving their emotional intelligence are imperative when teaching to EYFS pupils. The Kremenitzer & Miller (2008) case study solely concentrated on how teachers would manage EYFS pupils in the classroom, though would the same facets of emotions be required during a PE lesson and when teaching to different age groups?

In contrast, a search of the scholarly literature concerning the measurement of the facets of emotional intelligence being exhibited by teacher's during the delivery of PE to older pupils discloses a number of studies, in particular from teaching out of the UK and in secondary education. Al-Zaid and Al-Khayat (2016) examined the extent to which PE teachers are able to adapt to the needs of their pupils, depending on their own emotional and mental abilities. In this study, all pupils are at an adolescent age and are abled-bodied and sound in mind. This study focused on three problem statements. Firstly, many high school pupils struggled to recognise and understand their own emotions, and secondly this difficulty in managing their emotional responses appropriately resulted in inappropriate or disruptive behaviour in a school

setting. Thirdly, a deficiency in emotional intelligence was adversely affected pupils' ability to form and maintain healthy relationships with peers and teachers, followed by academic effectiveness issues. In previous studies (Mayer & Salovey, 1997; Petrides, Frederickson & Furnham, 2004; Brackett, Rivers, & Salovey, 2011), many have stated that emotional intelligence is linked to academic success, and pupils with lower emotional intelligence experiencing difficulties in concentration, motivation, and handling academic stress, leads to lower academic performance. Finally, insufficient social skills, such empathy and effective communication, which are crucial for successful interactions both within and outside the school environment.

These problem statements highlight the critical areas where improvements in emotional intelligence could significantly benefit high school pupils' overall well-being and success. By utilising Schutte's Emotional Intelligence scale, the respondents scored themselves highly in 'utilisation' (being active and effective) and being optimistic, whilst in contrast scoring themselves very low with regards to their social skills. The same questionnaire was provided to their pupils, who conversely scored the teachers' social skills as their strongest emotional trait when delivering PE lessons. Al-Zaid and Al-Khayat (2016) also suggest that the pupils may have scored the teachers relatively highly in their social skills due to having a strong relationship with the pupils. They also proposed that due to the PE lessons taking place outside, there was greater freedom for the pupils to express themselves and in turn to establish a bond with their teacher.

According to Domville et al. (2019) it is important for PE teachers to utilise their emotional intelligence in order to help motivate the high school pupils, which as a result, will help foster an interest in partaking in the subject. In expanding upon this, the authors suggest that teachers who utilise emotional intelligence may help to improve the pupils' enjoyment of PE. Introducing positive reinforcement, the use of holistic communication and being both flexible and adaptable are identified by the authors as techniques that will help to foster a supportive environment, whether in the sports hall or on the playing field. In contrast, attempts to use controlled motivation by placing external pressure on the pupils, such as the use of negative reinforcement, and/or an internal pressure, for example, making the pupils feel ashamed or guilty for not participating; suggested it may contribute to the pupils becoming withdrawn and not fully participating.

In another study, which closely relates to the above, Deci and Ryan (2008) have previously defined both internal and external pressure as ‘controlled motivation’. In the context of a PE lesson, a teacher portraying controlled motivation may result in the pupils harbouring negative feelings about both themselves and towards PE. A potential consequence may be a lack of effort being shown and tedium may result for the remainder of the lesson. Alternatively, if the PE teacher presents ‘autonomous motivation,’ this has the potential for the lesson to become more harmonious and enjoyable for the pupils. To achieve this, the authors recommend that teachers need to provide more voluntary engagement in the session, enabling and encouraging the pupils to have their own voice and opinion; a strategy which may lend itself better for older and more mature pupils (for example, KS2). Relatedly, it is suggested that providing the pupils with choices may help improve psychological wellbeing, better behaviour in the lesson, and greater interest for the subject. Karagiannidis et al. (2015) reported that when the teacher demonstrates autonomous motivation, the pupils’ enjoyment of PE may be increased, resulting in an increase in physical activity participation outside of school (Jaakkola et al., 2017). Deci and Ryan (2008) have stated that having early positive PE experiences are vital if young people are to have physically active lifestyles.

In addition, a study by Reeve (2009) reported on several teaching strategies to support autonomy motivation. These included minimising the use of controlling language, providing variety and options in the PE lesson, by encouraging pupils to take ownership of their learning and physical activities. By providing choices and promoting self-directed goals, it resulted in the Key Stage 2 (aged between 7 and 11 years old) pupils developing a personal interest in PE. In addition, Reeve also introduced innovative teaching methods, such as integrating technology and varied physical activities that catered to diverse pupil interests and abilities. This approach ensured that pupils remained engaged and motivated throughout the lessons. Furthermore, it highlighted the significance of offering supportive and detailed feedback that focused on improvement, helping pupils understand their progress and areas for growth. This feedback not only reinforced positive behaviours but also encouraged a growth mindset, making pupils more invested in their PE and overall well-being.

Another study by Lee and Yin (2011), also examined the importance for teachers to manage and express their emotions in a motivating and positive way whilst teaching young people. The authors reported that when a teacher delivers a lesson, and has control of their own emotional intelligence, their competent, smooth and calm demeanour made the pupils feel relaxed, focused and positively engaged in the lesson. Furthermore, the study also noted that teachers

who did not have full control of their emotions resulted in the lessons being tense and the pupils became unengaged and misbehaved. Therefore, is it the case that teachers with higher emotional intelligence are, as a result, better at acknowledging their own emotions and reading the emotions of others? If we accept this premise, are we also able to conclude that teachers with higher emotional intelligence have the potential to be more cognisant of the needs of individual pupils and are able to effectively manage the pupils' emotional responses? According to Sasa (2016), from their study on the reading of pupils' emotions, "*Investigating Emotional Intelligence in Developmental Contexts*", they suggest that having the ability to read a pupils' emotions, may in turn help to encourage interactions with young pupils and as a result, improve the learning environment. One of the outcomes, according to Sasa (2016) is the building of stronger teacher-pupil relationships.

Rajasekaran and Selvan (2018) underscore the critical role PE teachers have, not just to seek to help improve a pupils' fitness, physicality, cognitive, and mental well-being, but also to develop their physical literacy, teamworking, collaboration, and self-esteem. To be able to successfully develop all these skills in the pupils, it could be important for the teacher to nurture their emotional intelligence as early as possible in their profession, though as explained by Goleman (2001), this will improve with experience and age. Kauts and Kumar (2013) and Dann (2018) also stated that emotional intelligence may increase with maturity with significant training and CPD. So could providing teachers with training in developing their emotional intelligence and emotional wellbeing provide lower stress levels in their profession, as well as benefiting the pupils?

In terms of the benefit for pupils of teachers having high emotional intelligence, Faraji, Mohammadi, Yektayar & Nazari (2013) concluded that PE teachers with high emotional intelligence are able to perceive the emotions and the feelings of the pupils within the PE lesson, meaning that they could adapt the session in order to make it more accommodating for the needs of the pupils. This self-management sub-scale (Jerus, 2015) according to Harrison & Forma Loy (2005) tends to be displayed by more experienced PE teachers, heightening their attention to be able to recognise emotions, attitudes, and cater for expectations of the pupils. Harrison & Forma Loy (2005) also suggested that teachers who have been tested with a high EQ are very good in controlling conflicts, resolving group weaknesses, and fostering positive long-term relationships with the pupils. Relatedly, a number of researchers have suggested that understanding the psychological characteristics of emotional intelligence is not only useful for teachers to be able to cope with various responsibilities and scenarios, such as lack of

engagement or motivation, it also helps the teacher to understand and control certain behaviours (David & Murphy, 2007; Goleman, 2001; Jordan, 2003; Orlick & Partington 1998; Shuk-Fong et al., 2009).

At this juncture, it is worthwhile emphasising that teaching PE may take place on a playground, a playing field, or school hall, which is a distinctive environment with pupils likely to be less restricted in comparison to a demarcated space such as classroom. Therefore, the pupils will have a sense of freedom when running on the playground, leading them to become over excited and vibrantly overwhelmed with emotions. Consequently, Gorozidis (2019) stated that it is up to the PE teacher to control the pupils' excitement by using their own emotional intelligence and to manage the environment by providing positive instruction and innovative interaction with the pupils. From Aka and Sarier's study (2020), which is reflected in many government papers and policies, it is reported that PE lessons contribute both to a pupils' emotional and social development, as well as developing the fitness and physicality of young people (Bailey et al., 2009; Department of Education, 2013). This helps us to consider that the PE teacher's emotional intelligence can aide pupils to build on their own emotional wellbeing and improve their social development. Wenn et al., (2018) concurred that developing emotional intelligence in teachers also has potential to influence potential, positive teacher behaviours, such as positive communication skills, while supporting the teacher's own personal and professional wellbeing.

## 2.8 Measuring the emotional intelligence of PE teachers

As mentioned, there are very few studies utilising qualitative research methods which have examined the importance of a strong emotional intelligence in primary PE teaching. In contrast several papers have utilised quantitative research methods and have measured the EQ of PE teaching professionals by using the mentioned trait and ability based tests and questionnaires in chapter 2.5.

One study by Mouton, Hansenne, Delcour and Cloes (2013) examined the relationship between emotional intelligence and self-efficacy in PE teachers. The authors employed the Teacher Sense of Efficacy Scale (TSES) test (Tschannen-Moran & Woolfolk Hoy, 2001) which is a 24-item questionnaire that measures three factors: pupil engagement, instructional strategies, and classroom management. The instrument used to record each PE teacher's emotional quotient was Petrides' (2001) Trait Emotional Intelligence Questionnaire (TEIQue). The study reported

a positive correlation between a PE teacher's emotional intelligence and their self-efficacy, with neither age or experience of the teacher having relatively little effect on the emotional intelligence or self-efficacy scores. This study, based in Belgium, had a mixture of both primary and secondary PE teacher participants, meaning that the teaching methods would differ whilst delivering to different age groups, which in turn, will have led to teachers exhibiting different facets of emotional intelligence to effectively teach the PE lesson. In addition, the participants were specialist PE teachers, compared to this thesis, which concentrates on primary education teachers in England. Also, the author stated that there was no cross validation between the quantitatively measured TEIQue and the teacher's perception of their own levels of emotional intelligence.

Rajasekaran and Selvan (2018), also utilised a trait-based emotional quotient test scores of PE teachers to evaluate how their natural emotional intelligence could affect their teaching of PE. The authors adapted the Emotional Intelligence Scale (EIS) test, originally developed by Hyde, Pethe & Dhar (2001), comprising 24 questions. This was completed by 253 further education PE teachers, with Rajasekaran & Selvan stating that the high number of participants would contribute to reliability, validity and generalisation of the findings. A larger sample also increased the statistical power of the study, allowing for more accurate detection of relationships and differences within the data. The EIS test later included questions relating to the teachers' demographic background such as age, gender, race and religious background. The authors reported that 11% of the respondents had a low level of emotional intelligence, with 14% having a high EQ. In addition, the authors reported that female PE teachers, with greater experience (having 5 years or more teaching experience) had significantly higher EQ than the other participants in the study. Similar to Lee & Yin (2011) research paper, the study solely investigated PE teachers that worked with pupils' further education (age 16-18 years of age) within the Indian sub-continent, noting that the validity of their bespoke questionnaire was limited by not being piloted prior to this study.

Another quantitative study by Farji et al., (2013) examined teachers conflict management skills and their ability to control pupils' behaviour in PE lessons in the Ardabil province, Iran. 196 PE teachers were asked to complete the Bradberry & Greaves (2004) standard questionnaire (EQ-i) and compared their results to the Robin's Management Questionnaire (1998), which measures an individual's conflict management skills. The findings suggested a relationship between conflict management strategies and the four psychological components of relaxation, positive thoughts, concentration and energy control, which the authors suggest can help PE

teachers to manage conflicts between pupils, as well as how to compose themselves during stressful classroom situations. In addition, they reported significant positive relationship between the four components of emotional intelligence (self-awareness, self-management, social awareness, relationship management) and conflict management strategies. As this study solely concentrated on teachers from Arabian province, it is unclear whether or not these findings can be generalised to teachers in England, due to cultural differences.

A more recent paper by Sasa (2016) explored whether emotional intelligence of younger PE teachers differed when compared with older teachers. As discussed, it has been previously postulated that emotional intelligence can be nurtured over time, and through maturity, it could be assumed that older teachers are likely to have a higher EQ than their younger counterparts. In this study, 439 Slovenian teachers completed Taksic's Emotional Skills and Competences Questionnaire (Faria et al., 2006). The latter measured three dimensions of emotional intelligence: namely, the perception of understanding of other people's emotions, the ability to positively express emotions to others, and the ability to manage your own emotions. Interestingly, the results suggested, statistically, there were no significant differences in the emotional intelligence of younger and older PE teachers. In seeking to explain the findings, Sasa (2016) suggested that predominantly, people that enter the teaching profession are likely to be caring, considerate, and emotionally stable individuals.

Finally, a study undertaken by Celik and Gungor (2020), similarly employed a quantitative approach to measuring PE teachers' emotional intelligence. In contrast, this study investigated the predictive effect relationship with emotional intelligence which was linked to critical thinking. The research called for teachers to develop an innovative PE lesson, employing critical thinking if they faced challenging situations during the PE sessions. The study sample included 205 teacher training pupils from Gazi University in Turkey, whose emotional intelligence was assessed using Chan's (2004) Emotional Intelligence Scale. These scores were then compared with Facione, Facione and Giancarlo's (1998) Critical Thinking Disposition Scale. The results confirmed that the teachers with positive scores with regards to their critical thinking, gained above average EQ scores. Surprisingly, all 205 participants scored an above average score for their emotional intelligence, which relates to previous research stating that teacher training pupils do have an above average or a higher EQ when comparing other employment sectors (Ekinici-Vural & Gürşimşek, 2008; Khassawneh, Mohammad, Ben-Abdallah & Alabidi., 2022). With the research taking place in Turkey and examining trainee

teachers, it still remains unclear whether or not high emotional intelligence can improve primary PE teaching in England.

Although recent research on emotional intelligence has broadened the understanding and demonstrated the importance of achieving high EQ scores for success as PE teachers in several countries, there remains a paucity of qualitative studies. Specifically, few studies have examined, through observations and reflective journals, how specific facets of emotional intelligence are manifested during PE lessons. Despite the growing body of quantitative research indicating that meeting pupils' needs in PE requires teachers to possess strong emotional intelligence to enhance enjoyment and promote autonomously regulated behaviour qualitative insights remain limited (Hastie, Rudisill, & Wadsworth, 2012; Haerens, Aelterman, Vansteenkiste, Soenens, & Van Petegem, 2015)

#### 2.8.1 Measuring the influence of emotional intelligence in primary education teaching

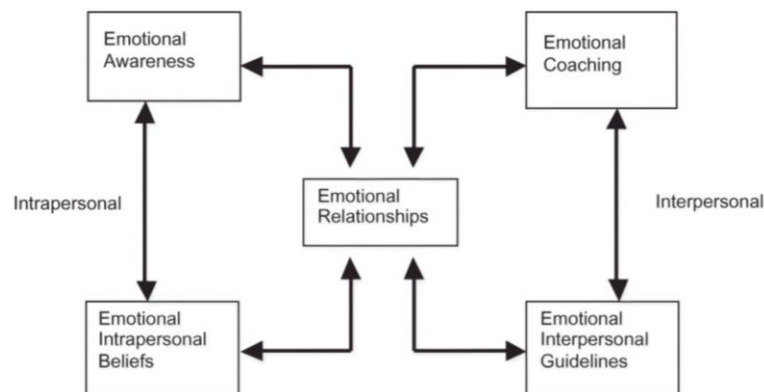
It was cited in a study by Yan, Evans & Harvey (2010) that a positive classroom environment reflects on the shared emotional perceptions between teachers and pupils (Moos, 1979; Trickett & Moos, 19). This theory has since been expanded to include an engaging atmosphere marked by enthusiasm, inquiry, risk-taking, discovery, and enjoyment (Woods & Jeffrey, 1996). To review these positive environments, measurements in New Zealand elementary schools use one method called the Classroom Environment Scale (CES) (Trickett & Moos, 1995), which evaluates classrooms across nine scales within three dimensions: emotional relationships, goal orientation, and system maintenance. However, these traditional tools overlooked the emotional skills teachers use to cultivate a warm environment, despite teachers being recognised as the primary managers of classroom dynamics.

Due to this, Yan et al. (2010) devised a study that to gather illustrative examples of implicit emotional teaching by selecting teachers known for using spontaneous learning opportunities. Through classroom observations, it focused on identifying instances of teacher-initiated emotional interactions. The five-component model proposed by Harvey and Evans (2003) served as the framework for identifying relevant instances. This evidence-based model of the classroom emotional environment comprises of the following five dimensions: interpersonal relationships, interpersonal guidelines, emotional awareness, emotional coaching, and intrapersonal beliefs (Figure 9). Intrapersonal emotional beliefs are intrinsic to the teachers themselves; while these beliefs influence their behaviour, they can only be fully understood



through personal disclosures from the teachers. The observational study had the potential to confirm the dimensions of interest, using the model as a framework to make it easier to identify interactions that illustrated the five key principles.

*Figure 5: The five-component, teacher-initiated emotional interaction model (Harvey and Evans, 2003)*



Observations took place in six teachers' classrooms teaching between Years 4 and 7/8 (U.S. Grades 3–6/7), with one classroom being part of the school's bilingual unit (Māori/English), whereas the others followed the mainstream curriculum. Class size varied between 20 and 31 pupils, with an average class size of 27 pupils. Teachers reported that their teaching experience was between two and four years, whereas the other one-half of teachers ranged between 10 and 40 years. To select the six teachers, they were identified as having a positive emotional personality based on nominations from education specialists, parents, and fellow teachers. Other criteria included emotional awareness, the ability to build strong relationships, a calming interaction style, valuing each pupil, emotional coaching, and empowering and engaging pupils.

The observations collected qualitative descriptions of emotion-related occurrences between teachers and pupils. The findings of the study noted four broader categories when observing the classrooms: Firstly, relationships; with teachers building and managing close connections with pupils; Secondly, emotional guidelines, with the teachers setting expectations, boundaries, and routines; Thirdly, emotional awareness; this is when teachers stayed attuned to pupils' emotions; and finally, emotion coaching, which is when teachers helped pupils to recognise and regulate their emotions. Key findings were the teachers built a relationship with the pupils by getting to know their likes and dislikes. Teachers involved themselves in school activities like sports, and music, which fostered cross-classroom relationships, with teachers actively participating in fitness routines and recess activities. In addition, the teacher's shared personal information with pupils, such as their favourite colour and food. Relating to the category

‘emotional guideline, the result found that maintaining consistency, encouragement, praising the pupils, and teachers showing respect and fairness were key components in building an emotional trust between teacher and pupil. It was also stated by the researchers that being in tune to an individual’s pupils emotions and recognising negative feelings and tensions in the classroom were key strengths of being emotionally aware. Finally for emotional coaching, it was important for the teacher to ask how individual pupils were feeling if they noticed if one was anxious or upset, followed by introducing positive reinforcement to get the pupils engaged in the classroom. A bespoke table (table 4) concurs the main findings that Yan et al. (2010) noted in their study.

*Table 2: Main findings of emotional intelligence (Yan et al., 2010)*

Relationships	Emotional guidelines	Emotional awareness	Emotion coaching
Getting to know pupils Being aware of pupils' activities outside of school	Maintaining consistency	ability to be in tune with pupils' emotions	Asking pupil how they felt
Getting involved in pupil activities and using humour	Encouraging positive decision-making	tension was felt in the classroom	positive problem-solving techniques
Being available to interact with pupils Using terms of endearment	Praise		
Sharing personal information with pupils: favourite food	Values—Respect and fairness		
pupils to get to know one another			

Another study that explored the teacher’s emotional intelligence, but this occasion via a mixed methods approach, was a study by Gkonou and Mercer (2017) that aimed to investigate the emotional intelligence and social intelligence of English language teachers, and how these competencies are enacted in their classroom practices. The researchers administered 890 teachers globally to assess their trait and ability based emotional intelligence, followed by conducting observations and stimulated-recall interviews with six highly emotionally and socially intelligent teachers in the UK and Austria. The researchers designed a semi-structured

observation protocol specifically for their study to guide the observations of the teachers' classes. This protocol focused on several key aspects for each lesson stage and activity type, including the teacher's classroom management techniques, the teacher's body language and facial expressions, and the teacher's communication of emotions non-verbally and the use of voice. Finally, the teacher's visual behaviour (e.g., eye contact and hand expression). The researchers designed an observation protocol focused on teacher behaviour and classroom management aspects that would be difficult to capture by re-watching lesson videos. Rather than adapting existing tools, they developed a custom protocol to ensure comparability of observation notes between the UK and Austria, with video recordings complementing the observations.

During the observation process, the researchers attempted to gauge the teachers' emotional behaviours by mediating both individual and contextual factors. Individual differences included their beliefs about teaching, as well as their personal leadership styles and tolerance for classroom behaviour. Contextual factors encompassed the school culture and physical classroom environment. Following the observations, stimulated-recall interviews were conducted with the observed teachers. This method involved discussing specific moments from the classroom observations, enabling the researchers to gain deeper insights into the teachers' thought processes and decision-making related to their emotional and social interactions with pupils. These findings emphasise the importance of emotional and social intelligence in creating positive learning environments and fostering effective teacher-pupil relationships. The authors suggest that developing these competencies should be a key focus in teacher training and professional development programmes for language educators.

The findings of the observation data revealed several key themes and patterns regarding the emotional intelligence of the six teachers. When measuring the 'Quality Interpersonal Relationships,' they noted that the primary focus of the teachers was on creating and maintaining quality interpersonal relationships with their pupils and among the pupils themselves. In addition, they recognised the nature of these relationships, where the quality of the relationships influenced their own professional well-being, humour and motivation. Secondly, 'Relational Characteristics' had four key findings in the observation recordings, these were the empathy, respect, trust, and responsiveness they showed the pupils. In addition, the teachers displayed a lot of sensitivity to the emotional needs and backgrounds of their pupils, accommodating individual differences and cultural diversity.

Thirdly, ‘Specific Strategies’ findings noted that a various strategies were employed to foster quality relationships, such as using pupils' names, "cold calling" to involve everyone, and demonstrating genuine interest in pupils as individuals. Furthermore, non-verbal communication, such as eye contact, smiling, positive body language, humour, and open communication were also utilised to build rapport and manage classroom dynamics. The Austrian teachers, in particular, reported using rituals and routines to create a sense of structure and shared identity. Finally, ‘Mediating Factors’ noting that the length of the teacher-pupil relationship emerged as an important factor, with longer-lasting relationships facilitating the development of deeper, more meaningful connections.

Overall, the findings highlight the central role of emotional and social intelligence in the teachers' daily practices and their efforts to create positive, supportive, and inclusive learning environments for their pupils, which are clearly outlined in table 3.

*Table 3: Gkonou and Mercer’s (2017) observation findings of primary school teachers in primary education*

<b>Interpersonal Relationships</b>	<b>Relational Characteristics</b>	<b>Mediating Factors</b>	<b>Specific Strategies</b>
Relationships among the pupils themselves.	Empathy and respect, The teachers, accommodating individual differences and cultural diversity.	Personal beliefs about teaching as well as school culture and policies	Foster quality relationships by using pupils' preferred names
Notice the nature of their relationship with each pupil	Trust and responsiveness with pupils	Teacher's role and responsibilities of school leadership.	demonstrating genuine interest in pupils as individuals
motivation and humour	Sensitivity to the emotional needs and backgrounds of their pupils	The length of the teacher- pupil relationship	Non-verbal communication, such as eye contact, smiling and humour
Noting their own professional well-being			using rituals and routines to create a sense of structure and shared identity.

From both of these papers, and the previous qualitative studies that were outlined in the literature review (Hen & Sharabi-Nov, 2014; Pugh, 2008; Reed, 2021), even when the author’s

utilised different observation templates, noted that the teachers exhibited similar emotional intelligence characteristics and strategies to help the pupils feel motivated and engaged in a classroom environment. The question for this study will be, if observing the four dimensions of emotional intelligence in a PE will it produce different findings due to the setting of the sports hall, compared to teaching in a classroom environment?

### 2.9 Female vs. male PE teachers Emotional Quotient

From the mentioned studies, some authors have examined female and male EQ scores. An example is the work of Mouton's et al. (2013) whose study reported that female PE teachers exhibited significantly higher scores for the 'emotionality factor' of the TEIQue, and lower scores compared to men for the 'self-control' and 'sociability factors'. Even though the EQ test results between genders were rather small, the researchers felt these differences could be relevant to the field of PE teaching. Celik and Gungor (2020), Rajasekaran & Selvan (2018) and Kremenitzer (2005) have all confirmed that the female PE teachers have a stronger EQ, especially in the EI dimensions relating to control and regulation of one's own emotions. This echoes the work of Petrides and Furnham (2000) who similarly reported higher scores for females on empathic factor of trait emotional intelligence. In contrast, the male respondents exhibited higher effectiveness for inhibiting the facet of 'emotional expression.'

Similar findings were also reported in a study of teacher effectiveness undertaken by Rajasekaran & Selvan (2018), notifying that the female teachers had a significantly higher EQ than their male counterparts. This contrasts with a study by Celik & Gungor (2020), where the authors concluded there was no notable difference in EQ nor in the critical thinking scores between the male and female teacher training pupils. Moreover, the findings in Sasa's (2016) study were mixed, with male PE teachers scoring higher than their female counterparts in the dimension of managing their own emotions, whilst females in the sample scored higher than the men when perceiving and understanding emotions, as well as at expressing emotions. Reflecting on these findings, consideration needs to be given to the gender of the participants for this PhD thesis and therefore the aim will be to recruit of both male and female participants, even though 75.8% of primary school teachers in the UK are female (School Teacher Force.gov.uk, 2022).

## 2.10 CPD and training of emotional intelligence in primary teaching

From examining the importance of emotional intelligence in primary PE teaching, the overarching question is it indeed possible to develop a teachers emotional intelligence by providing training and CPD to further improve their emotional intelligence and enhance certain components or facets of emotional intelligence (explained in the emotional intelligence frameworks, chapter 2.3)? Relatedly, according to Brackett et al (2007), teachers delivering to young pupils, particularly at the age of five years and onward, require emotional intelligence to build harmony and to minimise conflict, disagreement and discontent.

Therefore it is important to investigate what training and CPD has been provided to teachers in the UK, which supports the provision of PE. There have been a number of papers showing that primary school teachers have a lack of capability and subject experience to deliver PE (Domville et al. 2019; Tannehill, Demirhan, Čaplová, & Avsar, 2021). In Harris' (2018) study, it was highlighted that PE teachers often lack adequate training in delivering inclusive and engaging PE. Teachers reported feeling ill-equipped to address diverse pupil needs and to incorporate effective instructional strategies, leading to less effective PE lessons. Similarly, Domville et al. (2019) found that insufficient professional development opportunities for PE teachers resulted in gaps in their knowledge and skills, particularly in areas such as pupil motivation and the integration of modern educational technologies. Both studies underscore the need for enhanced training programmes to better prepare PE teachers for the multifaceted demands of their roles.

This is why the UK government in 2018 (DfE, 2018) provided premium funding to improve the provision of PE and sport in all schools, helping teachers with their CPD in PE. This funding aimed to enhance the quality and quality of PE programmes, ensuring that all pupils had access to high-quality physical activity opportunities. The initiative was part of the broader objective to combat childhood obesity, promote healthy lifestyles, and foster a lifelong interest in physical activity among young people. Schools were encouraged to use the funds to develop sustainable improvements, such as hiring qualified PE specialists, investing in new sports equipment, and offering a wider range of extracurricular activities. The funding also supported professional development for teachers, enabling them to deliver more effective and engaging PE lessons. By improving the infrastructure and resources for PE and sport, the UK government sought to create a positive impact on pupils' physical, mental, and social well-being (DfE, 2018).

Nonetheless, many sport coaches are now covering PE lessons whilst the teachers work on their planning, preparation, and assessment' time (PPA). Griggs (2010) discussed the growing trend of UK primary schools hiring freelance sports coaches to deliver PE lessons, instead of using the teachers to deliver PE lessons. The consequences included potential inconsistencies in the quality of PE instruction, a diminished role for classroom teachers in PE, with Blair and Capel (2021) concurring that there was an increasing use of external sports coaches in English primary schools. They explored how this practice affected PE delivery and highlight the need for ongoing professional development for teachers to ensure high-quality, sustainable PE programmes, with many teachers using their time to prepare and assess core subject areas whilst free lance coaches deliver their tutor group PE. The reasoning for this is that recent research identified that mathematics, English and science (often referred to as the 'core subjects') take priority over all other subjects in primary schools (Rainer and Jarvis, 2021; Whewell, & Garrett, 2021;). Many researchers have noted that many of these sport coaches who cover the lessons do not have the pedagogical skills, nor teaching experience, to encourage pupil engagement in PE sessions (Cote & Gilbert, 2009; Griggs, 2010; Nash & Collins, 2006).

Nonetheless, there has been literature showing the benefits of training and developing the teachers' emotional intelligence and knowledge in PE and how it can benefit the pupils' engagement in the subject. The ESTYN report (2008) acknowledged that there is a shortage of primary PE specialists in the UK, as the pupils' experiences of PE lessons are mainly derived from sessions delivered by teachers with a relative lack of experience and limited subject knowledge (Humphries and Ashy 2006; Maude 2010). Blair and Capel (2011) discussed the significant shortage of specialist PE teachers in UK primary schools, highlighting the challenges schools face in recruiting qualified PE teachers and the impact this shortage has on the quality and delivery of PE. Blair and Capel (2011) further emphasising the need for targeted recruitment and training initiatives to bring in higher quality teachers to deliver PE in primary education. Therefore, as Harris et al. (2012) suggest, providing continuing professional development (PE-CPD) for teachers can play a significant role in improving their confidence and combat any insecurities they may have with regards delivery. Many PE-CPD programmes for primary teachers are one-day workshops that occur off the school site, which has cost-implications for the participating schools (Jess, et al., 2017). Moreover, according to Hunzicker (2011) this type of CPD has relatively little impact and most of the information is not recalled into their teaching habits. Morgan, Bryant, and Diffey (2013, p.10) suggests that effective CPD

should engage teachers in *'learning activities that are supportive, job embedded, instructionally focused, collaborative and ongoing.'*

To further explore the advantages of CPD in PE, a study by Klemola, Heikinaro-Johansson and O'Sullivan (2013) examined 13 secondary Finnish PE teachers who had retrospective insights of realising which social and emotional learning (SEL) strategies could be used to build an emotional understanding with pupils. The participants completed the Physical Education Teacher Education programme (PETE) over a five-year period. The PETE programme included advanced training in social and emotional learning, pedagogy, curriculum development, and instructional strategies. It all focused on enhancing teachers' skills in delivering effective PE lessons, incorporating modern teaching techniques, and addressing diverse pupil needs to improve overall educational outcomes. In the study, the 13 participants engaged in focus groups and questionnaires were completed to investigate which key elements of the training helped them develop their skills in emotional intelligence. The findings showed that having strategies in emotional understanding helped them to respond to pupils' emotions more effectively. 10 out of the 13 teachers expressed that using holistic communication by naming the emotions that they detected in their pupils during PE classes was extremely effective, as it showed the pupil that their feelings were understood. Other findings showed that there was more interaction and positive delivery if teachers responded to the pupils' emotions and when the teachers expressed their own positive attitude, with seven teachers admitting that they would amend future lesson plans to provide a better experience for the pupils. Thus, learning the emotional intelligence facets of 'social responsibility' and 'sensitivity' was reported as a positive experience. Nonetheless, the study stated this importance of emotional intelligence, it did not cover how to utilise different styles of emotional intelligence to a younger generation of pupils, as teachers would effectively deliver a lesson to different key stages.

Keay and Spence (2012) reported that, in part due to a lack of PE specific training, newly trained teachers recorded low self-esteem and competence whilst teaching PE, meaning that providing high quality training in PE could possibly provide the teacher with more confidence and motivation to deliver engaging PE lessons. Further research by Morgan, Bryant, Edwards & Mitchell-Williams (2019) investigated how collaborative professional learning (CPL) can help develop the teacher's knowledge, enthusiasm, and confidence in delivering PE. The intervention involved PE specialist teachers passing on their own learning experiences to help develop pedagogic practice for primary generalist teachers. The participants in the study were



observed, provided with teaching resources, as well as taking part in interviews where teachers were encouraged to reflect upon their development. Additionally, the pupils who were taught in the PE lessons were interviewed in focus groups. Many teachers' development of certain facets of emotional intelligence were nurtured during the CPD training, such as building the teachers self-appreciation, building positive relationships with the pupils, and delivering holistic communication. The results suggest there was a significant improvement in the delivery of the PE lessons throughout the 6-7 weeks of training. The 27 teachers and two mentors that took part in the study identified that the confidence of delivering the PE lessons blossomed, whilst the pupils highlighted how eventually each lesson became enjoyable and fun. This study was researched in a secondary PE specialist, not in primary education.

Overall, the above research noted the importance of PE-CPD within education, but there is limited attention on developing a teachers' emotional intelligence when delivering to primary education pupils in England. Therefore, could there be more research investigating how supporting primary school teachers on their emotional intelligence could enhance the delivery of PE? In addition, due to the heavy workload that primary school teachers have on their shoulders, would it be of benefit for these training programmes to be more accessible, such as online training? Meaning, they can frequently go back and recap on improving their emotional intelligence to enhance their delivery in primary PE. Another issue, which was notified by Morgan et al. (2019), is that primary teachers themselves did not have a clear understanding on how to manage and teach the learning outcomes of the current PE curriculum, yet these practices took place with other subjects within a classroom environment, such as English and Maths.

Whilst reading through the limited scholarly literature on the CPD of emotional intelligence in PE, one relevant source by Majeski, Stover, Valais, and Ronch (2017) undertook a study that investigated how emotional intelligence could develop successful leadership qualities but in higher education teaching, not primary education. Similarly, a study by Wenn et al. (2018) reported a positive association between emotional intelligence and aspects relating to performance, such as job effectiveness and self-efficacy, with Isenbarger and Zembylas (2006) emphasising that working with emotions plays a major part in teaching, heightening a teacher's sense of commitment, satisfaction, and self-esteem.

Relatedly, Majeski, et al. (2017) stated that developing an online CPD programme on emotional intelligence is vital for both managers and leaders, therefore, it is important to design

a purposeful CPD course that can help teachers the use of emotional perception, emotional understanding, and emotional facilitation for enhancing the engagement and delivery of primary PE. Moreover, it has to be easily accessible for teachers to frequently let them go back and re-cap on how they can improve certain concepts of emotional intelligence. One off courses will not be productive, as they will forget key information in time. In their studies, Grant, Kinman, and Alexander (2014) and Orak & İnözü (2016) both emphasise the importance of CPD programmes for effective teaching and argued that the training programmes should allow teachers to frequently revisit and consolidate key concepts, such as emotional intelligence, to enhance their teaching practices. Furthermore, they explained that a well-designed CPD programme should also offer ongoing support, enabling educators to regularly update their knowledge and skills, and addressing emerging challenges so they can reflect on their teaching strategies. Orak & İnözü (2016) did state that one-off CPD courses, are often criticised for being less effective due to their limited scope and lack of follow-up. These sessions may lead to information being quickly forgotten, as they do not provide opportunities for continuous practice and reinforcement. Consequently, teachers may struggle to apply new concepts effectively over time, whilst accessing recurring CPD opportunities ensure that educators can revisit and refine their understanding, making professional growth more sustainable and impactful.

One particular interest of research is a qualitative study undertaken by Ryan and Deci (2000) noted that trained teachers in PE are more engaged, less controlling, and more supportive in supporting other teaching staff in delivering better PE lessons. This study investigated how teachers could use the ‘Self-Determination Theory (SDT) to influence 60 primary school pupils to be more engaged and motivated during PE lessons. Self-Determination Theory (SDT) training often employs three techniques designed to enhance motivation by focusing on autonomy, competence, and relatedness. To embellish these techniques, autonomy support encouraged the participants of the study to make choices and set their own goals, which fostered a sense of control and personal investment. This technique emphasised the importance of providing options and respecting personal preferences. Secondly, ‘competence building’ implemented a structured feedback and goal-setting that helped individuals to develop their skills and confidence. Finally, ‘relatedness enhancement,’ which allowed teachers create a supportive community where individuals feel connected and strengthened motivation. These techniques included team-building activities and fostering supportive relationships (Ryan & Deci, 2000).

After the teacher's developed these three techniques and taught their PE lessons, the pupils were interviewed to gain their opinion of the newly delivered PE sessions. The pupils noted they liked how the teachers 'took part' in the PE lesson, giving the impression that they cared about the lesson, with them previously stating that they rarely partook in the lessons and showed little interest. It was reported that the pupils perceived PE to be more enjoyable when teachers were understanding and were seen to be respectful towards the pupils. Some pupils liked that they had the opportunity to vote on what sports and/or activities they could participate in PE lessons, as they felt like everyone's opinion counted, and not just the teacher instructing the rules and regulations. Within this study the participants did not have the opportunity to reflect on their own delivery after the SDT training. Furthermore, no observations of the PE lessons took place, nor were the teachers provided any feedback on their delivery. Therefore, could this additional knowledge and feedback enhance the teacher's effectiveness even further?

Several training programmes have been developed to help teachers to improve different dimensions and facets of emotional intelligence but within a classroom environment. These include programmes such as Emotional Literacy in Middle School (ELMS) and The Emotional Intelligent Teacher (EIT), both of which have been used by many schools globally (Mayer, Salovey & Caruso, 2004; Friedman & Thorelli, 2011; Brackett, Rivers & Salovey, 2011). Completing these programmes support teachers to increase their knowledge in different emotional skills such as holistic communication, managing stress and conflict, and motivating the pupils (Hargreaves, 1998). Moreover, teachers who do not improve their emotional intelligence tend to have a classroom of pupils with very low self-esteem, which is expressed by negative emotions (such as guilt and feeling ashamed) (Jennings & Greenberg, 2009; Rivers, Brackett & Salovey, 2007).

Sutton and Wheatley (2003) investigated that teachers who did not nurture their emotional intelligence often struggle to manage their own emotions and respond effectively to pupils' emotional needs. This deficiency can result in a negative classroom atmosphere where pupils experience low self-esteem. Such an environment may lead to the prevalence of negative emotions among pupils, including guilt and shame. The methods used to measure the emotional intelligence of teachers, and its impact on pupils' self-esteem, involved both qualitative and quantitative approaches. Teachers' emotional intelligence was assessed using self-report questionnaires and observational methods, focusing on their emotional regulation and interpersonal skills. The study also collected data on pupils' emotional states through surveys and interviews, measuring their levels of self-esteem and negative emotions. The study

emphasised that when teachers lack emotional intelligence, they are less equipped to provide the emotional support necessary for fostering a positive and encouraging learning environment. This study did not indicate how training on the Emotional Literacy in Middle School (ELMS) and The Emotional Intelligent Teacher (EIT) programme could cater when teaching in different key stages, as teachers would require to exhibit different facets of emotional intelligence to different age group of pupils.

When addressing the above literature, there has been very limited research on the positive impact that a teacher's emotional intelligence can have whilst delivering PE in primary education in England. Another indicator is that the majority of peer-reviewed journals were predominantly quantitative research, investigating the teachers' scoring of trait and ability-based questionnaires, resulting in quantitative results on what the teacher perceived of their own emotional quotient. Therefore, hardly any research projects concentrated on building a portfolio of qualitative data via observations and of the teacher's perceptions on how their emotional intelligence had affected the teaching of primary PE.

### 2.11 The current landscape of Primary PE in England

The current landscape of primary PE in England has undergone significant shifts in recent years, shaped by educational policies, public health concerns, and pedagogical developments. While PE remains a statutory subject within the national curriculum, its implementation varies widely across schools, influenced by teacher training, resource availability, and broader societal attitudes towards physical activity (Armour & Makopoulou, 2012; Whitehead, 2010; Green, 2008). Physical literacy has emerged as a central tenet of primary PE, with Whitehead (2016) defining it as the motivation, confidence, physical competence, understanding, and knowledge necessary to maintain physical activity throughout life. However, Almond (2013) critiques the increasing focus on fundamental movement skills at the expense of a holistic approach to PE. Instead of viewing physical literacy as a finite goal to be achieved within formal schooling, Green et al. (2018) states that PE for a lifespan approach helps to integrate psychological, emotional, and physical dimensions of activity. In response to these challenges, alternative pedagogical approaches have been proposed. The Constraints-Led Approach (CLA), as advocated by Moy, Renshaw, and Davids (2014), emphasises that learning PE should be through exploration and adaptation, rather than rigid skill acquisition. This perspective aligns with Jurbala's (2015) call for a move away from directive teaching and moving towards self-directed, experiential learning that fosters intrinsic motivation and personal development.

To further elaborate on the importance of teacher training, Armour's work on PE in the UK has highlighted the crucial role of CPD in fostering effective teaching practices and adapting to contemporary challenges, stating that CPD is central to ensuring that PE teachers remain equipped with the necessary knowledge and skills to deliver high-quality education, particularly in an era of shifting educational priorities and policy pressures (Armour et al., 2017). One of the key arguments Armour presents is that CPD should not be a one-time event, but a continuous process embedded in teachers' professional journeys. She draws upon Dewey's philosophy of "education as growth" to argue that effective CPD should be contextually relevant, bridge research and practice, and prioritise the long-term professional learning of teachers (Armour et al., 2017). This perspective challenges traditional, often rigid, models of CPD that fail to engage teachers in meaningful ways. Instead, Armour advocates for professional learning communities (PLCs) and constructivist approaches that foster collaboration, reflective practice, and situated learning (Armour et al., 2017).

The broader landscape of PE in the UK is also shaped by ongoing debates about its role in schools, particularly concerning the physical, social, and cognitive benefits it claims to provide. Armour, alongside Bailey et al. (2009), critically examines these claims, noting that while PE has the potential to enhance student wellbeing and academic performance, its actual impact is heavily mediated by pedagogical approaches and school contexts (Bailey et al., 2009). This raises concerns about simplistic assumptions that equate participation in PE with guaranteed educational benefits. Current challenges in PE in the UK include a growing emphasis on physical activity for health and the integration of digital technologies in education. Armour highlights the need for CPD to address these evolving demands, ensuring that teachers can engage students effectively in ways that go beyond traditional, performance-based models of PE (Armour et al., 2017). Moreover, she critiques the fragmentation of CPD structures, arguing that without a coherent, long-term strategy, efforts to enhance PE teaching will remain disjointed and largely ineffective (Armour et al., 2017).

Additionally, Armour (2014) discusses the importance of a holistic approach to PE teaching, which moves beyond simply achieving curriculum targets. She emphasises the role of teacher content knowledge, such as coaching techniques and pedagogical processes, in shaping students' learning experiences, advocating for assessment approaches that recognise the broader social and political dimensions of education (Armour, 2014). This perspective aligns with her broader argument that PE should not be reduced to a mechanistic system of skill acquisition but should instead focus on fostering active and engaged learners.

When delving further into the landscape of primary PE, the English national curriculum for PE outlines broad aims, including the development of competence in a range of activities, sustained physical activity, engagement in competitive sports, and an understanding of health and fitness (Department for Education, 2020). However, Herold (2020) notes that while the curriculum language has evolved, its practical implementation remains largely unchanged, with traditional games and sports dominating PE provision, especially within English primary and secondary schools. Recent research highlights the potential of pupil-led curriculum models to enhance engagement and inclusivity. Stidder (2017) suggests that giving students greater autonomy in selecting activities can increase participation rates and foster a sense of ownership over their physical development. This aligns with the findings back in 2014, when the Youth Sport Trust (2014), emphasised the importance of adapting PE to better reflect students' interests and contemporary lifestyle trends.

A persistent issue in primary PE is the lack of specialist training for generalist teachers who are responsible for delivering lessons. Harris (2018) argues that without adequate training, teachers may lack confidence in their ability to deliver high-quality PE, leading to a reliance on traditional methods that prioritise sport over broader physical literacy objectives. This concern is echoed by Sullivan (2021), who categorises students into groups such as 'participants', 'passengers', 'prisoners', and 'protesters', highlighting the need for differentiated teaching strategies to engage all learners. In addition, the Association for Physical Education (AfPE, 2020) issued guidelines to support teachers in navigating these challenges, particularly in the wake of the COVID-19 pandemic. Recommendations include focusing on non-contact activities, integrating digital resources, and fostering a more inclusive approach to PE that accommodates diverse learning needs. Nonetheless, the COVID-19 pandemic had profound implications for primary PE, accelerating changes in curriculum delivery and highlighting existing disparities in access to physical activity. Research by Sport England (2021) indicates that school closures and social distancing measures resulted in 94,000 fewer children meeting the recommended 60 minutes of daily physical activity. This decline was particularly pronounced among children from disadvantaged backgrounds, exacerbating existing health inequalities (Stidder & Blair, 2020). In response, schools have had to adapt their PE provision, with an increased emphasis on digital platforms, home-based fitness activities, and non-contact sports. However, Swaithe (2021) cautions that these adaptations, while necessary, should not replace the fundamental role of PE in fostering social interaction, teamwork, and holistic well-being.

Looking ahead, scholars advocate for a shift towards a more inclusive and diverse PE curriculum that moves beyond traditional competitive sports. Stirrup et al. (2024) highlights the re-legitimation of health-focused discourses within contemporary curricula, noting a growing emphasis on competency-based models, which is a framework that defines the specific skills, behaviours, and knowledge needed for PE teachers to succeed in their roles, that will grant educators and learners greater autonomy. Therefore, the landscape of primary PE in England is at a critical juncture, shaped by ongoing debates surrounding physical literacy, curriculum reform, and pedagogical innovation. While policy frameworks provide a foundation for high-quality PE, their successful implementation depends on adequate teacher training, inclusive curriculum design, and a commitment to fostering lifelong physical activity habits. By embracing teachers in training on their emotional intelligence, as well as developing their knowledge of diverse pedagogical models, primary PE can play a vital role in promoting holistic health and well-being in the years to come. Furthermore, primary PE encompasses not only the development of fundamental movement skills, but also fosters social interaction, teamwork, and a broader focus on holistic health and well-being. In supporting the development of these core components of physical literacy, teachers' emotional intelligence may play a crucial role in nurturing and enhancing pupils' engagement, interpersonal relationships, and overall personal growth within the PE context.

## 2.12 Discussion

The literature review provides a comprehensive overview of the importance of emotional intelligence in the context of primary PE teaching in the UK. It highlights the multifaceted nature of emotional intelligence, exploring various theoretical frameworks and measurement approaches, including ability-based and trait-based models. A key theme emerging from the review is the critical role of emotional intelligence in effective PE teaching. Studies have shown that teachers with higher emotional intelligence are better equipped to manage pupil behaviour, demonstrate empathy, and foster positive interactions, leading to more engaging and enjoyable PE lessons. Conversely, teachers with lower emotional intelligence may struggle to regulate their own emotions, resulting in suboptimal educational outcomes for pupils.

The review also delved into the neurobiological aspects of emotional intelligence, discussing the concept of "emotional hijacking" and the importance of self-awareness and emotion regulation for primary school teachers. This underscores the need for targeted professional development and training to enhance teachers' emotional intelligence skills. While the existing

literature emphasises the significance of emotional intelligence in teaching, the review identifies a paucity of qualitative research exploring how specific facets of emotional intelligence are manifested during the teaching of primary PE lessons. The majority of studies have employed quantitative methods, such as self-report questionnaires and ability-based tests, to measure teachers' EQ. However, there is a lack of observational and reflective data that could provide deeper insights into the practical application of emotional intelligence in the PE. Furthermore, the review highlights the limited research on the impact of emotional intelligence focused CPD programmes for primary school teachers in England. The available studies suggest that such training can positively influence teachers' confidence, motivation, and instructional strategies, but more research is needed to understand the long-term effects and the specific facets of emotional intelligence that are most beneficial for primary PE delivery.

Overall, the literature review underscores the importance of emotional intelligence in primary PE teaching and the need for further research in this area to address the identified gaps. Therefore, this thesis will focus on exploring the manifestation of emotional intelligence facets during primary PE lessons through a mixed-methods approach, combining observations, reflective journals, and targeted emotional intelligence training for teachers, thus contributing a deeper understanding on how emotional intelligence can be leveraged to enhance the development of primary PE teaching in England.



## **Chapter 3 Methodology**

### 3.1 Introduction to methodology

This chapter outlines the data collection methods used for the four studies of this thesis and to address the aims and objectives stated earlier in chapter 1.3. Cohen, Manion & Morrison (2018) emphasised that effectively understanding and conducting research requires engaging with a body of knowledge known as the philosophy of social science. The philosophy of social science encompass the nature of the realities encountered in individual research (ontological assumptions) and the assumptions of human knowledge (epistemological assumptions) (Bell, Bryman, & Harley, 2019). Recognising and understanding these assumptions will facilitate a credible and consistent philosophical approach to research, which fundamentally informs methodological choices, data collection, and analysis techniques that will support the thesis. Consequently, philosophical considerations are presented at the beginning of this chapter.

### 3.2 Philosophy and research

When conducting any thesis, it is important to explain the philosophical and epistemological foundation for our knowledge claims, often described as ‘research paradigm. A research paradigm refers to a set of beliefs, values, and assumptions that guide the inquiry process and shape how researchers perceive reality, acquire knowledge, and apply it to a particular domain. Guba and Lincoln (1994) describe research paradigms as worldviews that define the basic principles of research by outlining the philosophical underpinnings that govern how knowledge is created and validated. A research paradigm typically consists of four key components: ontology, epistemology, methodology, and axiology, each contributing to how the research process is approached and understood.

Ontology concerns the nature of reality and being. It involves fundamental questions about what exists and the nature of that existence. In research, ontology informs how the researcher views the reality they are studying. For instance, a realist ontology assumes that an objective reality exists independently of human perception, while a relativist ontology posits that reality is subjective and constructed through individual or social experiences (Guba & Lincoln, 1994). When conducting research on emotional intelligence in teachers, for example, a realist might assume that emotional intelligence is a measurable trait inherent to individuals, while a relativist would view emotional intelligence as a socially constructed concept that varies according to context and interpretation.

Secondly, epistemology refers to the theory of knowledge and how we come to know what we know. It explores the relationship between the researcher and the knowledge they seek to generate. In positivist research, the epistemological stance is typically objectivist, meaning that the researcher assumes an impartial, detached role in discovering knowledge that exists independently of human thought (Bryman, 2012). Conversely, in interpretivist or constructivist paradigms, the epistemology is subjectivist, acknowledging that the researcher and the researched are interlinked, and knowledge is co-created through interaction. When examining the role of emotional intelligence in PE teachers, an objectivist approach might use standardised measures to assess emotional intelligence levels, while a constructivist might engage teachers in interviews to explore their experiences and interpretations of emotional intelligence within the context of their teaching.

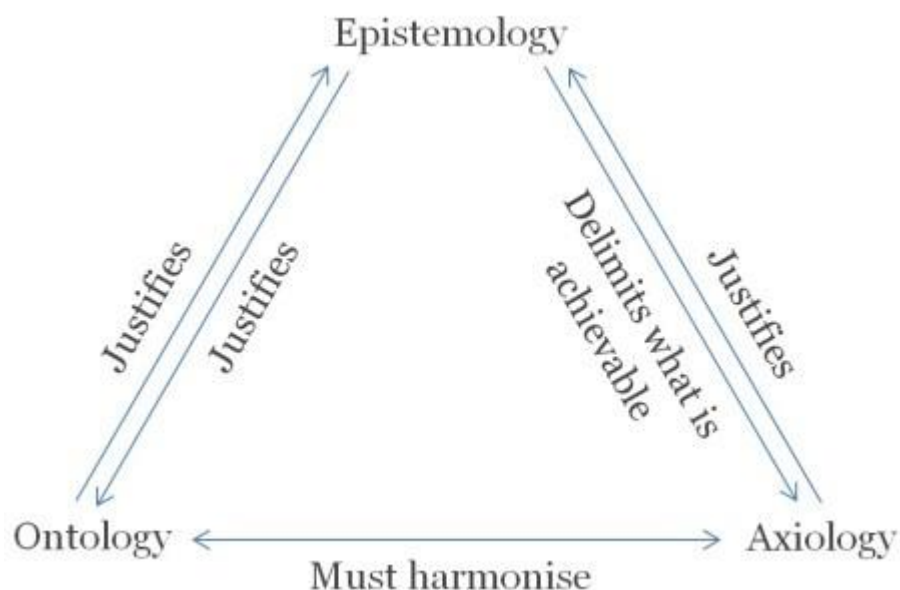
Thirdly, methodology concerns the processes and techniques used to gather and analyse data. It is informed by both the ontological and epistemological positions of the researcher. In a positivist paradigm, researchers often rely on quantitative methods, such as surveys and experiments, aiming for objectivity and generalizability. On the other hand, interpretivist or constructivist paradigms favour qualitative methods, such as interviews or case studies, which focus on understanding individual experiences in specific contexts (Creswell & Plano Clark, 2011). For instance, in researching emotional intelligence among primary school teachers, a positivist might use statistical analysis to correlate EQ scores with teaching effectiveness, while an interpretivist would explore teachers' lived experiences through thematic analysis of interview data. Mixed methods research, integrating both qualitative and quantitative approaches, draws from multiple methodological paradigms, providing a fuller picture of the research problem (Johnson et al., 2007).

Finally, axiology refers to the role of values in research, including the ethical and moral dimensions of the research process. It addresses the influence of the researcher's values on the research design, execution, and interpretation of findings. While positivist paradigms often emphasise value-neutrality, claiming that the researcher can remain detached from the research, interpretivist and critical paradigms acknowledge the researcher's values as integral to the inquiry process. Axiology in research on emotional intelligence could involve reflecting on how a researcher's personal beliefs about emotions, education, and teaching may shape their interactions with participants and interpretation of data (Greene, 2007). For example, in constructivist research, the researcher's values are explicitly acknowledged as influencing how

knowledge is constructed and understood. In the case of studying emotional intelligence in primary school teachers whilst delivering PE, these components shape how the thesis will be designed, how to gather data, and interpret their findings.

It is important to acknowledge the interconnection between epistemology and ontology, as Audi (2011) notes that an ontological stance often implies a particular epistemological perspective, and vice versa. In their philosophical framework, Patterson and Williams (2005) further argue that epistemological and ontological theories are closely aligned. They suggest that these, along with axiology (the study of values) interact dynamically to shape the researcher's approach to inquiry. Figure 5, which adapts this framework, illustrates how these elements work together systemically to inform the justification and direction of research while embedding deeper philosophical understanding.

*Figure 6: Paradigmatic commitments in the macrostructure of science (from Patterson and Williams 2005: 286, as adapted from Laudan 1984)*



### 3.3 Research paradigms

Considering the epistemological and ontological assumptions, it is valuable to examine in greater depth the ideologies of research and their application to various research paradigms. Over the years, researchers have proposed numerous paradigms (Kivunha & Kuyini, 2017).

This detailed examination allows us to understand how different paradigms influence research approaches, methodologies, and interpretations of data (Thomas, 2017). Therefore, with a review of prior literature usually revealing that positivist and interpretivist paradigms position themselves at opposite ends of a continuum, figure 6 illustrates the stark contrasts and highlights the differing assumptions of these two concepts. It is crucial to understand the philosophical differences between these extremes and to recognise the research paradigms that may exist along other points of this continuum (Kivunha & Kuyini, 2017). Thomas (2017) shows the comparison of positivism and interpretivism research in several categories, which includes the researcher aims of their study, the use of data collection, type of population, quantitative or qualitative, on how to analyse the data, finally interpreting and designing the findings.

*Figure 7: Differing assumptions of Positivism and Interpretivism (Kivunha & Kuyini, 2017)*

	<i><b>Positivism</b></i>	<i><b>Interpretivism</b></i>
<i>The researcher aims to ...</i>	Predict and explain, usually generalizing from carefully selected samples	Understand the particular, contributing to building a framework of “multiple realities”
<i>The researcher uses (for example) ...</i>	Survey, experiment, structured observation	Unstructured observation, case study, interviews, participant observation
<i>The researcher aims to be ...</i>	Independent, an outsider	An insider, interacting with participants
<i>The researcher looks at ...</i>	Things that can be quantified and counted	Perceptions, feelings, ideas, thoughts, actions as heard or observed
<i>The researcher analyses ...</i>	Variables, decided on in advance of fieldwork	Emergent patterns
<i>The design of the research is ...</i>	Fixed	Flexible

### 3.3.1 Positivism

Positivism asserts that social constructs, and the world at large, can and should be researched and explained objectively in a structured, scientific manner. Positivists believe that this world, along with various phenomena within it, can be interpreted and understood through meticulous

observation and measurement, akin to the approach taken by physicists. They prefer to use well-designed data collection instruments that allow them to remain as objective as possible, avoiding reliance on individual interpretations, beliefs, and attitudes. Positivists also contend that the researcher's role is to objectively measure the phenomena under study with minimal influence on the research situation (Easterby-Smith, Thorpe & Jackson, 2012).

In practice, these beliefs influence both the focus of positivist investigations and their methodologies. Positivists are generally uninterested in individual perspectives and beliefs, opting instead to study patterns and trends that are relatively universal across larger populations. They favour quantitative data collection and analysis methods because these methods allow them to remain detached from the studied situation and maintain objectivity, as well as to generalise their findings. Using tools such as questionnaires, positivists can gather large amounts of data, which they then analyse using rigorous statistical tests. In this approach, all knowledge, beliefs, and attitudes are transformed into variables to be isolated and examined in terms of the relationships between them (Kruikow, 2020). Eisner (1991) observed that although the philosophy of science has shifted somewhat away from positivism toward a broader understanding of science and knowledge, there remains little consensus on the definition of science. The positivist approach may be appropriate for sport research in fields closely related to the natural sciences, such as biomechanics. However, sport is generally seen as a social phenomenon. Therefore, it is crucial to recognise that individuals involved in sports (or in this study thesis, improving teacher's emotional intelligence) are influenced by external forces and are not inanimate objects whose behaviour can be fully explained through causal relationships (Jones & Gratton, 2015).

### 3.3.2 Interpretivism

Interpretivism presents a stark contrast to positivism, arguing that the social world is constructed by each individual and is constantly evolving as people change their views and opinions. Interpretivists believe the world is not simply waiting to be discovered; instead, we are active participants in its development (Saunders et al., 2016). Unlike positivists, interpretivists assert that researchers cannot remain detached from the world they study because they are inherently part of it. In practice, this perspective means that rather than claiming complete objectivity, researchers must show the steps they have taken to minimise their influence on participants to enhance the validity of their findings. Interpretivists focus on

exploring individual views, beliefs, and attitudes, considering each a valuable contribution to understanding the subject of investigation. Consequently, they prefer qualitative methods of data collection, such as interviews, focus groups, or diary entries (Patterson and Williams, 2005). When analysing this data, interpretivists' beliefs are evident in their focus on understanding individual perspectives and in the analysis process itself, where researchers use their interpretations to make sense of the collected data. This approach acknowledges the researcher's role in shaping the study and emphasises the importance of individual experiences in constructing knowledge (Myers, 2008).

It is important to recognise that positivism and interpretivism are not the only paradigms available to researchers. Other approaches include critical realism, post-positivism, postmodernism, and pragmatism (O'Gorman & MacIntosh, 2014). While some of these paradigms may share similarities, each offers a distinct combination of ontological and epistemological assumptions. These alternatives exist along the continuum between positivism and interpretivism, as shown in Figure 3. Nevertheless, these approaches are not relevant to this current research, which will use qualitative and quantitative data to investigate the cause of developing emotional intelligence in the delivery of primary PE in England. Consequently, paradigms like postmodernism and interpretivism, which often involve exploratory research without a specific question, are less applicable. According to Hallebone and Priest (2009), in such paradigms, any specific research questions typically emerge after data analysis, which is a similar exploratory approach with this thesis study, making these alternative paradigms suitable for the current research.

### 3.4 Research Approach

The selection of a research approach is determined by the nature of the research problem and the researcher's philosophical assumptions (see section 3.2). Hallebone and Priest (2009) highlight that, while research is often categorised as qualitative or quantitative, a more crucial and fundamental distinction exists. This section will first delineate the difference between deductive and inductive research approaches. Following this, it will delve into the three main research methodologies: quantitative, qualitative, and mixed methods (Jones & Gratton, 2015; Saunders et al., 2016; Skinner et al., 2015). Understanding these distinctions is essential for choosing the most appropriate method for a given research problem, ensuring the methodology aligns with the research objectives and philosophical stance.

### 3.4.1 Deductive versus Inductive Approach

Deductive research is often associated with the scientific method and is characterised by a top-down approach. This method begins with a general theory or hypothesis, which researchers then test through empirical observations. The process is logical and linear, moving from a general premise to a specific conclusion (Jones & Gratton, 2015). The relevance of hypotheses to any study is a key distinction between deductive and inductive approaches. According to Saunders et al. (2016), a research project is typically aimed either at testing an existing theory or developing a new one.

The deductive approach involves several key steps. Firstly, the researcher starts with an existing theory or hypothesis, which will be formatted based on previous theoretical findings. These hypotheses are predictive statements that can be tested through research. Secondly, the data collection can help the researcher to design experiments or collect data to test the hypotheses. This step often involves quantitative methods such as surveys, experiments, or secondary data analysis. After collecting the data, this will be analysed to determine whether it supports or refutes the hypotheses. Finally, based on the analysis, researchers draw conclusions about the validity of the hypotheses and, by extension, the theory (Saunders, et al., (2016). Despite the predominance of the deductive approach, it has recently faced challenges in several fields. Woiceshyn and Daellenbach (2017) argue that deductive reasoning fails to adequately reflect how people think and respond to their environments, leaving the 'scientific method' inadequately explained.

Inductive research, on the other hand, takes a bottom-up approach. It begins with specific observations or data, from which researchers identify patterns and develop broader generalisations or theories. This method is exploratory and flexible, allowing for the discovery of new phenomena and the development of new theories. Inductive reasoning is particularly useful in fields where little prior research exists, or where existing theories may not adequately explain observed phenomena. The inductive approach involves the following steps. Firstly, the researcher collects data without preconceived notions or hypotheses. This data can come from various sources, including interviews, case studies, or field observations. After collecting data, researchers analyse it to identify patterns, themes, or relationships. This step often involves qualitative methods, such as thematic analysis or grounded theory. Following the

identified patterns, researchers develop new theories or generalisations. These theories are then subjected to further testing and refinement.

While both deductive and inductive approaches have their strengths and weaknesses, they serve different purposes and are often used in complementary ways. Deductive research is typically more structured and aimed at testing existing theories, making it highly valuable for confirming or refuting established hypotheses (Saunders, et al., 2016). However, it can be limited by the scope of existing theories and may not be as effective at uncovering new insights. Inductive research, by contrast, is more open-ended and flexible, making it well-suited for exploring new phenomena and developing new theories. Its exploratory nature allows for the discovery of unexpected patterns and relationships, but it can be less rigorous in terms of hypothesis testing and generalisability (Jones & Gratton, 2015). In practice, researchers often use a combination of both approaches. For instance, inductive research might be used to generate new theories, which are then tested through deductive research. This iterative process allows for a more comprehensive understanding of the research problem and the development of robust, evidence-based theories.

### 3.4.2 Quantitative versus qualitative research methods

Quantitative and qualitative research methods represent two fundamental approaches to gathering and analysing data. Each method has its strengths, weaknesses, and applications, often complementing each other in a mixed-methods approach (discussed in chapter 3.4.3). This comparison will expose the core aspects of both methods, with an example drawn from research on emotional intelligence in teaching to illustrate their distinct contributions. Over the years, numerous authors (Cavaye, 1996; Darke et al., 1998; Hussey and Hussey, 1997; Miles and Huberman, 1994; Myers and Avison, 2002) have discussed the decision between qualitative and quantitative research methods. However, more recently, it has been recognised that there is no single best research method, especially in the field of sport and PE management (Skinner, Edwards & Corbett, 2015). Quantitative research focuses on quantifying variables and analysing numerical data to identify patterns, relationships, and causality. It is characterised by structured methodologies, such as surveys, experiments, and statistical analysis (Skinner et al., 2015). To elaborate further quantitative study on emotional intelligence might involve a large-scale survey using a validated emotional intelligence assessment tools, such as the Emotional Quotient Inventory (EQ-i) (Bar-On, 2000). Researchers could collect



data from thousands of participants to explore correlations between EQ scoring and job effectiveness.

Qualitative research, on the other hand, delves into understanding phenomena from a holistic, subjective perspective. It employs open-ended methods such as interviews, focus groups, and participant observations (Myers & Avison, 2002). For example, in a qualitative study on emotional intelligence, researchers might conduct in-depth interviews with a small group of employees who have been identified as having high EQ. They could explore how these individuals perceive and manage their emotions in challenging workplace situations or via observing their delivery. Thematic analysis of the interviews might uncover strategies that high-EQ employees use to navigate interpersonal conflicts and stress, providing valuable insights into the mechanisms behind emotional intelligence in practice (Rahman, 2017).

*Table 4: Key Features between Qualitative and Quantitative research*

Qualitative	Quantitative
Depth of Understanding: Qualitative research provides deep insights into participants' experiences, emotions, and motivations.	Objectivity: Quantitative research aims for objectivity, often through standardised instruments that minimise researcher bias.
Contextualisation: It places emphasis on the context in which the research subjects operate, offering a nuanced understanding of complex phenomena.	Replicability: The structured nature of quantitative methods allows for replicability, ensuring that findings can be tested and verified by other researchers.
Flexibility: The flexible, iterative nature of qualitative methods allows researchers to adapt their approach based on emerging findings.	Generalisability: Large sample size and random sampling techniques enhance the ability to generalise findings to broader populations.
Rich Data: Qualitative data, such as interview transcripts, provide rich, detailed information that can reveal hidden patterns and meanings.	Statistical Analysis: Sophisticated statistical tools are used to analyse data, providing precise and measurable insights.

The major difference stated by Gibson, Timlin, Curran & Wattis (2004) is that quantitative research prioritises reliability and internal validity through controlled variables and

standardised procedures. Qualitative research, however, emphasises credibility, transferability, and trustworthiness, ensuring findings accurately reflect participants' experiences. Therefore, qualitative methods excel in exploring complex, context-dependent phenomena where understanding depth and meaning is crucial, making them ideal for exploratory and descriptive studies (Myers and Avison, 2002). In the field of emotional intelligence, a mixed-methods approach can harness the strengths of both methods.

Quantitative and qualitative research methods each offer unique strengths and insights, making them invaluable in their respective domains. By leveraging both approaches, researchers can achieve a more holistic and nuanced understanding of complex phenomena, such as emotional intelligence. This synergy ultimately enriches the scientific inquiry, providing robust, actionable knowledge that spans the breadth and depth of human experience. For instance, a study could begin with quantitative surveys to establish general patterns and follow up with qualitative interviews to delve into the personal experiences behind these patterns. This integrative approach ensures a comprehensive understanding of EI, encompassing both measurable outcomes and the subjective experiences that drive them (Altricher et al., 1996). This can be done by including a mixed methods approach to the researcher's methods. A rationale of using both quantitative and qualitative research in each of the four studies of the thesis is explained further in chapter 3.4.4.

### 3.4.3 Mixed methods (triangulation)

Mixed methods research (MMR) is an approach that combines both qualitative and quantitative methodologies to provide a more comprehensive understanding of research problems. Creswell and Plano Clark (2011) define MMR as the process of collecting, analysing, and integrating both qualitative (e.g., interviews) and quantitative (e.g., surveys) data within a single study. This methodology offers a richer insight into complex phenomena by combining numerical data with detailed contextual information, making it particularly valuable in fields like education, where understanding human behaviour and experiences is crucial.

In studying emotional intelligence of teaching in the delivery of primary PE, mixed methods research can offer significant advantages. For example, quantitative methods such as surveys mentioned in chapter 2.5.2 and 2.5.4, could be used to measure the EQ of teachers. At the same time, qualitative methods like in-depth interviews or focus groups could explore how

teachers perceive the role of emotional intelligence in their teaching practices and relationships with pupils. By combining these methods, researchers can gain both measurable data and a deeper understanding of how emotional intelligence manifests in real-world educational settings. One key advantage of mixed methods research is its capacity to provide a holistic understanding of the research topic. For instance, when investigating the relationship between emotional intelligence and teaching effectiveness in primary PE, a mixed methods approach allows researchers to collect quantitative data that can show patterns and trends across a larger population. At the same time, qualitative data can provide rich narratives on how teachers perceive the impact of their emotional intelligence on pupil engagement, classroom management, and their overall teaching experience. Johnson, Onwuegbuzie, and Turner (2007) argue that by integrating both methods, researchers can address research questions more robustly, combining the precision of quantitative data with the depth of qualitative insights.

Supporters of mixed methods research, such as Tashakkori and Teddlie (2010), highlight that integrating different data types leads to more comprehensive conclusions. For example, in a study on how emotional intelligence influences primary teachers' ability to manage pupil behaviour, quantitative measures could reveal a correlation between high EQ scores and fewer disciplinary incidents. Meanwhile, qualitative interviews with teachers could uncover specific strategies they use to regulate emotions in high-stress situations, such as during conflict with pupils. This dual approach allows for a deeper understanding of the connection between emotional intelligence and practical teaching outcomes, which could be missed if only one method were used.

Despite these strengths, mixed methods research is not without challenges. One limitation is the complexity involved in designing and executing the study. Greene (2007) notes that researchers often face difficulties in the integration phase, where findings from qualitative and quantitative methods must be combined in a meaningful way. In a study of emotional intelligence in primary teachers whilst teaching PE, reconciling the different insights from statistical data and personal interviews might require significant effort, especially when the findings seem to conflict.

Data triangulation involves collecting data from different sources to increase the validity of the research findings. This is explored further in chapter 3.4.4. In emotional intelligence research, data triangulation could mean gathering information from various stakeholders such as employees, supervisors, and peers to assess an individual's emotional intelligence. This

approach helps in understanding how emotional intelligence is perceived and demonstrated across different contexts and relationships, offering a holistic view of the subject (Patton, 2002). Embedding triangulation in research not only enhances the validity and reliability of the findings but also enriches the analysis by integrating diverse perspectives. This multifaceted approach is particularly valuable in understanding the complexities of emotional intelligence, leading to more comprehensive and actionable insights (Skinner et al., 2015).

#### 3.4.4 Rationale of triangulation research

The process of triangulation research, incorporating interviews, overt observations, emotional quotient testing and reflective journals, offered a robust and comprehensive approach to investigating the emotional intelligence of teachers delivering primary physical education. Each method contributed distinct yet complementary insights, enabling a more nuanced and multifaceted understanding of how emotional intelligence is enacted within primary PE teaching. Integrating these methods helped to mitigate bias and enhance the validity of the findings (which is explained later within this chapter), while also uncovering multiple dimensions across the three or the four studies within this thesis.

Semi-structured interviews, conducted in studies one, two, and three (focus groups), provided teachers with a platform to articulate their perspectives, experiences, and perceptions of emotional intelligence in their teaching practices. In study one, interviews were conducted prior to the intervention, enabling teachers to discuss their initial knowledge of emotional intelligence, their emotional awareness, and how they regulated emotional responses towards pupils. In study two, interviews served to support teachers in articulating the rationale behind their emotional responses when teaching PE across different age groups. In study three, post-intervention focus groups explored teachers' evaluations of the newly designed online CPD programme. This format allowed teachers to express diverse professional insights regarding the content, structure, and delivery of the training, within a streamlined process that respected their time constraints (Denzin & Lincoln, 2018).

To complement these interviews, observations were conducted in studies one, two, and four that provided tangible insights into the practical application of emotional intelligence. Systematic observation of teacher–pupil interactions enabled the evaluation of how teachers regulated their emotions in response to lesson dynamics, pupil behaviour, and unexpected challenges. For instance, some teachers experienced emotional hijacking (explained in chapter 2.2) due to personal circumstances, which impacted their delivery. Observational data also

captured non-verbal behaviours, such as tone of voice, body language, and facial expressions, which are often absent from interview data (Creswell & Poth, 2018).

Reflective journals, employed in studies one, two, and four, further enhanced methodological rigour by encouraging teachers to critically examine their emotional processes and provide introspective insights that neither interviews nor observations alone could fully capture. In study one, teachers documented emotional self-awareness, empathy, and pupil engagement across three PE lessons. This ongoing self-assessment and reflexivity supported teachers in designing more engaging sessions (Moon, 2006). Unlike retrospective interview accounts, journals enabled continuous, real-time documentation of the development of emotional intelligence over multiple teaching sessions. When triangulated with observational data, reflective journals helped to reconcile discrepancies between self-perceived and externally observed behaviours.

Quantitative data were also collected in studies one and two using the Trait Emotional Intelligence Questionnaire (TEIQue) and the ability-based Emotional Intelligence Questionnaire – Version Two (EIQ-2). These tools provided an objective measure of each teacher's emotional quotient, identifying both strengths and areas for development. The quantitative findings were subsequently integrated with the qualitative data from interviews, observations, and journals to enrich interpretation for study one and two. This was done by comparing the strongest facets recorded in the EQ tests, to the most exhibited facets of emotional intelligence within the reflective journals and observation notes.

The triangulation process ensured that the findings were not overly dependent on any single method but were developed through multiple perspectives. Moreover, this approach noted alternative interpretations of emotional intelligence in practice. For example, while some teachers rated themselves as emotionally responsive during the interviews, observations exposed instances of frustration or disengagement. Reflective journals further showed occasions in which teachers overcame emotional challenges through regulation strategies. Such divergences encouraged critical reflection and deepened the interpretative process, showing the complexities inherent in the construct of emotional intelligence (Bryman, 2016).

Each data source required careful alignment, ensuring meaningful synthesis rather than parallel analysis. For instance, in study one, interviews were conducted before the observations and reflective journals were collected, whereas in study two, interviews followed the observed lessons and reflective journaling. Ethical considerations were also vital. Some teachers

expressed discomfort during observations, feeling scrutinised, while reflective journaling required a level of personal disclosure that could be emotionally demanding. Thus, data collection was conducted with careful regard to participant autonomy and psychological well-being, fostering a research environment where teachers could share authentic experiences without fear of judgement (Tracy, 2020). Assurances of confidentiality and transparency regarding research aims supported ethical practice and enhanced trust in the findings. As explained in a later chapter (3.7.5.1), the researcher has vast experience in providing feedback to trainee teachers, alongside previous observation reporting that were completed during the researcher's role as Ofsted trainee officer at Heart of Worcestershire College, Worcestershire, England.

Across the four studies, triangulation served as a powerful strategy to elevate the credibility, organisation, and depth of data analysis. By converging evidence from interviews, observations, EQ testing, and reflective journals, consistent themes emerged, minimising the risk of over-reliance on a single source (Denzin, 2012). This multidimensional perspective facilitated the detection of patterns that might not have been evident in isolation. For instance, alignment between reflective accounts and observational data reinforced the validity of certain behaviours, while inconsistencies stimulated further investigation (Flick, 2018). Ultimately, triangulation promoted analytical rigour by requiring ongoing engagement between the data, theoretical frameworks, and interpretative processes. As Patton (2015) asserts, triangulation compels researchers to remain open to complexity and contradiction, thereby enriching the quality of qualitative inquiry and contributing to a more comprehensive understanding of the research problem.

#### 3.4.5 Data Analysis of qualitative data

In qualitative research, various data analysis methods were employed to interpret complex data gathered from observations, interviews, reflective journals, and evaluation forms, which were three primary methods for collecting qualitative data throughout the thesis. Common approaches included thematic analysis and content analysis, both of which enabled to explore and explain patterns and trends. These methods proved particularly useful in investigating how emotional intelligence influenced teaching practices in primary PE.

Thematic analysis is a widely used qualitative method for identifying, analysing, and interpreting themes; often employed to explore participant experiences and understand their

underlying meanings (Clarke & Braun, 2019). In thematic analysis, researchers systematically review the data, such as interview transcripts and developed themes based on recurring ideas or insights (Maguire & Delahunt, 2020). For example, themes such as emotional communication (both verbal and non-verbal), praise and motivation, empathy, and pupil-teacher relationships emerged (Pugh, 2008). This is explained further in chapter 3.4.6, which breaks down how thematic analysis was introduced within each of the four studies of the thesis. The advantage of thematic analysis includes its adaptability, which makes it ideal for addressing various research questions, particularly in the four distinct studies of this thesis (Clarke & Braun, 2019). Additionally, it provides rich, detailed data that allows for deep insights into participant's experiences and perceptions, particularly through reflective journals and questionnaires. Finally, the systematic nature of the process ensures that all relevant aspects of the data were considered (Hesse-Biber, 2020).

Another method utilised in this thesis was content analysis, which, although primarily qualitative, incorporated quantitative elements (Schreier, 2019). This method involved systematically coding the content of the data, often by counting occurrences of specific words, phrases, or themes. Content analysis tends to be more structured and objective than thematic analysis, as it focuses on quantifying the presence of particular themes or keywords (Bengtsson, 2019). The process of converting qualitative findings into quantitative data is referred to as quantizing (Hesse-Biber, 2020). This was predominantly used for study four and further explanation is located in chapter 3.4.6.

Quantizing data offers three primary advantages. First, it allowed researchers to reduce complex qualitative data into simpler numerical forms, which are easier to analyse and compare (Creswell & Creswell, 2018). Second, transforming qualitative data into quantitative data facilitated comparisons between different cases or participants (Creswell & Creswell, 2018). Finally, quantizing enables the integration of qualitative insights with quantitative methods, providing a more comprehensive understanding of the research topic (Chmiliar, 2019).

However, quantizing data also presents several potential constraints. One key disadvantage is the potential loss of rich, contextual information. Emotional intelligence is a multifaceted construct, and quantizing data from reflective journals and observations risked oversimplifying this complexity (Chmiliar, 2019). For example, counting the number of times "emotion regulation" appeared in the data may not fully capture how or why the teacher managed their emotions in PE settings. Additionally, the process of transforming qualitative themes into

numerical data could introduce subjectivity, particularly during the coding phase. What one researcher identified as "empathy," another might interpret as "rapport-building", which could impact data consistency (Chmiliar, 2019). Finally, once qualitative data is quantified, the analysis becomes more rigid and less flexible in accommodating unexpected themes or insights. Nonetheless, due to vast amount of data, triangulating the data across different methods of data collection, such as combining interview findings with reflective journals, will enhance the rigor of the methodology (Creswell & Creswell, 2018). Researchers therefore need to carefully weigh these pros and cons, ensuring that the richness of emotional intelligence insights are not entirely diminished by the quantization process (Schreier, 2019).

#### 3.4.6 Justifying the use of the six steps of thematic analysis

As explained in the previous chapter, the thematic analysis process as delineated by Braun and Clarke (2019) was fundamental to the interpretation of qualitative data across the four studies presented in this thesis. Their six-phase approach, which includes: i) familiarisation with the data, ii) generation of initial codes, iii) searching for themes, iv) reviewing themes, v) defining and naming themes, and vi) producing the final report; provided a systematic and robust framework that facilitated a comprehensive and coherent understanding of the collected data. The application of this method ensured a rigorous and transparent analysis (Braun and Clarke, 2019). This will allow for the identification of recurring patterns and insights pertinent to the role of emotional intelligence in teaching primary PE.

The first phase, familiarisation with the data, entailed immersion in the full range of qualitative materials including interview transcripts, reflective journals, and observation notes (Byrne, 2022). This process required repeated readings and reflective engagement with the vast amount of data to gain a deep and nuanced understanding. In study one, which employed semi-structured interviews, classroom observations, and reflective journals, familiarisation was achieved through detailed transcription and annotation of teacher narratives. This enabled the identification of the challenges and successes of the teacher's effectiveness in delivering the PE lessons and noting how their emotional intelligence made impact during the PE lessons. Similarly, in study two, reflective journals and observation templates were carefully reviewed to identify patterns of frequently exhibited facet of emotional intelligence by teachers. Study three centred on teachers' feedback after engaging with the TEIPPE online programme, while study four focused on comparative familiarisation with data from teachers' delivery of PE lessons before and after completing the training, using both observation templates and reflective journals.



The second phase, generating initial codes, involved the systematic identification of salient features across the dataset. This was conducted inductively, allowing the codes and themes to be identified organically from the data rather than being imposed a priority. In study one, open coding of interviews and reflective journals, the themes related to teachers' self-awareness, interpersonal dynamics, and emotional regulation were noted. In study two, with a larger participant cohort of 17 participants, coding was applied to reflective accounts and observed PE sessions, leading to the categorisation of frequently exhibited facets of emotional intelligence. In study three, coding of focus group discussions identified key themes relating to the perceived strengths and limitations of the pilot CPD programme. The fourth study utilised a similar coding approach, with a focus on evaluating the comparative effectiveness of PE lessons before and after the emotional intelligence training.

The third phase involved searching for themes by grouping related codes to reflect broader patterns of meaning. In study one, themes such as 'teacher self-awareness,' 'strategies for emotional regulation,' and 'relationship-building within PE' was highlighted. Study two found similar themes but also highlighted contextual variations in emotional intelligence across different teaching phases (EYFS, KS1, and KS2). This thematic exploration was particularly significant in study four, where cross-referencing between observation data and reflective journals enabled a deeper understanding of the impact of training on pedagogical practice.

The fourth phase, reviewing themes, entailed the refinement and validation of identified themes. This involved re-examining the original data to ensure the coherence, internal consistency, and relevance of the themes. In study one, for instance, the theme of 'teacher self-awareness' was re-assessed through a close review of reflective journal entries, which confirmed participants' consistent references to increased engagement and enjoyment in PE delivery. In study two, reviewing themes required a comparative analysis of two observed PE sessions per participant, to detect differences in emotional intelligence across varying age groups. Study three involved a detailed review of focus group data to ensure that themes accurately captured teachers' responses to the TEIPPE programme, including their reflections on its content, delivery, and design. Overlapping or redundant themes were consolidated, while sub-themes were refined for clarity. In study four, comparative analysis between pre- and post-training data was essential to identify how teachers' practices had evolved. Given the extensive volume of data across 17 participants, the qualitative data was quantised (Hesse-Biber, 2020) to support thematic consolidation.

As Braun and Clarke (2006) suggests, quantising qualitative data can offer several advantages. First, it enables the reduction of large volumes of narrative data into manageable numeric representations, allowing for clearer comparisons (Creswell & Creswell, 2018). In study four, this approach facilitated the identification of trends and recurring practices in teachers' behaviour pre- and post-training. Second, it enabled systematic comparisons of what was absent in pre-training sessions versus what was improved during the post-trained PE lessons (Creswell & Creswell, 2018). With over 100,000 words of transcripts collected from observation reports and reflective journals, this process proved invaluable in distilling key themes and enhancing the interpretive rigour of the findings.

The fifth phase, defining and naming themes, required further analytical precision. Each theme was refined to ensure conceptual clarity and alignment with the study's aims. Themes in study one included 'managing frustration through self-regulation' and 'using empathy to foster pupil engagement,' illustrating how teachers responded to emotional demands within the PE context. Study two developed themes such as 'building confidence through emotional awareness,' revisited during the familiarisation stage. Study three focused on themes representing the strengths and limitations of the TEIPPE programme, while study four emphasised contrasts between untrained and trained teaching practices, reflecting the impact of emotional intelligence training. At this stage, themes across all four studies had matured into coherent narratives, illustrating overarching patterns within the data.

The final phase, producing the report, entailed the integration of findings into a coherent narrative that aligned with the research objectives. The analysis was substantiated with direct participant quotations to enhance authenticity and transparency. This synthesis not only underscored the role of emotional intelligence in primary PE teaching but also demonstrated the consistency and reliability of findings across the four studies. The thematic findings were further contextualised within the wider literature, offering a critical contribution to the discourse on emotional intelligence in education.

The systematic application of Braun and Clarke's thematic analysis framework allowed for the generation of rich, nuanced insights into how emotional intelligence informs teaching practice in primary PE. The structured, yet adaptable nature of the methodology, enhanced the transparency, dependability, and trustworthiness of the findings. Additionally, the use of thematic analysis mitigated researcher bias by offering a replicable and transparent analytical framework, ensuring that recurring patterns and themes were not idiosyncratic to this project.

In studies two and four, colour coding was employed to highlight key phrases, which were instrumental in shaping the theme titles; these colour coded extracts are provided in appendices 9 and 13. For ease of reference, Table 5 presents a summary of how each phase of Braun and Clarke’s thematic analysis was applied across the four studies.

*Table 5: The six steps of thematic analysis incorporated for study 1-4*

Thematic Analysis Step	Study One	Study Two	Study Three	Study Four
<b>Familiarisation with data</b>	Transcription of interviews, reflective journals, and observations	Review of observation templates, reflective journals, and interview notes	Transcription of focus groups after reviewing CPD programme	Analysis of teacher reflections, performance evaluations, and pre & post trained observation reports
<b>Generating initial codes</b>	Open coding of transcripts to identify references to the four dimensions of emotional intelligence	Identification of facets of emotional intelligence in reflective journals and observation reports, comparing different key stages	Categorisation of the strengths and development of the content and design of the CPD programme	Coding of thematic elements related to emotional intelligence and pedagogical effectiveness when comparing pre and post trained PE lessons
<b>Searching for themes</b>	Grouping codes into broader themes such as ‘teacher self-awareness’ and ‘relationship-building’	Identifying recurrent patterns in emotional intelligence application between different key stages	Thematic development around emotional intelligence and teaching	Identification of overarching themes between pre and post trained effectiveness of the CPD programme
<b>Reviewing themes</b>	Cross-checking themes between the four emotional intelligence dimensions	Refinement of themes to distinguish raw data to ensure coherence of the most exhibited facets of emotional intelligence between	Consolidation of sub-themes and elimination of redundant categories	Verification of thematic consistency across different data sources when comparing pre and post trained PE teachers

		different key stages		
<b>Defining and naming themes</b>	Refinement of themes into distinct categories such as ‘managing frustration through self-regulation’	Clarification of facets of emotional intelligence to highlight differences between the three Key Stages in primary PE	Articulation of themes to reflect teaching challenges to gain CPD for PE, requirements and their own knowledge of emotional intelligence	Defining key improvements and development in emotional intelligence when comparing pre and post trained PE lessons.
<b>Producing the report</b>	Integration of themes into a structured narrative with supporting quotes	Synthesis of findings into a coherent discussion of the main facets in emotional intelligence exhibits by primary PE teaching	Compilation of themes into a descriptive framework of evaluating the TEIPPE programme	Writing an intervention report linking the pre and post trained findings to the broader literature

### 3.5 Research strategies and choice of research methods for the thesis

After evaluating the numerous research methodologies, this thesis will firstly employ a mixed methods approach for the first two opening studies, followed by qualitative methods approach for study three and four. Consequently, the following section will delineate the research process in detail.

#### 3.5.1 Overview of thesis studies

Having considered all of the above information regarding different ontologies, research designs and approaches, the research strategies of this thesis are presented. ‘The impact of emotional intelligence on school teachers’ effectiveness in delivering primary physical education in England,’ has been broken down into four studies. The aim of the opening pilot study was to investigate how does engaging in reflective practice on emotional intelligence contribute to the enhancement of teaching effectiveness in primary PE settings? The study delved into how teachers would utilise the four dimensions of emotional intelligence (self-awareness, social-awareness, self-management and social or relationship management) via observations, whilst the teachers measured their own delivery with a reflective journal. In addition, quantitative data

was collected when the participants completed the EIQ-2 test (Jerus, 2015) to measure their ‘ability based’ emotional quotient.

Following on from the pilot study, it was clear that certain facets of emotions within each of the four dimensions were utilised more frequently than others. Therefore it was from a cursory review of existing literature, it is noteworthy that little research had been reviewed on specific facets of emotional intelligence that are utilised by teachers while delivering primary PE. Study two, which was published in the International Journal of Emotional Education (IJEE) (April 2020), discovered which facets of Emotional Intelligence were exhibited by primary school teachers while delivering PE in England. This triangulation approach also measured the participants perception on their delivery, notifying which facets of emotions from Jerus (2010) Emotional Intelligence framework were exhibited more frequently. The facets of emotional intelligence that were frequently displayed by teachers while delivering primary PE to different key stages were identified and analysed.

Study three, which was investigating to what extent can a bespoke CPD programme, specifically designed to enhance teachers’ emotional intelligence, support the advancement of primary PE teaching? This empirical study, was an opportunity to design a bespoke training programme to provide CPD to primary school teachers, helping them to develop the delivery of primary PE by developing certain facets of emotional intelligence. The online CPD programme was tested and reviewed by experienced primary school teachers, providing their feedback in a focus group environment. Finally, study four was researching to what impact does an emotional intelligence-focused intervention programme have on the delivery of primary PE, when measuring the changes in teaching effectiveness before and after training?

The intervention study was to measure the participants’ delivery before (untrained) and after (trained) they watch the revised CPD programme and receiving feedback from their observation report. When the participants completed their ‘post-trained’ PE lesson, they were asked to reflect on their effectiveness in a questionnaire. Table 3 explains each of the research methods approaches for all four studies. The following sub-chapters will explain how the data was collected and analysed.

*Table 6: The method design, approach, data collection and participants for study 1-4*

Study	Design	Research Approach	Research Data Methods	Data Collection/ Materials	Participants
-------	--------	-------------------	-----------------------	----------------------------	--------------

1 (Ch IV)	Pilot Study	Inductive	Mixed Methods	<ul style="list-style-type: none"> <li>• TEIQue Test</li> <li>• Interview</li> <li>• Overt Observation</li> <li>• Reflective Journal</li> </ul>	6 (School A: 6)
2 (Ch V)	Methodological Triangulation Study	Deductive	Mixed Methods	<ul style="list-style-type: none"> <li>• TEIQue Test (Trait Based)</li> <li>• EIQ-2 Test (Ability Based)</li> <li>• Interview</li> <li>• Overt Observation</li> <li>• Reflective Journal</li> </ul>	17 (School A: 9) (School B: 8)
3 (Ch VI)	Explanatory case study	Inductive	Qualitative & Secondary Research	<ul style="list-style-type: none"> <li>• Focus Group Interview</li> <li>• Training Programme</li> </ul>	16 (School A: 6) (School B: 3) (School C: 7)
4 (Ch VII)	Intervention	Inductive	Qualitative	<ul style="list-style-type: none"> <li>• Overt observation</li> <li>• Feedback report (pre-trained)</li> <li>• Training Programme</li> <li>• Feedback report (post-trained)</li> <li>• Reflective journal</li> </ul>	17 (School A: 8) (School C: 9)

### 3.5.2 Participants, schools, the context of the research and the focus of each study

As presented in Table 6, three primary schools participated in some or all of the four studies within this thesis. All three schools were part of the Birmingham Local Education Authority (LEA) and were selected due to their demographic composition, which closely aligned with the national averages in terms of religious affiliation, socioeconomic status, and nationality (Census, 2011). The research was conducted across these schools between 2017 and 2021, with each school operating as a two-form entry institution, enrolling between 390 and 418 pupils.

The decision to select schools in Birmingham was underpinned by several factors. Firstly, Birmingham recorded the second-highest rate of childhood obesity in the United Kingdom, highlighting a pressing need for increased engagement in primary PE to promote pupils' physical well-being (Birmingham Public Health, 2018). Secondly, logistical considerations played a role, as pre-existing professional networks, established through delivering extracurricular sporting activities across the city, facilitated access to schools and participant recruitment. Furthermore, each of the three schools had been rated 'GOOD' in their most recent Ofsted inspections (2018, with School C assessed in 2019), indicating that teaching quality,

pupil behaviour, and pastoral care were positively evaluated. The schools demonstrated a high level of cooperation, adjusting their PE lesson timetables to accommodate observations and interviews across the four studies. The pupil population ranged from Reception to Year 6 (ages 4–11), ensuring representation across all three primary Key Stages.

The demographic composition of the schools varied slightly. School A was located in Perry Barr, northwest of Birmingham city centre, which is a diverse and urbanised area. According to the Census (2021), a significant proportion of the population identified as Asian (33.4%) and Black (14.8%). The largest Asian subgroups are Indian (12.7%) and Pakistani (11.6%), while the Black population is predominantly of Caribbean descent (8.4%) (Census Maps UK, 2023). English is widely spoken, but other languages such as Punjabi and Urdu are also common. The area exhibits a mix of socio-economic statuses, with both deprived and more affluent neighbourhoods (ONS, 2021b).

Schools B and C shared similar socioeconomic characteristics, with School B's white British population at 78.1% and School C at 89.0% (Birmingham City Council, 2018). School B is located in Falcon Lodge, which is a residential area within the Sutton Reddicap ward of Sutton Coldfield. According to the Census (2021), 88.9% of residents were born in the UK, indicating a lower rate of immigration compared to Birmingham's average of 73.3% (Birmingham City Council, 2018). The ethnic composition is predominantly White British, with approximately 76.0% identifying as White, and smaller percentages identifying as Indian (5.1%), Pakistani (4.1%), and other ethnicities. In terms of socio-economic status, 64.3% of residents own their homes, which is higher than Birmingham's average of 52.7% (iLiveHere, 2021). Educational attainment varies, with 31.9% holding a Level 4 qualification, slightly below the national average of 33.9% (Birmingham City Council, 2018).

School C, located in the Sutton Mere Green ward, is characterised by a more affluent demographic. As per the 2021 Census, 91.0% of residents were born in the UK, indicating a lower level of immigration compared to the city average (iLiveHere, 2021). The ethnic composition is predominantly White (approximately 81.1%), with smaller percentages of Asian (11.2%), Black (2.2%), and Mixed/Multiple ethnic groups (3.6%) (CityPopulation.de, 2021). Home ownership is notably high, with 78.9% of residents owning their homes, reflecting the area's affluence (Birmingham City Council, 2018). Educational attainment is also higher, with 53.1% of residents holding a degree or equivalent qualification, compared to the national average of 33.6% (Census Maps UK, 2023).

In comparison, Birmingham as a whole is one of the UK's most ethnically diverse cities. Census (2021) reported that 61.1% of the population identified as White, 23.3% as Asian, and 7.9% as Black. English is the predominant language, but the city is home to speakers of Urdu, Punjabi, Bengali, and other languages (ONS, 2021a). Socio-economic conditions vary widely across the city, with some areas experiencing significant deprivation and others being more affluent (Plumplot, 2023). Finally, across the three schools, the pupil gender distribution was 57% male and 43% female, with each class cohort comprising approximately 30 pupils. However, during the observed PE lessons, an estimated 10–15% of pupils (three to five per class) were absent, largely due to the impact of the COVID-19 pandemic, with schools requesting that symptomatic pupils remain at home.

### **Participants in Study One**

The initial pilot study aimed to evaluate the effectiveness of observation templates and reflective journals in assessing teachers' social and self-awareness in emotional intelligence when delivering primary PE. This study involved six participant teachers (four female, two male), who engaged with the research over a three-week period. Five of the six teachers had over four years of teaching experience. In terms of teaching qualifications, four participants had completed a Postgraduate Certificate in Education (PGCE), one held a Bachelor of Education (B.Ed.), and one had qualified through the School Direct route. Despite this diversity in training pathways, only two of the six participants had specialised in primary PE. Five of the six teachers had experience teaching exclusively at their current school, while one participant had previously worked in other schools. Participants' ages ranged from 25 to 31 years, and all engaged in the study on a voluntary basis. The ethnic composition of the group included five white British teachers and one British Asian teacher.

### **Participants in Study Two**

Study two examined the facets of emotional intelligence exhibited by teachers during primary PE lessons and their influence on teaching practices across different pupil age groups. This study was conducted in two Birmingham primary schools, with a total of 17 teacher participants (six male, 11 female). The participants' teaching experience ranged from two to fifteen years, averaging 11 years. The majority (11 participants) had obtained their qualifications via a PGCE, four had completed a B.Ed., and two had qualified through the School Direct route. Fourteen of the 17 participants had spent their entire careers at their current school, while three had prior experience teaching in other institutions. The group was predominantly white British (15



teachers), with two participants ethnicity being British Asian. The age range of participants was 23 to 41 years.

### **Participants in Study Three**

Study three employed an explanatory case study approach to investigate whether a bespoke CPD programme designed to enhance teachers' emotional intelligence could improve the delivery of primary PE. Sixteen teachers participated in this study (11 female, five male). Fourteen participants had a minimum of four years' experience in the primary teaching profession, while the remaining two had less than three years of experience. Participants' ages ranged from 24 to 37 years. Fourteen were white British, with one identifying as Black British and one as British Asian. In terms of qualifications, 12 participants had completed a PGCE, two held a B.Ed., and two had qualified through the School Direct pathway. Participants were drawn from all three primary schools involved in the research (Table 5) and were organised into four focus groups (School A: one group; School B: two groups; School C: one group). Additionally, due to teaching commitments of one participant, an individual interview was conducted one week after the focus group discussions.

### **Participants in Study Four**

Originally, 20 teachers volunteered to participate in study four, drawn from two primary schools (Schools A and C). However, due to teaching commitments, illness related to COVID-19, and long-term absences, the final sample size was reduced to 17 participants (11 female, six male). Despite this reduction, the sample remained sufficiently robust to facilitate a thorough exploration of the research questions while ensuring manageability in data analysis. With respect to ethnicity, 13 participants identified as White British, while three were British Asian, and one was mixed-race. Teaching experience among participants ranged from one to nine years, with three participants still in the process of completing their Qualified Teacher Status (QTS) or Early Career Teacher (ECT) induction, indicating they were in their first year of primary teaching. The majority (14 participants) had obtained their qualifications via a PGCE, two had completed a B.Ed., and one had qualified through the School Direct pathway. Three participants had between one and five years of experience, while the remaining 14 had over five years of teaching experience. The participants' ages ranged from 23 to 46 years. Table 7 provides an overview of the participants credentials, showing their gender, age, ethnicity, experience and graduate pathway.

*Table 7: Participants' data for studies 1-4*

Study	Total participants	Gender	Age range (years old)	ethnicity	Years of teaching experience	Post graduate pathway
<b>1(Pilot study)</b>	6	6F, 3M	25-31	5 White British 1 British Asian	2 teachers: 3 years 3 teachers : 4-6 years 1 teacher: 7-9 years	3 PGCE 1 B.Ed. 1 TD
<b>2 (Methodological Triangulation Study)</b>	17	11F, 6M	24-41	15 White British 2 British Asian	4 teachers: 2-4 years 5 teachers: 5-10 8 teachers: 11-15 years	11 PGCE 4 B.Ed. 2 TD
<b>3 (Focus group)</b>	16	11F, 5M	24-37	14 White British 1 British Asian 1 Black British	3 teachers: 2-4 years 5 teachers: 5-10 years 8 teachers: 10 years +	12 PGCE 2 B.Ed. 2 TD
<b>4 (Intervention study)</b>	17	11F, 6M	23-46	13 White British 3 British Asian 1 Mixed Raced	5 teachers: 1-5 years 11 teachers: 5-9 years	14 PGCE 2 B.Ed. 1 TD

### 3.5.3 Instrument and procedures

Before all four studies began, a 10 minute PowerPoint presentation was delivered at the schools, so all participants had a clear picture of each study. An additional 20 minute Q&A was provided, with each teacher completing a consent form and a participation agreement form, which further explained the itinerary of the study and the workload that was required. They were able to withdraw from the study within five days prior to the start of the study. The teacher's participant agreement forms and the consent forms are located in appendices 1 and 2. This institutional approach is explained further in the 'ethical procedures' section 3.6. For all four studies, a shared document was then sent to all participants to arrange appropriate times and dates to partake in each of the studies. The planned agendas of observation and interviews are explained further in each of the study methodologies (chapters four, five, six & seven).

#### 3.5.4 Ethical considerations and limitations

Ethics are crucial for the success of any research project (Saunders et al., 2016). Regardless of the research design, sampling techniques, and methods chosen, it is essential to consider ethical issues (Gratton & Jones, 2010). Adhering to ethical principles is also vital for maintaining research integrity. Therefore, for all four studies in this thesis was only viewed by myself and the supervision team and was kept separate to participant's personal details so as to ensure anonymity. Whilst observing PE lessons with pupils being present, an opt-out letter was sent out to all parents prior to the study. In the letter it was made clear that the research was only to analyse the teacher and no disruption or any direct contact with any of the pupils will take place throughout the field studies.

The Non-Invasive Human Ethics Committee at the School of Science and Technology, Nottingham Trent University, played an important role in regulating the four studies of the PhD thesis. For each research study to proceed, the committee had to review and approve the ethical considerations involved, ensuring that participants' rights, safety, and well-being were protected throughout the research process. This regulation was to maintain high ethical standards, particularly in studies that involve young people being present during the observation stages of study one, two and four. The committee's oversight helped safeguard against potential risks, including emotional or psychological distress of the teachers, ensuring that the research adhered to ethical guidelines like informed consent, confidentiality, and non-intrusiveness. Without this approval, the studies would not have been ethically or legally permitted to continue.

Each participant had to complete a consent form, alongside a participation information form, which provided a clear overview of the methods of the study. Participants were reassured that personal details will be confidential with names being replaced with pseudonyms to ensure confidentiality. At the conclusion of each study, all collected information was transcribed and analysed, and the important statements which were used to form the key findings the study remained anonymous throughout. No direct or indirect information which could be used to identify a participant was used in any reports or presentations. In addition, all semi structured interviews, observation data and reflective journals were kept on a secure computer software, with the participant's personal details hidden so to maintain confidentiality.

As mentioned earlier, axiology considers how to consider the philosophical approach to making decisions of value or ethically right decisions (O'Gorman & MacIntosh, 2014). It is therefore important to contemplate personal values of the participants with consideration to ethical impacts, and how the research is conducted when obtaining any research data (Kivunha and Kuyini, 2017). All four non-evasive ethical approval forms are located in appendix 2.

### 3.5.5 COVID-19 Pandemic and other delays

The fourth and final intervention study was delayed for two years due to the COVID-19 pandemic. This halt in procedures meant that the study would have to be tweaked slightly to cater for the rules and regulations that the primary schools legislated. In April 2020, Nottingham Trent University's post graduated department asked for all PhD pupils to complete a contingency and mitigation plan was put in place to alter the design of methods and procedures.

In July 2023, I decided to defer my PhD for seven months due to personal circumstances. Hence, the completion of the final study as delayed from 2022, to the completion of the thesis in October 2024. All non-evasive ethic forms and COVID-19 contingency and mitigation plan documentation is located in appendix 11.

## 3.6 Procedures of collecting quantitative data

As explained in chapter 3.4.3, a mixed methods approach was adapted for the opening two studies of the thesis, with quantitative data being collected to help measure the emotional quotient of the participants.

### 3.6.1 Trait Emotional Intelligence Questionnaire (TEIQue) and the EIQ-2 Test

In the opening two studies, all teachers completed two Emotional Quotient tests, which were the Trait Emotional Intelligence Questionnaire (TEIQue) (Petrides, 2009), which measured their trait based emotional intelligence. This was followed by the completion of Emotional Intelligence Questionnaire Version 2 (EIQ-2), which measures the ability based emotional intelligence. Both trait and ability based emotional intelligence was explained in chapter 2.5.2 and 2.5.3. The use of TEIQue (trait-based emotional intelligence) and EIQ-2 (ability-based emotional intelligence) facilitated the examination of whether the participants' emotional

intelligence was higher than average, as suggested by earlier studies in other countries. In addition, as it has been stated by Goleman (2000), that emotional intelligence can be improved and nurtured, these quantitative measures of emotional intelligence provided a value that could be compared over time. Finally the quantitative measures facilitated giving support or not to Karamehmetoğlu's (2017) theory that a teacher's EQ will not be affected by less or more than 5 years teaching experience. For the TEIQue, the participants completed the 159 question, 5 ranking Likert scale questionnaire, which took an average time of 13 minutes and 46 seconds to complete. The teachers kindly were asked to complete the TEIQue within their school environment and during their planning, preparation, and assessment (PPA) timeslot.

The Emotional Intelligence Questionnaire Version 2 (EIQ-2) then followed after completing the TEIQue. This test was designed by Jerus in 2005, was an adaption from Bar-On's (2000) Emotional Intelligence Framework (figure 1.). Druskat (2005) and Bradberry & Greaves (2010) have praised the accuracy and the validity of the EIQ-2 questionnaire from previous studies in coaching and in the professional workplace, though very little research had taken place in education sectors. The test comprised of 30 questions, with a 5 ranking Likert Scale. Similar to the TEIQue test, it helped identified the Emotional Quotient of the participants though measuring their ability based emotional intelligence.

### 3.6.2 Limitations of the EIQ-2 and TEIQue Emotional Quotient Tests (quantitative data)

The EQ tests that measured the emotional intelligence of the participants in study one and two, were no longer applicable for study three (case study explanatory case study and four (intervention study) which employed qualitative research methods. Whilst the EQ testing could provide valuable insights into the participants' ability and trait based emotional intelligence, there could be some bias and inherent prejudice could pose significant challenges to the analysis in a thesis. As EQ testing often relies on self-report questionnaires, participants could introduce significant bias as they may not accurately perceive or honestly report their true emotions and behaviours (Petrides, 2009). This could lead to skewed results, affecting the reliability and validity of the findings.

Emotional intelligence encompasses a wide range of skills and attributes, including emotional awareness, regulation, empathy, and social skills. This complexity makes it challenging to capture the entirety of EQ with standardised testing, it therefore had very little content for the third and forth study of the thesis. The EQ testing, as previously explained, was to measure the

participants EQ to see if they were eligible for taking part in the studies, meaning the dynamic and context-dependent nature of emotions can be difficult to measure accurately, posing further challenges to the analysis (Ahmadpoor, Yektayar & Nazari, 2014).

### 3.7 Procedures of collecting qualitative data

To support and enrich the findings from the quantitative data collection, interviews, observations and reflective questionnaires were used to collect qualitative data collection for all four studies. The benefit of including a qualitative research design was to have some flexibility within its structure, which provides the freedom for the researcher to delve deeper into certain aspects of the research which emerge during the data collection process (Maxwell, 2012). The approach for executing a pilot study was to firstly examine if a mixed methods approach of measuring the emotional intelligence of primary PE teachers would provide valid and accurate data. Secondly, it was to examine if the instruments to measure qualitative data could be adapted and adopted for the remaining studies and provide the necessary findings to help progress with the PhD thesis.

#### 3.7.1 Interviews (semi-structured and focus groups)

Semi-structured interviews were introduced in two of the four studies, as the format has been noted to be a robust method in qualitative research, offering a good balance of reliability and validity when carefully designed and implemented (Patton, 2002). However, to enhance the reliability and validity of semi-structured interviews, there has to be a consistency when collecting data. To enhance the reliability of delivering the interview, standardisation of questions have to allow flexibility, though having a core set of questions ensuring that all participants are asked about the same topic area. Using a semi-structured format allows to probe deeper, clarifying and expanding on responses to accurately capture the constructs. In addition, it helps to enhance to triangulate data with other sources, such as observations and reflective journals (Bell, Bryman & Harley, 2019).

In study two, the final stage of the study was to undertake a semi-structured interview with each of the participating teachers. The interviews ranged between 30-35 minutes in duration (please note that this was the similar timing for study one interviews). The interviews were audio recorded using a Dictaphone and were later transcribed. The interviews concentrated on the teachers' experiences of the study, with an opportunity to fill in any features that were

missing from the reflective journal, such as elaborating further on which facets of emotional intelligence differ when comparing the two taught lessons. In addition, it helped to confirm some sections of the reflective journal that was not completed or were confusing to understand. The interview also helped to justify 'why' the teachers expressed those certain facets of emotions differed in their two sessions. Furthermore, they discussed what they had learned about emotional intelligence and how the study had helped them to teach PE differently, especially when expressing the development of their self-appreciation and social recognition. The audio recordings of the semi-structured interviews totalled 9 hours and 42 minutes in duration.

Another form of interview technique was introduced for study three. Focus group interviews also offer a dynamic and interactive environment where participants can build on each other's ideas (Patton, 2002). This interaction often leads to spontaneous and candid discussions, revealing insights that might not emerge in individual interviews. The group setting can stimulate participants to think more deeply about the topic, offering varied perspectives that enrich the data collected. Another advantage is the ability to observe non-verbal cues (Bell et al., 2019). Researchers can note body language, facial expressions, and other non-verbal behaviours that add context to verbal responses. These cues can provide additional layers of meaning, helping researchers understand the intensity and subtleties of participants' opinions and emotions (Smith et al., 2004).

Introducing focus groups for study three was because they can be relatively flexible and adaptable, as they can be used at various stages of research, from exploratory phases to the testing of specific concepts (Patton, 2002). Researchers can adjust the discussion guide as the session progresses, allowing them to probe deeper into interesting areas that emerge during the conversation. This adaptability makes focus groups a versatile tool in a researcher's arsenal. Furthermore, focus groups provide a platform for marginalised voices (Jones & Gratton, 2015). In addition, they offer an opportunity for individuals from underrepresented groups to share their experiences and perspectives in a setting that values their input. This inclusivity can lead to more comprehensive and equitable research outcomes (Jones & Gratton, 2015). Despite these numerous benefits, focus group are not without significant drawbacks. A major issue with this method is the potential for groupthink. Groupthink occurs when the desire for harmony and conformity within the group leads to a consensus that may not accurately reflect individual opinions (Skinner et al., 2015). Participants might feel pressured to agree with dominant viewpoints or the moderator's suggestions, especially in homogeneous or hierarchical groups.

After each participant trialled the TEIPPE programme they were interviewed in small focus groups (3-4 per group). Due to the design of this study, focus group discussion was highly beneficial due identifying a range of issues. Such providing a platform for participants to share their experiences and insights in a collective setting and encouraging the exchange of diverse perspectives (Bell et al., 2019). This format allows for deeper exploration of participant feedback, uncovering nuanced opinions that might not emerge in individual surveys or interviews. The interactive nature of focus groups can reveal the programmes strengths and weaknesses, highlighting areas for improvement through spontaneous dialogue and follow-up questions. Additionally, focus groups can foster a sense of community among participants, enhancing their engagement and willingness to provide honest feedback (Patton, 2002). As this study is to explore a new topic of research, Hennink, Hutter and Bailey (2020) have concurred that focus groups would support gaining key information because the method allows participants to evaluate a programme and outline the success and failures of the CPD programme.

There were a total of four focus groups, and an individual, one-to-one interview which took place the following week as the participant had commitments during the focus group week. Each focus group lasted for 35-38 minutes. All focus groups were audio recorded and transcribed (appendix 3) and were located within the school environment in a private meeting room after school hours (starting at 4pm), so there were very few distractions from pupils and their parents. The delivery of the focus group had four main focus points. Firstly, was the introduction that provided an overview of this thesis, the shared values of the study and the importance of the research. This was then followed with an ice breaking activity, which was for the teachers to explain when and where they completed the TEIPPE programme, adding how they fitted in the completion of the CPD programme and quiz. This made the participants feel relaxed, adding humour and making them comfortable during the interview.

Thirdly in the groups the strengths and positive elements of the training programme were discussed. This section had several prompts, which explored how important the CPD could be, what the teachers enjoyed about the TEIPPE programme and how they could embed this within their teaching. The final focus point were the weaknesses and required development of the training programme, such as what they would like to see embedded, removed, and altered in the TEIPPE programme, so it can become more user friendly. A final 'thank you' prompt was also included at the end of the interview template. All transcripts, with a breakdown document of the key findings are included in appendix 3.



### 3.7.2 Analysis of focus group and semi-structured interview transcripts

Analysing semi-structured interview and focus group transcripts involves several stages to ensure comprehensive understanding and meaningful insights. As Patton (2002) explained, preparing and familiarising the transcripts from the recorded interviews and immersing oneself in the data by reading the transcripts multiple times. The goal is to gain a deep understanding of the content, noting initial impressions and significant points, which will then help support the coding and labelling significant segments of text in the finding's chapters. Several researchers have noted that all potential patterns and notable quotes during this familiarisation process should be portrayed in the results of each study (Jones & Gratton, 2015).

The themes are then reviewed and refined to ensure they accurately reflect the data. This involves merging similar themes, splitting broad themes into more specific sub-themes, and ensuring that each theme is well-supported by the data (Patton, 2002). The data will then relate back to previous literature, so the themes are clear and accurately representing the complexities of teachers' experiences and perceptions of emotional intelligence. The findings therefore should link the themes to the broader context of emotional intelligence research, discussing their implications for educational practice and policy in primary PE. It is crucial to represent the teachers' voices authentically and accurately to ensure the credibility and reliability of the findings, by linking with a triangulation of other data sources, such as the observations and reflective journals (O'Gorman & MacIntosh, 2014). By following these stages, the studies within this research can systematically analyse the uncovering valuable insights into teachers' perspectives on emotional intelligence and its application in educational settings.

### 3.7.3 Overt observations

For study one, two and four, overt observations were utilised to hinge several factors that can enhance or undermine the robustness of the data collected. One key advantage of observations is that they allow researchers to see and record behaviours as they occur naturally, providing a real-time and context-rich understanding of the subject matter (Patton, 2002). This enhances ecological validity, as the data reflects genuine interactions and behaviours in their usual environment. Additionally, overt observations enable researchers to clarify and probe behaviours and interactions immediately, ensuring that the observations are relevant and correctly interpreted. However, the presence of the observer can sometimes influence

participants' behaviour, a phenomenon known as the Hawthorne effect (Statt, 2000). Participants may alter their behaviour because they are aware they are being watched, which can compromise the validity of the data. Observers can mitigate this by building rapport and minimising their intrusiveness, allowing participants to become accustomed to their presence and behave more naturally.

Reliability in overt observations pertains to the consistency and repeatability of the observations. To ensure reliability, it is crucial for observers to use standardised methods and clear, consistent criteria for recording behaviours. Training observers thoroughly can reduce variability in how observations are recorded and interpreted. Additionally, using multiple observers and comparing their findings (inter-rater reliability) can further enhance the reliability of the data. Nonetheless, subjective biases of the observers can affect reliability. Observers may unconsciously filter what they see through their own perspectives, leading to inconsistent data. Implementing structured observation protocols and regularly reviewing and calibrating observer interpretations can help mitigate these biases.

In study one, to identify how the teachers were using their emotional intelligence in their PE lessons, they were observed whilst delivering to their tutor group on one occasion over a three week period. Each observation was delivered overtly as it provided easier access for gaining more data from seeing the teacher deliver their lesson from different angles of the sports hall. Therefore, no emotional triggers were missed during the observation. The reason why study one, two and four were not covertly observed via a recorded camera, is that it would not catch everything that a live observer would capture. In addition, there was an advantage of being present at the observations, as there were times when the participant was asked questions prior to or after the PE lesson, whilst also taking live notes and orally recording the findings via a Dictaphone (Edwards & Holland, 2013).

For study one, the observation template was adopted from a study by Pugh in 2008, who designed a bespoke emotional intelligence observation report utilising from Mortiboys' self-assessment proforma designed for higher education lecturers to observe QTS trainee teachers (Mortiboys, 2002: 23). This report was designed originally for the observation of trainee teachers (PGCE) delivering within a classroom environment, with maths being the predominant topic that was being observed. Mortiboys (2002) carried out this study due to schools were being increasingly focused on emotional wellbeing due to the introduction of the 'Every Pupil Matters' initiative (DfES, 2003). This emphasised the importance of pupil

emotional wellbeing with previous research showing that integrating emotional intelligence into the school curriculum benefits pupils (Qualter, Whiteley, Hutchinson, & Pope, 2007). The observation template helped to identify the verbal and non-verbal communication techniques of the teacher, such as body posture, tone of voice, delivery of positive reinforcement and if the teacher provides any other style of motivation. There were 35 questions to examine on the observation template. The completed observation forms from study one are located in appendix 4.


Due to the success of Pugh's (2008) observation template for study one, it was utilised for study two, though some aspects of the template were adapted, such as capturing the twenty facets of EI, from Jerus et al (2005) emotional intelligence framework, which could be exhibited by the teachers during the delivery of PE lessons (appendix 5). There were thirty-five sections on the observation transcript, followed by a checklist to see which of the twenty facets of emotional intelligence were utilised during each PE lesson. There were some challenges of gaining all the information required, though triangulating the observation data with the interviews and reflective journals provided more accurate and valid findings. All thirty-four observations (17 teachers x 2 observations) were audio recorded using a Dictaphone, noting down how each participant covered the thirty-five sections on the observation sheet, alongside which of the twenty facets of emotional intelligence were frequently being exhibited by the teacher.

Study Four: The 17 participants were observed, and the information was typed underneath the observation form's checklist. Each teacher selected their desired PE lesson, though it had to include a team based sport and had to include two skill activities and a game/competitive segment. The delivery of each PE lesson had to be between 45-50 minutes in duration. The bespoke observation template and was adapted from study two's observation template, exploring the four most utilised facets of emotional intelligence within each Key Stage, followed by generic emotional cues that would make the PE lesson more engaging and motivating for the pupils. Moreover, it recorded their verbal and non-verbal communication and body posture. Additional space was provided for the researcher to make key notes that could later be converted into more detailed feedback report for the teacher. Appendix 6 shows the design and content of the observation template.

After the observation, the teacher received feedback on their delivery. This was sent on the same day of their pre-trained observation PE lesson so the session would still be fresh in their minds. The feedback was written with positive intonation throughout, including when

explaining the weaker elements of the PE lesson. It was hoped that providing positive reinforcement and for each teacher, so they will persevere with the study. The feedback sheet was split in to two categories: ‘key findings,’ which outlined many of the positive elements and what was also missing of the PE lesson. The second column was ‘suggestions for 2<sup>nd</sup> observation’, outlining the mismatches and key techniques that could be introduced to improve the PE lesson. To explain what would happen next with the study, procedures were explained at the bottom of the feedback report, explaining that they would receive a link to the TEIPPE training programme. An example of the feedback report can be seen in figure 8, with all 17 pre- and post-feedback reports being located in appendix 7.

*Figure 8: Example of pre-trained physical feedback report*

	
<p><b>Researching the effects of Emotional Intelligence on the delivery of Primary Physical Education</b>  <b>Pre-trained Physical Feedback</b></p> <p>Name of Teacher: KY  Year Group/Key Stage: YEAR 1  Date of observation: 28/10/2021</p>	
<p><b>Key findings:</b></p> <p>Firstly, your lesson was very good and a joy to observe. You were wearing the correct attire, whilst you warm up activity, 'Simon says', was very humorous and enjoyable for the children.</p> <p>Nonverbal communication was a wonderful way to empower and emotionally manage children. You hand signals were very strong, silent when children are <u>talking</u> and teacher was pointing to her ear, asking children to find a space in the hall while pointing to your eyes. Excellent use of hand gestures. Another example, 'twice now Reuban', using two fingers to show the <u>amount</u> of times that he was asked to behave. Brilliant!</p> <p>You constantly moved around the hall and provided a demonstration during the traffic light game.</p> <p>You lip syncing answers and praising to student who forgot what amber was. Did not make the child feel silly and made them feel confident to answer another question later on in the lesson.</p> <p>Yes!!! Removed lanyard during warmup. This is explained in the training programme.</p> <p>Holding hand of student who was upset. Wonderful cohesion and building relationship and sensitivity with the children. Again, helped child up; two children now holding each hand. Very tactile and building a strong relationship. Brilliant!!!</p> <p>Still got magnet eyes...looking at me! love this!</p> <p>'<u>what</u> skills have you been learning?' finger on chin. Constantly using hand gestures to communication and build an emotional expression to make the children to attempt to answer the questions.</p> <p>Next task was catching. all sat down; had to wait for children to keep quiet. took three minutes to outline tasks, which is okay.</p> <p>Another hand gesture example....'what was I doing with my eyes?' pointing to her eye</p> <p>Silent when people were talking. everyone who was talking then stopped. Facial expression was excellent; showing disappointment but not anger.</p> <p>Throwing exercise: everyone had a bean bag, so everyone was able to take part. no one was waiting for a turn to partake. Excellent!</p> <p>Brilliant positive reinforcement (or catalyst of change) when praising a child who was talking then stopped when he saw you looking at him silently. Praising the student for realising their mistake was lovely to see.</p> <p>specific praise....very good on hand eye coordination. More on this during the training session.</p>	<p>Demonstration....really well done showing two examples of children throwing the beanbag. Will discuss 'silent demonstration' in the training presentation video to enhance coaching.</p> <p>Helping child who needed help. went down to his eye level. Moved over to some space yet was able to look at everyone else, showing all children that you can still see everyone's performance.</p> <p>Very patient was calm when telling boy to move away from beanbag as he was not listening. '<u>where</u> should your beanbag be?' when another boy was playing with their handbag.</p> <p>You attempted to work with every child. working in small groups of three then rotating around sports hall. talking to children again at equal eye level height. Brilliant!</p> <p>Used thumbs up when child placed beanbag was placed on floor when asked. Another emotionally positive hand gesture.</p> <p>Amazing <u>positive</u> facial expressions; no <u>self appreciation</u>/esteem issues of teacher. No coping mechanisms evident to control emotions.</p> <p>Played with one child for a prolonged amount of time. Swapping partners may help so you can walk around to other groups. Child in question may have MLD issues, hence the duration of support.</p> <p>Talked about feet placement whilst catching. really good skill acquisition and specific 'chaining' element.</p> <p>Final demonstration was slightly longer but then again, this is required whilst delivering to KS1 as they need to get as much information as possible processed and reassured. Volume and tone of voice was calm and pleasant. the volume was okay but sometimes slightly quiet relating to the noise of the group and with the door opened to the playground.</p> <p>Cool down: stretches and then 'relaxed kids' story. This was really enjoyable. More on this during the training programme.</p> <p><b>Suggestions to include for 2<sup>nd</sup> PE observation:</b></p> <p>I would suggest that the timebound for the warmup could have been longer. If the children are active, laughing and enjoying the session just keep it going and reduce the duration of another task.</p> <p>Just an idea for next session. There were good skill acquisition activities but there was little physical activity. Suggest longer pulse raiser during warm up or include some heart rate energiser during the throwing activities, maybe including hopping or balancing on one leg one catching; it will also make it quite amusing for the children.</p> <p>Near the end of the session, some groups were getting despondent during the final activity with beanbags flying everywhere. Boys together are little tinkers!!! Suggest just moving around the sports hall more, even right to the of the lesson (I'm being very picky as the lesson was fab and five/six year old boys in <u>pairs/groups</u> do get mischievous and are easily distracted).</p> <p><b>What's next?</b></p> <p>The researcher will send you a hyperlink on Tuesday 5<sup>th</sup> October to the TEIPPE YouTube channel. There will be two training programmes watch. The Introduction presentation and your key stage presentation.</p> <p>If possible, please watch these videos at least 72 hours before your second observation.</p> <p>If you have any queries, please email Craig Strong, <a href="mailto:craig.strong@ntnu.ac.uk">craig.strong@ntnu.ac.uk</a>.</p> <p>Many thanks for your dedication to this worthy research.</p>

### 3.7.4 Training Emotional Intelligence in Primary Physical education Version Two (TEIPPE - 2)

After receiving the feedback, teachers were informed they would receive a link to the TEIPPE-2 training programme. The access of the TEIPPE-2 training programme was via YouTube, which allowed the participants to have flexible access, being able to access the training videos both at school and on their own electronical SMART device at home. Researchers (Tyagi &

Misra, 2021; Williams, 2020;) have concluded that using software like YouTube and Facebook, provides easier access and enables the pupil to pause, speed up, and go back to sections to help their learning and development. The reason why a link to the Training in Emotional Intelligence Primary Physical Education (TEIPPE) was sent after the pre-trained observed PE lesson was to restrict any participants discussing their experiences of the training programme to other teachers who were yet to partake in the first observation.

The second observation took place the week following the first observation and after the teacher had completed the TEIPPE training. The teacher again designed a 45-50 minute lesson comprising a similar game or sporting activity of their first session, including skill acquisition activities and a competitive game element near the end of the PE lesson. The aim was to observe the teacher to investigate to what extent the key elements of the CPD programme had been utilised to inform a more engaging and enjoyable PE lesson for the pupils. After receiving had the feedback from the pre-trained observation see if the teacher had improved on their areas for improvement. The teachers were then provided with the 'post-trained' feedback report, providing a comparison with their first delivery. All participant teachers received this feedback within 24 hours of their observed PE lesson. The template for both the observations and feedback reports were the same as the pre-trained sessions.

#### 3.7.5 Data analysis of overt observation

When presenting overt observations effectively it is crucial to establish a foundation upon which the thesis argument is built (Cohen, Manion, & Morrison, 2000). These observations reports for three of the four studies helped to provide clear and easily identifiable data points on how emotional intelligence was exhibited during the delivery of the observed PE lessons. The findings are summarised by descriptive statistics providing simple abstracts about the delivery of the participants delivery of the PE lesson, summarising how emotional intelligence was exhibited during the session. Breaking down observations into categories can clarify complex datasets. By grouping data into meaningful categories, researchers can highlight specific aspects of their observations. In this thesis categorising observation responses based on the delivery of pupils that are being taught, the socioeconomic status of the group, and the experience of the teacher delivering PE, can reveal differences and similarities among groups (Jones & Gratton, 2015). This stratification can help in pinpointing which strength of emotional intelligence when delivering primary PE. As explained in chapter 3.4.4, triangulating the data

from the overt observations to the reflective journals and interviews can enhance the robustness of the analysis. This multi-faceted approach adds depth and credibility to the analysis, as consistent findings across different methods strengthen the validity of the observations and indeed of the reflective journal and interviews across the four studies of the thesis.

#### 3.7.5.1 Researchers knowledge and experience in physical education and coaching in sport

The researcher has accumulated extensive experience over several years in primary PE and sports coaching, as well as in higher education, where they have contributed to the preparation of future PE teachers. Initially, for five years, the researcher worked across various primary schools in the West Midlands, delivering extracurricular sports activities with a focus on endurance running and athletics. During this time, they also attained a Level 3 Head Coach qualification from UK Athletics. Additionally, the researcher had spent six years teaching undergraduate pupils on a foundation degree PE module, affiliated with the University of Worcester.

#### 3.7.6 Reflective journals

Reflective journals, used by participants to document their thoughts and experiences after being observed, can be valuable tools in PE research for assessing the reliability and accuracy of data gathered through observations. These journals allow participants to provide personal insights and reflections that may not be immediately evident through observation alone. Reliability in the context of reflective journals refers to the consistency of the reflections over time and across different participants. Journals can enhance reliability by providing ongoing, systematic records of experiences, capturing changes and developments that might occur during PE sessions (Saunders et al., 2016). To ensure reliability, it is essential to use structured prompts and guidelines for journal entries, which help standardise the reflections and reduce variability in how participants report their experiences.

However, the subjective nature of reflective journals can pose challenges to reliability. Participants' reflections may be influenced by their moods, memory biases, or the time elapsed since the observed event, therefore, it is important to ensure regular and immediate entries should mitigate some of these issues, as timely reflections are likely to be more accurate and consistent (O'Gorman & MacIntosh, 2014). Having the accuracy in reflective journals pertains to the truthfulness and detail of the participants' recorded experiences. Reflective journals can offer deep, personal insights into participants' perceptions, motivations, and feelings, which may not be observable (Patton, 2002). These self-reported accounts can provide context and

depth to the behaviours observed in PE, leading to a more comprehensive understanding of the participants' experiences. However, accuracy can be compromised if participants are not honest or if they feel pressured to present themselves in a favourable light. Encouraging a culture of openness and confidentiality can help participants feel more comfortable sharing genuine reflections. Cross-referencing journal entries with observational data can also help verify the accuracy of the reflections (Jones & Gratton, 2015).

Study one: when each participant completed their observed PE lesson, they completed a written reflective journal within 24 hours of the observation to aid recollection, so that the lesson was still fresh in the mind. The original reflective journal designed by Harrison & Fopma-Loy (2010), was used to for QTS primary school teachers perceive how they utilised their emotional intelligence whilst delivering English and Maths in primary education. This data collection resource provided significant benefits by encouraging teachers to introspect on their emotional intelligence, enhancing self-awareness and emotional regulation. Harrison & Fopma-Loy (2010) study showed how it helped educators to better understand and manage their emotions, leading to improved interpersonal relationships, teaching effectiveness, and overall professional development, in addition providing deeper reflections on personal growth and classroom dynamics.

The journal was adapted and rephrased, so the questions related to a sports hall rather than a classroom environment. The questionnaire itself had a total of 26 questions and took teachers a mean time of 21 minutes to complete. The questions consisted of the four dimensions of Daniel Goleman's Emotional Intelligence Quadrant (2002) (Fig.8). To provide some flexibility, the teachers could complete the questionnaire by either handwriting or word processing their answers. Each week, the journal was slightly rephrased, by making sure that the teacher could explain how they developed and improved their interpersonal relationships, teaching effectiveness, and overall professional development when comparing to the previous PE lesson. This meant that from the three PE lessons, there should be a development of their delivery in the sports hall and reflecting on why the session improved week by week whilst notifying from their emotional competence during the delivery of each PE lesson.

For study two, after the participants were being observed, the teachers were to be left to reflect on their own findings. The reflective journal questionnaire was adapted by conjoining Jerus et al. (2015) EIQ-2 test and the Harrison & Fopma-Loy (2010) journal that was used in study one. The questionnaire had a total of 26 questions (19 questions closed, 6 open) and took the

teachers between 17-23 minutes to complete. Each participant was asked to complete the reflective journal within 72 hours of completing the second observed PE lesson, so they remembered which facets of emotional intelligence they frequently exhibited during their two PE lessons (appendix 14).

Figure 9: Reflective questionnaire that teachers completed after their post trained PE lesson



### 3.7.7 Analysing the data from reflective journals

As mentioned in chapter 3.4.4, thematic analysis was introduced in to the findings of studies that utilised the reflective journals, which helped to identify any reporting patterns or themes within the data (O’Gorman & MacIntosh, 2014). When applied to reflective journals, this method helped to organise and interpret the rich qualitative data, by beginning with reading through the journal entries multiple times to become familiar with the content. Next, was to code the data by highlighting significant statements and categorising them into themes is essential (Patton, 2002). For example, in study four, there were, ‘The strengths of the emotional intelligence intervention study’, ‘the limitations of the emotional intelligence intervention study’, ‘the benefits of gaining CPD from the TEIPPE programme’, ‘Areas for improvement of the TEIPPE programme’, and ‘Additional findings from the reflective journal’. These were categorised and is located in appendix 9.

~~Thematic analysis is a valuable method for analysing reflective journals due to its flexibility, detailed insights, and systematic approach. However, researchers have also stated that it will have to cater for the subjective nature of the study, the time requirement of collating all the data, especially when there are a lot of participants (Saunders et al., 2016).~~

### 3.7.8 Evaluation forms

After the completion of study one, each of the seven participants were invited to complete an evaluation form to gain information on the delivery of the study, the design of the reflective journal and how they felt completing the EQ tests and being observed on three occasions. All these comments would help develop the methodology and design of study two of the thesis. These evaluation forms are located in appendix 10. The evaluation form was completed anonymously, so the teachers could feel confident and honestly explain the benefits and the improvements of the research that they participated. This was completed one week after the teacher handed in their third and final reflective journal. The itinerary for the participants of study one is located in chapter four.

The reasoning for the completion of the evaluation forms in the opening pilot study was to gain immediate feedback from participants, capturing their experiences and perceptions while it was fresh in their minds. This timely input was crucial for this pilot study, as it helped to identify the issues and improvements required for the second study. It can also pinpoint both strengths

and weaknesses of the study design and procedures. This insight was invaluable for refining and enhancing study two before a full-scale implementation. This was explained by (Hennink, Hutter & Bailey, 2020), as establishing initial metrics during any pilot study, researchers can track changes and improvements over time in subsequent phases of the research. Patton (2002) further explained that analysing evaluation forms contributes to the validity and reliability of the study by ensuring the research instruments and procedures are well-calibrated and functioning as intended.

### 3.8 Conclusion

This chapter has discussed the methodology adopted for this thesis and analysed the philosophical and theoretical issues involved in conducting research. Recognising and applying an appropriate methodology is paramount for the progression of this thesis to ensure the reliability and validity of the research moving forward. A rigorous methodology provides a path to ensure the project is both manageable and effective. Finally, consistent methods are crucial for acquiring knowledge in order to contribute to the gaps in the field.

Conducting a study on emotional intelligence through quantitative research is common for measuring participants' EQ. However, selecting the appropriate EQ test is crucial to assess both trait-based and ability-based emotional intelligence. In studies three and four, qualitative research was exclusively used, as it offered a more valuable opportunity to gather in-depth data from both the participants' and the researcher's perspectives. Thus, this thesis adopted a mixed methods approach in the opening two studies, with quantitative methods being used to provide a measure of EQ in teachers, and qualitative measures being used throughout the four studies to provide a richer explanatory data set relating to teacher perceptions of their own emotional intelligence, how they use this in PE lessons and to examine their perceptions on the effectiveness of their own attempts to improve their effectiveness in teaching primary PE.

Finally, it is important to state that no study has explored the effectiveness of teacher's emotional intelligence when delivering primary PE in English schools.

## **Chapter 4 Study One (Pilot Study): 'The effects of reflecting on emotional intelligence on teachers' effectiveness of delivering primary physical education'**

### 4.1 Introduction

The purpose of the opening pilot study is to investigate if primary school teachers can deliver more effective PE lessons, when reflecting on their own emotional intelligence. As discussed in the literature review (chapter II), there is growing evidence that the ability to work with emotional intelligence is an important part of a teacher's skillset (Deci and Ryan, 2008; Corcoran & Tormey, 2013; Domville et al., 2019). It is also vital to promote PE lessons to pupils from a very young age, so that they can be encourage them to become physically active, and to develop life skills such as teamwork and collaboration, especially with many young people being introduced to sport and recreation for the first time during primary education (Kremenitzer & Miller, 2008). It has been reported that many pupils feel isolated and uncomfortable while playing school sport (Dyson, Howley & Shen, 2021), so it is imperative that teachers set the tone by developing supportive and encouraging relationships with their pupils (Jennings & Greenberg, 2009).

#### 4.1.1 The influence of emotional intelligence in primary PE

As explained in the literature review, there have been several studies that highlight emotional intelligence to be a key element in becoming a successful leader in teaching. Brackett and Katulak (2006) stated that emotional intelligence can create a safe, satisfying, caring and productive school environment, whilst Kremenitzer & Miller (2008) indicated that teachers who can manage their emotions can manage relationships with others and regulate their emotions in a healthy way that facilitate positive classroom outcomes.

Engaging and motivating school pupils to actively participate in PE has historically proved to be a challenge, with Fairclough & Stratton (2006) identifying that the younger generation are not receiving regular PE lessons at school. Murcia & Perez (2009) conducted interviews with teachers who highlighted several factors that either shorten or entirely cancel certain PE lessons. These factors include the unavailability of facilities, limited resources, or the prioritisation of other subjects like maths and English. Additionally, outside of the school environment, there was limited control over parental lifestyle choices, which could contribute to learned behaviours that might lead to pupils becoming overweight or obese.

It is widely recognised that PE helps to promote social skills, values, and cognitive attributes, as well as helping to raise awareness of health issues such as obesity. At the same time, it is important to note primary schools do not have sole responsibility to resolve the issue of childhood obesity (Kirk, 2010). According to Mahmood and Lowe (2017), the prevalence of obesity among pupils in Birmingham has been notably higher than the national average, with the latest figures indicating rates of 11.3% and 23.9%, compared to 9.1% and 19.1% for the rest of England (NCMP, 2014–2015). As a result, childhood obesity has been designated as a priority within Birmingham's Health and Wellbeing Board strategy (2018), providing the necessary political and strategic leadership to address this complex health challenge. Therefore, as stated in the literature review, it is important for primary school teachers to positively engage pupils in PE resulting in enhanced problem solving, teamwork and collaboration, and being fit and healthy, which may, in turn, help to fight the issue of childhood obesity. By reflecting on their emotional intelligence teachers may be able to produce a more positive PE lesson.

To investigate how a teacher's emotional intelligence can provide a better environment whilst teaching in primary education, it is important that the researchers observe the delivery of the teacher as this facilitates on how they manage their emotions and those of their pupils in real-time, especially during challenging situations. For instance, a teacher's ability to remain calm and guide pupils through conflicts, or their skill in recognising and addressing pupils' emotional needs, are crucial indicators of high emotional intelligence (Britta, Morris-Rothschild & Brassard, 2006). Additionally, interviewing or providing reflective journals for the teachers to complete, can reveal their personal reflections on the role of emotional intelligence in their teaching practice, providing context to observed behaviours and offering an understanding of their self-perceived emotional competencies.

In addition Denham, Bassett, and Zinsser (2012) emphasised the importance of emotional intelligence in American primary school (elementary) teachers, as they engage with pupils during critical developmental stages. Fostering emotional intelligence in pre-service teachers, with a focus on social-emotional learning (SEL), is crucial. Amdurer et al. (2014; op. cit. Denham, Bassett, and Zinsser, 2012) also noted that social emotional learning not only predicts career success and life satisfaction, but also enhances problem-solving, coping, and anxiety management (Bastian et al., 2005; Bar-On, 2006). Brackett and Rivers (2014) also concurred from their study with American elementary teachers that SEL involves integrating thoughts, emotions, and behaviours to help individuals effectively manage emotions, set positive goals,

and build relationships. Therefore, teachers play a vital role in this process, as socially and emotionally competent teachers create a positive classroom environment. A teacher who responds to pupils' emotions with warmth and compassion can boost learning, while one who judges and despises pupils' behaviour risks damaging the teacher-pupil bond (Brackett et al., 2007).

#### 4.1.3 Aim of the study

The aim of this pilot study was to see if engaging with reflective practice on emotional intelligence can contribute to the enhancement of teaching effectiveness in primary physical education settings? A further purpose of the study was to check that the research tools and methods employed facilitated data collection and were suitable for use in the rest of the thesis. Finally the logistics of conducting the research, such as time-management, participant recruitment and the practicalities of, for example, carrying out observations and conducting interviews in the primary setting, were examined.

#### 4.2 Research design

This pilot study used an adapted observation template, reflective journal, and interview questions to determine how the four dimensions of emotional intelligence were exhibited by teachers while delivering primary PE. Conducting a pilot study is essential for refining research methods and addressing challenges before the main study. It helps evaluate qualitative data tools and logistical aspects like time-management, participant recruitment, and data collection. The mixed-method approach aimed to understand how emotional intelligence benefits, which were being reflected by teachers and observed by the researcher, could potentially enhance the study's overall quality and reliability (Patton, 2002).

##### 4.2.1 Participants

Six participants (4 female, 2 male) completed the study over a three week period. They were observed while teaching primary PE and completed a reflective questionnaire. Five teachers had over four years of teaching experience. Four teachers completed their teaching status via the Post Graduate Certificate of Education (PGCE), one from a Bachelor of Education (BEd.) and one completed a School Direct qualification. Five of the six teachers had only experienced teaching at one school, whilst the remaining teacher had previously taught at other schools. The ages of the teachers ranged from 25-31 years of age, and all participated in the study on a voluntary basis. Five were white British with one teacher being British Asian. The primary

school is located in a neighbourhood which is predominantly white (87%), characterised by an upper working-class community (Census, 2021).

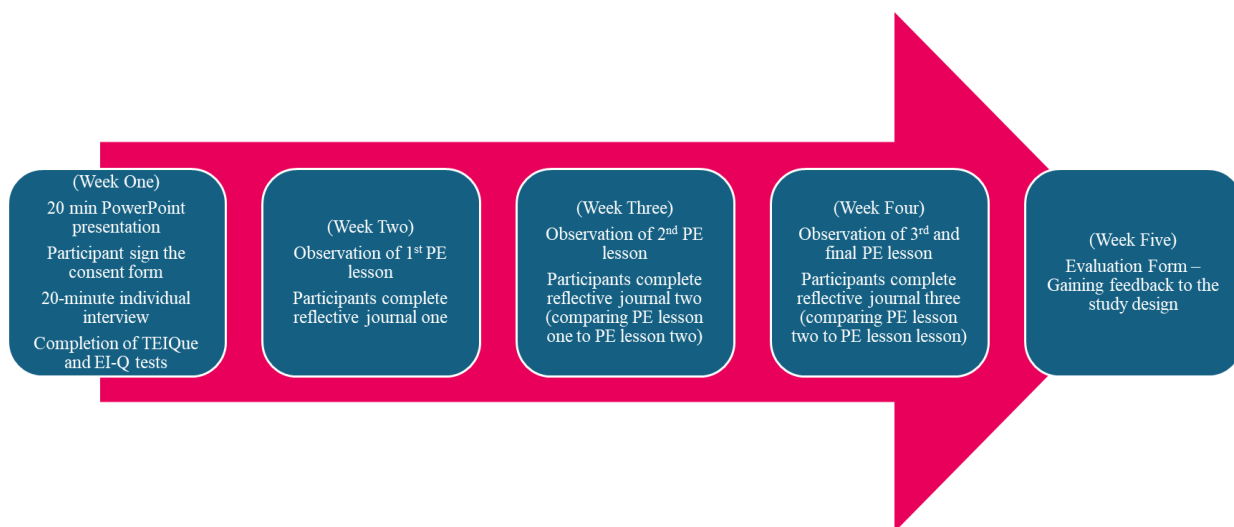
*Table 8: Participants data, including gender, experience of teaching and education pathway*

PARTICIPANT	Year Group	GENDER	ETHNICITY	YRS TEACHING	DEGREE PATHWAY	POST GRAD PATHWAY
Ellie	Year 2 (KS1)	F	WHITE BRIT	4	BEd	BEd
Barbara	Year 1 (KS1)	F	WHITE BRIT	3	BA	PGCE
Danny	Reception (EYFS)	M	WHITE BRIT	5	BEd	PGCE
Emma	Year 6 (KS2)	F	WHITE BRIT	3	BSc	PGCE
Rebecca	Year 5 (KS2)	F	ASIAN BRIT	9	BA	PGCE
Phil	Year 3 (KS2)	M	WHITE BRIT	5	BSc	BEd

#### 4.2.2 Procedure

The study adhered to the ethical procedures listed in the methods section 3.8. In brief participants were informed about the study and signed an informed consent form before participating and understood that their anonymity would be protected. Following this, all parents/guardians/caregivers of the pupils were communicated with by letter, which outlined the pilot study aims and stating that the research was to focus primarily on the teacher's delivery and only observing teacher-pupil interactions during the PE lesson. Figure 10 provides a visual aid to explain the procedure of the study.

*Figure 10: Five week timeline for study one*



#### 4.2.3 Semi-structured interviews

Semi-structured interviews were undertaken with each participating teacher. Each interview lasted between 30-35 minutes in duration and took place in the staff room of the school. One of the aims of utilising interviews was to help build a rapport between the researcher and the participant teacher, discovering how many years of experience they had in teaching; how much specific training they had undertaken in delivering PE; and to ascertain what they knew about emotional intelligence. Questions included: how long the teacher's had worked in the education profession, could they produce a definition or explanation on their own perception of emotional intelligence, and their thoughts on the way PE is taught in the school. The transcripts of the interviews were analysed by reading and re-reading transcripts and grouping phrases and quotes under themes, firstly looking for evidence of themes that were in the interview schedule, such as the knowledge that teachers had concerning the importance of emotional intelligence when delivering primary PE, and secondly looking out for themes unexpected or not that emerged from the data. The transcripts of the semi-structured interviews are located in appendix 15.

#### 4.2.4 Measurement of emotional intelligence

After each interview, the participant teacher was asked to complete both the TEIQue and EIQ-2 test to measure their Emotional Quotient. The TEIQue test was completed at an average time of 21 minutes, whereas the EIQ-2 test took on average 9 minutes. The results of their test scores

were presented to the participants at the end of the study. This was so they would not attempt to improve any dimensions of their emotional intelligence prior to the study.

#### 4.2.5 Observations

Overt observations were introduced to strengthen data robustness and by allowing the researcher to capture real-time, context-rich behaviours, enhancing ecological validity through genuine interactions (Patton, 2002). They also enable immediate clarification and probing of behaviours, ensuring accurate and relevant interpretation of the observed interactions in their natural environment (Statt, 2000). The aim of the lesson observation, utilising Pugh's (2008) observation template, was to seek to deduce which dimensions of emotional intelligence the teachers used during each of the PE lessons. After each observed session, each teacher was required to complete a self-reflective journal with supportive guideline questions, which are located in appendix 4.

Observation reports can provide a clearer outlook on how emotional intelligence was displayed during PE lessons. The findings, summarised by descriptive statistics, highlighted participants' effectiveness. Categorising observations by participant delivery will reveal the differences and similarities between the six participants (Jones & Gratton, 2015).

#### 4.2.6 Reflective journals

Reflective journals, used by participants to document their thoughts after being observed, are valuable in PE research for enhancing data reliability. They provide personal insights beyond observations and offer consistent, systematic records of experiences, especially when structured prompts standardise reflections (Saunders et al., 2016). The use of reflective journals can facilitate insights to the teachers' perceptions, as well as encouraging self-review of their effectiveness. The reflective journal was also employed to help identify participants' thoughts on identifying ways they could potentially improve upon certain dimensions of emotional intelligence for the subsequent observed lessons.

In this pilot study, participants completed a written reflective journal within 24 hours of their observed PE lesson to aid recollection. Using Harrison & Fopma-Loy's (2010) design, the journal encouraged teachers to reflect on emotional intelligence, enhancing self-awareness, emotional regulation, teaching effectiveness, and professional development. Thematic analysis was used in studies with reflective journals to identify patterns or themes in the data (O'Gorman



& MacIntosh, 2014). This process involved multiple readings, coding significant statements, and categorising them into themes (Patton, 2002).

### 4.3 Findings

The findings are summarised initially under the data collection method sub-headings of interviews, Emotional Quotient testing, observations and reflective journals.

#### 4.3.1 Interviews

The analysis of the interview data showed there were three recurring themes. Firstly, all six teachers had a general idea of what emotional intelligence was, due to the teaching their pupils in social and emotional learning (SEL) classes or when they have been training on working with special educational needs pupils. Nonetheless, none of the six teachers knew that emotional intelligence was divided in to four different dimensions (social awareness, social management, self-awareness and self-management) and how they could effectively reflect on their own emotional intelligence.

Participant DA082787CH explaining how she understands emotional intelligence: *“Relating to emotion intelligence of the pupils, yes (understanding emotional intelligence). I mean this has come from safeguarding training, but nothing helping us understand the specifics of emotional intelligence. We do things on that (EI) during dyslexia training and autism training....I think (EI) it's just in our overall training though, so autism and Asperger's training as well. But nothing relating to PE personally”*

Participant EI040126WO attempting to define emotional intelligence: *“That's quite a tough question. Is it when you know how much I am aware of my own emotions? I want to say aware of my emotions whilst teaching but the same time I don't want to say teaching...as it is being aware of something else, being aware of your own emotions while I'm teaching and heling the pupils's emotions during learning.”*

Secondly, it became apparent that the participants delivered relatively few PE lessons due to the sessions being taught by a freelance sports coach. This meant that they normally used PE

lesson time for their planning, preparation and assessment time (PPA) for other lessons. In addition, three teachers felt uncomfortable in teaching the subject, due to the lack of knowledge in the subject area. This, in turn, made them feel nervous and anxious.

Participant Barbara explaining teaching and being observed in PE: *“Yeah, not particularly. I've been very nervous waiting for the first observation. Yeah, I'm just going to get it out of my head that you're not looking at me (observer). Worried on what you think on how I'm teaching, not knowing what I'm doing. Yeah, I'm a bit worried if they (the pupils) start being, you know, noisy. Well, the best thing about it, that I'll show I've got terrible emotional intelligence.”*

Thirdly, all six participants highlighted that all subject related training days concentrated on English and Maths, which had taken priority over the school curriculum. When asked to expand on their experience of training in PE, four of the six teachers who had completed a Postgraduate Certificate of Education (PGCE) indicated that they only received just one day (7 hours) of training during their course. The other two participants had completed a four year Bachelor of Education (BEd.) which provided more detailed training on PE, which included three hours a week of PE training for one term per year. Of note, only one participant, during their eight years of teaching, had received CPD in primary PE, which did have some emotional communication techniques introduced in to the training programme. This took place in a previous school before moving to their current school.

#### 4.3.2 Measuring the participants' Emotional Quotient (E.Q)

The participants' EIQ-2 test results (ability-based emotional quotient) are shown in Table 7 and the TEIQue test results (trait-based emotional quotient) are shown in Table 8.

When investigating the EIQ-2 test results, the findings suggested that four of the six participants showed that their 'total score' was at a good standard (70-80%) of EQ, whilst two participants scored satisfactory EQ total scores, both scoring at 68%. It is worth noting that both of these participants (Barbara & Emma) have only been teaching for the shortest period of time when compared to the other participants (table 6). When investigating the scores of the four dimensions of emotional intelligence, Danny was the only participant who scored over 80%

in each category, whilst participant Barbara scored poorly in three of the four dimensions, scoring less than 70% in ‘self recognition’, ‘social recognition’ and ‘social management’. Investigating the strongest scoring dimension, five of the six participants scored between 73% - 91% in ‘self-management’, with a mean percentage of 79%. The weakest scoring dimension was ‘self-recognition’ with an overall mean score at 76%, with participants Barbara and Emma scoring just 64%.

*Table 9: EIQ-2 results of the six participants, providing standard scoring of each dimension of Jerus (2005) emotional intelligence framework and overall total score*

(Table L) EI-Q Results Participant	Self Recognition	Social Recognition	Self- Management	Social-Management	Total
Ellie (1)	80%	84%	87%	78%	82%
Barbara (2)	64%	69%	73%	67%	68%
Danny (3)	89%	87%	91%	89%	89%
Emma (4)	64%	71%	64%	71%	68%
Rebecca(5)	78%	75%	80%	78%	79%
Phil (6)	78%	76%	80%	82%	79%
MEAN	76%	77%	79%	78%	78%

When exploring the TEIQue results, once again Emma (4) and Barbara (2) scored the lowest overall EQ scores of 4.3 and 4.5 respectively, with participant Danny (3) achieving the highest overall score of 5.8 out of 7. Nonetheless, not one participant scored a ‘strong scoring’ emotional quotient of 6.0 or over, with all being in the category of scoring a ‘satisfactory’ emotional quotient. With Petrides’ TEIQue test being more detailed by delving in to the facets of the four dimensions of emotional intelligence, it is worth noting that the overall mean score of ‘Stress Management’ (3.9 out of 7), ‘Emotional Recognition’ (4.0) and ‘Self-control’ (4.1) were the weakest scores. The strongest scores was recorded in the emotional facet of ‘Happiness’ (6.0), alongside ‘Optimism,’ ‘Relationships’ and ‘Well Being’ (all scoring 5.7).

*Table 10: TEIQue results of participants, providing scores of each facet of emotional intelligence and overall total score*

(Table M) TEIQue Results Participant	Self Esteem	Emotion Express	Motivation	Emotion Reg	Happiness	Empathy	Social Aware.	Adaptation	Assertiveness	Emotion Percept.	Stress Man	Emotion Man	Optimism	Relationships	Well Being	Self-Control	Emotionality	Sociability	Impulse Control	Overall Score
Ellie (1)	5.6	6	5	2.4	6.6	3.8	4	2	6.4	5	2	4.8	6.0	5.5	6.0	2.6	5.1	5.1	3.6	4.6
Barbara (2)	4.3	4	4.5	5.1	5.8	4.7	4.4	5.1	2.6	4.2	3.3	4	5.3	6.2	5.2	4.6	4.8	3.7	5.5	4.5
Danny (3)	6.1	6.8	6	3.2	7	6.2	5.6	5.8	5.2	6.4	5.1	5.1	6.6	6.8	6.6	4.4	6.5	5.3	5.0	5.8
Emma (4)	3.9	4.4	4.1	4.8	5.2	2	5.1	4.7	3.4	4.6	3	4.5	4.3	5.4	4.5	4.1	4.1	4.3	4.6	4.3

Rebecca (5)	5.4	4.2	5.3	4.5	5.7	5.1	5	4.3	5.2	5.3	5	5.2	5.1	5.4	5.4	4.9	5.0	5.1	5.2	5.0
Phil (6)	6.2	5.8	5.1	3.9	6.8	3.1	6.4	4.4	6.8	3.8	5.2	6.1	6.6	4.6	6.6	4.1	4.3	6.4	3.4	5.2
MEAN SCORE	5.2	5.2	5.0	4.0	6.2	4.2	5.1	4.4	4.9	4.9	3.9	5.0	5.7	5.7	5.7	4.1	5.0	5.0	4.6	4.9

When comparing the EIQ-2 (ability-based) and the TEIQue (trait-based) test scores ‘self-recognition’ and ‘self-management’ had contrasting scoring between the trait-based and ability-based EQ testing. For example in EIQ-2 the lowest scoring item was ‘self-recognition’ whereas in TEIQue ‘self-recognition’ (as measured by Happiness, Optimism and Wellbeing) scored highly. In EIQ-2 ‘self-management’ again scored highly, but in TEIQue ‘stress-management’ and ‘self-control’ scored low (tables 7 and 8). These differences between the two sets of test results are examined in the discussion.

#### 4.3.3 Observation findings before the completion of the reflective journal

As previously outlined, each participant was observed on three separate occasions, with one lesson being observed every week. The PE lessons lasted between 40-45 minutes, with an average attendance of 27 pupils. The opening observations revealed several factors that contributed to a lack of pupil engagement during the lessons. As mentioned during the interview process, the lack of training and development in delivering effective PE lessons led to ineffective warm-up and cool-down techniques, with teachers Danny, Rebecca, Barbara and Ellie delivering repetitive and unimaginative pulse-raising activities, leading to pupil disinterest and lethargy. In addition, there was a lack of enthusiasm shown by the four mentioned teachers, with very little positive facial expression, no engagement with the pupils and very little positive communication.

In contrast, the teachers with dance (Emma) and football coaching qualifications (Phil) incorporated more varied and creative warm-up activities, which resulted in greater pupil enthusiasm. The same constraints were mirrored when the teachers demonstrated a skill activity, which again led to tedium from the pupils, with the teachers looking very embarrassed, with the volume of their voices becoming very faint and nervous. Whereas the two teachers with sporting experience presented effective demonstrations, showing confidence in both their body posture and in their clear voice intonation. Furthermore, due to the tedium set in the PE lesson, the KS1 teachers (Barbara and Ellie), were frequently pausing the lesson so they could discipline several pupils due to their poor behaviour and/or attempting to get individual pupils to partake. This was managed by negatively raising their voice at the pupil and using negative reinforcement, such as threatening a shorter break or lunch time.

#### 4.3.3.1 Observation findings after the completion of the reflective journal

By the time they had the opportunity to think deeply about their teaching delivery by completing the reflective journal, it was clearly evident that all six participants showed an change in their approach of communicating with the pupils by the second PE lesson and a significant development of their approach in their third PE lesson. The main areas that were clearly identified in the second and third observation reports were the teachers had a lot more patience and introduced more humour and enjoyment in the PE lessons. One example was when Emma started to partake with the pupils during the warm-up and cool-down segments of the lesson, acting at times rather silly which made the pupils smile and become more engaged. The teachers who were teaching pupils in the reception (EYFS) and year 1 (KS1) tutor groups had increased their display of exhibiting more empathy and sensitivity in their sessions; for example, teachers Danny and Barbara were listening to the pupils more often if they had a concern, placing their hand on the pupils' back or on top of their head whilst they were talking. This level of empathy and sensitivity was less noticeable with teachers delivering to older pupils, unless an individual pupil was dependent on an adult's supervision, due to mental or physical impairment. This was noted in the observation reports.

The other noteworthy finding from the observation data, was the development of effective communication by the time the teachers were delivering their third PE lesson. It was clearly evident that each teacher's 'non-verbal communication' was supporting a more engaging and motivating PE lesson. For example, Emma (KS2) and Phil (KS2) was providing high fives, smiling when pupils gave demonstrations, showing a thumb's up to praise an individual pupils' achievement, and laughing when a group were enjoying a part of the lesson. These examples indicated that the teachers were taking a stronger interest in the PE lesson, which identifies that they had improved their 'social management' dimension of emotional intelligence.

Furthermore, due to the teachers growing in confidence by the second and third observed PE lesson, the confidence and self-appreciation, especially during the KS2 sessions, was noticeable, with Rebecca showing positive body posture, as they were originally standing in one spot, having their hands in their pockets and slouching on to a wall. By the third session, they exhibited more movement, wearing the correct attire (originally in a formal shirt and trousers) and looking more confident when demonstrating a skill movement when teaching a dance activity. Moreover, the KS1 teacher's Barbara and Ellie seemed to have more control

over their year one and year two respective classes. It was noted on both participants observation sheets that they had to manage more behavioural and conflicting issues during the PE lessons. The class were controlled more effectively by the time they were observed in their third session. It seemed that they had reflected on their own emotions (self-recognition dimension), as it was noted in the first and second observed lessons, both teachers were raising their voices with an aggressive tone, getting red in the face and looking frustrated. By the time they were teaching their third PE lesson, it seemed that they used certain strategies to control their frustration (self-management dimension) and used behavioural and conflict management strategies to calm the class down (social-management dimension). Interestingly, behavioural management issues were not as frequently exhibited by the other participants who were teaching other key stage age groups.

#### 4.3.4 Reflective journals

Overall, the participants showed varying degrees of progress and struggles throughout the three lessons. Some became more self-aware and adjusted their teaching strategies, while others continued to face challenges with managing emotions and maintaining class control. To explain further, a breakdown of each participant's reflections are outlined below, with the reflective journals and transcript being located in appendix 12.

Participant Ellie began the study with feelings of anxiety and nervousness during the first lesson due to being observed. They stated that they had not been observed when delivering PE, as they had always been observed by their peers in a classroom environment. Despite this, they stated they tried to maintain a positive attitude and by the second lesson, they gained confidence, managed to stay calm, and reflected and managed more effectively when an issue happened in the PE lesson, instead of raising their voice and showing negative body posture and negative tone of voice.

Participant Ellie *"I managed to be positive in most situations but may not always be aware of the standards I am setting. I believe that I am able to achieve anything if I put my mind to it. One of the girls is autistic. She normally has 1:1 support but was absent. Today she was in a team that I chose. I felt I was being judged as I knew I was being observed. This made me feel anxious and nervous."*

Participant Ellie also realised their expectations were too high for young pupils when delivering a skill acquisition session. In the third lesson, although some anxiety persisted, they were more

confident and noted that the observations helped them become more self-aware and realise they were trying too hard to impress and maintain high standards, instead of focusing on the pupils and making the PE lesson engaging and motivating.

Participant Ellie *“This observation I felt a lot more confident but still had some anxiety inside. Some pupils didn't want to perform their dance routine. I kept them back at break to discuss why. I realise that I may have been unrealistic with the lesson plan, as some pupils can be extremely shy. The past three observations have made me realise about my self-awareness because I really have a reason to do so before. I felt anxious to impress and kept my standards very high.”*

Participant Barbara felt calm while teaching, but experienced underlying frustration when the pupils were at times misbehaving. They noticed growth in self-awareness, especially when reflecting on their inability to help a struggling pupil in the first PE lesson. In the second lesson, their emotions shifted slightly, as they adjusted their tactics by changing the tone and volume of their voice.

Participant Barbara *“While teaching the subject I am calm but get an underlying feeling of frustration. While reading the journal questions, I noticed a growth of self-awareness. Especially when reflecting on not feeling I could help a pupil when they were struggling with a skill, which got me frustrated.”*

They became more self-aware of the growth of their confidence and self-esteem when a teaching assistant intervened and helped in the second lesson. In the third lesson, the development of their patience and the reduction of frustration was evident, and they felt their sessions improved as they thought more about their emotional intelligence prior to each lesson.

Participant Barbara *“I didn't really change my emotions today compared to the other two observations. I think my self-awareness of 'patience' was portrayed well. I feel that my sessions have improved because I'm thinking about each lesson more. Something you don't do due to the lack of time.”*

Participant Danny had positive relationships with the pupils, which they deemed necessary and interestingly noted that they were self-aware about other teachers' perceptions of their teaching ability, and therefore wanted to prove them wrong and show that they could teach PE effectively. In the second lesson, they were more nervous as climbing equipment was placed

out for the session, which could potentially injure the pupils was used. This heightened the teacher's social awareness. Nonetheless, they attempted to show calm facial expressions so the pupils could not see their concerns. In the third lesson, the pupils' improvements in the PE activity made the participant proud and noted that they had to utilise the dimension of 'social management' as all the pupils wanted to showcase their progress when demonstrating their dancing skills.

Danny *"The pupils were showing improvements in the PE activity. This made me very proud. A lot of social management was required this time because all the kids wanted to show how well they were improving."*

Participant Emma began their lessons with a sense of nervousness, particularly due to the pressure of being observed. Initially, they struggled with maintaining control over the class and found it challenging to manage their emotions, often feeling overwhelmed. However, by the second lesson, they started to gain confidence and were able to implement more effective emotional management strategies.

Emma *"I was more anxious as last week's session was extremely poor. I feel that the session was tailored to what they enjoy on the whole, as the class wanted a bit of the competitive edge. Due to this I felt there was more control and structure throughout the lesson."*

Emma also focused on building rapport with the pupils, which helped in reducing disruptions (social management). By the third lesson, they demonstrated significant improvement in their ability to control their own emotions by remaining calm and composed, even in challenging situations. They became more adept at using positive reinforcement to encourage good behaviour and were able to reflect on their teaching practices to identify areas for further improvement.

Emma *"I felt a little more confident as I think I felt that I had more control of the structure of the activities. I promised that good teamwork is shown; I would award them house points. I did this as some pupils were not participating."*

Participant Rebecca's journey through the three lessons was marked by a growing sense of self-awareness and adaptability. Initially, they noted that they faced difficulties in engaging pupils



and managing classroom dynamics. They often stated that they felt frustrated when pupils did not respond as expected.

Rebecca's *"I don't get much time to reflect on my own performance. For the future I will try and consider how the pupils are feeling in these situations. It can be hard to stay calm and relaxed when managing a classroom full of kids! I'm good with the kids but I have little time that PE is just a bit of an afterthought."*

However, by the second lesson they began to experiment with different teaching techniques, such as incorporating more interactive activities to capture pupils' attention and build motivation and engagement. This approach led to a noticeable improvement in pupil engagement. By the third lesson, they explained that they had developed a more flexible teaching style, allowing them to adjust their plans based on the pupils' needs and responses. They also became more proficient in using empathy to connect with pupils, particularly those who were struggling, which helped in creating a more inclusive learning environment.

Rebecca's *"A lot more relaxed in compared to the first PE lesson. I was a lot more prepared and organised, Because of this the kids were better behaved. I was a bit frustrated at the end because of them being chatty. I stuck with not being strict because PE is a 'fun' lesson. But then I suppose this why there was a lot of talking from the pupils."*

Finally, participant Phil's experience was characterised by a strong focus on self-improvement and emotional regulation. For example, in the first lesson they were acutely aware of a pupil with ADHD who misbehaved, which tested Phil's patience and self-control. They used a firm but fair voice, which generally elicited a positive response, but they still experienced moments of frustration.

Phil's *"Very self-aware on one pupil who had ADHD. He regularly misbehaves. Spoke to him in a firm but fair voice; this is how I normally get a positive reaction from him. Did get frustrated and shouted at a few of the kids, which made me frustrated, that I was not in control."*

By the second lesson, they noted that they felt more confident and comfortable, although unexpected incidents, such as a pupil leaving the hall without permission, caused anxiety. They demonstrated empathy by supporting a pupil with autism, helping to build their confidence.

*Phil's "After the first session, I felt confident and comfortable. A pupil left the hall without my permission. Felt anxious and irritated but learnt from lesson one to control my frustration. A pupil with autism was getting upset because they were not performing as well as her friends. Used a lot of empathy to build up her confidence."*

In the third lesson, this teacher aimed to showcase what they had reflected on following the previous two lessons and wanted to show a higher quality of PE teaching, but realised they needed to focus more on improving pupils' techniques in the skill-led section of the PE lesson. This realisation led to some frustration, but they used self-talk to motivate themselves and maintain a positive outlook. Overall, Phil explained that they showed a commitment to personal growth and a willingness to adapt their teaching methods to better meet the needs of their pupils.

#### 4.4 Discussion

The findings revealed that when the six teachers critically assessed their teaching practices through self-reflection on 'self-awareness,' 'self-management,' 'social awareness,' and 'social management,' they observed a marked improvement in pupils' energy, engagement, and motivation by the third PE lesson. This improvement was corroborated by observation notes, which documented an increase in the teachers' energy levels and a heightened interest in their instructional approach. Furthermore, the notes highlighted a significant rise in the teachers' enthusiasm and confidence during the second and third observed PE lessons, suggesting a positive relationship between reflective practice and teaching effectiveness.

##### 4.4.1 Quantitative data

The quantitative data, which emerged from the TEIQue and EIQ-2 tests, pointed to a number of interesting dimensions worthy of further discussion and reflection. Most notably, primary school teachers scored differently on the same or similar dimensions across the two EQ tests, with self-management scoring highly in the EIQ-2 (ability-based) test, whereas the facets of self-management scored low in the TEIQue (trait-based) test. In addition, for the 'self-recognition' dimension, the teachers scored highly on TEIQue test, but not on the EIQ-2 test. It has been suggested that trait-based and ability-based EQ tests can yield different scoring outcomes (Petrides et al., 2011).

#### 4.4.2 Explaining the different score between ability-based and trait-based EQ testing

It has been stated by Day & Carroll (2008) that scores attained using ability-based models (EIQ-2 in this pilot study) tend to reflect results in a working environment, whereas trait-based (TEIQue in this pilot study) models may better reflect self-perceptions and the inner-self. For example, how one emotionally reacts with someone at work, will differ from emotional responses at home with family or when someone is out with their friends. So, trait-based EQ tests, like Petrides's (2010) TEIQue, assess emotional intelligence as a personality trait. These tests evaluate an individual's self-perceived emotional abilities and how they typically respond to emotional situations. This approach reflects a more stable aspect of personality, suggesting that trait-based EQ is less about skills and more about inherent dispositions (Petrides, 2009). This was reflected in the pilot study findings, with 'self-recognition' dimension being the lowest score in the ability-based EIQ-2 test. However, in the TEIQue test, three of the four highest facet scores - Happiness (6.2 out of 7), Optimism (5.7), and Wellbeing (5.7) - were found within the 'self-recognition' dimension, which is the general emotional reaction that each of the teachers would display.

Thus it is not surprising that participants scored differently on the ability and trait-based tests in this pilot study. However, it is interesting to note that the low scores of participants Barbara (2) and Emma (4) on the EIQ-2 (ability-based) test for 'self-management' and 'self-reflection' were also their lowest scores on the TEIQue (trait-based) test. This evidence was also supported in the qualitative data, supported by the comments in their reflective journals and evaluation forms. They explained that they sometimes found it challenging to manage their emotions, particularly when the pupils were not behaving as expected. Additionally, they expressed feeling flustered by being observed, which occasionally led to mismanagement of the PE lesson, as they did not consistently use effective teaching techniques to control behaviour and deliver an engaging class.

Participant Emma (evaluation form): *"I did find the observations a challenge as I did the journals as I find that I can be too self critical. Time was also a big factor for me as the demands of the classroom often take precedence. (I need to) build my confidence to follow my own intuition and deviate from plan if needed to ensure that all pupils are participating correctly."*

*Figure 11: Participant Barbara (reflective journal three)*

I felt more confident and less anxious. I felt more in control. I felt more relaxed and calm. in L4 HWS	I felt awkward when a child told me that I had done something. I then reflected on it and carried out the action I should have done. I felt as if I was rushing and my mind was in overdrive. I took away the negative and made it into a positive by making a calm choice
--	---

#### 4.4.3 Building confidence and self-appreciation of delivering primary PE

One of the key findings from both the reflective journals and observation notes, was that the four teachers without any sport coaching experience expressed and demonstrated particularly low self-esteem and self-appreciation. By the third PE lesson, the teachers did show more confidence and was noted in the reflective journals to enjoy delivering the final session. It has been previously stated that it is important for teachers to have strong self-esteem as it projects confidence in their instruction, which directly influences pupil engagement and participation (Gkonou & Mercer, 2017). This is echoed by (Mouton et al. (2013), who outlines that when teachers demonstrate confidence, pupils are more likely to trust their guidance, leading to a more positive and productive learning environment. This was clearly shown in the third observed lessons by the Key Stage 2 lessons, with participants Emma, Rebecca and Phil explaining that when reflecting on their own confidence self-esteem and self-appreciation, they prepared a lot more prior to the second and third observed lesson, providing the benefits of more engaging PE lessons.

Therefore, it is important for teachers delivering PE to the older pupils in KS2 to hold a strong self-appreciation of their own abilities, as this fostered resilience, which was shown when the teachers were able to control conflict when the pupils were misbehaving in the lesson. Ghanizadeh & Royaei (2015) and Mouton et al. (2013) stated that when teachers reflect and build their confidence in environments that are unfamiliar to them, it enhances their interpersonal relationships between their pupils, creating a supportive and inclusive atmosphere. In the context of PE, the stronger the relationship between teacher and pupil, the more motivated both will feel to have an engaging and enjoyable lesson.

##### 4.4.3.1 Showing empathy and sensitivity to younger pupils

The two participants that were teaching the younger pupils, Danny (reception) and Barbara (year one) classes were utilising a lot of empathy and sensitivity from the 'social management'

dimension of emotional intelligence. Many of the pupils were getting upset, requiring comfort and reassurance throughout all three observed PE lessons. This is understandable, as Tominey, O'Bryon, Rivers, & Shapses (2017) explained that empathy enables teachers to better understand the diverse needs and emotions of pupils, as very young pupils often express their feelings through behaviour rather than words, and an empathetic teacher can recognise these emotional cues and respond appropriately. This is why during Danny's first observed lesson plan, several observation comments related to how the teacher had to comfort several pupils by kneeling down and speaking to a pupil to equal eye level (Figure 12). Teacher Barbara stated that they felt worried and expressed their sensitivity if any pupils fell over and hurt themselves in their reflective journal. The teacher also conveyed that they wanted to be as supportive as possible and make sure that they felt that they were not pressured if they made any mistakes (Figure 13).

Figure 12: Danny 1<sup>st</sup> observation notes, highlighting empathy and sensitivity

Teacher Emotional Intelligence Observation Report in Physical Education							
Teacher (ID No.):	Year Group:	Key stage:	Ages:	No. of pupils:	School:	Date:	
Teacher (ID No.): 5105279TH	Year Group: Year 1	Key stage: KS1	Ages: 4-5	No. of pupils: 28	School: Madras Ven	Date: 7/2/17	
Use of non-verbal communication by teacher: Game included three activities - kick, throw & balance ball (ABC)							
Eye contact by teacher: Consistent eye contact with children. The teacher would be looking for a few minutes and then looking at the rest of the class.		Any gesture by teacher: Lots of pointing to guide children to next steps in the game while observing.		Voice intonation by teacher: Slight intonation in voice to change pace of some of PE (e.g. 'bunch up' when re-joining instructions).		Voice volume by teacher: Very clear + positive, loud enough for children to hear.	
Facial expression by teacher: Shows the same facial expression as when children were participating.		Humour by teacher: A bit of humour to keep the game light.		Responses shown by teacher to the mood of the group during PE lesson: From time when telling children they were doing well to when they were not.			
Example of response to the feelings of any pupil: When a child was upset, the teacher would sit down and talk to them.		Student response to show that the teacher fully listened and understood what pupils said: When a child was upset, the teacher would sit down and talk to them.		Example of teacher providing pupils a chance to voice their feelings as well as thoughts: When a child was upset, the teacher would sit down and talk to them.			
Response to pupils' non-verbal communication (above categories): When a child was upset, the teacher would sit down and talk to them.		Behaviours that indicated anxiety or anger by teacher: When a child was upset, the teacher would sit down and talk to them.		Example of teacher apparently managing her own feelings: When a child was upset, the teacher would sit down and talk to them.			
Teacher's EI area(s) for development: Staying in one position / Very little noise - (good or A.P.I???)							
How many pupils had responses acknowledged in manner that valued them?	1-3 4-5 7-10 11-20 20+	How often did she refer back to individual contributions?	0 1-2 3-4 5-6 7+	All pupil names used?	Evidence of any apparent prejudice towards particular pupils: (any not stated to be observed from group)		
End score out of 10: Success in creating positive emotional environment.	Teachers Emotional Intelligence strength(s): <del>Emotional</del> - voice + volume. Motivation - happiness + positive.						

Eye contact and pupil became happier

Let child stand by teacher's side to calm her down

Figure 13: Participant Barbara reflecting on her empathy and sensitivity

Journal prompt 2 (self-awareness domain)	Journal prompt 10 (journal summary)	Journal prompt 6: (self-awareness and self-management domains)
When one of the children fell and hurt themselves, I felt isolated and worried. My mind started racing. I was aware of this as I had lots of scenarios in my mind to solve the issue. Next time I will have to tell myself to take a deep breath and focus my attention on the problem.	That sometimes I am calm but get an underlying feeling of frustration. As my journal went on I noticed a growth in self-awareness. I became more reflective and really reflected upon and thought about my actions today. Prompts 7 and 9 gave me the greatest amount of reflection because they involved the children I work with. Things that went well would benefit my reflection etc. next time.	A new insight I have <del>is</del> being aware of how the children react and feel during different activities. I will ask the children to give me a thumbs up or down about how they are feeling.

From these emotional reactions it is clear the teachers were attempting to create a safe and supportive learning environment where pupils feel valued and understood, which is critical for their social and emotional development (Tominey et al., 2017). Similar findings were previously published by Poole, Miller & Booth-Church (2005) and Morris and Mimms (1999), who reported that sensitivity to pupils' individual differences is crucial in primary PE, where physical abilities and confidence levels can vary widely, especially if a young pupil has a special educational needs (SEN). Therefore, the two mentioned teachers, who exhibited sensitivity and empathy in different environments, tailored their instruction to meet each pupils' unique needs, ensuring that all pupils felt included and capable.

#### 4.4.3.3 Conflict management and controlling emotions

It was noted from the observation forms and reflective journals that participant Ellie and Barbara, who were teaching the 1st and 2nd year groups (KS1) had to manage a lot of behavioural issues with their pupils. Many comments (Figure 14), refer to the teachers having to control (recognise) their own emotions to manage the conflict and behavioural issues in the PE lesson. One strategy that was highlighted by both participants was when to discipline a pupil or a group of pupils and when to ignore their behaviour (Figure 14). Basturkem, Loewen & Ellis (2004) identified that avoiding 'low concern' issues, such as a pupil telling the teacher that another pupil was not partaking in a skill activity appropriately, leads to neutrality and the matter normally resolves itself. On the other hand, for high level concerns such as fighting or spiteful comments, the teacher could react by gaining feedback on what had occurred, often resulting in appeasing behaviour.

*Figure 14: Comments made by Barbara (above) and Ellie (below) relating to behaviour and conflict in the PE lesson*

Journal prompt 5 (self-awareness, self and relationship management domains) L.A. Hughes  
Yes, when the children wouldn't stand behind the white line. I wanted it to be fair for all and I wanted it done properly. I was quite calm and asked them to move back when needed. I would have raised my voice more. I will count to 10 next time.

That sometimes I am calm but get an underlying feeling of frustration. As my journal went on I noticed a growth in self-awareness. I became more reflective and really reflected upon and thought about my actions today. Prompts 7 and 9 gave me the greatest amount of reflection because they involved the children I work with. Things that went well would benefit my reflection etc. next time.

Journal prompt 7 (self-awareness and social awareness domains) L.A. Hughes  
I had to move a child out of the activity. They were distracting others and I wanted their full concentration. I was frustrated and fed up of reminding the child to do things. The child was probably frustrated too, they probably just wanted to be let go and play with the bean bag and struggling to take turns due to lack of understanding. We both were frustrated. I thought they were being irritating but they probably needed support. I probably should have made the groups.

Journal prompt 5 (self-awareness, self and relationship management domains)  
I was frustrated when the chn don't listen eg. when I said freeze. I threatened the chn with missing break.

Journal prompt 9 (self-awareness and social awareness domains)  
Sometimes the boys can get over-excited in PE and forget listening skills. "Boys if we aren't sensible you will have time out."

Journal prompt 10 (Journal summary)  
I think I manage to be positive in most situations but may not always be aware of the standards I am setting. Number 8 prompted the most self-awareness

As highlighted in the findings, participant Ellie, who scored highly in both EQ tests and had sport coaching experience, was able to control their class more efficiently in comparison to Barbara, who scored lower in both EQ tests and expressed that they had very little experience in teaching PE. A study by Gerardi (2004) explored the impact of attachment styles on teachers' preferred conflict management strategies. Teachers with 'secure attachment' styles, such as participant Ellie, who maintain a positive view of themselves and others, are more inclined to adopt constructive, win-win strategies like integrating and compromising. On the other hand, those with insecure attachment styles, such as participant Barbara, are characterised by a high avoidance or anxiety, tending to favour less constructive approaches, such as avoiding and obliging.

In addition, Morris-Rothschild & Brassard (2006) stated that a teacher has to have an efficient 'classroom management efficacy', suggested that teachers with higher perceived efficacy are more likely to engage in positive conflict management strategies, such as integrating and compromising, which benefit both themselves and their pupils. Additionally, in this pilot study more experienced teachers, (participant Barbara only having three years in the teaching profession) were generally more inclined to use mutually beneficial conflict management styles.

#### 4.4.3.4 Teamwork and collaboration

From the observations notes and reflective journals, participants who taught pupils from KS2, had to rely heavily on incorporating teamwork and collaboration techniques to make a more engaging and motivating PE lesson. Fredrick (2008) also noted this with their study of American engineering high school pupils, confirming that the benefits of including teamwork

activities will potentially foster the development of social skills, such as communication and cooperation, which are critical to working in a group environment.

Participants Rebecca and Phil explained in their reflective journals that when providing clear rules and regulations to pupils but letting them use their own ideas to design a bespoke dance move, the pupils worked in harmony and with passion. Leaving them with some freedom helped them to test new, fresh ideas. This was concurred by Snyder's (2009) paper, which highlighted pupils, who are completing online undergraduate art programmes in the USA, who learn to write professionally through practice and guidance, also need training in collaborative skills. By providing explicit instruction and coaching on teamwork, educators can equip pupils with the tools to successfully navigate group projects. Nonetheless, effective teamwork requires consistent practice in a supportive environment and PE can support this notion, from developing stable group relationships to build trust and refine skills.

#### 4.4.3.5 Building emotions via verbal and non-verbal communication

Many segments of the observation template (Pugh, 2008) concentrated on the participants' communication skills with the pupils, delving in to the verbal communication (tone, volume, speed of speech) and non-verbal communication (hand gestures, facial expressions, body posture). As Gkonou and Mercer (2017) stated, it is important for the teacher to exhibit positive body language and facial expressions alongside the teacher's communication by expressing their emotions non-verbally and the use of voice. The findings, as recorded on the observation templates, were that four participants attempted to get involved and partake in the PE lessons, especially by the third observed session: by partaking in the warm-up and adding humour to the session. Furthermore, Rebecca and Phil introduced a warm-up activity based on their own favourite food and drink, which the pupils really enjoyed. As suggested by Gkonou and Mercer (2017) this led to the teachers exhibiting positive body language and facial expression which added to the quality of the class. Also, from the observation template comments, a stronger relationship with the pupils was developed when teacher's shared personal information with pupils, such as their favourite colour and food. Finally the author noted during the observations that the teacher's eye contact and hand expression was also important to build the relationship between teacher and pupils.

#### 4.4.3.6 Reflecting and nurturing emotional intelligence

From the teacher interviews and the reflective journals it was clearly identified that the six participants had little training on the delivery of primary PE nor any CPD on emotional



intelligence. Furthermore, from the evaluation forms (table 9), the teachers noted the importance of emotional intelligence and how it can help build a stronger relationship with the pupils. Researchers have explained (Goleman, 2004; Keefer, Parker, & Saklofske, 2018) that for people who complete reflective journals, it can be an effective tool for enhancing emotional intelligence, encouraging individuals to regularly documenting their thoughts, emotions, and experiences. In this pilot study it was clear that the reflective journals supported the teachers to identify patterns in their emotional responses, recognising areas for improvement, and develop a deeper understanding of their emotions.

*Table 11: Six participants evaluation feedback on developing emotional intelligence*

<i>Phil</i>	<i>Emma</i>	<i>Danny</i>
"I was pleased with myself awareness within my session and felt this continued to grow throughout the process."	"Confidence to follow my own intuition and deviate from plan if needed to ensure that all pupils are participating correctly."	"Realising my emotions in PE- Self awareness"
"Knowing my score on my emotional intelligence has benefited me greatly in my job role as I know my weaknesses and strengths."	"Effectively manage my emotions to allow myself to not feel like every little thing needs to be perfect and go to plan."	"Expanding my emotional intelligence knowledge"
"Reflecting on my teaching points was a positive element of the process as it gave me the opportunity to help develop the pupils."	"The opportunity to consider different strategies that can be implemented to ensure that all pupils have access to good quality teaching."	"Interesting survey and results"
<i>Ellie</i>	<i>Rebecca</i>	<i>Barbara</i>
"Reflecting on the 3 lessons after really made me think about the way I dealt with behaviour or situations in the lesson. When reflecting back, it made me realise that in the moment of a lesson you could take a minute to think of a different option for the pupil."	"It has benefited my professional development as I now have an understanding in managing Emotional Intelligence that will help me to understand the pupils I teach."	"The process has made me more aware of emotional intelligence and to try to be more aware of the pupils's perspective more. It's something that you don't normally get much time to reflect on."
"The observation lessons helped me to get used to new people watching my lessons. This has helped since in other lessons I have been observed in."	"It has expanded my knowledge in psychological teaching processes, and I can now apply this when I teach PE and in other areas of the curriculum."	"Again, you don't get much time to reflect in teaching, so the opportunity to reflect on the pros and cons of lessons was good from a professional stand point as well as the emotional intelligence side."
"Having more of awareness about Emotional Intelligence has made me stronger as a teacher as I am starting to understand my own delivery and how the pupils are in PE lessons too. This wasn't something that I thought of previously."	"It has also helped me to reflect more on certain teaching points so that I can give the pupils the best opportunities to succeed and achieve."	"I think it allowed me to reflect on my pedagogical approach as a whole, the pros and cons of a relaxed or more disciplined teaching style."

The teachers that seemed to get the most from the study were Participants Barbara and Emma, who had the lowest EQ scores in both the TEIQue and EIQ-2 tests, as they both expressed in their journal and evaluation forms on how much they learnt from the reflective exercises when evaluating their emotional intelligence after each PE lesson (appendices 4 & 12). Both of these teachers had only been in the education profession for three years and it is important for inexperienced teachers to develop their emotional intelligence so they can build a stronger relationship, as well as engaging and motivating their pupils. As explained in the literature review (chapter II), Goleman (2001) stated that emotional intelligence will improve naturally with experience and age; with Kauts and Kumar (2013) and Dann (2018) concurring that emotional intelligence may increase with maturity, but additionally will develop with significant training and CPD.

#### 4.5 Recommendations for moving forward to study two

One of the aims of the pilot study was to evaluate whether or not the methods used were suitable for use in subsequent chapters of the thesis. The participants themselves gave feedback on the methods in their evaluation forms and the author assessed the feasibility of using the methods while undertaking the study. Some participants (participants Phil & Danny) mentioned they would like to see some more CPD, such as short workshops, while others (participant Ellie) wished to see more comprehensive programmes delivered on a regular basis. Therefore, it is possible to incorporate an intervention CPD training programme for emotional intelligence later in the thesis.

Five of the six participants expressed willingness to contribute to further studies that specifically aimed at improving the management of emotional intelligence in primary PE. It was reassuring to note that despite the workload associated with the study, the teachers were still willing to participate, which suggested the workload was not substantially too great. For example the positive response indicated by participant Barbara was that they now recognised the importance of the topic and were open to CPD in this area. However, there were some suggestions for improving the procedures and methods for future studies and suggestions reducing the workload of the teachers, with participant Ellie requesting clearer instructions for the completion of the reflective journal which should be shortened, and a clearer explanation of the study design. However, the participants did find the reflective journal to be a valuable tool for improving their delivery in PE. Therefore, for study two the reflective journals will be used again in a shortened format and a PowerPoint slideshow will be presented to explain the overall design of the next study.

Feedback on the overall experience varied among participants, while some highlighted positive experiences and personal growth, others noted areas for improvement. This mixed response suggests that while the study was valuable, there's room for refinement in future research to enhance participant satisfaction and engagement. Participant Emma explained that there was valuable insights into the experiences of managing emotional intelligence while delivering primary PE, though they would like to know how to improve some aspect of their emotional intelligence to enhance their delivery of primary PE. In addition the semi-structured interviews showed that the participants could explain emotional intelligence in very general way but had hardly any knowledge concerning the individual facets of emotional intelligence. Thus, to be able to improve emotional intelligence of the teachers, it was decided for study two that there should be an emphasis first on how the different dimensions of emotional intelligence can be exhibited in the teaching of primary PE.

From the researcher's perception of the study, the first amendments will be to reduce pen and paper note taking which detracted from the observations. Thus in Study Two a Dictaphone will be used to take key notes during the observed PE lessons, which will later be transcribed and analysed. Ribas (2005) suggests that using a Dictaphone could save time and facilitates better observations. Moreover, the observation template, which successfully helped in compiling information relating on observing how emotional intelligence was being exhibited by the participants, will be amended for the second study. This will measure both the teaching practices and noting which facets of emotional intelligence (within the four dimensions) are being clearly exhibited during the PE lessons.

In addition, partly because of the workload burden on the teachers, but also because of the appropriateness of the test, only the EIQ-2 will be used, with the TEIQue being omitted from study two.

#### 4.5.1 Conclusion

After participating in the study, completing the interviews, reflective journals and evaluation reports, the teachers reported an increased understanding of emotional intelligence and an improvement of PE delivery. It also expanded the participants knowledge of psychological teaching processes and enhanced their self-awareness of their own emotions. Thus, the study seems to have positively impacted their teaching practices and personal growth in managing emotions in the sports hall setting. As well as being satisfactory with the data collection tools,

particularly the reflective journals, it could be valuable in enhancing emotional intelligence in later studies by really encouraging teachers to develop and train on their emotions. Overall, the study identified that the ‘emotional guidelines’ of encouragement and frequent praise on the pupils’ performance and behaviour, and showing respect and fairness were key components in building an emotional trust between teacher and pupil.

## **Chapter 5 - Study Two: Discovering the facets of emotional intelligence exhibited by primary school teachers while delivering physical education**

### 5.1 Introduction

Building on the research from the pilot study, study two seeks to further investigate how the teacher's emotional intelligence can impact the delivery of primary PE in England. As previously discussed, there is a body of academic literature which has identified that emotional intelligence is integral to a teacher's skill set when educating and managing young pupils, in order to help them partake in highly kinaesthetic learning (Sutton & Wheatley 2003; Brackett et al., 2007; Corcoran & Tormey, 2013; Heikinaro-Johansson and O'Sullivan, 2013). Relatedly, according to Akhmetovaa et al. (2014) teachers displaying a high emotional intelligence delivered enthusiastic and motivating PE lessons, underscoring the suggestion that emotional intelligence is a key skill that teachers should be encouraged to foster when teaching primary PE.

As noted in the literature review (chapter II), emotional intelligence can be effectively nurtured through targeted training and practice, outlining specific strategies for enhancing emotional intelligence in various professional settings (Cherniss, 2001; Durlak, Weissberg, Dymnicki, Taylor & Schellinger, 2011; Goleman, 1998). This means that teachers can develop the ability to monitor and manage their own and their pupils' emotions to effectively deliver more motivating and engaging PE lessons (Mayer et al., 2001). Therefore, more training could be provided for teachers to develop certain facets of emotional intelligence in order to improve the delivery of PE, such as Collaborative Professional Learning (CPL). This can help develop the teacher's enthusiasm and confidence in delivering PE (Morgan et al., 2019), or 'Self-Determination Theory (SDT) to develop and motivate PE teachers by focusing on autonomy, competence, and relatedness (Ryan and Deci, 2000). Therefore, if the PE teacher enhance their emotional intelligence, they could be able to inspire others and communicate their decisions in a persuasive manner (Goleman, 2012).

A number of authors (Bar-On, 2006; Goleman, 1998; Mayer & Salovey, 1997) have indicated all facets of emotions are experienced by everyone, but some facets are utilised more frequently due to the cultural environment, the type of people you are communicating to. Therefore, in the context of teaching primary PE, it is important to know how and when to exhibit certain facets of emotional intelligence when working with different age groups. Moreover, if teachers do not recognise which specific facets of emotional intelligence to utilise, this may have a

detrimental effect on the delivery of the session (Corcoran & Tormey, 2012). Expanding on this, Rich (2010) has contended that autocratic teaching approaches have not been effective while teaching PE, and may lead to humiliation, disrespect, and disregard towards the pupils' ability. This echoes the work of Gard and Wright (2001) who reported that having a lack of empathy or sensitivity when delivering PE to young pupils may result in lowering self-esteem and confidence, which may consequently impact on pupils' enthusiasm to participate in PE. Furthermore, Brackett et al (2007) stated that the purpose of measuring teacher's emotional intelligence while delivering PE is to maximise quality, character and harmony on the one hand, and to minimise conflict, disagreement and discontent, on the other.

#### 5.1.1 Research on emotional intelligence in primary PE teaching

As explored in chapter two, there has been limited research on investigating the emotional dimensions expressed by teachers in the specific context of delivering PE. One study, based in Iran, identified emotional intelligence as a key element in becoming a successful leader (Hen & Sharabi-Nov, 2014). Brackett and Katulak (2006) reported that teachers in the USA, can facilitate their emotions by controlling their stress and being tolerant. They are also to engender a safe, satisfying, caring and productive school environment. Their research explains that numerous training programmes have been designed to help teachers improve different dimensions and facets of emotional intelligence. Training programmes such as Emotional Literacy in Middle School (ELMS) and The Emotional Intelligent Teacher (EIT) have attracted widespread usage and have been used by many schools globally (Brackett, Rivers & Salovey, 2011; Mayer, Salovey & Caruso, 2004;). According to Hargreaves (1998) completing training programmes such as these helps support teachers to increase their knowledge in different emotional skills such as effective/holistic communication, managing stress and conflict and motivating the pupils. Conversely, Sutton and Wheatley (2003) argued that teachers who do not improve their emotional intelligence tend to have pupils with low self-esteem, such as guilt and feeling ashamed. Other researchers have concurred this notion, stating that teachers' emotional intelligence is crucial for creating a positive classroom environment that supports pupils' emotional and social development, thus fostering pupils' self-esteem and reducing negative emotions in the classroom (Hamre & Pianta, 2005; Jennings & Greenberg, 2009; Brackett et al., 2011).

Garbacz, Zychinski, Feuer, Carter, and Budd's study (2014), noted that teachers who completed the ELMS training seemed more comfortable expressing themselves to the pupils and interacted with the pupils more effectively, which in turn built stronger relationships between themselves and the pupils. The approach to this study was to use a randomised controlled trial to evaluate the training, with the teachers receiving both informative training and in-class coaching. Participants who were teaching to different year groups, were assessed on their delivery through observation and standardised inventories. Pupils' behaviours were measured using teacher reports and condition-blind observations, resulting in significant improvements in teacher skills, self-efficacy, and pupil behaviour, particularly with combined training; thus making it key to support and train teachers on improving their emotional intelligence to build a cohesive and collaborative environment in the classroom. The Garbacz et al., (2014) study did not examine which key facets of emotional intelligence were exhibited in all key stages but concentrated only on middle school age group, not early years or key stage one. It is also worthy of note that the study concentrated on a classroom environment in the United States, whereas the research in this thesis solely investigates the PE curriculum in primary schools within England, thus similar findings of the US study may not apply to the English schools due to researching in a different environment and culture.

Other studies have indicated that teachers who are able to effectively manage their emotions and behaviours can manage relationships with others and regulate emotions in a healthy way, which help to facilitate positive classroom outcomes. Kremenitzer & Miller's (2008) case study explained that to be an effective Early Year Foundation Stage (EYFS) teacher (pupils aged between 4-5 years), a strong emotional intelligence whilst delivering lessons, especially in empathy, sensitivity and appreciation was required. The authors go on to suggest that QTS teachers who participated in the study should follow Mayer and Salovey's (1997) revised model of emotional intelligence to gain an introduction on emotional intelligence before partaking in the study. Kremenitzer & Miller (2008) firstly had the five teachers to concentrate on expressing their emotions, such as facial expressions or tone of voice; secondly, how to manage their own feelings during stressful situations and the third dimension was teachers should work on using the correct terminology to help pupils to express their feelings. Finally, each teacher had to reflect and manage their emotions by being proactive and not being reactive during a heated moment in the lesson. The study aimed to understand how emotional intelligence training could benefit teachers and pupils. The main findings revealed that emotional intelligence training improved teachers' emotional awareness, regulation, and

interpersonal skills. This, in turn, led to a more positive classroom atmosphere, better teacher-pupil interactions, and enhanced emotional support for pupils, ultimately fostering a more conducive learning environment. In addition, the teachers did recognise that the emotional facet of ‘sensitivity’ was exhibited more frequently when teaching to Early Years pupils. Nonetheless, this case study only concentrated on how teachers would manage their emotions within an EYFS pupils and did not examine the emotions exhibited by teachers to older pupils (e.g. KS2) within a classroom or PE environment. Thus it is unknown whether the emotional facet of ‘sensitivity’ would be frequently exhibited when delivering to older pupils in a PE setting.

When examining studies that measured the facets of emotional intelligence used by teachers when delivering PE to older pupils, firstly there are very few studies and secondly the studies have largely examined emotional intelligence from the teacher’s perspective (self-perceptions) rather than through observations of teachers teaching PE (Denham et al., 2012; Keefer et al., 2018). In summary, past studies have helped to identify and underscore the importance of emotional intelligence in a classroom environment. Nonetheless, there is relatively little published research on how different facets of emotional intelligence are displayed when teachers deliver primary PE, and how they differ when delivering to different key stages. Furthermore, when interrogating the measurement of emotional intelligence, it is worthy to note that no studies have investigated which facets of emotions are positively displayed by teachers while delivering primary PE in England.

#### 5.1.2 Supporting teachers in delivering PE with the support of emotional intelligence

It is therefore important that teachers have an understanding and awareness of which facets of emotional intelligence to utilise when delivering primary PE lessons, as this may influence a pupils’ engagement, motivation and enjoyment of partaking in PE. It has been noted, and as mentioned in the literature review (chapter II) that teachers with low emotional intelligence tend to disrespect, humiliate and disregard any pupils’ concerns when they are not performing effectively in the PE lesson (Rich, 2010); with Gard and Wright (2001) expressing that having a lack of empathy or sensitivity while delivering PE to very young pupils, will reduce their self-esteem and confidence, consequently making them less likely to participate in PE.

Providing training and support for teachers to help develop their emotional intelligence is one aspect that arguably could be beneficial in assisting practitioners on how to effectively



empower and enthuse pupils to engage in the PE lesson. As such, one of the overarching aims of this study is to observe and reflect on the most frequently utilised facets of emotional intelligence, from the 20 facets of Jerus' (2015) emotional intelligence framework, whilst teachers deliver to the three Key Stages of primary education (Early Years, Key Stage One and Key Stage two). Whilst observing the delivery of the PE lesson, the participating teachers will have the opportunity to reflect on their own perceptions on which emotional characteristics they exhibit during the PE lessons. The purpose of this study is therefore to identify which facets of emotional intelligence are frequently utilised by the teachers when teaching primary PE to different age groups, so that at a later stages of this thesis, these facets can be developed, and taught to teachers, to potentially deliver more engaging and motivating primary PE lessons.

## 5.2 Research design

A detailed methodology highlighting the participants, materials, data collection and analysis is located in the Methodology chapter of the thesis (Chapter III). A re-cap summary of the methods for study two has been provided below.

### 5.2.1 Participants

Conducted in two Birmingham primary schools, the study involved 17 participants (six male, 11 female) with teaching experience ranging from two to fifteen years (mean of 11 years). Most participants (11) held a PGCE qualification, four had completed a B.Ed., and two had qualified through the School Direct route. Fourteen participants had spent their entire careers at their current school, while three had previous teaching experience elsewhere. The group was predominantly white British (15 teachers), with two participants identifying as British Asian, and ages ranged from 23 to 41 years.

### 5.2.2 Materials, procedure and data collection

Overt observations, undertaken by the author, were completed with minimal acknowledgement to the pupils (Cohen et al., 2000) and recorded how teachers delivered their PE sessions in two lessons. This reduced the workload on the teacher when comparing to the three observed PE lessons in the opening pilot study. An observation checklist was amalgamated with Pugh's (2008) template, originally designed to observe and evaluate trainee teachers with young pupils, and the twenty facets of emotions (Jerus et al., 2011). As stated in the methods chapter (3.7.3), Pugh's observation template was adapted to cater the potential findings of which facets of emotional intelligence would be exhibited during the two PE lessons. Within one week after

completing both PE sessions, participants expressed their own findings by completing a reflective journal, which was a shortened version of that used in the pilot study. The template was adapted by conjoining Jerus et al. (2011) EIQ-2 test, and a journal designed by Harrison & Fopma-Loy (2010), which was originally used to see how QTS primary school teachers reflected on the use of emotional intelligence while delivering English and Maths. The reflective journal had a total of 26 questions, which helped the participants identify which of the twenty emotional facets were utilised the most during their two PE lessons (Table 10). Additionally, semi-structured interviews were conducted concentrating on all 17 teachers' experiences of the project and to justify 'why' certain facets of emotions differed in their two sessions. The interview questions were modified after the pilot study, as the interviews took placement after the study, compared to prior in the pilot study. O'Donoghue and Punch (2003) recommended that this type of mixed method (quantitative measure, interviews, observation and reflective journal) research can provide strong validity if the findings from all the methods draw similar conclusions.

*Table 12: The 20 facets of emotional intelligence that will be measured during study*

Self-Recognition	Social Recognition
<b>Self-Awareness/Understanding:</b> Conscious and deliberate reflection on your own personal identity, image, stance, feelings and motives.	<b>Empathy, Sensitivity, Appreciation:</b> Understanding the emotion of the pupil(ren); accurately picking up emotional cues via communication (including words, tone and nonverbal signals);
<b>Connections of Cause and Effect:</b> Impact and consequences of your own feelings and mood; separating external and internal factors that can affect own emotion.	<b>Service, Compassion, Benevolence:</b> Leading PE session with a sense of contribution; aiding, helping, coaching and developing others.
<b>Self-Appreciation, Acceptance and Confidence:</b> Strong self-esteem; personal worth and value while delivering the PE sessions.	<b>Holistic Communication:</b> Send and receive information including emotional content; listening; engaging and connecting with others.
<b>Consciousness, Assertiveness:</b> Aware of personal restrictions and limitations, though still expressing self-worth through personal care while delivering the PE session.	<b>Situational Perceptual Awareness:</b> Shifting emotional trends of the pupils; noticing their attention, focus, awareness and connection.
<b>Emotional Identification:</b> Ability to identify personal feelings; effectively reflecting on personal performance at the end of the PE session.	<b>Interpersonal Development:</b> Growing and nurturing constructive connections; setting the tone for long term depth and breadth in relationships; having resonance and rapport.
Self-Management	Social Management
<b>Self Control, Discipline:</b> Handle impulsive behaviour; maintaining composure while experiencing stressful situations during the PE lesson.	<b>Developing Relationships, Getting Along with Others:</b> Cultivated a nurturing relationship with the pupils during the PE lesson.
<b>Integrity, Trustworthiness:</b> Work with conscience and integrity; providing principles and values throughout the PE lesson. Keeping promises to the pupils.	<b>Leadership and Influence:</b> Deliver PE session with warmth, charisma, and approachability; focusing on the pupils's performance; being engaging during the PE session.
<b>Psychology, Initiative self-energising:</b> Ability to be emotionally engaged; showing passion by changing the pupils's feelings.	<b>Change Catalyst and Response:</b> Need for change and taking action during the PE session; using your interpersonal skills to progress individuals on their performance.
<b>Creativity, Agility, Flexibility, Adaptability:</b> Transition and contingency planning during the PE lesson. Adjusting to situations to help build their creativity.	<b>Negotiation and Conflict Management:</b> Bargaining with the pupils during the session for mutual gains. This type of emotional management is used when coping with conflict.
<b>Goal Directed Performance, Targeted Action:</b> Long term desired goals; choosing challenging but acceptable objectives, staying on course to complete session on time.	<b>Teamwork and Collaboration:</b> Build bonds and transform groups into teams; engaging pupils to generate more effort; nurturing spirit in the PE session to develop synergy.

### 5.2.3 Data analysis and methodological rigour

Each teacher delivered a PE lesson of their choice to two different key stages. These included Early Years Foundation Stage (EYFS) pupils aged 4-5 years; Key Stage One (KS1) (5-8 years) and Key Stage Two (KS2) (8-11 years). Deductive triangulation analysis via a collection of mentioned methods (observation, reflective questionnaire and interview) helped to identify themes and establish a sense of order to which facets of emotional intelligence were being utilised during each PE lesson (Patton, 2002). Within each of the three research instruments, the twenty categories of facets from the EIQ-2 were carefully identified and interpreted in relation to each PE lesson. This starting point helped the deduction process for the researcher to identify the key facets of emotional intelligence being displayed by teachers within each key stage (Miles & Huberman, 1994). The data was analysed by firstly highlighting individual cases, then cross casing the interviews (Patton, 2002). The interview data and reflective questionnaires were analysed for each participant and then compared between the participants. This information was then cross referenced with the observation fieldnotes from the PE lessons.

### 5.3 Findings

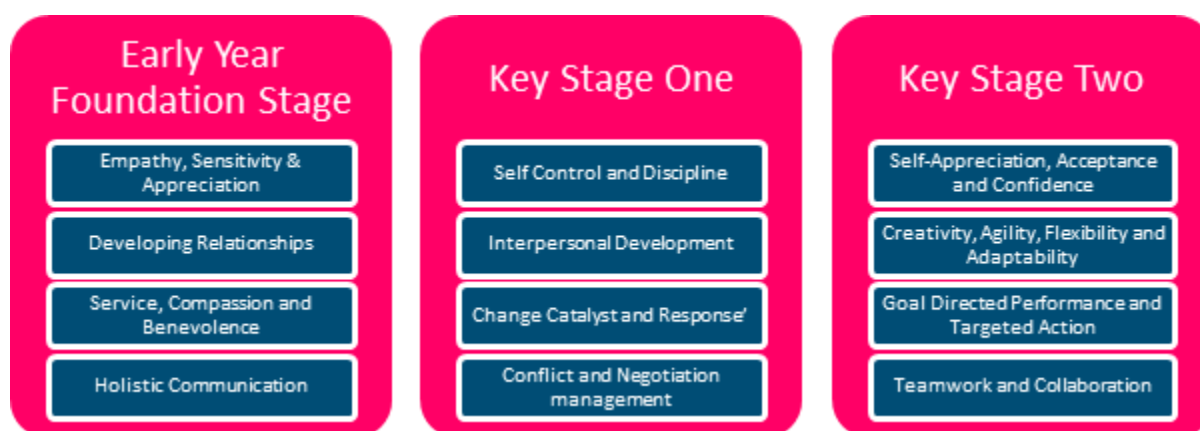
Firstly, the teachers' emotional quotient was measured whilst completing the EIQ-2 test. The results revealed that all 17 teachers had a good standard of emotional intelligence by scoring above a 'good score' (67%>), with a total mean score of 77%. The emotional facets that recorded highly were, 'Empathy & Sensitivity', 'Compassion & Benevolence' and 'Goal-directed & Action Management'. The lowest scoring emotional characteristics were, 'Self Appreciation', 'Consciousness & Assertiveness' and 'Holistic Communication', which can be seen in table 11.

*Table 13: EIQ-2 results with number of years of teaching experience*

Participants	Jen	Suzy	Tom	Emma	Rose	Demi	Lulu	Kay	Hope	Paul	Carl	Ant	Bob	Mia	Faye	Sal	Gary
Overall emotional intelligence Q-2 Score	72%	71%	82%	73%	71%	81%	67%	91%	92%	77%	83%	79%	75%	68%	70%	84%	79%
Years Teaching Experience	17	8	13	8	13	4	9	6	5	5	15	15	4	11	11	13	7
Gender	F	F	M	F	F	F	F	F	F	M	M	M	M	F	F	F	M

The facets of emotional intelligence most frequently displayed by teachers while delivering primary PE to different key stages were identified through the observations. Figure 15 shows the four most displayed facets by the participants for each of the three key stages.

*Figure 15: The most utilised and displayed facets of emotional intelligence displayed within each Key Stage.*



From triangulating the observation, reflective journal and interview data, the results indicated that when delivering PE lessons to EYFS pupils, the tone of voice, positioning of their hands and facial expressions of the teachers were key as they had to be more 'delicate' whilst teaching young pupils. The findings from the KS1 showed that teachers found it important to set themselves key goals and try to enhance interpersonal relationships in their sessions. In KS2, it was clear that providing freedom to relatively more mature pupils had a greater impact on their delivery, as the pupils are able to take on greater responsibility and restricting them stopped the pupils from express themselves. In the interviews, all participants stated that gaining a deeper understanding of which emotional facets are highly utilised during their PE lessons, would allow them to deliver more engaging and enjoyable PE.

### 5.3.1 Most recognised facets of emotional intelligence demonstrated by teachers in Key Stage Two

The teachers expressed that from Jerus (2015) emotional intelligence framework there were four key facets of emotional intelligence that were used more frequently in KS2 when compared to delivering to other key stages. These were: 'Self-Appreciation, Acceptance and Confidence', 'Creativity, Agility, Flexibility and Adaptability', 'Goal Directed Performance and Targeted Action' and 'Teamwork and Collaboration'. During the interview process, 11 teachers explained that if they made a mistake during the PE lesson, they became more nervous and started to express lower self-esteem and self-worth. Relatedly, the teachers also thought the pupils were aware if the teacher didn't actually know what they were teaching in the PE lesson, emphasising that they felt less comfortable as they had relatively little knowledge of the class or the subject area. For example, respondent Hope stated:

*"I was fairly comfortable being observed teaching my own class. I was more conscious I was observed when I was out my comfort zone, especially when teaching the older kids." (Participant - Hope).*

This was also evident during the lesson observations, with a number of participants demonstrating nervous facial expressions and body positioning, such as biting their lips and getting red in the face or crossing their arms and leaning on the wall. Taken from the field notes of one observation, *"...her none verbal communication is evident, as she has gone so red in the face from not demonstrating that move (dance move for gymnastics) properly, her head has dropped and keeps looking at me to see if I noticed the mistake!....she has now got a girl (pupil) to do the demo. Good idea."* (Participant - Emma)

In the reflective journals, all but two teachers strongly agreed that utilising the emotional facets in 'Creativity, Agility, Flexibility and Adaptability' was required to keep the older pupils engaged and motivated. The reflective questionnaires also reported that a lot more imagination and innovation took place in the KS2 PE lessons, providing opportunities for the pupils to feel excited and buoyant and providing them with some input of the PE lesson. In addition, the emotional facets of 'Goal Directed Performance' and 'Targeted Action' was noted by the teachers, so they could provide more of a competitive and challenging environment for KS2 pupils. This was highlighted within the observation notes, with participant Bob exhibiting more of a competitive element in their PE lesson, which the pupils thoroughly enjoyed.

*"The teacher has introduced a catching game in groups of three (rugby), seeing who can make the most throws...good time-bound (teacher counting down how many seconds left)... the pupils voices are raising with lots of laughter. Some pupils are becoming competitive"* (Participant - Bob)

Finally, 11 teachers expressed in the reflective questionnaire that the emotional facet of 'Teamwork and Collaboration' in KS2 PE should be a priority. Nine of the participants highlighted that due to the maturity and more developed cognitive skills of KS2 pupils, they are more capable to work cohesively in a team and be more responsible in collaborating with other individuals. To highlight one example, participant Demi expressed in their journal that, *"In reception, the pupils are too young to handle most of the equipment with their group and made up their own rules. In year 5, it is easier for the pupils to work independently but mostly in PE teamwork is key in my lessons as those pupils who are more into working by themselves have the chance to work as a group."*

### 5.3.2 Most recognised facets of emotional intelligence demonstrated by teachers in Key Stage One

From interviewing the participants, reviewing the observation reports and collating the reflective journal data, the were four key emotional facets utilised more frequently in KS1 were 'Interpersonal Development', 'Self Control and Discipline', 'Change Catalyst and Response' and 'Conflict and Negotiation management'. From the interviews, eight teachers stressed that 'Self-control and Discipline' was required to deliver engaging PE lessons. During eight out of the nine observed lessons, the pupils were arguing and telling tales to the teacher of another pupils' misdemeanours. The lessons had to be paused on several occasions and all teachers had to maintain their composure and control in some stressful situations.

*"The boy just hit her and now she is crying. Here comes (teacher's name) who is showing his frustration....he has just pulled over the kid and got to equal eye level. He is not shouting at him (the teacher to the pupil), just explaining that he cannot do what he did." (Participant - Gary).*

Whilst being interviewed, the nine teachers that delivered to KS1 elaborated that more behavioural management and controlling techniques were initiated when teaching pupils, compared to very little (or if any) disciplinary measures taking place whilst teaching the EYFS or KS2 cohort.

*"Usual behaviour management strategies were used a lot more in year two class, clapping, stop-look-listen or magnetic eyes. Reminded pupils to take turns and help each other which stopped them causing conflict (KS1)." (Participant - Ant).*

Furthermore, while teachers were managing conflict, they were emotionally controlling their discipline and self-control by using the emotional facet of 'Interpersonal Development'. This key emotional skill was applied to attempt to build a strong rapport and provide the pupils with clear and concise rules. In all KS1 observed PE lessons, the teachers exhibited the facets of discipline and self-control by showing their authority and confidence in the exuberant tone and volume of their voice, which made the pupils listen and become more proactive in the PE lesson.

*"The teacher is now praising a pupil while he's misbehaving...haven't seen this before. She has just told the pupil well done to stop picking the mat. The pupil has now stopped and is looking straight at the teacher. Another pupil (teacher never noticed) has also stopped picking the padding out of the mat."(Participant - Sal).*

Following on from this, the emotion "Change Catalyst and Response" was also required as teachers reported that they had to change the way the lessons were being delivered and had to take quick action during the sessions to continue the progress of the pupils' performance. For example, one teacher required to take action during the PE session by using her interpersonal skills to progress pupils' throwing activity, by simplifying the skill and explaining the demonstration in a relaxed, calm tone. Another way a catalyst response was introduced was when the seven teachers constantly focused on the positive outcomes and did not mention or push any negative consequences if a pupil had made a mistake in a skill activity or in a game environment. Participant Sal explained that they would rather not provide any negative remarks on their performance, as this could have an effect on their confidence and motivation.

### 5.3.3 Most recognised facets of emotional intelligence demonstrated by teachers in Early Years Foundation Stage

From the data recorded from the observations and reflective journals, all nine teachers that taught a EYFS PE lesson highlighted that they utilised the four following facets of emotional intelligence, 'Empathy, Sensitivity & Appreciation', 'Service, Compassion and Benevolence', 'Holistic Communication' and 'Developing Relationships'

While observing the EYFS PE lessons, the emotional facets of 'Empathy, Sensitivity and Appreciation' was exhibited by all teachers during their PE lessons with exuberance, with teachers attempting to recognise the emotions of each pupil, by trying to pick up any emotional cues by talking or watching the pupils' body language. In the reflective questionnaires, all the teachers expressed the emotion of empathy and sensitivity to any pupil who became upset, appreciating that a young pupil could get very emotional over a trivial situation, would be significant when teaching such young minds. Alongside 'sensitivity', the emotional facet of 'compassion and benevolence' was frequently utilised, which helped build a safe and supportive PE lesson for the EYFS pupils, especially during the skill activities of the PE lesson, as all nine teachers delivered very simple but effective session to cater the needs and capabilities of the pupils.

From the observation data it was evident that some participants over-complicated their lessons. For participant Sal, for example, the lesson was so complex the teacher had insufficient time to demonstrate compassion towards their pupils. The interview data showed that compassion was an important factor with participants Demi, Faye and Paul, expressing that they had to

utilise the emotion facet of 'compassion' whilst teaching their EYFS PE lessons, as many mistakes were made by the pupils in some of the activities, and so they had to show some grace and let the pupils do the certain tasks with their own ability, especially when the lesson was still being enjoyed by the pupils. For example, one lesson encountered the teachers asking the pupils to make different gymnastics poses when jumping off a bench,

*"I asked the pupils to jump off the bench and do a different movement each time, which they didn't do [...]The pupils just did the same jump time and time again...They were playing it safe, but they were still having fun and getting some exercise."* (Participant - Faye).

Drawing on the responses in the reflective questionnaire, the participating teachers expressed that it was more challenging to improve the pupils' skills in the PE lesson from just providing verbal feedback. They indicated that they had to utilise the emotional facet of 'Holistic Communication' more frequently in comparison to teaching to KS1 and KS2 cohorts. Participant Bob elaborated that when simple rules are established at the outset, the pupils respond positively. The teacher reported via their reflective journal that they used a number of techniques to improve the 'holistic communication', such as exaggerating their tone of speech to sound more enthusiastic, while using layman terminology throughout the whole session. In addition, when they finished the lesson, the teacher used a quiet voice, so the pupils were silent when they queued to go back to their classroom.

*"I introduced myself to the classroom and instantly praised their behaviour and told them how excited I was to be teaching them. I very briefly set my expectations for behaviour, and they instantly responded very well."* (Participant – Bob)

Finally, 'Developing Relationships' was frequently employed by the teachers who taught older aged pupils (year six). The teachers expressed the importance of seeking to foster a warm and nurturing relationship with the EYFS pupils, which in turn helped to create an environment for a fun and enjoyable PE lesson. This was also reflected in a number of the interviews, where six teachers articulated that they endeavoured to engender a positive relationship with the class by trying to get to know the pupils' names and encouraging them to ask questions before the lesson formally began. This was noted during the observations,

Participant Carl: *"The teacher has given all the kids a high five when they walked into the hall. They have got beaming smiles now...suppose it's quite daunting for them as they don't know (teacher's name). Great way to break the ice."*



In addition, during the interview it was evident that some of the teachers expressed that trying to improve a skill or technique with EYFS pupils was too complicated when working with some of the less cognitively developed pupils. While investigating the emotional intelligence characteristic of 'Interpersonal Development', a number of teachers expressed that it was easier to build a rapport with the KS1 and KS2 pupils as they possess more developed communication skills. In contrast, it took longer for the teachers to foster a relationship with the EYFS pupils due to their lack of social and communication skills; this was discussed further in the interview process. For example, participant Faye expressed in her reflective questionnaire, how building a relationship was a key consideration when teaching EYFS pupils:

Participant Faye: *"I found it very difficult not knowing the pupils's names. I found myself getting anxious and worried that I was losing control of the pupils. I don't feel I built up a rapport with many pupils, mainly due to me worrying."*

#### 5.4 Discussion

The study examined which facets of emotional intelligence were most frequently displayed by teachers while delivering primary PE across three key stages in primary education in England. The research provided significant insights into the emotional skills required for effective teaching at various developmental stages, emphasising the nuanced role that emotional intelligence plays in PE. This discussion will delve deeper into these findings, integrating them with existing literature to provide a comprehensive understanding of the relationship between emotional intelligence and teaching effectiveness in primary PE.

##### 5.4.1 Early Years Foundation Stage (EYFS)

In the EYFS, the study identified four key facets of emotional intelligence that were most frequently utilised by teachers: 'Empathy, Sensitivity & Appreciation,' 'Service, Compassion and Benevolence,' 'Holistic Communication,' and 'Developing Relationships.' These findings align with the developmental needs of young pupils, who require a nurturing and emotionally supportive environment to thrive. 'Empathy and Sensitivity' are critical in EYFS, where pupils are still developing their emotional regulation and communication skills. The ability of teachers to recognise and respond to the emotional states of their pupils is essential in creating a safe and supportive learning environment. As Kremenitzer and Miller (2008) noted, emotional sensitivity in teachers helps them become more attuned to the welfare of young pupils, enabling

them to respond appropriately to the emotional cues exhibited by pupils. This is particularly important in PE settings, where physical activity can sometimes provoke anxiety or frustration in young pupils (Rich, 2010). The findings from this study corroborate these conclusions, demonstrating that teachers in EYFS must employ high levels of empathy and sensitivity to create an environment where pupils feel secure and motivated to participate in PE.

Holistic Communication also appeared as a crucial facet in EYFS, where verbal communication, such as tone and volume of voice, plays a significant role in shaping the teaching environment. The importance of this communication style was supported by Brackett and Katulak (2006), who emphasised that effective communication is a key component of emotional intelligence in educational settings. Teachers in EYFS must be adept at using both verbal and non-verbal cues to guide and reassure their pupils, who may not yet have the language skills to express their needs and emotions fully.

The facet of 'Compassion, and Benevolence' further highlights the nurturing role of teachers in EYFS. As the findings suggest via the observation reports, the participants often go beyond their instructional duties to provide emotional support, helping to build a trusting relationship with their pupils. This is in line with the work of Denham, Bassett, and Zinsler (2012), who stressed the importance of fostering emotional intelligence in teachers who work with young pupils. The ability to show compassion and benevolence not only helps in building rapport but also promotes a positive self-concept in pupils, which is crucial for their overall development.

Finally, 'Developing Relationships' is a foundational facet in EYFS, where building strong positive relationships with pupils is key to effective teaching. The study's findings resonate with the work of Hamre and Pianta (2005), who identified the quality of teacher-pupil relationships as a critical factor in young pupils' social and emotional development. By prioritising relationship-building, teachers can create a learning environment that supports both the emotional and academic growth of their pupils.

#### 5.4.2 Key Stage One

In Key Stage One, the study identified the four primary facets of emotional intelligence that were frequently displayed by teachers: 'Interpersonal Development,' 'Self Control and Discipline,' 'Change Catalyst and Response' and 'Conflict and Negotiation Management.' These facets reflect the evolving needs of pupils as they transition from the relatively unstructured environment of EYFS to the more formal educational setting of KS1.

Interpersonal Development emerged as a crucial skill in KS1, where teachers must balance the need for discipline with the importance of maintaining positive relationships with their pupils. The findings align with Klemola, Heikinaro-Johansson, and O'Sullivan (2013), who found that teachers who actively work on building and maintaining interpersonal relationships with their pupils are more effective in engaging them in the learning process. In KS1, where pupils are developing their social skills, the ability to nurture positive relationships is particularly important. Teachers who are skilled in interpersonal development can create a classroom environment where pupils feel valued and supported, which in turn enhances their motivation and engagement in PE activities.

The facet of Self Control and Discipline is also essential in KS1, where teachers often face the challenge of managing classroom behaviour while maintaining a positive learning environment. The study's findings suggest that teachers must be able at controlling their emotions, particularly in situations where pupil behaviour may be challenging. This is supported by Jennings and Greenberg (2009), who found that teachers with high levels of emotional intelligence are better equipped to manage classroom behaviour and create a positive learning environment. In KS1, where pupils are learning to navigate social rules and expectations, teachers' ability to model self-control and discipline is critical for maintaining order and fostering a respectful PE atmosphere. This co-insides with the facet of 'conflict management and negotiation management,' with the teacher's had to control certain behavioural issues during the PE lessons.

The final facet of emotional intelligence that was identified as frequently utilised by the teacher was, 'Change Catalyst and Response,' which reflects the dynamic nature of teaching and where they have to be flexible and responsive to the needs of their pupils. The study found that teachers in KS1 often had to adjust their instructional approaches on the spur of the moment, based on the behaviour and emotional states of their pupils. This ability to adapt is a key component of emotional intelligence, as noted by Mayer, Salovey, and Caruso (2004). In KS1, where pupils are still developing their emotional regulation skills, the ability of teachers to respond effectively to changing circumstances is crucial for maintaining pupil engagement and promoting a positive learning environment. Richards, Gallo and Renandya (2001) identified that to be success in delivering engaging lessons, it is important for the teachers to display core beliefs and rules, which often resist change from the pupils as they have a set of obligations to follow.

### 5.4.3 Key Stage Two

In KS2, the study identified the four most utilised facets of emotional intelligence that were frequently displayed by teachers: ‘Negotiation and Conflict Management,’ ‘Goal Directed Performance and Targeted Action,’ ‘Self-Appreciation Acceptance and Confidence,’ and ‘Creativity, Agility, Flexibility and Adaptability.’ These facets reflect the increased cognitive and emotional maturity of older pupils, who are more capable of taking on responsibility and working independently. ‘Negotiation and Conflict Management’ is a critical skill whilst teaching more mature pupils, where pupils are beginning to develop more complex social relationships. The study found that teachers who allowed pupils greater freedom and responsibility saw higher levels of engagement and effectiveness. This finding is supported by Rich (2010), who argued that a repressive teaching approach is less effective than one that encourages negotiation and flexibility. In KS2, where pupils are more capable of understanding and managing their emotions, teachers who can negotiate and manage conflicts effectively are better able to foster a positive and collaborative environment whilst teaching PE.

The facet of ‘Goal Directed Performance and Targeted Action’ highlights the importance of setting clear objectives and challenging pupils to achieve their best. The study found that providing competitive and goal-oriented activities helped to motivate pupils and enhance their effectiveness in teaching. This is consistent with the findings of Gard and Wright (2001), who emphasised the importance of goal setting in PE. By setting high expectations and providing targeted feedback, teachers can help pupils develop a sense of achievement and build confidence in their abilities. ‘Self-Appreciation, Acceptance, and Confidence’ is another key facet displayed by KS2 teachers, highlighting the importance of teacher confidence in delivering effective PE lessons. The study found that teachers who were confident in their abilities were more successful in engaging pupils and delivering high-quality instruction. This finding is supported by Al-Zaid and Al-Khayat (2016), who found that PE teachers’ self-esteem and confidence play a crucial role in their ability to adapt to pupils’ needs and create a positive learning environment. In KS2, where pupils are more perceptive of their teachers’ abilities, the confidence and self-assurance of the teacher can have a significant impact on pupil engagement and learning outcomes.

Finally, ‘Creativity, Agility, Flexibility, and Adaptability’ are essential skills for teachers who deliver to KS2 pupils, who must be innovative and adaptable in their teaching approaches. The

study found that incorporating creative and flexible teaching strategies helped to keep KS2 pupils engaged and motivated, particularly when teaching more complex or challenging content. This is consistent with the findings of Yenice's (2009), who emphasised the importance of creativity and adaptability in effective teaching. In KS2, where pupils are more capable of independent thought and problem-solving, teachers who can adapt their teaching strategies to meet the needs of their pupils are better able to maintain pupil engagement and promote a positive learning environment.

#### 5.4.4 Integrating emotional intelligence into teacher training and professional development

The findings of this study have important implications for teacher training and professional development in primary PE. It highlights the need for targeted training programmes that help teachers develop the specific emotional skills needed for teaching at each key stage in primary education. Given the critical role that emotional intelligence plays in effective teaching, it is essential that teacher training programmes incorporate emotional intelligence as a core component of their curriculum. For teachers in EYFS, training programmes should focus on developing empathy, sensitivity, and relationship-building skills. These are critical for creating a nurturing and supportive environment where young pupils can thrive. As noted by Kremenitzer and Miller (2008), teachers who are skilled in these areas are better equipped to respond to the emotional needs of their pupils and to create a positive environment.

In KS1, teacher training should emphasise the development of self-control, discipline, and interpersonal development. These skills are essential for managing classroom behaviour and fostering positive relationships with pupils. Teachers who are skilled in these areas are better able to maintain a positive learning environment and promote pupil engagement, as noted by Jennings and Greenberg (2009). For KS2 teachers, CPD programmes should focus on developing skills in negotiation, conflict management, goal setting, and creativity. These skills are critical for engaging older pupils and promoting a positive learning environment. Teachers who are skilled in these areas are better able to meet the needs of their pupils and create an environment that supports both academic and social-emotional development.

#### 5.5 Strengths, limitations and future research

The main strength of this study was the use of a triangulated methodological approach, which combined observations, reflective questionnaires, and interviews. This approach allowed for a clear identification of which four of the twenty facets of emotional intelligence were most

frequently utilised, from the three Key Stages, during the delivery of primary PE lessons. The interview stage, conducted after the observations and completion of the reflective questionnaires, helped fill any gaps in the research. For instance, participants were asked to clarify certain comments made in their reflective journals. Additionally, with 17 teachers participating, the study ensured a high level of accuracy and rigor in the evidence presented. Limiting the study to just two schools (nine participants at School A, eight at School B) also supported any logistical issues, as three or four teachers could be observed in one day, reducing the time spent collecting data and avoiding unnecessary travel. Moreover, this arrangement allowed teachers at each school to schedule large blocks of time for PE lessons, enabling efficient use of the sports hall throughout the day.

There were three key limitations identified by the researcher, which were also commented by the participating teachers. Firstly, the observation schedule meant that the teachers were observed when teaching only two of the three key stages. Consequently, the suggestion of incorporating a third planned lesson to the omitted age group would have provided increased scope for the teachers to identify which facets of emotional intelligence were frequently utilised across all three key stages.

Secondly, it was apparent during the interviews that three of the seventeen teachers expressed that already establishing a relationship with a cohort, due to teaching the year group in the past, made it a lot easier to deliver the PE lesson, compared to teaching a PE lesson with pupils that they have not built any rapport. Finally, 15 teachers expressed that they were very anxious and nervous when teaching PE to a class of a different key stages. All but one teacher during the interview indicated that they had been teaching the same key stage for the majority of their career. This may help explain why the data collated states that many teachers expressed low self-recognition whilst teaching PE (Keay and Spence, 2012).

For future research, the findings and data from this study can be used to develop a training programme aimed at helping teachers enhance their emotional intelligence, specifically focusing on the four facets that were most prominent in each of the three key stages. Additionally, the programme will include key strategies to improve both verbal and non-verbal communication skills through the use of emotional intelligence. Once developed, this programme can be evaluated by primary school teachers to determine whether professional development in emotional intelligence can lead to more engaging and insightful PE lessons.

### 5.5.1 Conclusion

This study aimed to explore which facets of emotional intelligence were utilised by teachers while delivering PE to different age groups. It suggests that teachers require support and training on specific emotional competences, which could potentially lead to better-quality PE lessons. Building additional professional development in specific facets of emotional intelligence within PE setting is also required.

Nonetheless, it is surprising to note that, according to research on the twenty targeted emotional facets from Jerus' (2005) emotional intelligence framework, the top four prominent facets of emotions varied across the three key stages. This indicates that teachers delivering PE will need to utilise different facets of emotional intelligence when teaching different key stages. From the findings of this study the next stage is to support teachers by developing these specific facets of emotional intelligence. If the teachers are provided with sufficient training that can help the development of their emotional intelligence, this potentially could produce more engaging and highly motivating PE lessons in UK primary schools. It is therefore evident, as Sutton & Wheatley (2003) concurs, that providing CPD in emotional intelligence could improve strong classroom management, helping to lead the pupils to enjoy PE.

## **Chapter 6 - Study three – Exploring the utility of a bespoke online CPD emotional intelligence programme for UK Primary physical education teachers: an exploratory case study – Training Emotional Intelligence in Primary Physical Education (TEIPPE)**

### 6.1 Introduction

From the findings of study two, it was noted that certain facets of emotional intelligence were exhibited by teachers whilst teaching their PE lessons, with different facets of emotions being utilised, depending on which Key Stage they were delivering. Therefore, if teachers could develop their emotional intelligence, by training on specific facets of emotions, could this potentially support teachers to deliver more engaging and motivating PE lessons? As discussed in the preceding chapters, delivering insightful PE lessons for primary school pupils requires the teacher to possess strong emotional intelligence (Hargreaves, 1998). This standpoint is underscored by the work of other scholars who contend that teachers with very good emotional intelligence have been observed to provide more engaging and memorable lessons (Kirk, 2002; Wenn, 2018). From this premise, it could be argued that it is important for teachers to receive appropriate training and development in order to enhance their knowledge, skills, and emotional attributes in delivering primary PE. One noteworthy finding from the pilot study of this thesis and from a study by Burel, Tessier and Langdon (2020), was that a number of participating primary school teachers felt both underprepared and lacking confidence in delivering PE. Similarly in the pilot study (chapter four) and in the work of Harris et al. (2012) teachers reported they had received insufficient training in PE during their initial teacher training (ITT), and that they did not feel adequately supported in this area through CPD opportunities.

Even back in 1992, Bailey noted that teacher development was rather limited when providing compulsory PE training to UK schools. Similarly Hargreaves (1999) that reported that the lack of training in emotional intelligence when teaching PE means that the teachers have to rely on PE knowledge from their own beliefs, cultures and environments that may not necessarily be appropriate for the delivery of high quality PE lessons. As explored by Webster-Stratton (1999), significant teacher training on emotional intelligence could improve the building of positive relationships with young pupils, which is a key element of effective teaching and building a harmonious environment in the classroom. It could also provide teachers with a much improved



emotional wellbeing and could also help to lower stress levels in their profession (Dann, 2018; Kauts and Kumar; 2013).

Nonetheless, there are a plethora of teachers who deliver exciting and emotional engaging lessons, with research showing that teachers who had positive experiences of PE were more likely to prioritise PE in their teaching and to use more pupil-centred and inclusive approaches (Klemola et al., 2013). On the other hand, it has been suggested that teachers who had negative experiences in PE are more likely to use traditional, teacher-centred approaches and to view PE as less important subject (Elliot, Atencio, Campbell & Jess, 2013). Therefore, should initial teacher training programmes provide greater emphasis on the development of teachers' knowledge and skills in emotional intelligence whilst delivering PE, via more effective CPD opportunities? It is evident that having excellent teacher education and ongoing professional development in PE are important factors in shaping PE teaching practices (Jess et al., 2017). Furthermore, teachers who had received a more intense training in PE during their initial teacher education were more likely to use pupil-centred and inclusive approaches, due to understanding 'how' to use techniques in building relationships and communicating effectively to young pupils (Elliot et al., 2013).

Furthermore, it has been previously suggested that providing CPD in PE can help support teachers to deliver more engaging lessons (Keay & Spence, 2012; Majeski et al., 2017; Morgan et al., 2019). A study by Gkonou and Mercer (2017) developed a bespoke professional development programme, providing effective support to 'generalist' teachers, by transferring their positive classroom emotional intelligence practices to a PE setting. In this particular intervention, teachers were able to apply pupil-centred, inclusive, and active teaching approaches in their PE lessons, similar to those used in their classroom teaching. They found that teachers who participated in the programme reported improved emotional regulation, enhanced interactions and increased pupil engagement. The positive findings were linked to earlier research by Jennings and Greenberg (2009), who emphasised a teachers' emotional intelligence can foster a supportive and engaging learning environment. Gkonou and Mercer (2017) extended these insights by demonstrating that tailored professional development programmes can effectively bridge the gap between theory and practice, enabling teachers to apply emotional intelligence principles in diverse classroom settings. Nonetheless, the training programme was solely developed to cater within a classroom environment, with little emphasis on the benefits of teachers exhibiting their emotional intelligence to control, yet engage pupils within a highly energetic environment, such as doing team competitions within a sports hall

setting. Therefore, could providing more training be beneficial for teachers to enhance their delivery and engagement of primary PE in English schools?

#### 6.1.1 Online continued professional development for PE teaching

Researchers that have sought to shed light on the increasing importance of professional development in PE, have frequently proposed web-based platforms as a viable solution to address the unique needs of practitioners in this specialised field (Healy, Block & Judge., 2014; Goodyear, Casey, & Kirk., 2014). Relatedly, there is a body of research which supports claims regarding the effectiveness of web-based professional learning to help with CPD for teachers (Darling-Hammond, Hyler & Gardner, 2017). Researchers have emphasised the advantages of asynchronous learning, collaborative online communities, and personalised feedback in promoting reflective practice and enhancing instructional skills among PE professionals. Additionally, they discuss the potential for web-based platforms to facilitate both networking and knowledge sharing among practitioners that are working in the field (Lane, McMaster, Adnum, & Cavanagh, 2014; Sato and Haegele, 2017; Xu & Wang, 2019). Sato and Haegele (2018) concurred the benefits of online professional development programmes for physical educators, as it allows teachers to access the programme from anywhere, at any time, and at their own pace. This flexibility was particularly beneficial for teachers who may have limited access to professional development opportunities in their local area.

In supporting these findings, another study (Morgan, Bryant, Edwards & Mitchell-Williams, 2019) noted how CPD was effective in helping generalist teachers to transfer their positive classroom pedagogical practices to the PE setting. The teachers were able to apply pupil-centred, inclusive, and active teaching approaches in their PE lessons, similar to those used in their classroom teaching. The programme also helped to improve teachers' confidence and competence in teaching PE, as well as their knowledge of key PE concepts and skills. The study also emphasised the importance of professional development in improving teachers' knowledge and skills in PE. This style of approach helps to embed new teaching practices and ensure that teachers were able to sustain their improvements over time. Nonetheless, this study which was based in the UK only concentrated on a small sample size of just six teachers, with the collaborative PE-CPD process might not being feasible for larger or resource-constrained schools. The study also relied on self-reported data, which could introduce bias. Finally, the short duration of the study may not capture long-term effects of the intervention. These

limitations was taken into account when developing the Training Emotional Intelligence in Primary Physical Education (TEIPPE) programme, which is a bespoke on-line emotional intelligence training programme developed by the researcher, based on the literature and the findings from study one and study two of this thesis. The development and evaluation of this training programme forms the basis of this present study.

### 6.1.2 Online CPD-PE courses in the UK

There are numerous online CPD-PE training providers based in the UK that are targeted at educators, though a small number emphasising the importance of emotional intelligence for primary PE teaching. For example, iPhys-Ed.com (2020) provides an array of online training programmes and visual resources that are designed to help support teachers with improving lesson plans and schemes of work. Their stated ambition is to improve the delivery of PE, which will in turn, ‘embed and improve physical literacy to the pupils.’ Prices range from £10 per month to £299 per year for a deluxe package. The limitations of this package as judged by the author are that it provides a generic emotional intelligence training, which was deemed to be suitable for teachers around the world, but was not developed based on any specific UK knowledge relating to the use of facets of emotional intelligence when teaching PE in England. It also limited the direction of teaching PE to different age-groups where difference facets are clearly exhibited as shown in Study 2. It has previously been suggested that cultural intelligence significantly impacts the way emotional intelligence in educational settings is exhibited, due to the cultural beliefs and ways teachers from differing backgrounds are able to adjust their emotional awareness and communication strategies to meet the needs of a diverse pupil population. With many teachers working in multicultural classrooms that may adjust their emotional responses to align with the cultural norms and expectations of their pupils, thereby enhancing their effectiveness (Crowne, 2013; Gkonou and Mercer, 2017; Moon, 2010). Table 12 outlines competitor analysis research showing available CPD-PE courses for teachers in England, outlining the duration of the training, the pricing and if they include any emotional intelligence learning.

*Table 14: CPD-PE training programmes market research*

Company	Online Address	Outline of course	Includes elements of EI training?	Includes CPD for solely PE	Primary or secondary education	Online or face-to-face	Duration to complete	Price (cost effective)
---------	----------------	-------------------	-----------------------------------	----------------------------	--------------------------------	------------------------	----------------------	------------------------

<b>Future Learn</b>	<a href="#">FutureLearn</a>	Designed by the University of Birmingham, provided CPD for primary school practitioners to help develop the delivery of PE	Yes: SEL	Yes	Primary	Face-to-face	3 weeks covering 4 hours/week	Expired in 2018
<b>1st4Sport</b>	<a href="#">1st4Sport</a>	Cost-effective qualification, lasts 40 minutes, specialises in PE confidence and managing behaviour	No	Yes	Primary and Secondary	Online	40-60 minutes	£12 per course
<b>Creative Education</b>	<a href="#">Creative Education</a>	PE training courses for mainly KS3 & KS4, in-house training. Maximising Achievement in PE through Developing Resilience and Grit	Yes	Yes	Secondary (one intro course in primary PE)	Face-to-face for primary education	One full day	In-house courses cost £299 + VAT
<b>i.Physical Education</b>	<a href="#">iPhys-Ed</a>	CPD in teaching profession. Emotional Intelligence in teaching profession (secondary)	No	No	Secondary	Face-to-face for EI training	Varies	£10-£299
<b>InterHigh</b>	<a href="#">InterHigh Juniors</a>	Online school providing a broad curriculum, including PE for primary and secondary pupils	No	Yes	Primary and Secondary	Online	Full academic year	£200-£250
<b>The Light Works</b>	<a href="#">The Light Works</a>	Emotional literacy training for school teachers, focusing on emotional intelligence (EI) training.	Yes	No	Primary and Secondary	Face-to-face	Varies	£100-£250
<b>ThoughtBox Education</b>	<a href="#">ThoughtBox Education</a>	Provides training for teachers on emotional literacy, global citizenship, and social-emotional learning (SEL).	Yes	No	Primary and Secondary	Online	Self-paced	Varies (courses start at £50)

Creative Education (2019) and 1<sup>st</sup>4Sport (2019) provides online PE training courses and although Creative Education catered for secondary education, it did have some in-house (face-to-face) training sessions for primary schools. 1st4sport had three separate courses at a cost from just £12 + VAT, that only lasted for 40 minutes. The three courses looked to inspire positive behaviour in sport, confidence in managing behaviour in PE, and improving coaching techniques in primary PE. A limitation is that the courses are not combined in to one training programme, with very little emphasis on training on the strengths of having strong emotional and social connections with the pupils.

Whilst there are a limited number of online courses for primary PE in the UK, there are a plethora of emotional competency training schemes to help build a teacher's emotional intelligence. Unfortunately, many of these were all in house courses, which were at a higher cost due to face-to-face delivery. One example of these courses is 'Coolfire,' delivered by The Light-works organisation (2020); who support teachers' attainment through 'holistic emotional literacy, mental health & wellbeing.' 'CPD Online' (2020) have designed a virtual training programme, supporting Emotional Literacy and Emotion Coaching, though they only support certain Local Education Authorities (LEA) across England and Wales. This market research clearly indicates that there is a lack of CPD that has a nexus of emotional intelligence and PE (EI-PE) programmes. Therefore, would a concise, cost-effective (or free), and engaging online CPD programme combining emotional intelligence and PE be beneficial in supporting teachers?

### 6.1.3 Aims and justification of this study

The aim of this study is to develop an online training programme to support teachers in enhancing their emotional intelligence to ultimately support their teaching in primary PE. The programme was tested and evaluated by teachers who provided their perspective of the online CPD programme. Specifically, the teachers will comment if the techniques and methods of the training programme could improve their emotional intelligence and PE teaching. They will also provide feedback on the structure and design of the online programme.

### 6.2 Training Emotional Intelligence in Primary Physical Education (TEIPPE)

The design of the Training Emotional Intelligence in Primary Physical Education (TEIPPE) programme provided an introduction which covered the importance of emotional intelligence in PE. This was included because the teachers only had a general and rather limited understanding of emotional intelligence. The following sections were then included:

- Motivational warm ups and cool downs - in the previous two studies these sections of the PE lessons were not delivered at a high standard.
- ‘Eleven Coaching Techniques utilising emotional intelligence,’ for which the ideas were developed from the findings of study one and study two and from my own previous coaching experience during my teacher training qualifications and coaching qualifications with UK Athletics.
- ‘Emotionally improve your PE session,’ which included techniques to help improve four facets of emotional intelligence, depending on which Key Stage the teacher was delivering, which were based on the findings of Study 2.
- General verbal and non-verbal communication skills to support the teacher to build a positive, emotional bond with the pupils.
- Finally, a link was provided to a multiple-choice quiz, with ten questions.

The aim of providing a quiz at the end of the training programme was to confirm that the teachers had studied all the content of the TEIPPE programme. The participants had to get eight of the ten questions correctly or they would have to repeat the quiz. To re-cap from study two (Chapter five), the four most frequently used facets of emotional intelligence that were exhibited by primary school teachers within each key stage was recorded (Figure 15). The four most prominent facets of emotional intelligence utilised by the EYFS teachers were empathy, building relationships, compassion, and holistic communication. For KS1, the most utilised facets of emotional intelligence exhibited by teachers during primary PE lessons were

‘Improving Catalyst for Change’, ‘Improving Discipline and Control’, ‘Improving Conflict and Negotiation Management’ and ‘Improving Interpersonal Development’. Lastly, for KS2 the teachers most frequently utilised the following four components of emotional intelligence from Jerus’s Emotional Intelligence framework: teamwork, self-appreciation, goal-directed performance/belief, and finally, creativity. Techniques on improving these twelve facets of emotional intelligence were collected from the mentioned literature in table 13 and were embedded within the TEIPPE online programme. The teachers’ evaluation of this bespoke on-line CPD programme will then be used to modify and improve the programme for use in the last chapter of the thesis.

*Table 15: investigation on Developing key facets of emotional intelligence for primary PE teaching*

Early Year Foundation Stage	Key Stage One	Key Stage Two
<u>Empathy, Sensitivity &amp; Appreciation</u> How Empathy Develops (Poole, Miller & Booth, 2005).  Making Classrooms Culturally Sensitive (Morris & Mims, 1999).	<u>Self-Control and Discipline</u> Positive Psychology and School Discipline (Bear, 2011).  Pupil teachers’ discipline strategies (De Jong, 2013).	<u>Self-Appreciation, Acceptance &amp; Confidence</u> Emotional Intelligence and Self-Efficacy Among PE Teachers (Mouton et al., 2013).  The Role of Self-Regulated Learning in Contextual Teaching (Paris & Winograd 2003)
<u>Developing Relationships</u> Identifying phases (Newberry, 2010).  Getting to Know You & Making Deposits (Joseph & Strain, 2010).  Teacher-Pupil relationship and effective practice (Gallagher and Mayer, 2006).	<u>Interpersonal Development</u> ABCs of pedagogy for clinical teachers (McLeod et al., 2003).  Teacher-pupil relationship as an interpersonal relationship (Bainbridge Frymier & Houser, 2009).  The Model for Interpersonal Teacher Behaviour (Den Brok , Brekelmans & Wubbels, 2010).	<u>Creativity, Agility, Flexibility and Adaptability</u> Innovation and Creativity in Education and Training (Ferrari, Cachia & Punie, 2009).  Nominal Group Technique: a useful method for working with young people (MacPhail, 2001).
<u>Service, Compassion and Benevolence</u> Loving-Kindness and compassion meditation (Hoffman et al., 2011).  Mood Meters and Personal stories of emotion (Tominey et al., 2017).	<u>Change Catalyst and Response</u> Exploring teachers’ beliefs and the processes of change (Richards, Gallo & Renando, 2001).  Uncovering teacher discipline (Ackerman and McKenzie, 2006).  The Emotions of Teaching and Educational Change (Hargreaves, 2005).	<u>Goal Directed Performance and Targeted Action</u> Achieving Educational Goals in Physical Education—A Missing Ingredient (Grineski, 1993).  Teaching Games for Understanding and Situated Learning: Rethinking the Bunker-Thorpe Model (Kirk & MacPhail 2002)
<u>Holistic Communication</u> Heart in Holistic Education Arguelles, McCraty & Rees (2015).  Holistic approach of Teaching: The onion: a model of levels of change (Korthagen, 2003).	<u>Conflict and Negotiation management</u> Teachers’ use of incidental focus-on-form techniques (Mackey, Polio, McDonough, 2004).  Using Mediation Techniques to Manage Conflict (Gerardi, 2004).	<u>Teamwork and Collaboration</u> Strategies of classroom-based collaboration (Fredrick, 2008). Teaching teams about teamwork: preparation, practice, and performance (Gueldenzoph-Snyder, 2009).  Three visual techniques to enhance interprofessional learning (Parsell, Gibbs, Bligh, 1998).

### 6.3 Research design

The following study was conducted in 2021, with detailed explanation of the overall research design explained in the previous methods section (chapter three).

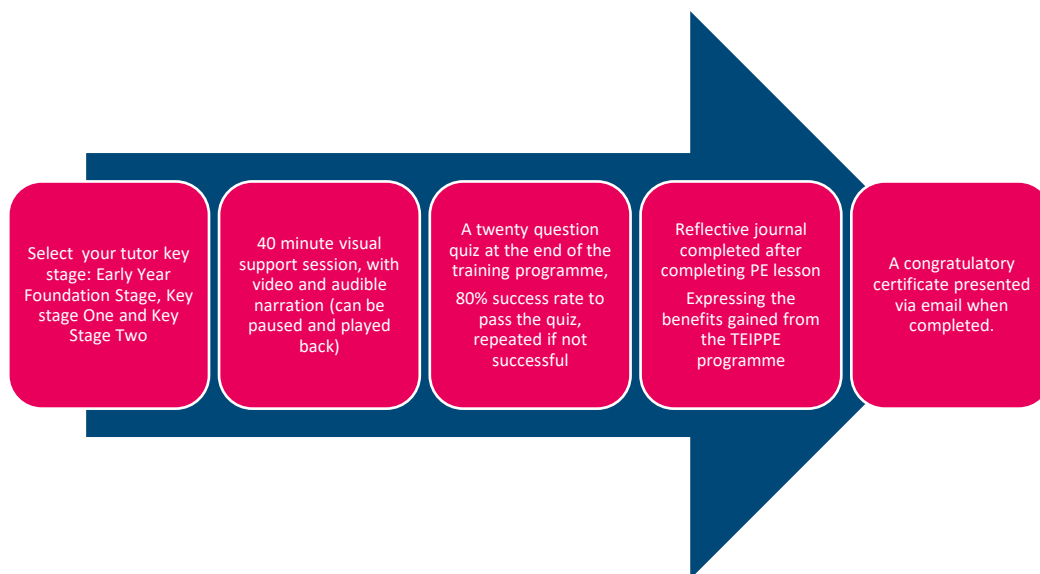
#### 6.3.1 Participants

A strategy of purposeful sampling was employed (Akhmetovaa & Harnischb, 2014), by selecting primary education teachers who had to meet the criteria, which was to be a qualified teacher of a minimum of two years, and were currently teaching PE to their own year group, which had to be a EYFS, KS1 or a KS2 cohort. A total of 16 teachers took part in the study. The teachers were from three primary schools, based in Birmingham Local Education Authority, with 62% of the sample being female and 38% were male, with 13 participants having at least four years' experience in teaching primary education, whilst other three participants had less than three years' experience. The teachers age ranged between 24-37 years, with 15 teachers being present for the focus group interviews, with a one-to-one interview taking place the following week.

#### 6.3.2 Procedures

The study was completed over a three week period, with focus groups with the teachers at each school every week. The focus groups were to facilitate a fuller, longer, and more in-depth discussion of the issues, hopefully to access richer data. The teachers were emailed a shared document to access the TEIPPE programme, with a notification being sent to myself of when the participant gained access to the content. This meant it was clearly recorded when the participant interacted with the CPD programme, alongside the completion of the multiple choice quiz. They were asked to complete the TEIPPE programme at least 48 hours before the pre-scheduled focus group. Figure 16 highlights the procedures of the interview process.

*Figure 16: TEIPPE Programme step by step itinerary.*



One week before the study, a 15 minute presentation was delivered at the three schools, so all the participants had a clear picture of the study. An additional 20 minute Q&A was provided, alongside for the teachers to sign a participant agreement form. A pseudonym was provided to each participant for anonymity. The participants were informed about the length of the interview and the major themes to be covered. The focus groups took place in the school grounds with a meeting room being booked out at each location. There was no direct communication with any primary school pupils during this study. The data was also encrypted on a cloud drive and was only viewed by the researcher, director of studies and co-supervisors. At the conclusion of the study, all collected information was transcribed and analysed, with important statements used to generate the key findings of the study. No direct or indirect information which could be used to identify a participant was used in any of the interview transcripts.

### 6.3.3 Data collection

Each of the three focus groups lasted between 30-35 minutes. Due to an absentee, an individual, one-to-one interview took place four days after the participant completed the TEIPPE training programme. This interview lasted 27 minutes in duration. To mitigate against a sole attendee dominating the conversations during each focus group, each participating teacher took it in turn to respond to a question first. Moreover, this mitigated against interviewees simply agreeing with someone else's opinion. All focus groups, and the single individual interview, took place



after school hours between 4pm-6pm. All the interviews were recorded via a Dictaphone and the content was then transcribed (appendix 3).

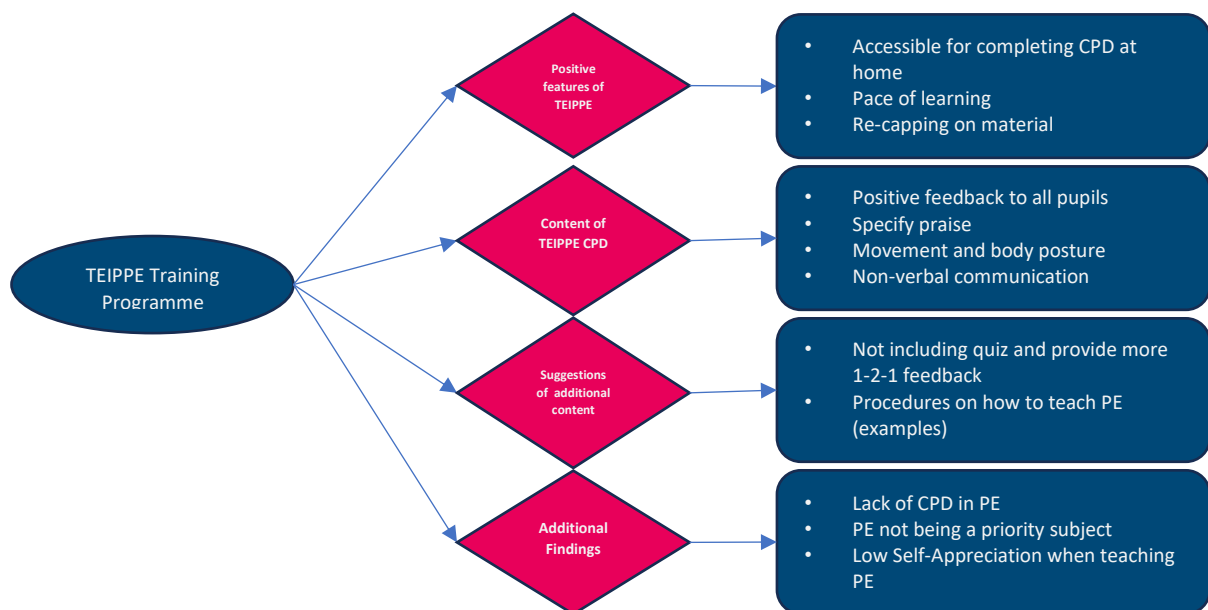
#### 6.3.4 Data analysis and methodological rigour

The audio recordings of the interviews were transcribed verbatim, and a combination of inductive and deductive content analysis was conducted on all sources of data (Patton, 2002). The focus group data was analysed under three major themes on the focus group question schedule: the positive aspects of the training programme; suggestions of improvements; and elements of the training programme that would not be beneficial for the teacher to utilise. In addition themes emerged from the discussion. Interpreting the raw data via the direct quotations provided meaningful insights on how to amend the training programme, which would be utilised to inform the final intervention study (study four). Additional information on the structure and design of the programme was provided that also helped to drive the development of the TEIPPE programme for the final study.

#### 6.4 Findings

The interview data revealed that all participants ( $N=16$ ) perceived that the training programme was beneficial with regards encompassing certain techniques on how to develop one's emotional intelligence to enhance effective delivery of primary PE teaching. Put simply, the respondents were able to recognise the potential value of the online training programme. Furthermore, the participants were able to identify aspects that could both potentially help but also hinder their PE teaching through the application of knowledge, skills and attitudes (KSAs), as well as articulating ways the TEIPPE training programme could be enhanced. As shown in figure 17, there were several key themes that were expressed by the teachers during the interview.

*Figure 17: Outcome of the key themes that were expressed by the teachers during the interview process.*



All sixteen teachers successfully completed the TEIPPE programme within 48 hours after receiving access, with 15 participants completing the CPD programme, and the 20 multiple choice quiz, between 30-35 minutes. One participant completed the training programme in a lot longer time, within 1 hour and 43 minutes. The teachers outlined the positive elements of the TEIPPE programme, the negative outcomes of the programme design and content, and suggestions of improving the training programme. Finally, there were additional findings that were discussed, which help justify the reasoning of their critical evaluation of the training programme.

#### 6.4.1 Communication management

Firstly, all of the teachers outlined that providing a supportive training course for primary PE was required, as many received relatively little or no training in the subject since graduating as qualified teachers. All teachers reported positively with regards to the techniques they were introduced to as part of the TEIPPE programme. In particular, respondents positively mentioned that they enjoyed the ‘communication management’ to emotionally enthuse the pupils in order to encourage them to have a more enjoyable PE lesson.

Respondent Bex (individual interview): *“Really helpful on how it linked emotional needs to P.E. It was helpful in my PE lesson as there are some conflict issues with the pupils at the moment. So I was able to talk to them with strategies shown on the TEIPPE programme. It then helped to keep the focus on the emotions of the pupils, which was is good”*

It is noteworthy that a majority of participants ( $N=13$ ) indicated that they thoroughly enjoyed the ‘positive feedback to all’ technique, which was making sure that not one pupil was left without any praise, which in turn helped to improve the self-esteem of all pupils. Two teachers highlighted that they had recently used this coaching mechanism in their classroom based lessons.

Respondent Lynn (Focus group school 2): *“I focus on the subject matter not focusing on the confidence of the pupils and the body language and voice to influence the lesson. I noticed in the training was specific about me; playing with my lanyard and people watching me ; knowing why this could be an issue and showing anxiety issues to pupils.”*

In focus group three, they did state that they were interested in the influence of non-verbal communication, such as when the teacher exhibits positive movements and body posture around the sports hall or playing field. In addition, focus group two also liked how non-verbal communication with ‘high fives’ and providing a ‘thumbs up,’ could provide great motivation for the pupils. The teachers concurred that these training concepts could easily be transferred both in sports hall and the classroom.

Respondent Cath (focus group 2): *“The technique of hand gestures and being present in the sports hall by either walking around or partaking in some of the activities, would be great to help boost morale of the class and improve the work rate and enjoyment of the lesson.”*

During all three focus groups, 13 participants revealed that they had not fully recognised the potential power of non-verbal communication before. They went on to comment on the impact of negative hand gestures and negative body posture, noting that many of the teachers were previously unaware of the significance. An example on the TEIPPE programme, that some participants could related to, was how they play or ‘fiddle’ with their lanyard whilst teaching, as it helped them relax as sometimes, they felt nervous delivering the PE lesson.

Respondent Paco (Focus group three): *I didn’t really think about how playing with lanyard and keeping hands behind their back whilst teaching the PE lesson can express my nerves to the pupils.*

All sixteen participants expressed that they found the emotional intelligence pedagogy of ‘specific praise’ really interesting and how it can develop and encourage every pupil to improve

their skill set during the PE lesson. One of the interviewees, stressed that they would use this technique during classroom based lessons.

Respondent Karl (focus group one): *“One of the things that stood out, I praised pupils a lot but I didn’t specify the praise. From now on I have been specifying. I praise to encourage but I now understand that it works when you explain.”*

#### 6.4.2 Positive aspects of emotional intelligence

The interviewees identified several positive aspects of the programme, including the ‘top eleven coaching tips on emotional intelligence’ and the warm-up and cool-down sessions, especially the technique of, ‘sharing knowledge and cultural identity in the classroom before moving into the sports hall’ (for Early Year teachers), ‘meditation techniques’ for Key Stage One delivery, and ‘negotiation methods for increasing participation’ for Key Stage Two teachers. These elements were seen as inspiring and beneficial for their CPD.

Respondent May (focus group one): *“Top eleven and warm up and cool down were really to remember and things you use in PE. You can use them in practice. Simple things like those... (developing relationships in top tips). I like the four pillars as well and it be good to elaborate on this section. Keep this knowledge in but maybe with some examples.”*

Respondent Hanna (focus group one): *“Sharing knowledge and the aims of the PE lesson in the classroom before the hall is brilliant! You can get all the pupils in the classroom to listen. When they go in the hall they say ‘I’m free!’”*

Overall, all sixteen teachers expressed that it was helpful knowing how and why linking emotional intelligence to PE can have benefits with regards the delivery of the subject, with 15 participants elaborated that many leadership procedures that are delivered in a classroom environment can be transferred and altered slightly to cater a PE lesson setting.

#### 6.4.3 The design of the CPD programme

The majority of the teachers felt that the way the online TEIPPE programme was structured was both enjoyable and motivating to complete. There were three reasons cited : Firstly, some participants stated that they liked the flexible nature of the online programme, which meant that the training could be completed at their own pace, as well as being able to engage with the programme remotely, meaning that it could be completed at home or at school. Second, it was noted that participants could revisit the TEIPPE programme, in order to re-cap on certain

techniques and methods that could potentially help them to improve the delivery of the PE curriculum. Thirdly, nine out of the 16 participants highlighted that they greatly enjoyed the academic theory component of the training programme. They felt as though they were back at university, delving into the justifications for the pedagogy of PE teaching.

Respondent Lynn (Focus group two): *“I really like the idea that you can do it in your own time; you can print it off as well if you like to read it from paper, so you can go back and remind yourself. Also, there’s not a LOT of writing and good bullet points. Like to top tips and nice pictures as well.”*

Respondent Emily (Focus group three): *“Yes! As it give you ways to improve the pupils’ performance and it is very simple and clarifying what you say. This happens in the classroom but not in the sports hall in PE. Personally an extra subject knowledge and the EI is important to keep you on track (specific praise) and gentle reminders was good recapping.”*

Twelve participants suggested that the online training programme, or a similar approach to CPD training, should be integrated into QTS and PGCE qualifications. They noted that it is not time-consuming to complete and offers interesting and diverse content for those graduating as qualified teachers. Following from this, six of the teachers appreciated the concept of incorporating a quiz after completing the TEIPPE programme as this encouraged the teachers to make notes and so they could go back and recap on the knowledge that they learnt. Conversely, several interviewees ( $N=9$ ) indicated that the quiz had a negative impact by putting them under pressure to successfully complete it. They did not enjoy the competitive aspect, preferring to focus on expanding their knowledge to better support their pupils and deliver more engaging PE lessons. Five of the participants felt that the congratulatory certificate provided some tangible motivation, with four of the five also stating that their competitiveness came out when they attempted the quiz by making sure they gained 100% correct answers first time around.

Respondent Dan (Focus group one): *“Always like a quiz; first time I got 7/10 and the other. Second time 9/10 (missed a question). Though, I don’t have time to do anything like this, so maybe it’s not needed. Yeah, it was nervous but there wasn’t too many questions; wasn’t too easy and I would have been sick if I got some wrong.”*

Respondent Elsa (Focus group two): *“It be really good for new teachers, especially focusing on emotional side. Really interesting area: people haven’t thought about how your emotions can affect PE it is really importance aspect in the curriculum”*

Finally, six participants commented on the design and the aesthetics of the TEIPPE online programme, stating that they found this to be attractive, with strong visual aids and not text heavy. It was noted by some of the respondents that they would really appreciate an audio narration, alongside the bullet points of guidance and information, which would provide a clearer guideline when seeking to understand the theory underpinning emotional intelligence.

Respondent Bex (individual interview): *“It only took half an hour or so in the evening, that will suit my training. 30 minutes was enough but no more than 45 minutes for a one off session.”*

#### 6.4.4 Suggestions of improvements of the TEIPPE programme content

There were two key aspects of the TEIPPE programme that were identified by the interviewees regarding suggested improvements to the content. Many of the teachers (at least one from all three focus groups and by the individual interviewee, wished to have seen additional supportive elements incorporated in the programme, such as an additional course that would help to explain how to design a lesson plan for a variety of sports. It is noteworthy in this regard that some teachers expressed a relative lack of knowledge in certain sports and how to improve skills and techniques. This limited understanding of particular sports had the impact of lowering some teacher’s self-esteem and their emotional dimension of self-recognition.

Respondent Paco (focus group three): *“The TEIPPE tells you how to teach more effectively not what to teach.”*

Respondent Karl (focus group one): *“Maybe a sample of a lesson plan and incorporate of an example in practice. “How would you do this?”*

As for the second suggested improvement, four teachers mentioned that, although it was acknowledged at the beginning of the programme, there should be greater emphasis and detail on the importance of PE for young pupils. They recommended elaborating on the key attributes, skills, and knowledge pupils can develop when PE lessons are emotionally enjoyable and motivating.

Respondent Ben (focus group two): *“This would then provide a catalyst for the teachers to get their teeth in to the TEIPPE programme right from the word go!”*

There were two main aspects of the TEIPPE programme structure and design that teachers were not particularly enthusiastic about. Firstly, nearly all the teachers ( $N=14$ ) suggested incorporating video examples to provide scenarios that complement the audio and written materials. In addition, whilst nine of the interviewed teachers enjoyed the academic theory of the training programme, seven participants commented that there was too much theory and little in the way of practical examples in some of the sections. Furthermore, it was noted that some of the theoretical content was confusing at times, and some layman terminology was required, especially in the “Four Pillars” chapter (early years foundation stage).

Respondent Elsa *“There was far too much academic theory and not enough practical examples. I would like to get ideas on coaching drills in warm up, main session and cool down.”*

Finally, it was noted within the focus groups that some of the respondents felt that some aspects of the quiz was relatively simple or straightforward, with only multiple choice questions to answer meant that some did admit to guessing the correct answer. In addition, 11 of the 16 felt that the quiz could be used as a certified qualification if the training were extended from just emotional intelligence, with more management procedures on how to teach, such as the coaching concepts of delivering primary PE.

Respondent Dan (focus study one): *“The quiz requires more reflective questions and less multiple choice. It will show evidence of the people who have put the effort in and watched the training session.”*

Participant Ron (focus group three): *How to keep it focused on the emotion of the pupils is good but sometimes you (TEIPPE) focus on the needs to teaching the pe subject, not how to teach it, such as ideas on to teach netball tactics. DO you know what I mean?*

#### 6.4.5 Additional findings: concerns related to training for primary PE teaching in the UK

Three key issues were frequently expressed by the participants during the interview process. Firstly, all but two of the teachers stated that they had received either no or what they perceived to be very poor training/CPD on how to confidently deliver primary PE lessons. The interviewees who stated that they had received training previously (before this study), said that they had found that training is not very productive and had felt uncomfortable at times during

the sessions. In the focus groups, 11 of the participants expressed that the last training that they had received was during the completion of their teacher training, which was for only a solitary day.

Participant Elsa (focus group two): *“There had been a lack of quality delivery of PE CPD. The last training session was just observing and reflecting on sport coaches coming in from professional sporting clubs to seeing their key coaching drills in rugby.”*

Participant Karl (focus group one): *“There has been no training on the impact on how the teachers EI can influence the delivery of primary PE More importantly, the last training I had was the eight hours I completed during my PGCE.”*

Secondly, due to the lack of CPD, mentoring and initial training in PE, fourteen teachers stated that they had felt nervous delivering PE due to their lack of confidence and self-belief. It was felt that when teaching the subject the teachers admitted that they sometimes ‘hid away’ from teaching the subject, and alternatively completed their planning, preparation and assessment (PPA) when others (e.g. bought-in coach) were teaching the class.

Participant Elsa (focus group two): *“I didn’t have any PE experience, so I completed a graduate teacher training scheme and never started PE until I actually graduated. I feel quite nervous when teaching (PE).”*

Participant Amy (focus group two): *“How you present yourself was cool, so you feel the part. Also, and not fiddling with lanyard was a good idea because sometimes I’m quite nervous. And stopping and listening to upset pupils to upset pupils is sometimes I forget to do because I’m trying to help a load of pupils to thrown and catch a ball!!!”*

Finally, all sixteen participants expressed the perception that there are too many subjects in the curriculum, which consequently is effectively pushing PE down the pecking order of subjects within the curriculum. With the current government guidelines, the major focus in primary education teaching is on English, maths, and science. As a result, PE tends to be excluded from training courses and CPD opportunities.

Participant Jenny (focus group one): *“Primary (school) there are so many subjects, so the priority is English and maths and science. PE you only teach once a week so it will really not be the focus as you are teaching English and Maths.”*



## 6.5 Discussion

During this study, all 16 teachers emphasised that due to the relative lack of support for delivering primary PE during their PGCE and QTS training, a CPD programme such as TEIPPE would be highly beneficial. In addition, all teachers explained they felt some reluctance to deliver the subject and would consequently pass this on to freelance coaches or instructors from external sporting organisations. During this time, many of the interviewees stated that they utilised this time to complete their planning, preparation and assessment (PPA). It is noteworthy that all participants expressed that they had very low self-appreciation and limited confidence when delivering primary PE and required support. According to Moulton (2013) one way of doing this, would be for the teachers to be mentally prepared for the PE session, such as wearing appropriate attire, such as gym kit.

Furthermore, it is suggested that an emphasis should be placed on contextualised teaching, by introducing physical activities that the teacher and pupils have strong connections with, such as relating the PE lesson to something that they have learnt in the classroom (Paris & Winograd, 2003). For example, this could involve applying geometry concepts from a math class by having pupils measure and mark out shapes like triangles, circles, or rectangles on the gym floor. They can then use these shapes to create obstacle courses or play games, reinforcing their understanding of angles, area, and perimeter.

With regards to identifying areas for development, a number of the participants stated that more illustrative examples and scenarios, as well as techniques on how to deliver warm-up and cool down exercises would be beneficial. This is due to a lack of knowledge in the subject and a lack of training received in primary PE. However, it is worth emphasising that many of the interviewees felt that PE was given insufficient priority in their schools, and that they had experienced barriers such as limited time and resources, which was explained by Elliot et al, (2013) who reported that teacher training in pupil welfare, equality and inclusion, maths and English to priority over PE. Most specialist PE teachers devoted over 10 hours per week, valuing the opportunity to learn about PE and recognising the importance of training due to prior development gaps. In the aforementioned study by Hyler and Gardner (2017), the specialist PE teachers also reported high levels of satisfaction when completing a training PE programme, believing that it had a positive impact on their teaching practices, not just in an PE environment but also within the classroom.

However, for primary school teachers, PE is only one of many subjects that they teach but the findings of this study were encouragingly that all participants stated that they felt more confident in delivering PE since completing the TEIPPE programme. As previously noted, the coaching techniques that they learnt around the warm-up and cool-down exercises also attracted positive feedback. Similar short-course professional development programmes have been found to effectively boost the self-efficacy of teachers and teaching assistants, especially in subjects where they may lack confidence (Makopoulou, Neville, Ntoumanis & Thomas, 2021).

#### 6.5.2 CPD on emotional intelligence in PE for primary for primary school teachers

The findings of this study has showed that teachers do require support and training on emotional intelligence in primary PE, as many have had very little CPD on the subject. Another issue that was identified, is that all PGCE qualified teachers received only 7-8 hours of PE specific training over the course of the year. One of the consequences is that many teachers, especially those teaching in KS1 and KS2, expressed doubts whilst delivering PE lessons. Moreover, 14 participants confirmed that they had not received any training on PE in the past five years. Researchers have concluded that many teachers felt that their initial teacher education had not adequately prepared them to teach PE, and that they had to rely on their own experiences as pupils to guide their teaching practices (Elliot et al., 2013; Majeski et al., 2017; Orak & İnözü, 2016). Ongoing professional development was seen as a keyway to improve teachers' knowledge and skills in PE.

A small number of previous studies have also stated that the importance of professional development in improving teachers' knowledge and skills in PE has to be ongoing, with regular opportunities for teachers to engage in reflective practice and receive feedback from their peers (Grant et al., 2014; Majeski et al., 2017). According to Morgan et al. (2019) such an approach helped to embed new teaching practices and ensure that teachers were able to sustain their improvements over time. As noted, one of the key issues that the participants stated was their lack of knowledge on how to effectively deliver the PE curriculum. At the same time, it was also highlighted how emotional intelligence could be used to improve engagement, which was concurred by Makopoulou et al. (2021), who found that professional development opportunities should be designed to take into account the emotional needs of the pupils, and that feedback and reflection should be incorporated into the professional development process.

## 6.6 Strengths and limitations of the study

After reflecting on the participants' evaluation of the TEIPPE programme, many outlined that it would be refreshing for staff to be trained, specialising on emotional intelligence and how it can influence the delivery of primary PE. Due to the lack of training and CPD on the subject, many teachers stated that they felt nervous when teaching PE and are unsure on how to pedagogically deliver the sessions, so they particularly enjoyed the training, especially when being introduced to the power of non-verbal communication and the 'eleven emotional intelligence coaching tips', which would help to effectively engage with pupils. Nonetheless, one limitation of this study was that the teachers did not put the theory in to practice seeing if the TEIPPE programme was effective when delivering a PE lesson. The main reason for this was to test out the logistics and the accessibility of the TEIPPE programme, and to see if the techniques and methods highlighted in the CPD programme were clear and easily understood by the teacher. In addition, the participants did explain that they would have liked some sport specific coaching on the CPD programme as they felt this would provide them confidence if they needed to demonstrate of skill in the PE lesson. Finally, since this study took place in 2021, PE has been included as a mandatory subject in all English schools, yet there is still no change to make PE training or CPD compulsory for all teachers (UK.gov, 2021).

It was acknowledged by 10 of the participants that face-to-face CPD has a value in maintaining a sense of community and social presence. This is a dimension which can be more challenging to achieve in an online environment. Sato and Haegele (2017) suggested strategies such as incorporating video-based interactions and live virtual meetings to enhance engagement and collaboration among participants. It is argued that the use of such interactive approaches, could make the CPD programmes more engaging, as well as helping to foster a rapport with fellow professionals who are also completing the training.

### 6.6.1 Future research

From evaluating the comments made by the participants during the focus groups, there will be amendments made to the training programme and a second version, TEIPPE-2, will be developed. This online programme will introduce more support for teachers with low self-esteem and help build their confidence when they deliver primary PE. In addition, more examples will be provided alongside the academic theory, which the teachers enjoyed, so they can picture a scenario on how to introduce certain facets of emotional intelligence in their lessons. As there was a mixed reaction to the quiz, this will be omitted from the second version.

As the majority of the participants requested, there will be more personal feedback on their observed PE lessons, providing a feedback report explaining the strengths and areas for improvement when being observed in the final intervention study. This feedback will help each teacher to understand which areas of teaching they need to develop.

#### 6.6.2 Conclusion

This study has concluded that the TEIPPE programme proved to be both a useful and practical online training tool for improving the delivery of primary PE by developing certain facets of emotional intelligence to teachers. As previously noted, the primary advantage of the training programme is to offer supportive knowledge within a realistic timeframe. The TEIPPE programme helped to equip the participating teachers with a wider understanding on how to utilise emotional intelligence, emphasising both the verbal and non-verbal communication techniques needed to help manage and perceive the wellbeing of the school pupils, as well as recognising and managing their own emotional competencies. For instance, from using positive hand gestures and facial expressions to emotionally enthuse the pupils, to the tone and volume of the voice during sensitive situations whilst delivering a PE lesson, were all valuable adaptations gleaned from the training programme.

The intuitive nature of the TEIPPE programme design was praised by the practitioners. Nevertheless, some interviewees emphasised that there was too much academic theory in the training and insufficient practical examples that could assist teachers to deliver PE lessons more effectively. Additionally, suggestions were made to include more video footage to help illustrate examples of techniques. These proposed enhancements will be employed to refine TEIPPE-2, which will hopefully support teachers to deliver more engaging and motivating PE lesson for the final study of this thesis.

## **Chapter 7 Study Four – Intervention study: the impact of an emotional intelligence training programme on the teaching of primary PE**

### 7.1 Introduction

From the previous three studies, there has been clear evidence that limited training for primary school teachers is readily available to support their development in primary PE teaching with many highlighting that they only received subject specific training for ten hours or fewer whilst completing their PGCE, CertEd or Education Direct qualifications. Furthermore, it was also noted during the focus group discussions in study three that teachers were surprised how important emotional intelligence can be to help deliver more engaging and insightful primary PE lessons. These findings have been supported by previous literature, such as Griggs (2010) who emphasised that many teachers receive inadequate PE training for primary education during their post-teaching qualifications. Griggs (2010) also reported that many teacher training programmes offer minimal PE instruction, often limited to a few hours throughout the year. It could be inferred from this, that the apparent lack of comprehensive PE training means newly qualified teachers are often underprepared to deliver effective PE, which may result in low self-appreciation and confidence. This was clearly highlighted by the teachers who were interviewed in study three (Chapter 6), and as a result, provided less engaging and lower-quality PE lessons for pupils, potentially impacting their physical development and interest in physical activity (Humphries & Ashy 2006; Maude 2010).

Additionally, Harris et al. (2012) explored the shortcomings of PE training within initial teacher education. Their findings also revealed that many primary school teachers entered the profession with limited knowledge and underdeveloped skills in PE attributed to insufficient subject specific training during their PGCE or QTS programmes. The authors argued that this gap in training necessitates ongoing professional development in order to ensure teachers are better equipped to deliver high-quality PE lessons. This was acknowledged by Ofsted report in 2018, identifying that many newly qualified teachers lack the necessary skills and confidence to teach PE effectively during their Initial Teacher Education (ITE). Ofsted's findings suggest that the limited time allocated to PE in teacher training programmes did not equip teachers with the knowledge or experience needed to deliver 'high-quality' PE (Keegan, 2019). The report also recommended enhancing the PE component of teacher training to ensure teachers are better prepared to foster pupils' physical literacy and enthusiasm for physical activity. In addition, the report noted that the 'School Sport and Activity Action Plan' aims are to help

teachers and schools provide two hours of high-quality PE per week for primary and secondary schools, along with competitive and extracurricular opportunities for both girls and boys.

Thus, the need for an intervention programme like TEIPPE, with a focus on emotional intelligence to enhance the delivery of primary PE, would help to achieve the aims of the report. When reflecting on the TEIPPE programme's limitations from study three, teachers highlighted two key aspects. Firstly, many teachers requested additional support packages, including courses on designing PE lesson plans for various sports, to boost their self-esteem and emotional intelligence. Second, four teachers suggested that more emphasis should be placed on the significance of PE for young pupils, detailing the key attributes, skills, and knowledge gained from enjoyable and motivating PE lessons.

It is therefore important to build the teacher's confidence in teaching PE and translate their emotional intelligence, that they have nurtured in a classroom environment, to the sports hall. Burel, Tessier, and Langdon (2020) explored how teachers' subjective feelings impacted on their confidence in delivering PE. The study highlighted the importance of need-supportive environments, where teachers feel competent, autonomous, and knowledgeable. To enhance teacher motivation, the authors proposed four strategies. First, regular training/CPD focused on need-supportive methods, which will increase teacher competence. Second, schools should provide emotional support resources, such as counselling and peer groups, to help teachers manage stress. Third, fostering collaboration among PE teachers can reduce isolation and promote idea-sharing. Finally, regular feedback and recognition of teachers' efforts were identified as essential for boosting motivation and improving teaching quality. The pilot of the TEIPPE programme in chapter six suggested that this programme could potentially meet some of these needs.

To illustrate the importance of providing teachers with feedback and support, a study by SueSee and Barker (2019), which investigated the teaching styles of Swedish PE teachers, compared self-reported styles with observed behaviours and found that providing consistent feedback and support had a demonstrable positive impact to enhance the delivery of PE. SueSee and Barker (2019) also highlighted several components which the participants articulated had a positive influence on improving the quality of their teaching. They firstly stated that regular feedback helped the teachers refine their instructional techniques, with constructive critiques and positive reinforcement encouraged teachers to adopt more effective teaching methods. They also noted that the feedback helped to identify potential gaps between self-perception and

actual teaching practices. From gaining this knowledge and developing the professional growth of the teacher, this had the benefit of enhancing teacher's self-confidence. Thirdly, the supportive nature of the feedback helped to boost the teachers' confidence. Thus, when teachers received specific, positive feedback on their strengths, as well as tailored guidance on improving areas of weakness, they felt more competent and motivated as a result. The researchers reported that this increased confidence translated into more dynamic and engaging PE lessons, leading to higher pupil participation levels and enthusiasm. Finally, the researchers suggested that the feedback mechanisms often involved collaborative discussions amongst teachers, which helped to promote the exchange of best practice. This collective learning helped teachers improve their delivery methods and therefore benefiting the overall school community. Again the utilisation of the TEIPPE programme for primary teachers could potentially contribute to achieving all of the four outcomes.

It has been argued that with self-appreciation and self-esteem of primary school teachers whilst delivering PE is quite low due to the lack of training as previously mentioned. Peterson and Miller (2022) explored several benefits of employing a neuro-pedagogical approach to motivate teachers in delivering PE. Such an approach leverages emotional intelligence to enhance teaching practices and, in turn, improve teacher motivation. This insight helped teachers to be more effective when reading the pupils emotions, which in turn increased their own enthusiasm and commitment to teaching PE. The authors concluded that if the teacher's understood their own emotional behaviours and those of the pupils, they felt more confident in their ability to manage classes and address the needs of a diverse pupil cohort. The authors suggested that this increased confidence helped to reduce stress and had the impact of enhancing the overall teaching experience. To summarise, the study underscored that a neuro-pedagogical approach, as proposed in the TEIPPE programme, not only enhanced the quality of PE instruction but also significantly boosted teacher motivation by providing them with the tools and knowledge to succeed in their roles.

Drawing on the findings of chapter six and existing scholarly literature, the TEIPPE programme has been refined and improved, with a new version of the programme referred to as TEIPPE-2 and will be the primary research tool in this final intervention study. The purpose of which is to investigate if teachers' capacity to deliver high quality, engaging PE lessons is

enhanced when regulating and developing their emotional intelligence based on emotional intelligence training. As such, this intervention study has three main objectives:

- a. To critique whether developing a teacher's emotional intelligence can help nurture their emotional facet of self-appreciation, building their confidence whilst teaching primary PE.
- b. Comparing the teachers PE delivery before and after being trained on their emotional intelligence via the TEIPPE-2 programme.
- c. A critical evaluation of the TEIPPE-2 programme and to examine which amendments are necessary to develop a third, updated and revised version, which could eventually be made available to the teaching profession.

## 7.2 Research design

The final intervention study was designed to address the three mentioned primary objectives, while also gaining insights from the teachers' perspectives on how developing emotional intelligence may have enhanced their ability to deliver engaging and motivating PE lessons. The methods employed aimed to gather the necessary data, which would be analysed to determine whether the objectives had been met.

### 7.2.1 Participants and schools

Originally, 20 teachers from two primary schools (Schools A and C) volunteered for study four. Due to teaching commitments, COVID-19-related illness, and long-term absences, the final sample was reduced to 17 (11 female, six male). This number was still sufficient for in-depth exploration of the research questions and manageable data analysis. Ethnically, 13 participants identified as white British, three as British Asian, and one as mixed-race. Teaching experience ranged from one to nine years, with three participants still completing their QTS or ECT induction, indicating they were in their first year. Most ( $n = 14$ ) qualified via PGCE, two held a B.Ed., and one completed the School Direct pathway. Ages ranged from 23 to 46. Table 7 summarises gender, age, ethnicity, experience, and qualification route.

### 7.2.2 Ethics procedures

As elaborated in the methodology (Chapter 3), both schools (school A: 8 participants; School B: 9 Participants) the headteachers of both schools gave their agreement by email for both the teachers and the schools to take part in the study. The participating teachers read the participation form and had the opportunity to ask questions before completing a consent form before the study. Each participant were provided with a unique pseudonym for anonymity and



their data was kept on a separate secure database at NTU. The data was also stored on an encrypted shared drive, only accessed by myself. Personal details were kept separate from the data, and participants' pseudonyms were used on transcripts instead of names. An opt-out form was provided to parents for the observed PE lessons in case they did not want their pupil to be observed, though it was clearly explained that the study was only to observe the effectiveness of the teacher and that there was no direct contact with any of the pupils.

### 7.2.3 Schedule: observations, training, feedback and reflective journal completion

Each day, there were four observations, two teachers were observed in the morning and two were observed in the afternoon. Observations did not take place on a Tuesday due to the teaching and programme leader commitments. A reserve day was planned for each phase of the study (Table 14). This contingency plan was put in place in case any teachers were not able to commit to their allocated timeslot.

*Table 16: The schedule for observations, training, feedback and reflective journal completion*

Day	Observation pre-trained	Feedback received pre-trained	Received online Training	Observation post-trained	Feedback received Post-trained	Reflective journal hand out	Reflective journal Return
1 M	Group A						
2 T		Group A					
3 W	Group B		Group A				
4 T	Group C	Group B					
5 F	Group D	Group C	Group B				
6 M	Group E	Group D	Group C	Group A			
7 T		Group E	Group D				
8 W	Misc.		Group E	Group B	Group A		
9 T		Misc.		Group C	Group B	Group A	
10 F			Misc.	Group D	Group C	Group B	
11 M				Group E	Group D	Group C	
12 T					Group E	Group D	
13 W				Misc.		Group E	Group A
14 T					Misc.		Group B
15 F						Misc.	Group C
16 M							Group D
17 T							Group E
18 W							Misc.

### 7.2.4 Data collection

#### Lesson-observations

The teachers were observed delivering a PE lesson to their own year group. After this, but in the same week, they undertook the TEIPPE-2 programme. The aforementioned schedule helped to mitigate against participants from discussing their training experiences with other teachers who had yet to be observed. Each participant teacher was observed during a 45-50 minute PE lesson that included two skill activities and a game or competitive segment. The overt observation focused on how teachers applied emotional intelligence during the delivery of PE lessons. It assessed the demonstration of the selected emotional intelligence facets, which were elucidated in the second study of this PhD thesis (chapter five). Additional data collected included the number of pupils present, their age group, the school identifier, and whether a Teaching Assistant (TA) was present. The overt observation sheet served as a checklist to record real-time verbal and non-verbal communication, teacher engagement, and the management of emotions by the teacher. The observation process involved employing the original observation proforma that was utilised in the pilot study (Chapter 4) and study two (Chapter 5), which was adopted and adapted from Pugh's (2008) observation template, and is explained further in the methodology chapter (Chapter 3). All observation forms are located in appendix 6.

The observation template was modified to include a checklist to note the frequency of the use of the four primary facets of emotional intelligence identified in Study Two (Chapter 5). There was no direct contact between the researcher and the pupils. A post-training lesson observation took place one week after the participant completed the TEIPPE-2 programme. For the second observation, the participant was tasked with designing another 45–50-minute PE lesson comprising of a similar topic area to their first session, though the skill activities should differ, to reduce any potential repetitiveness and potentially leading to tedium for the pupils. The observation notes from the pre- and post-training PE lessons were then compared to examine whether or not the teacher had improved their teaching delivery and effectiveness.

#### Researcher pre-training post-observation feedback to the teacher

After the first observed lesson, each teacher received written, supportive feedback (the pre-training feedback form). The findings were summarised under the following sub-headings: positive key observations, including an identification of which facets of emotional intelligence were employed and the class's response to these instances; recommendations for the second observation, highlighting areas where emotional intelligence facets could have been effectively applied, along with additional emotional competencies to incorporate into the PE lesson (pre-

training observation reports are located in appendix 7). After receiving their feedback, the teachers were directed to the YouTube video to complete the training programme, explaining that there were two training programmes to watch (the introductory presentation and their key stage presentation). Participants were instructed to watch the videos 48 hours before their second (post-trained) observation.

#### Training Emotional Intelligence in Primary PE Two (TEIPPE-2) online programme

The teachers were provided with a link to the TEIPPE-2 online CPD programme via email communication. This was presented to the teacher via a YouTube channel (TEIPPE-2 channel) (<https://www.youtube.com/@TrainingElinPrimaryPhysEdTEIPP>, 2023), which enabled the participants to access the training videos on both their school laptop or on their own electronic device (tablet/smart phone). As discussed in Healy, Block and Judge (2014) many CPD training programmes in emotional intelligence utilise online platforms because of the ease of access and the use of ‘pause and go back’, which helps to facilitate learning (Sato & Haegele, 2017; Lock, 2006).

There are four videos included in the TEIPPE-2 channel. The first video welcomed and thanked the participants, followed by an explanation of the purpose and the shared values of the research and guidance on how to use the training programme. Also included in the opening video were some key emotional intelligence techniques that could be used whilst responding to certain scenarios in PE, no matter which age group the participants were teaching. This introductory video lasted for 45 minutes. The other three videos presented the use of emotional intelligence in different Key Stages. The participant teacher was required to select the training video only that aligned with their Key Stage. However, the participants who were teaching Year 3 (Key Stage Two) were instructed to choose the Key Stage One Video for training. The reasoning for this was because the pupils had lost so much teaching time due to the COVID-19 pandemic and were emotionally and physically still at Key Stage One, both in terms of their cognitive and social interaction skills and physical development (O’Brien et al., 2020). Therefore, the teachers who were teaching year three were provided with tailored training on the Key Stage One emotional facets of self-control, interpersonal development, change of catalyst response and conflict management. After the teacher had completed the training programme, they were able to amend their lesson plan for the second observed PE lesson.

#### Self-reflective journal

After the participant received their second feedback report, they were instructed to complete a self-reflective questionnaire within a 72 hour window after the post-trained observed PE lesson. This was to ensure that it was fresh in the participants' minds. The self-reflective journal comprised 14 open questions and 5 semi-closed questions (appendix 8). The five semi-closed questions explored how long the teacher had been in the profession, their PE experience, their prior knowledge of emotional intelligence, and the number of CPD/training sessions received with regards supporting the delivery of the PE curriculum. In addition, they were asked how the TEIPPE-2 programme improved their understanding and application of emotional intelligence, as well as the effectiveness of improving their teaching of PE.

#### 7.2.5 Data analysis

As an approach for data analysis, observations were employed in study two and three as a means of collecting information on how emotional intelligence was exhibited by teachers. The findings were summarised using descriptive statistics, noting the improvements of the teaching when comparing the pre- and post-training observation forms (Gall et al., 2003). As explained in the methodology chapter (Chapter 3), triangulating data from overt observations and reflective journals enhanced the analysis robustness, which enhanced depth and credibility, as consistent results across different methods validated the observations (Patton, 2002).

The reflective journals provided personal insights, experiences, and evolving thoughts during this intervention study. Thematic analysis was used to identify patterns and themes within the data, beginning with multiple readings of the journal entries. Thematic analysis was particularly beneficial in data analysis in the present study as it facilitated the extraction of key themes relating to the teacher's emotional instructional strategies, their emotional awareness, and engagement with pupils (Braun & Clarke, 2006), providing rich, detailed accounts of how teachers adapted their approaches during the pre- and post-training observations. Categories were grouped under higher order themes and organised into sub-themes. For methodological rigour, the final stage consisted of splitting the themes into core categories consistent with the aim and objectives of the study (Elo and Kyngas 2008), which was presented in the discussion.

#### 7.3 Findings

The majority of the 17 participants completed the study within the scheduled timetable. Only two observations had to be rearranged, with one participant missing their first observation due to illness. The second participant had to delay their second observation due to having other

CPD commitments. These participants were fitted into the reserve timeslots that are highlighted in table 14. Nine of the seventeen participants were delivering primary PE to Key Stage 2 pupils, five participants were teaching pupils from Key Stage One, and three participants teaching Early Year Foundation Stage (reception) year groups.

### 7.3.1 The pre-training observations

The observations that were conducted prior to the TEIPPE-2 training presented some intriguing findings, with many of the participants having similar areas where improvement was needed (as perceived by the researcher, a PE trained specialist). After each participant had completed their pre-trained observed lesson, the researcher compiled his findings in to a feedback report for each teacher, which identified the positive aspects of the lesson and suggested areas for development relating to their emotional intelligence and its use in teaching the lesson on their next session (appendix 13). Figure 18 provides an example of appendix 13, on the key elements of emotional intelligence that were not exhibited during the observed PE lessons. Comments were made on each teacher to highlight if their areas for improvements fell in the following categories: the emotional awareness and management of verbal communication, the emotional awareness/management of non-verbal communication, being aware of the emotions and engagement of the pupils, controlling emotional conflict, developing collaboration to build emotional engagement, finally showing negative and anxious emotions whilst delivering the PE lesson.

Participant Tori feedback (suggestions for improvements): *“Suggest slowing down the pace of tone in your voice, which can be hard due to time constraints. Increasing the pace of voice intonation will increase your and the pupils heart rate and may provide a feeling of anxiety.”*

Participant Sara Feedback (suggestions for improvements): *“Positioned yourself in the same location, throughout the match. pupils behind were not recognised and tedium was setting in (pupils lying on floor). Suggest moving around the hall during the game. Also, your hands were in your pockets near the end of the session. Try and attempt to keep your hand gestures for positive communication.”*

Participant Emie Feedback (suggestions for improvements): *“One minor suggestion for the next session; more smiling and exaggerated facial expression to*

*show praise and enjoyment (which was present at times) is required more throughout the session.”*

*Figure 18: Segment of the translation of pre-trained observation findings*

Teacher	KS	Years in education	Number of mis-matches	Enjoyment & engagement	Non-verbal communication /EI praise	Verbal communication /EI Praise	Conflict management	Management/Teamwork	Showing negative / anxious emotions
May	KS2	7 years	1		1. Be nice to see more hand gestures (non verbal communication)				
Emie	KS1	6 years	2		1. More smiling and exaggerated facial expression to show praise and enjoyment (which was present at times) throughout the session.		2. Attempt to pair the groups with boy and girls, not girl-girl, boy-boy. Higher concentration levels take place when there is a girl-boy pairing.		
Kim	EYFS	6 years	4		1. Suggest using more hand expressions such as thumbs up, appreciative clap, high fives, victorious hand fists. 2. In addition, more positive, exaggerated facial expressions, especially positive reactions.	3. Provide praise to all the pupils, so no one feels left out.		4. Spreading the pupils across the hall not across a line as it provides more freedom and a sense of independence	

### 7.3.2 Pre-training observations and feedback: emotionally engaging with pupils via verbal communication

Effectively providing ‘verbal communication’ to help emotionally engage with the pupils was identified as an area for development during the pre-training PE lesson observations, with

eleven of the seventeen participants suggested for improvements within their feedback report. For example it was suggested that the teachers should praise every pupil, ensuring that no pupil felt left out or unnoticed and that the teachers should convey more enthusiasm when speaking or commentating during physical activities.

A second area for improvement was that eight teachers were asked to give more praise and to clearly specify the reasons for praising each pupil. In the case of exhibiting motivation and enthusiasm, participant Faye failed to provide any praise towards the pupils throughout the duration of the PE lesson. From the feedback, it was recommended that Gina demonstrate more sensitivity when responding to a pupils' incorrect answer. Whilst another teacher, Nina, was advised to use polite manners, such as saying "please" and "thank you," when handing out instructions to the pupils. On two occasions, the teacher assistants were speaking very loudly while the teacher was giving directions to a skill activity. It was suggested to both teachers that they ask their TA to lower their volume during the session, as the pupils were distracted while the teacher was speaking.

### 7.3.3 Pre-training observations and feedback: emotionally engaging with pupils via non-verbal communication

From the 17 teachers, 13 did not effectively emotionally engage with the pupils via non-verbal communication. It was suggested in the feedback reports that eleven teachers should employ more positive hand gestures, such as thumbs up, appreciative claps, high fives, and victorious hand fists. Instead, they had their hands in their pockets, or/and were playing with their lanyard or fiddling with their keys. Secondly, it was suggested to five of the teachers that they needed to be aware of their lack of positive facial expressions during the PE lesson. Some facial expressions were unemotive and two teacher's had facial expressions that identified that they were upset. It was suggested to these teachers that they could make exaggerated, positive facial expressions when they observed a positive contribution from the pupils, such as eyebrows being raised, shocked expression, smiling and eyes showing alertness.

Another suggestion was presented to three teachers who were not exhibiting positive body posture, such as crossing their arms, slouching against a wall or standing in one position of the sports hall throughout the whole session. This showed a negative emotion and a lack of passion from the teacher and in turn, the pupils were mis-behaving in all three PE lessons. As the pupils felt that they were not being noticed by the teacher, they started to behave

inappropriately, by throwing the balls across the hall, instead of passing balls to each other. Finally, participant Jan was asked to position themselves at the same eye level as that of the pupil when they became upset when they wished to explain why they were so sad; Thus showing sensitivity and providing an easier way to hear what the pupil was saying.

#### 7.3.4 Pre-training observations and feedback: controlling emotional conflict

Six teachers, three from KS1 and three from KS2, experienced misbehaviour and had to control conflict within the PE session. Five of the mentioned six participants had issues relating to ‘all boy groups,’ as they were showing off and not taking the skill activity seriously. In the feedback and also highlighted in the TEIPPE-2 training programme, it was strongly advised to mix the groups with both girls and boys, which was a major finding from study two of the thesis. Surprisingly, no conflict or misbehaviour issues took place in any of the three EYFS PE lessons.

#### 7.3.5 Emotional engagement with the pupils

11 teachers found it difficult to perceive, or read the emotions of the pupils, by either not noticing when the pupils reduced engagement and enjoyment of the lesson, nor noticing when the pupils were becoming bored and in contrast, eight of the teachers stopped activities when the pupils were very active and highly. This ‘Social perception’ or ‘social awareness’ is one of the four major dimensions of all emotional intelligence frameworks. It was strongly suggested to the teachers in their feedback to become more flexible with the timing of certain activities of the lesson plan. Stating that, if all the pupils were participating, carry on with the activity. In addition, three teachers took far too long to explain the rules and delivered it in an authoritarian manner. The teachers were advised to keep instructions brief and only to include essential rules.

#### 7.3.6 Pre-training observations and feedback: collaboration for building emotional engagement

11 teachers did not provide any collaboration or teamwork to build engagement in the lesson. For example, many of the teachers did not partake alongside the pupils during the warm-up, which it was suggested to help build a stronger relationship with the pupils. Due to this, there was a lack of continued physical exertion from one activity to the next. All 11 of the mentioned teachers was stopping the session by ‘slowly’ setting up apparatus, explaining rules and



regulations in a monotone voice, and organising groups that had no thought of which individual pupils were placed. All this meant was the PE lesson was suppressed, resulting in a lack of engagement and tedium in some parts of the PE lesson. From the TEIPPE-2 programme, ‘building emotional collaboration’ was to support teachers to shape an emotional bond with their pupils during the initial warm up session of the PE lesson, which sent an instant message stating that the teacher is excited and thrilled to be teaching the PE lesson; adding energy, fun and engagement, whilst showing trust to the pupils by providing flexible teamwork activities in the lesson.

### 7.3.7 Pre-training observations and feedback: exhibiting nervous or anxious emotions

Eight teachers (three teaching at KS2, three at KS1 and one at the EYFS) visually showed their discomfort, stress and anxiety whilst teaching the PE lesson in two ways. Firstly, seven teachers were clenching on to their lanyard, which refrained them from providing positive gestures with hand signals. Alternatively, they were rolling up their lesson plan and twisting the document tightly to release their tension. Secondly, two teachers were talking far too quickly and loudly. This was to gain attention of the pupils, but was making them feel nervous and disengaged. Both of the mentioned teachers had less than two years of experience in the profession. Additional anxious traits shown by other teachers (participant Tori) were constantly looking at the observer for reassurance or looking at the clock on the wall, glancing at the time every 10-15 seconds (participant Hans).

### 7.3.8 Pre-training observations and feedback: experience of teaching versus number of areas for development

Interestingly, the participants with longer teaching experience, between 6-9 years, received fewer suggestions for improvement. The 'areas for improvement' were identified from the feedback notes from the observation reports. These were color-coded to distinguish between the positive and negative aspects of each observed PE lesson, specifically focusing on the emotional intelligence demonstrated by the teacher. Table 15 clearly shows that 12 teachers with four or less years in the teaching profession, made over eight areas for development (in the researcher’s opinion as a PE-trained specialist) during the pre-trained PE lesson, with the remaining five teachers providing between five-seven errors. Only one teacher (participant Liam) who had nine years of teaching experience, delivered over eight errors in their PE lesson. All seven teachers who received feedback with four or less errors, had a minimum of six years of teaching experience.

*Table 17: Errors made throughout their pre-training observed PE lesson*

Teacher	Dani	Jan	Kim	Liam	Tori	Faye	Gina	Hans	Nina	May	Cath	Rose	Amy	Emie	Ben	Pepe	Sara	
KS	KS1	KS2	KS2	KS2	KS2	KS2	KS2	KS1	KS1	KS2	KS2	EYFS	KS1	KS1	EYFS	EYFS	KS2	1-4: Strong
Years in education	3 years	3 years	1 year	8 years	3 years	3 years	6 years	6 years	4 years	7 years	9 years	7 years	3 years	6 years	4 years	7 years	3 years	5-7 average
Number of errors	5	8	9	9	9	9	4	5	9	1	4	3	8	2	5	2	7	8+ poor

### 7.3.9 TEIPPE Training programme

The participants were allowed to access the TEIPPE training programme and read their observation feedback 48 hours after they taught their ‘pre-trained’ PE lesson, meaning that they had six full days before being observed for their ‘post-trained’ PE lesson. YouTube analytics data showed that one teacher read their observation feedback report and accessed the training programme less than 24 hours after their second observed PE lesson. Meanwhile, nine of the participants completed the training programme within 72 hours of access, whereas seven undertook the training over 24 hours of receiving their feedback and being granted access.

### 7.3.10 ‘Post-trained’ observations

After counting the ‘areas for improvements’ from the post trained feedback reports, the findings showed a demonstrable improvement in the delivery of the PE lessons for nine of the participants. Conversely, three teachers made more errors in their post-trained PE lesson than their pre-trained lesson. This is particularly noteworthy as the three teachers (Faye, Nina & Emie) delivery were experienced practitioners (5 years, 7 years, and 14 years). Meanwhile, the delivery of the other five teachers showed as many errors in the post-trained session alongside the pre-trained session (Tori, Faye, Nina, Amy & Pepe). The number of areas for improvement when comparing the pre and post trained observation sessions can be seen below in table 16.

*Table 18: Comparing errors in effectiveness in pre and post trained PE lessons, with strategies utilised from the TEIPPE programme.*

Teacher	Dani	Jan	Kim	Liam	Tori	Faye	Gina	Hans	Nina	May	Cath	Rose	Amy	Emie	Ben	Pepe	Sara	
KS	KS1	KS2	KS2	KS2	KS2	KS2	KS2	KS1	KS1	KS2	KS2	EYFS	KS1	KS1	EYFS	EYFS	KS2	1-4: Strong
Years in education	3 years	3 years	1 year	8 years	3 years	3 years	6 years	6 years	4 years	7 years	9 years	7 years	3 years	6 years	4 years	7 years	3 years	5-7 average
Mis-matches pre-trained	5	8	9	9	9	9	4	5	9	3	4	3	8	2	5	2	7	8+ poor
post-trained mis-matches	4	3	2	5	9	9	5	12	9	3	3	7	8	16	3	2	3	

difference	1	5	7	4	0	0	1	-7	0	0	1	-4	0	-14	2	0	4	
Strategies from TEIPPE	10	11	8	13	6	1	6	6	1	5	10	11	11	0	9	13	12	

### 7.3.11 Strategies utilised from the TEIPPE programme identified during post-training observations

During the observations it was noted on the feedback reports when a teacher used a strategy from the TEIPPE-2 programme. As shown below in table 17, it identifies which key strategies from the TEIPPE-2 programme were exhibited by the teachers during their post-trained PE lesson. The most commonly employed training techniques were ‘enhanced non-verbal communications’ and ‘making the pupils happy’ (both employed by 14 out of the 17 teachers), closely followed by ‘positive facial expressions and positive tone of voice’ (employed by 13 out of 17 teachers). It is clear the teachers were trying to incorporate their learning from the TEIPPE-2 programme. Only three teachers showed limited engagement by applying emotional intelligence strategies from the TEIPPE-2 programme (Faye, Nina & Emie). Moreover, the observation findings suggested that these were the three participants had similar areas for improvement during their pre-trained PE lesson. Interestingly, the two teachers (Hans and Rose) who had more areas for improvement in their post-trained lesson, did implement six or more strategies from the TEIPPE programme. After reading their observation notes (appendix 7), the pupils were not at their best behaviour, and they required a lot of disciplinary strategies to control their behaviour. In addition, participant Hans expressed that they had personal issues and therefore did not teach to the best of their ability. Overall, there was a lack of engagement with the pupils, very little movement around the sports hall, both Hans and Rose were extremely quiet and seemed to be pre-occupied. Furthermore, they did not attempt to exhibit any training on the four facets of emotional intelligence to support EYFS (Rose) and KS1 (Hans) tutor groups.

Similar to the ‘areas for improvements,’ Table 17 below illustrates which key strategies and techniques that were exhibited by the teachers during their post-trained lesson, which was learnt from TEIPPE-2 programme. On the participants feedback reports, the positive elements of the lesson were written in green. All post-trained feedback reports are located in appendix 7.

*Table 19: Key TEIPPE strategies exhibited by participants in their post-trained PE lesson*

Technique introduced from TEIPPE	Teacher (total out of 17)
Non verbal communication: Positive hand gestures; five fives, thumbs up (not holding lanyard/rolled up lesson plan).	Rose, Dani, Jan, Kim, Liam, Tori, Faye, Gina, Nina, Amy, Emie, Ben, Pepe, Sara (14)
Making the pupils happy/laughing by adding humour to the lesson – Motivation	Rose, Dani, Kim, Liam, Tori, Faye, Gina, Hans, Nina, Cath, Amy, Ben, Pepe, Sara (14)
Positive Facial expression: Smiling and laughing	Rose, Jan, Kim, Liam, Faye, Gina, Nina, May, Dani, Amy, Emie, Ben, Pepe (13)
Tone of voice -positive, energised, ideal volume for environment	Jan, Kim, Liam, Tori, Faye, Gina, Nina, May, Amy, Ben, Pepe, Sara (12)
Walking around and partaking with the pupils: Movement around the hall	Rose, Jan, Liam, Pepe, Faye, Gina, Nina, Dani, Amy, Ben, Pepe, Sara (12)
Specific praise – explaining why you are praising the pupil, holistic communication	Rose, Dani, Jan, Faye, Gina, May, Cath, Amy, Ben, Pepe, Sara (11)
Prolonging certain tasks due to recognising the positive emotions of the pupils	Rose, Dani, Jan, Kim, Faye, Gina, Nina, May, Cah, Ben, Pepe (11)
Making the PE lesson exciting by providing urgency, positive reinforcement and smaller groups	Rose, Dani, Kim, Gina, Tori, Nina, May, Emie, Ben, Pepe, Sara (11)
Mixture of girls and boys in group activities – EI facet of control and discipline: Smaller groups to build emotional relationships with pupils	Rose, Dani, Kim, Faye, Gina, Hans, May, Amy, Ben, Sara (10)
Attempting to praise all pupils individually – engaging all pupils's emotions	Rose, Dani, Jan, Kim, Faye, Nina, Amy, Ben, Pepe, Sara (10)
Adaptation and Flexibility (KS2)	Jan, Kim, Liam, Faye, Gina, Nina, Cath, Pepe, Sara (9)
Delegation: Situational perception awareness	Dani, Jan, Tori, Gina, Cath, Emie, Ben, Pepe, Sara (9)
Collaboration and Teamwork facet of managing other emotions framework (KS2)	Dani, Kim, Liam, Tori, Faye, Gina, May, Cath, Sara (9)
Positive body posture – no slouching, folding arms, hands in pockets. Strong eye contact	Rose, Dani, Jan, Faye, Gina, Amy, Ben (7)
Coercive Discipline – Use negative tone sparingly (if required)	Rose, Liam, Tori, Faye, Gina, Hans, Emie (7)
Supporting pupils with empathy and benevolence (finding lesson difficult) EYFS	Kim, Liam, Hans, Amy, Ben, Pepe (6)

Silent demonstration – providing pupils who can emotionally learn via visual, not verbal	Rose, Dani, Tori, Faye, Gina, Amy (6)
Regress the coaching skills for less abled pupils – sensitivity and adaptability facets	Rose, Liam, Tori, May, Amy, Ben (6)
Goal directed performance (aims = motivation)	Liam, Faye, Tori, Amy, Pepe (5)
Preparing aims and objectives before PE lesson (in classroom)	Kim, Faye, Gina, Nina, Ben (5)
Compassion and Sensitivity if required in lesson	Jan, Kim, Amy, Pepe (4)
Self appreciation -Wearing the correct PE attire (2 x not worn in pre-trained)	Jan, Liam (2)

From table 17, it is evident that the majority of the participants demonstrated stronger non-verbal communication delivery, to engage with the pupils emotionally and positively during the post-trained PE lesson. This included: positive hand gestures (14 participants), providing humour and excitement during the PE lesson (14 participants), as well as using positive facial expressions (13 participants). Thirteen of the participants exhibited positive intonation whilst speaking to the pupils, manifested by exaggerating their excitement and praise when communicating positive aspects of the PE lesson, with the same number of participants making sure that they were partaking alongside the pupils in some part of the PE lesson, which ought to improve motivation and collaboration.

Another strategy that was delivered as part of the TEIPPE-2 programme was ‘specific praise’, which helps to provide direct goal performance to the pupils. This was evident by 11 of the 17 participants. In addition, it was noted that 12 of the 17 teachers had comments in their feedback report expressing that they provided urgency and competitiveness in the lesson, to help develop consciousness and assertiveness to the class. For example, seven teachers took the example from the TEIPPE-2 programme by providing commentary whilst watching the competitive game section of the PE lesson. The tone, pace and volume of their verbal communication made the pupils increase their pace and urgency in the game, making the pupils more vibrant, talkative, with some laughing and enjoying the game environment.

### 7.3.12 Participant reflective journal feedback

From the 17 participants that undertook the research, all completed the reflective journal within the correct timescale. There were 18 questions that the participants were encouraged to reflect upon: the strengths of the training techniques, the limitations of the emotional intelligence

techniques, the benefits of the design of the TEIPPE-2 programme, and identifying areas of improvement of the TEIPPE-2 programme. 14 students articulated that the training programme was either ‘extremely interesting’, ‘enjoyable and fun to do’, or stated that it ‘developed their knowledge’ in delivering PE.

Participant Kim: *“I really enjoyed taking part. As a teacher who is less confident in delivering PE as I rarely teach the subject, I found the training really helpful in providing ways to make small changes leading to big improvements in the lesson.”*

Participant Hans: *“I really enjoyed taking part in the research study; not only was the training useful but it was fascinating to recognise my own emotional cues.”*

Participant Nina: *“Although I have never taught P.E before (apart from one lesson as a pupil teacher), I thoroughly enjoyed the experience. Both the feedback and the training was very insightful and has developed my understanding and importance of emotional intelligence when delivering P.E lessons.”*

Only one participant was not impressed by the TEIPPE-2 programme, expressing that they worked part-time and did not deliver PE, as a PE co-ordinator/sports coach was responsible to deliver their class. This will be elaborated later in the limitations of this study. They also reiterated that being a year six teacher, there were far more important subjects to concentrate on, especially with SATS examinations being prioritised.

#### 7.3.13 Self-appreciation, engagement and communication

Eight teachers stated that they felt more confident for the second observation. This was attributed in part because that they felt positive from the supportive feedback that they received, alongside undertaking the training helped them to enhance the delivery of the post-trained PE lesson. Relatedly, six participants articulated that they felt the training on how to use their tone of voice, positive body positioning and including emotional praise by verbal and nonverbal communication, were all techniques that they would incorporate in future PE lessons.

Participant Gina reflective journal: *“Although still present, I feel I made more of a concerted effort to control them a little more during the second observation. I was*

*more conscious of how my body language and tone of voice could be received by the pupils.”*

Participant Rose reflective journal: *“Being more aware of my facial expressions, tone and gestures. This helped me to connect with the pupils and show them that I was interested and enthusiastic about what they had to say or what they were doing. I felt that these were a little forced at times because I was really thinking about it so it may have not been my natural reaction to include hand gestures e.g. thumbs up. However, I did feel it helped to keep pupils motivated and have that feeling of being ‘seen’ by me.”*

When questioning the participants about the main differences when comparing the ‘pre-‘ and ‘post-trained’ observed lessons, 12 participants highlighted that the pupils were more engaged and focused on the second PE lesson. Furthermore, 11 participants said the pupils enjoyed the second PE lesson substantially more than the first. In addition, seven participants expressed that the pupils were behaving a lot better in the second lesson due to the reduction of numbers in each group, meaning every pupil had more attempts during the skill activities. This was one of the suggested strategies within the TEIPPE-2 programme, which was to enhance engagement and to reduce the risk tedium whilst the pupils were waiting their turn to partake in the skill activity.

Participant Ben reflective journal: *“From the TEIPPE programme, I liked the praising pupils to control misbehaviour- asking a pupil to be my partner or demonstrate to make sure they are concentrating or on task. This worked extremely well.”*

Participant Kim reflective journal: *“I was frustrated by some of the behaviour in the first lesson. Some of the groups were having disagreements, with one boy barely joining in. A few of the pupils were not following instructions which meant I had to stop the lesson a few times which disrupted the flow. In the second lesson I don’t recall any disruption as the pupils were so engaged. I wasn’t feeling any anger or frustration.”*

Nine of the participants stated that they felt more motivated after reading the positive feedback report, and how they thought the training they received helped to enhance the effectiveness of teaching PE. Nine participants specifically stated that they will use their positive tone of voice, positive body positioning and including emotional praise by verbal and nonverbal communication. Finally, half of the participants explained that the pupils were more active and moving around the sports hall, due to the extension of the warm up activity and making sure that they were partaking, commentating, praising and moving around the hall throughout the whole lesson. The presence and positive reinforcement kept the intensity of the PE lesson at a very high standard.

Participant Rose reflective feedback: *“I felt enthusiastic and motivated as I knew that I had included elements that had been lacking from my first observation. Proud of the pupils, as many of them achieved when throwing and catching the beanbag.”*

Participant Nina reflective feedback: *“From the TEIPPE programme....I liked about talking with your hands – using emphasised body language when giving instructions were to aspects that I took after reading the feedback and watching the TEIPPE programme.”*

Participant Kim reflective feedback: *“Enjoyed the smaller group work is much easier to manage and allows the pupils to be moving for much more of the lesson. This would also have been easier to manage as they would be more likely to know what their individual roles were within the routine.”*

The comments received from the reflective journal noted that nine participants explained they were aware of their emotions, but that they did not know how to control them, especially while delivering a PE lesson. Other concerns that were expressed in the journal was the timing of explaining the rules/instructions to the pupils as they sometimes took too long. Put simply, the longer it took to explain the instructions to the pupils, the more agitated the teachers became. One teacher noted feeling their body temperature rising and they started to sweat. To manage these emotions, two teachers were “fiddling with their lanyards” as a way to help control their feelings. Nine teachers noted several benefits of the advice to make warm-ups highly enjoyable, with seven participants reporting efforts to increase their enthusiasm and extend warm-ups so



that pupils raised their heart rates and became slightly out of breath. This approach helped pupils enjoy the session's productivity, and having the teacher participate made the experience much more enjoyable.

Participant Amy reflective feedback: *"I felt silly when I noticed I was messing with my lanyard too much; yet I still did not remove it. Now in lessons, I now take off my lanyard when teaching PE.... I did not meet my personal standard of not being distracted whilst teaching (the lanyard incident). I overcame this in my second lesson by removing the distraction."*

Six participants enjoyed the 'feedback and reflection' activity during the cool down, as suggested in the TEIPPE-2 programme. It provided an opportunity for allowing pupils to have their own say on the positive aspects of the PE lesson and what they would like to include in the following session. This helps to provide the pupils with a feeling of empowerment and responsibility. Six participants expressed how they really enjoyed the notion of 'specific praise.' This coaching concept is designed to help pupils to feel respected by the teacher, as well as improving their teaching in the PE lesson. In this regard, the teacher's encouragement motivated the pupils, as specifying a particular element of the activity that they could improve, which makes the praise feel genuine. Seven participants really enjoyed the constant movement and involvement for both the pupils and teacher. Additionally, four participants explained that positive hand gestures, tone and volume of voice were one of the most important concepts of the TEIPPE-2 training programme.

Participant Emie reflective feedback: *"Being specific with praise. I tend to say well done, or great job, great effort. I will be more specific in future lessons. E.g. Well done with your two point balance and focusing on a spot."*

Participant Kim reflective feedback: *"To ask pupils to evaluate their performances while holding their stretches in the cool down I thought this was a really nice way to reduce the pupils's heart rate and encourage them to consider what they did well and what they would like to improve."*

Participant Pepe reflective feedback: *"I felt that specific praise for every pupil is crucial (though tiring to do), as it boosts their confidence and self esteem in PE"*

*lessons. Also it helped bring in pupils's interests and showing sensitivity. The pupils were engaged more and were constantly active."*

Seven teachers noted that the constant movement and involvement of both pupils' teacher helped build emotional connections, making the lessons more engaging and motivating. The four participants teaching EYFS felt the TEIPPE-2 training was highly beneficial, as the pupils showed significant enjoyment of the PE lessons. The participants appreciated improving their emotional intelligence in the 'social management' dimension by delegating roles to Teacher Assistants (LSAs). This involvement of both pupils and teachers increased enthusiasm and enjoyment in the lessons.

Participant Rose reflective feedback: *"I think I enjoyed the affirmation from a PE specialist that my PE was effective and then being given really specific feedback on how it could be even better. I loved the opportunity to be reflective not just about lesson structures or how skills have been taught in the lesson but about me as an individual and how this can affect my teaching and the pupils's learning. I loved the meditation – simple and quick."*

There was a lot of praise for the TEIPPE-2 programme, as the majority of the participants (14 of the 17) found it really useful and really informative. Only one teacher stated that they did not enjoy their experience of the research due to her personal opinion on the subject area. One teacher expressed that, "it made me think, 'well I do that in the classroom so why not in PE?'" The specific sections of the training programme that the teacher felt were very powerful were the use of positive, non-verbal communication. All participants enjoyed how powerful the exaggerated hand gestures, such as mini-claps, high fives and double thumbs up, as well as using the hands as tools for direction and to control behaviour. The third most mentioned positive element of the emotional training was the mix-gendered grouping. Three teachers emphasised on reflecting on their own emotions and being more positive in their body language, which they felt wasn't so important until they completed the TEIPPE-2 programme. Showing a positive and energetic posture is then conveyed by the pupils, who naturally become more engaged in the PE lesson.

When asking the participants what the main differences were between the 'pre-' and 'post-training' observed PE lessons, 12 teachers highlighted that the pupils were more 'engaged' and

focused on the PE lesson. Secondly, 11 participants said the pupils ‘enjoyed’ the PE significantly more than the first PE lesson. Due to the strategies that were put in place in the TEIPPE-2 programme, the third highest statement made by the participants was that the pupils were behaving a lot better (seven participants) due to the reduction of numbers when the class were split in to smaller groups. This meant every pupil has more attempts of the skill activities. Finally, nine participants explained that the pupils were more active and moving around the sports hall because of the extension of the warm up activity; and making sure that the teacher was partaking, commentating, praising and moving around the hall throughout the whole lesson.

Participant Liam reflective feedback: *“Pupils collaborated well, and they seemed to really enjoy the warm up which was much less ‘stop start’ compared to the first lesson. They were also more active throughout the lesson, smiling and laughing throughout the lesson.”*

Another participant stated that they liked the fact that the changes suggested were small, simple and manageable to implement. They didn’t feel overwhelmed and were showed ‘quick wins’ to make a ‘big difference.’ Another teacher concurred that the little changes made a big difference in the post-trained PE lesson. Other teachers really enjoyed the online CPD and being accessible via YouTube, adding that the channels were informative, interesting and helpful. For the less experienced teachers ( less than three years), two did reflect on how they attempted to fit everything from the training programme and found this a bit of a challenge.

#### 7.3.14 Areas for improvement of the TEIPPE-2 programme

There were several limitations that the participants expressed that they thought would make the training even more beneficial. Firstly, the majority (10 of the 17) would have liked to have verbal, face-to-face feedback as well as written, so the researcher could elaborate on the feedback report. This was originally going to happen though due to COVID-19 conditions there was a limited amount of time spent with each teacher. Additionally, there was very little time available for teachers to be able to meet with the research, due to their heavy workload. Another alteration that would be made for the TEIPPE-2 programme is the pace of delivery. Participant Kim stated that each section of the training from one sub-chapter to the next jumped quickly and so they did not manage to write down or read what was on the screen. On section three of KS2 training, there was a section that was not verbally presented by the narrator. Three

teachers thought it would be great to see some videos of high quality PE teaching and sport specific skills demonstrated as some staff worry about their subject knowledge with certain sports/activities.

Participant Tori reflective feedback: *“I think it would be great for teachers to see some videos and opportunities to see high quality PE teaching and sport specific skills demonstrated as I know some staff worry about their subject knowledge with certain sports/activities.”*

One teacher did express that the training video and reflective journal were quite time consuming and felt that they had to rush. After speaking to the year six teacher, they did express they were catching up with the curriculum as they had to let the class leave the school for two weeks due to a large COVID-19 outbreak. Juggling this additional workload, especially teaching year six would inevitably mean the participant would rush the training programme. Nonetheless, the teacher in question did significantly improve their teaching in the post-trained PE lesson. Final suggestion from one participant was the training tip of having mixed gendered groups when completing the skill acquisition session. Due to safeguarding issues one teacher could not do this, so for future amendments of the training programme, this section will be re-phrased explaining that if there is ‘an opportunity’ to have a mixture of girls and boys in group activities, please do so.

Participant Jan reflective feedback: *“As someone who doesn’t normally teach PE, it was quite challenging to complete. It was hard to find time to complete all the work and videos in a school day.”*

#### 7.3.15 Additional findings from the reflective journal

All seventeen participants expressed how nervous, anxious and apprehensive they felt, mainly because all, bar two participants, had never been observed or trained in PE during their teaching career. The nervous and anxious emotions felt by the teachers was due to their own past experience of training and lack of CPD in PE. Many teachers ( $n=11$ ) who completed the reflective journal stated that they did not have any training in the field of PE, with five admitting that they had not delivered PE for several years, using the PE lesson timetable to complete their planning, preparation and assessment’ time (PPA). The five participants who expressed that

they had training experience in the subject area, four had very positive feedback from their pre- and post-trained observations (Dani, Amy, Faye, Rose). The fifth participant, Toni, had a lot of errors and areas for improvements in their pre-trained observation, though the 2nd lesson was delivered at an outstanding standard.

Participant Rose reflective feedback: *“I suppose if I am honest, the fear of failure. The fear that my lessons would be deemed unsuccessful at meeting the learning objectives. But after the first observation, chatting to Craig and getting my lesson one feedback, I was fine going into my seconds obs. I actually enjoyed the experience.”*

Participant Sara reflective feedback: *“I knew I would give time for a reflection at the end with year 5 which made me feel more confident with knowing I had a better structure to the lesson. Especially as a reflection/evaluation time is not something I would have considered for a PE lesson even though the pupils do it every day in their books in lessons as RAG.”*

Another issue that raised tension and anxiety for the participants was the lack of PE equipment. One participant stated that it made them feel incapable of showing the pupils that they could teach the lesson with limited resources. This resulted in frustration, embarrassment and disappointment. Two teachers highlighted that it was a shame that PE is not typically taught by the class teachers as the pupils enjoyed seeing them joining in and ‘having fun.’ Another teacher expressed that being a ‘sporty’ person, they would be able to teach PE fairly easy, but from reading their feedback and completing the TEIPPE-2 programme, it made them realise just how difficult it is to deliver high quality PE lessons and how emotional intelligence is such an important tool to get the pupils enthused and motivated.

Finally, two teachers expressed how the training was a ‘great project’ to be a part of and enjoyed receiving all feedback and will start to embed these tips into their next PE lessons. Due to the training and support, seven teachers who had not taught PE for over the last two years will now include a one hour lesson within their weekly itinerary. With the seven teachers having 30 pupils in each class, this will equate to having 210 pupils partaking in over 30 more hours of physical activity for the remainder of the academic year. This was one of the small

objectives for this PhD journey, making PE lessons more enjoyable and engaging for both teacher and pupil.

Participant Jan reflective feedback: *“Thank you for watching my lessons and for the support you provided. I genuinely found it useful in improving my confidence in delivering PE.”*

Participant Hans reflective feedback: *“This research was really interesting and helpful and has made me feel more in control when teaching PE. It is a shame that PE isn’t typically taught by the class teachers as the pupils enjoyed seeing me teach outside the classroom.”*

Participant Nina reflective feedback: *“I thoroughly enjoyed the experience and being given the opportunity to teach PE. As a ‘sporty’ person, I thought I would be able to teach PE fairly easy, but both the feedback and the programme made me realise just how difficult it is to deliver high quality PE lessons.”*

Participant Emie reflective feedback: *“Great project to be a part of, have enjoyed receiving all feedback comments and will start to embed them into my PE lessons. Thank you.”*

#### 7.4 Discussion

The aim of this intervention study was to observe and evaluate how developing emotional intelligence in teachers that can help enhance the delivery of primary PE lessons. In line with the purpose of this study, the findings showed that the TEIPPE-2 training programme was effective in increasing the effectiveness and engagement in the post-trained PE lessons. When the participant reflective journals were analysed, they were triangulated with the observations feedback reports, and the following findings were summarised: the teachers enjoyed partaking in the study, commenting that they felt it had provided them with extra support in delivering PE with the use of emotional intelligence; feeling a lot more confident and motivated in teaching the subject.

In addition, teachers gained a stronger emotional understanding of oneself and of the pupils. These include understanding the importance of empathy, realising the needs of the pupils and

the surrounding environment can effect decision-making. Previous research, such as Poole (2005), also relates to these findings by noting that empathising and listening to a young pupils' viewpoint, can help to build a bond as the pupil feels that they have been heard. Furthermore, learning conflict resolution strategies, especially when teaching PE to year one and year two pupils. From all teachers, it was noted that the teachers had to learn ways to emotionally cope with stress and having the ability to get the pupils to effectively work together. In addition, the majority of the teachers explained that they became more sensitive and empathetic to the pupils' well-being during the post-trained PE lesson. A study by Chan (2004), mentioned that teachers who start teaching in elementary schools, have a high sensitivity in helping other people which even improves by their empathy and understanding of others. Okoch (2004) also outlines the importance of empathy that if teachers are unable to feel sympathy with pupils, they cannot be successful in teaching and managing the class.

One of the key finding of this intervention study was that the training in emotional intelligence created and developed the social and self-awareness of the teachers, by many making the lessons entertaining, introducing creative thinking (especially for KS2), and actively taking part in the lesson by joining in with some of the activities; for example, the warm up and cool down activities. The TEIPPE-2 programme was effective in ensuring the emotional intelligence development 12 participants, noting that some of the techniques helped to reduce tedium and improve the behaviour of their class. As mentioned in the findings, providing positive reinforcement, as well as making the groups smaller during the skill activities, can partake more often. Cox (2012) stated that positive reinforcement in primary PE delivery fosters pupil motivation, enhances skill acquisition, and promotes positive behaviour. Furthermore, it creates a supportive environment, encouraging active participation and confidence. Regular positive feedback also improves pupils' self-esteem and enjoyment of PE, contributing to long-term engagement in physical activity (Cox, 2012).

In addition, teachers noted that if the pupils were still heavily engaged with a certain activity, allow the segment of the lesson plan to continue. For the teachers who were delivering to the older pupils in Key Stage two, they provided more goal directed performance strategies, as well adapting the lessons to cater all the pupils' needs and abilities, which helped to present highly engaging PE lessons. It was clear from this process that the pupils built a stronger cohesion, and very little conflict was evident. On the subject of being adaptable whilst teaching KS2 pupils, Yenice's (2009) research indicated that teachers that had strong emotional self-

awareness were more flexible and adaptable to new ideas and were willing to new ways of replying to the pupils' needs and suggestions.

Another strategy that was highly praised was the mixed groups of boys and girls and reducing the number of pupils in each group. Both strategies helped to control the behaviour of the pupils, as it was noted in the observation notes of all three observed studies (study one, study two and study four), that when all boys and all girls groups attempt to work together, they start misbehaving and not partaking in the PE lesson with any enthusiasm. The benefits of mixed gendered groups was also noted by Hills & Croston (2012), whose research indicated that young pupils benefit from completing tasks in mixed-gender groups in PE and sports, as it promotes social cohesion, reduces gender stereotypes, and fosters mutual respect.

In addition, mixed-gender activities encourage collaboration and communication across genders, helping pupils develop teamwork skills and a more inclusive attitude. Furthermore, such settings can enhance confidence and participation, particularly for girls, by providing equal opportunities within a supportive environment (Pawlowski, Tjørnhøj-Thomsen & Schipperijn, 2014). Relating back to reducing number of pupils in group activities, research shows that young pupils benefit from completing tasks in smaller groups during PE and sports, as it increases engagement, participation, and individual attention (Johnson & Ward, 2001). In addition, Morgan, Kingston & Sproule (2005), explained that smaller groups reduce tedium by allowing more active involvement and quicker task rotations, keeping pupils physically and mentally stimulated. This setting also fosters closer peer interactions, enhances cooperation, and provides more opportunities for skill development and personalised feedback, leading to a more dynamic and effective learning environment (Hastie & Casey, 2014).

The teachers' use of their emotional intelligence to strategically improve verbal and non-verbal communication between themselves and the pupils, was frequently noted in both observation and reflective journal notes. It became extremely effective in fostering an engaging and supportive environment, which was done by the teacher's commentating during a game environment and using an energetic, enthusiastic tone during competitive tasks. These findings resonated with the study by Hargreaves (2000), who noted that building enthusiasm by using emotional cues, such as expressing enjoyment and positivity in your tone of voice, helped maintain pupils' focus and excitement. Nizielski et al. (2013), who underscored the vital role of emotional intelligence in enhancing teacher-pupil interactions, emphasised that effective non-verbal communication is central to creating a positive and engaging learning environment;



additionally allowing the pupil to absorb information from the teacher from visual learning not just from oral communication. This is why silent demonstrations as illustrated and recommended in the TEIPPE-2 programme, catered to pupils who learn visually, ensured clarity and comfort. Nizielski et al. (2013) research further reinforced this by showing that emotionally intelligent teachers who are attentive to pupils' needs and use empathetic and non-verbal communication strategies build stronger relationships with their pupils. Non-verbal cues like smiling, laughing, and exaggerated facial expressions positively reinforced pupils' skills, while high fives and thanking them for appropriate behaviour built a sense of achievement and respect. By kneeling to a pupils' eye level during one-on-one discussions, and keeping pupils near to avoid raising the voice, the teacher ensured a personal and attentive connection. Movement around the hall, refraining from playing with lanyards, and reducing negative body posture, like slouching or crossing arms, further contributed to an open and approachable demeanour, making the teaching experience both dynamic and effective. Jennings and Greenberg (2009) highlighted how teachers with strong emotional competencies foster supportive classrooms through dynamic communication, which aligns with Hargreaves' (2000) findings on the impact of teachers' emotional expressions—such as tone, gestures, and facial expressions on pupil engagement. Together, these studies suggest that the strategic use of emotional intelligence in communication, as observed in practices like enthusiastic commentary, gentle tones, and non-verbal cues, is crucial for fostering a dynamic, supportive, and effective educational environment.

To simplify the plethora of key findings from this study that can be supported alongside previous literature, Table 18 identifies the main positive components that were noted from the feedback reports and participants' comments from their reflective journals (appendices 7 & 8).

*Table 20: Key findings that relates to previous literature*

Utilising Verbal Communication	Utilising Non-verbal communication	Supporting Sensitivity, Empathy and Support	Motivation, Engagement and controlling behaviour
Commentating during a game environment (Beighle & Pangrazi, 2023).	Silent demonstration – providing pupils who can emotionally learn via visual, not verbal (Lhuisset & Margnes, 2014).	Regress the coaching skills for less abled pupils – sensitivity and adaptability facets (Rudd et al., 2020).	Providing clear aims prior to activity Goal directed performance (aims = motivation) (Kirk & MacPhail, 2002).

Thanking pupils when behaving appropriately (Aka and Sarier, 2020).	Refraining from not playing with lanyard and keys (hands are free) Jennings & Greenberg (2009).	Replying to pupils's comments to show that the teacher has listened (Bainbridge et al., 2009).	Preparing aims and objectives before PE lesson (in classroom) (Denham et al., 2012).
A gentle tone when discussing rules (Nizielski et al., 2013).	Smiling, laughing and exaggerated expressions when pupil demonstrate a positive skill (Yan et al., 2010).	TA's - help out with more dependent and SEN pupils (Poole et al., 2005).	Self appreciation - Wearing the correct PE attire (2 x not worn in pre-trained) (Maude, 2010).
Energetic and enthusiastic tone during a game or competitive task (Hargreaves, 2000).	Kneeling down to pupils' eye level during 1-2-1 discussion (Jennings & Greenberg, 2009).	Being adaptable and flexible by listening to pupils's thoughts of the session (KS2) (MacPhail, 2001).	Reducing numbers of partaking in small groups and mixing girls and boys in group activities (Jennings & Greenberg, 2009).
Having pupils near so no raising of voice (Jennings and Greenberg, 2009).	High fives for all pupils at the end of session Nizielski et al. (2013).	Specific praise to pupils's skills (Kakinuma et al., 2022).	Including positive reinforcement and restricting negative reinforcement (Cox, 2012).
	Moving around the hall and attempting to not stand still (Ahmadpoor et al., 2014).	Praising as many individual pupils as possible (Kakinuma et al., 2022).	Allow an activity to continue if enjoyment is still evident from the pupils (Beighle & Pangrazi, 2023).
	Reduction of putting hands in pockets, arms crossed and slouching (negative body posture) (Pugh, 2008).	Meditation prior to lesson (KS1): Love, Kindness Happiness (Gerardi, 2004).	Taking part with warm up and cool down (Ahmadpoor et al., 2014).
<b>Resulting from these emotional intelligence techniques</b>			<b>Findings from obs feedback, reflective journal, or both</b>
Pupils were laughing and enjoying themselves.			Both
Pupils were being more competitive in game activities.			Observation comments
The pupils were talking and cohesive in relation to the PE lesson.			Both
Pupils disappointed that the session ended, "aww, I want to do more!"; "That was brilliant!"			Observation comments
Pupils were out of breath and more engaged			Both

Teachers were starting to enjoy delivering the PE lesson	Both
Significant improvement of behaviour from pupils	Both
More structured and better managed	Reflective journal comments
Self-appreciation: Staff felt more confident in delivering post-trained lesson	Reflective journal comments
Teacher's wish to receive more CPD on EI in Physical Education	Reflective journal comments

#### 7.4.1 The benefits of developing teachers' emotional intelligence via CPD

The development of the TEIPPE-2 programme is supported by numerous studies indicating that emotional intelligence can be cultivated and enhanced in adults through targeted training programmes (Bar-On, 2006; Boyatzis, 2009; Cherniss, 2001; Goleman et al., 2002; Slaski and Cartwright, 2003). Given the established relationship between emotional intelligence and effective teaching, it is recommended that educators engage in CPD and training to enhance their emotional intelligence (Brackett et al., 2007; Haskett, 2003). Specifically, teachers who develop their emotional intelligence through online training programmes can improve their abilities in problem-solving and conflict resolution, leading to a more harmonious delivery of PE lessons (Elias, Zins & Weissberg, 1997; Jennings and Greenberg, 2009). The literature review (Chapter II) provides evidence that the implementation of emotional intelligence training for teachers results in significant improvements in their emotional intelligence development (Hen and Sharabi-Nov, 2014; Martyniak and Pellitteri, 2020; Sarısoy and Erişen, 2018; Turi et al., 2017). These findings underscore the importance of integrating emotional intelligence training into teachers' professional development to enhance their effectiveness in delivering primary PE.

#### 7.5 Strengths and limitations of the study

During the five-week research programme, several positive aspects emerged throughout this study. One of the main strengths of the study design was the extensive data collected from 17 participants, which included a balanced observation of PE lessons across EYFS, KS1, and KS2. This provided a clear comparison to determine whether the most frequently exhibited facets from the second study remained consistent in the final intervention study, despite the three-year gap caused by the COVID-19 pandemic, which interrupted proceedings. A concern was that the pupils' emotional needs may have shifted due to the prolonged absence from the school environment, potentially requiring teachers to adjust their social management strategies. The only significant difference noted was that Year 3 pupils in KS2 were more dependent on their

teachers, prompting many teachers to display greater sensitivity and empathy, which were two facets of emotional intelligence commonly used when teaching KS1 pupils.

All 17 participants completed the study, providing quality and depth feedback in their reflective journal. This enabled the researcher to select key quotations to evidence the findings with clarity and rigour. From the teachers' perspectives, 15 participants thoroughly enjoyed taking part in the study, stating that the training and developing of their emotional intelligence really helped enhance their teaching effectiveness in primary PE. With 12 participants not receiving any training or CPD to support their PE delivery whilst working in the teaching profession, this was refreshing for them to build their knowledge within the subject area. In addition, many participants stated that they will adopt and adapt the techniques learnt from the TEIPPE-2 programme and include this in the classroom environment. Finally, 14 participants noticed significant improvement in their delivery of PE during their post-trained observed lesson, explaining that that they were surprised that developing their own emotional intelligence can enhance the enjoyment and engagement in the delivery of their PE lessons.

Unfortunately, due to a COVID-19 outbreak in primary school A, this delayed the pre-trained observation of two (Key Stage 2) participants. This meant that the teachers were observed during their second observation booking, followed by a re-arranged observation after October half-term. This meant that the two teachers had to complete the training programme during their holiday, though they were very supportive and completed the TEIPPE-2 programme in the correct timeframe. Four of the 17 participants completed the training programme on the eve of their second observation. This was due to other work commitments and personal issues. All four of these participants post-training observation reports showed very little to no improvement in their PE delivery.

As data was triangulated across different data collection methods, there was at times so much information to process that it was difficult not to miss some key information. With 17 pre- and 17 post-training observations and 17 reflective journals, there was a very a rich source of qualitative data. Nonetheless, other issues could have been further addressed, such as in chapter 7.3, where participant Paul who worked part time, had not delivered a PE lesson for several years; hence making more errors whilst teaching PE, compared to the full-time teachers who regularly taught the subject. For future reference, any teachers who had not taught PE for several years, can watch the content of the TEIPPE-2 training programme for a longer period

of time, allowing them to re-cap the information and provide them with an extension in re-designing their post-training PE lesson.

#### 7.5.1 Conclusion

In conclusion, this final study showed that developing and training on certain facets of emotional intelligence can enhance the delivery of primary PE. The study also confirms that more training and CPD in primary PE is required for all teachers, though just developing the emotional intelligence of teacher is just one section to help improve the delivery of primary PE in England.

## **Chapter 8 : General discussion**

### 8.1 Thesis summary

The overarching aim of the thesis was to explore the integration of training emotional intelligence to teachers to provide more effective primary PE lessons in English schools; focusing on how enhancing teachers' emotional intelligence could improve their teaching practices and, by extension, foster greater pupil engagement. The findings from the four studies reveal a deepening understanding relating the role of emotional intelligence in the primary PE setting. Across all studies, common themes were identified around the importance of emotional intelligence in creating a more engaging, emotionally supportive, and effective learning environment, with specific challenges highlighted, such as the lack of professional development and training for teachers in delivering PE.

A key finding across the thesis was that the teachers reflected on their emotional wellbeing, their lack of confidence in teaching primary PE and how beneficial it was for the teachers to nurture and develop their emotional intelligence, which in turn, improved their teaching. This was especially evident in studies one and four, where reflective teachers showed increased self-awareness, better self-management, and improved social awareness. This led to higher energy levels, enthusiasm, and more confidence in their PE teaching, which positively impacted pupil engagement. Gkonou and Mercer (2017) and Yan et al. (2010) found that teachers who reflected on their emotional intelligence built stronger relationships with pupils and became more emotionally attuned to their needs, leading to more relaxed PE instruction and realistic lesson expectations. Quantitative data from the TEIQue and EIQ-2 tests revealed a gap between teachers perceived and actual emotional abilities, emphasising the need for training that addresses both trait-based and ability-based emotional intelligence. Farji et al. (2013) suggested that teachers could enhance their relaxation, positive thinking, concentration, and energy control to better manage teaching management.

An important theme that was identified from the thesis is the need for emotional intelligence training that is tailored to accommodate the teaching of primary PE. When study two identified that the emotional demands of teaching PE vary across key stages, with different facets of emotional intelligence being more prominent depending on the age group, it signified that teachers require training on emotional intelligence but the style of training will differ, depending on which ages of pupils the teachers were delivering. For example, teachers working

with EYFS pupils frequently demonstrated empathy, sensitivity, and holistic communication skills, which is essential for creating a nurturing environment for young pupils. In contrast, teachers in Key Stage One needed to focus on self-control, discipline, and conflict management to navigate the more structured and complex social dynamics in that stage. In Key Stage Two, where pupils are more emotionally mature, teachers utilised negotiation, goal-setting, and creativity to engage pupils to maintain a positive learning environment. These findings suggest that emotional intelligence is not a one-size-fits-all solution but must be adapted to the specific challenges and needs when teaching to different age groups.

Another recurring finding was the lack of confidence and emotional self-appreciation that many primary school teachers experienced when delivering primary PE. Receiving feedback from the participants in all four studies, it was revealed that many teachers felt underprepared and often delegated PE instruction to external coaches. This lack of confidence was particularly pronounced in terms of teaching physical demonstrations, with teachers expressing uncertainty about their ability to provide effective PE lessons. The TEIPPE programme aimed to address this gap by providing targeted emotional intelligence training, offering practical tools for warm-up and cool-down exercises, yet still emphasising the role of emotional intelligence in PE delivery. Feedback from participants indicated that the TEIPPE programme was valuable in increasing their confidence and competence, allowing them to approach PE with greater enthusiasm and a stronger sense of self-efficacy.

Despite these positive developments, the thesis also revealed significant challenges related to the prioritisation of PE in primary schools. Teachers reported that PE often received insufficient attention within the broader curriculum, with limited time and resources allocated to its delivery. This lack of institutional support created additional barriers to effective teaching, as teachers had fewer opportunities to engage in professional development training that solely focused on PE. The studies collectively highlight that enhancing teachers' emotional intelligence alone may not be enough to overcome these systemic challenges. Ongoing professional development and institutional commitment to PE are essential to ensure that teachers can apply their emotional intelligence skills effectively and sustain improvements in their teaching practices.

From three of the four studies where observations of PE lessons took place, it was clearly noted that when the teachers' reflected and/or trained on their emotional intelligence, it led to several improvements in teaching practices. Teachers who participated in the final intervention study

reported higher levels of motivation, better communication with pupils, and greater effectiveness in managing classroom dynamics. Importantly, these teachers were able to turn negative emotions into positive ones, by employing body language and conflict resolution strategies to engage pupils and maintain focus. This standpoint was underscored by the work of other scholars who contend that teachers with very good emotional intelligence have been observed to provide more engaging and memorable lessons and were able to control any conflict in the lesson (Kirk, 2002; Wenn, 2018). Relating back to the thesis, these skills were particularly valuable in Key Stage One and Two settings, where managing behaviour and fostering a supportive, emotionally engaging environment are deemed crucial for pupil participation. These similar trends were also noted in the reflective journals of the six participants in the opening pilot study, notifying that when they recognised how they were reacting to certain situations when pupils were misbehaving, they were able to change their ‘self-management’ to control and manage the PE lesson more effectively.

One notable finding from study two and four was the positive impact of mixed-gender groups and smaller class sizes when observing pupil behaviour and participation levels. Teachers who provided smaller groups allowed for more personalised interaction with pupils, reducing the likelihood of tedium, behavioural issues and increasing overall engagement. This finding suggests that class size and group composition are important considerations when designing effective PE lessons, and that emotional intelligence can help teachers navigate these dynamics more successfully. The use of both verbal and non-verbal communication strategies was also found to be effective in maintaining pupil focus and enthusiasm, further reinforcing the value of emotional intelligence in the teaching of primary PE. Furthermore, when the pupils are divided into smaller groups, there should be a mixture of boys and girls. All boy groups were extremely disruptive, with many not taking the PE lesson seriously, which in turn, made the teacher having to control the class whilst also controlling their own emotions. Mixed groups of boys and girls were more harmonious and less disruptive, working together on the task in hand.

Overall, the findings across the four studies demonstrated that emotional intelligence is a critical component in the effective delivery of primary PE. Teachers who develop their emotional intelligence skills are better equipped to engage pupils, manage classroom behaviour, and create emotionally supportive learning environments. However, the studies also highlight significant challenges related to teacher training, institutional support, and the broader prioritisation of PE within the curriculum. Addressing these challenges will require a multifaceted approach that combines targeted emotional intelligence training with broader



efforts to enhance teacher professional development and promote the importance of PE in schools.

## 8.2 Strengths and limitations of the thesis

Several limitations were identified during the completion and reflection of the PhD thesis. A significant challenge was the extensive data collection process. The vast amount of data from multiple sources, such as observations, reflective journals, and feedback reports, made it difficult at times to thoroughly process all the information, raising concerns about potentially missing critical data and affecting the overall validity of the research. For example, study two gathered both quantitative and qualitative data from 17 participants, which included 34 EQ tests, 34 observation reports, 17 interviews, and 17 reflective questionnaires. In the final intervention study, the amount of quantitative data was reduced, as I chose not to measure participants' EQ in study four. However, as shown in the discussions of studies one and two, including EQ tests in the final study could have allowed further mixed methods approach, alongside qualitative data from pre- and post-training observations and reflective journals.

This complexity made it challenging at times to extract and present the intricate findings in the discussion and conclusion, particularly in studies two and four. A significant constraint was the interpretivist approach, which emphasises understanding individual views, beliefs, and attitudes rather than aiming for objective generalisations. This methodology, while valuable for exploring emotional intelligence in teaching practices, limited the scope for comprehensive triangulation across data sources. Although descriptive analysis was applied throughout the four studies, triangulation primarily occurred when comparing emotional quotient test results with observations and reflective journals. While this qualitative approach, including methods like interviews and observations, offered rich insights into individual experiences, it also limited the extent to which findings could be generalised (Booth et al., 2016). The study's reliance on interpretivist methods, although providing depth in understanding personal perspectives, ultimately constrained the breadth of its conclusions and posed challenges in balancing subjective interpretation with empirical rigor (Patterson and Williams, 2005; Myers, 2008).

Throughout the thesis, challenges were encountered in recruiting participants, particularly for studies three and four. Since only three schools participated in all four studies, the six participants from the pilot study were also involved in study three. Their prior knowledge and broader understanding of emotional intelligence could have influenced the findings when they

evaluated the TEIPPE programme. For instance, due to their deeper understanding of emotional intelligence, they may have dismissed some of the training techniques as common sense. Additionally, all participating schools were located exclusively in Birmingham. As noted in the introduction, Birmingham was selected due to its rising rates of childhood overweight and obesity, ranking as the second highest city in the UK for overweight pupils (Birmingham Public Health, 2018). However, given the thesis aim to develop emotional intelligence in primary school teachers across England, enrolling schools from other English regions could have strengthened the research.

Furthermore, several discrete challenges were identified. Teachers who expressed their lack of experience in teaching PE, with some not teaching the subject for several years, should have been provided additional time to prepare for their observed PE lessons, as well as extended time to complete their reflective journals to fully process and articulate their feelings about their teaching. Moreover, during the observations, pre-existing relationships between teachers and pupils may have impacted the teachers' comfort and effectiveness in the lessons. Teachers with an established rapport with their pupils appeared to deliver PE lessons more easily, which may have skewed the results when assessing their 'self-appreciation' and 'confidence' during the observations.

The fourth and final study was conducted during the later stages of the COVID-19 pandemic, which introduced unique challenges. The pandemic caused delays in observations, necessitating rescheduling and resulting in some teachers completing the training during their holidays. This disrupted the continuity and consistency of the study. For instance, I was unable to meet with the teachers face-to-face prior to the observations, and all communication had to occur via email. Additionally, some year groups had to be entirely removed from school for a week, requiring contingency planning to reschedule the observed PE lessons. Moreover, some participants completed the training the night before their post-trained PE lesson, which may have reduced the training's effectiveness, as indicated by the minimal improvements in their lesson delivery.

Previous literature that investigated how facets of emotional intelligence that help deliver more engaging PE lessons, mirror many of the findings during the four studies of this thesis. Even though much of the reviewed literature that investigated emotional intelligence in PE came from studies abroad, such as the North America's (Deci and Ryan, 2008), Europe (Mouton et al., 2013; Klemola et al., 2013) and Asia (Farji et al., 2013; Lee and Yin (2011); many of these

studies also researching at secondary/high schools or even undergraduate teaching. An example of these similarities was from (Newberry, 2010) who noted the positive elements of 'building relationships' with the very young pupils in 'elementary' education; whilst Joseph and Strain's (2019) study showed the same familiarities on how conflict and negotiation management is a very noticeable facet of emotional intelligence when teaching slightly KS1 pupils.

One of the most important strengths of the study was finding how many teachers' had to build on their 'self appreciation', with Ghanizadeh and Royaei (2015) and Paris and Winograd (2003) providing techniques such as, encouraging teachers to engage in cognitive reappraisal, reframing negative experiences into positive learning opportunities, and managing emotional expressions to meet professional demands. Additionally, deep acting, where teachers align internal feelings with external expressions, helped to reduce emotional dissonance. These strategies helped to promote self-awareness, enhancing emotional resilience, and contributing to reducing burnout, which lead to a stronger sense of self-appreciation and job satisfaction. These positive reflection techniques were introduced to the TEIPPE-2 programme, which helped the participants in the final intervention study. As stated by Ghanizadeh and Royaei (2015) and Mouton et al. (2013), if teachers have confidence and a strong belief in their teaching capabilities, it is more likely that an enjoyable and effective lesson will be produced. In addition, it was rewarding to hear how the participants enjoyed providing their time and explaining how much it helped them understand the importance of emotional intelligence. This was clearly evident in the self evaluation form in study one; and the reflective journals in study two and four. Furthermore evidence, nine out of the 16 participants in the third study highlighted that they greatly enjoyed the academic theory component of the TEIPPE training programme. They felt as though they were back at university, delving into the justifications for the pedagogy of PE teaching.

As mentioned above in the limitations, there were a few discrepancies regarding the methodology for some sections of the study. Nonetheless, the overall delivery of all four studies provided rich qualitative and quantitative data. The overt observations were very successful for this thesis, as I could see the whole environment of the PE lesson, which would not be captured if recorded. For example, I was able to hear how the teacher would use the volume and tone of their voice when speaking to a pupil or a group of pupils, or seeing how much movement and engagement they were putting in to the session, also how they showed non verbal communication such as smiling and hand gestures. Moreover, it helped me to

ensure I could see what facets of emotional intelligence were being exhibited during each of the PE lessons, which made it easier to transcribe this information into the findings. The data of study four was presented by quantizing the qualitative data, which helped to identify the common themes from all the participants. It also helped to simplify the breakdown of the vast amount of data from the 17 participants.

The final key strength of this thesis lies in its unique focus on the importance of training teachers in specific facets of emotional intelligence to tailor primary PE instruction for different Key Stages. While numerous studies that are referenced in the literature review (Chapter 2), such as Al-Zaid and Al-Khayat (2016) and Harrison & Forma Loy (2005), identified which facets of emotional intelligence teachers excelled in, they did not offer strategies for enhancing these emotional competencies. Furthermore, prior research on emotional intelligence training and professional development for teachers has tended to provide only general methods and strategies (e.g., Kauts & Kumar, 2013; Morgan et al., 2019; Wenn et al., 2018), whilst in contrast, this thesis emphasised that future emotional intelligence CPD, that focuses on primary PE.

#### 8.4 What will this thesis add to the research field of education?

This research seeks to illuminate the challenges teachers face in making informed decisions about their practice by encouraging reflection on their pedagogical approaches, personal preferences, and specific teaching contexts. In addition, it has underpinned the lack of training and CPD to trainee teachers in emotional intelligence and primary PE. A key aspiration of this PhD thesis is to contribute, even in a small way, to foster a greater understanding on the four dimensions of emotional intelligence among teachers regarding the effectiveness of delivering primary PE. Given the diverse developmental needs of young pupils, teachers must exhibit different facets of emotional intelligence when engaging with various age groups, which was highlighted in study two of the thesis, and supported by previous literature (Gkonou & Mercer's, 2017; Yan et al., 2010). Within study three and four, many teachers have expressed that such training should not focus solely on core subjects such as English and mathematics or mandatory areas such as safeguarding but should also encompass engaging and practical training in subjects like PE. As previously noted, this has also been reflected by Murcia and Perez (2009) and Elliot et al. (2013), noting that having alternative training and CPD away from the 'core subjects' will not only enhance teachers' effectiveness in delivering PE but also bolster their confidence. Even with well-structured lesson plans, high-quality resources, and excellent

facilities, teachers cannot realise their full potential without developing the necessary interpersonal skills, including the ability to nurture their emotional intelligence.

As previously identified, LEAs across England, including Birmingham, have recently started to introduce flexible CPD opportunities for primary teachers delivering PE (CPTSA, 2024). Traditionally, CPD in this domain has focused on enhancing generalist teaching capabilities, particularly for non-specialist teachers. However, there is a growing recognition of the importance of integrating emotional intelligence into PE instruction. In Birmingham, initiatives such as the SHARP Principles (Stretching whilst moving, High repetition of motor skills, Accessibility, Reducing sitting and standing, Promoting in class physical activity), developed by Newman University, aimed to maximise children's engagement in physical activities during lessons, thereby promoting not only physical development but also social skills. The SHARP Principles have been shown to increase moderate to vigorous physical activity in PE lessons to an average of 75% of lesson time, making them one of the most effective strategies in this area (Sport Birmingham, 2020). This is wonderful to see that primary PE is getting this support, yet the training does not specifically help to support the emotional intelligence of the teachers.

Furthermore, the Association for Physical Education (2018) has developed a Level 4 qualification called Supporting Pupils' Wellbeing Through Physical Education. This nationally recognised qualification enables teachers to become specialists in supporting the emotional and social wellbeing of pupils through PE. The course covers topics such as recognising challenges to pupils' emotional wellbeing and planning PE approaches that support this aspect of development (afPE, 2024). In Birmingham, institutions have become registered centres for delivering this qualification, indicating a local commitment into PE teaching (CPTSA, 2024). Nonetheless, this is not developing the teacher's emotional intelligence, but does support the social and emotional learning for children. Therefore, it remains a need for broader adoption and consistent implementation to ensure that all primary PE teachers are equipped to nurture their own emotional intelligence to subsequently help to deliver more engaging PE lessons in primary schools.

It is important to add that teachers play such a crucial role in modelling emotional regulation and fostering environments where emotions are positively shaped and managed. Nonetheless, the ability to observe emotion-related behaviours within academic settings provides opportunities for EQ development. As previously mentioned, if such learning is not made an explicit part of teacher training and in the curriculum, it remains an implicit, unstructured

process. Research by Cherniss and Goleman (2001) has demonstrated that emotional intelligence can be cultivated through targeted training, with significant implications for teaching. To ensure teachers develop both emotional intelligence and self-efficacy, it is recommended that structured training and CPD be embedded within Initial Teacher Education (ITE), particularly through principal mentoring programmes during teaching placements. The findings of this thesis may also serve as a foundation for future research in teacher education and professional development, with the particular focus on enhancing emotional intelligence.

Therefore, flexible training programmes designed to enhance teachers' emotional intelligence can have a profound impact on PE delivery, pupil engagement, and overall well-being. Furthermore, many participants within the four studies, highlighted that mentoring schemes during teacher training and early career stages could provide the necessary foundation for fostering emotional intelligence. By integrating emotional intelligence training into professional development initiatives, teachers may be better equipped to navigate the emotional complexities of their role and cultivate supportive and effective learning environments. Therefore, it is important to highlight that emotional intelligence should be formally recognised as an essential component of teacher education rather than viewed as an optional or supplementary area of training. While subject-specific expertise remains fundamental, the ability to regulate emotions, establish strong relationships, and foster a positive climate in a PE lesson is potentially vital for educational success. Evidence from the findings of study four suggests that teachers are more receptive to such training when it aligns with their existing curriculum responsibilities, rather than being introduced as an external requirement.

This thesis provides evidence that teachers who demonstrated high levels of emotional intelligence (a score of over 70% in EQ tests such as TEIQue, Schultes EI test, and EIQ-2) prioritised the development of meaningful relationships among their pupils. These teachers recognised the emotional significance of their interactions and acknowledge PE as a crucial component of a well-rounded educational experience. This thesis contributes to the field of education research by highlighting the role of emotional intelligence in fostering a positive learning environment. When teachers cultivate emotional intelligence, particularly in areas such as empathy, respect, trust, and responsiveness, they create an atmosphere that supports pupil engagement and enhances the quality of PE lessons (Alavinia & Kurosh, 2012; Di Fabio & Palazzeschi, 2008; Moafian & Ghanizadeh, 2009). Furthermore, it is evident from the research of all four studies that teachers employ a variety of strategies to integrate emotional intelligence into their practice, shaped by their experiences, beliefs, and the specific contexts

in which they teach. Each teacher's approach is a unique synthesis of self-awareness, prior experiences, and professional role expectations. Consequently, effective teaching is inherently diverse, influenced by school policies, cultural norms, and individual pedagogical philosophies. While teachers may share common values and objectives, the ways in which they apply emotional intelligence remain deeply personal. This diversity underscores the limitations of prescriptive methodologies and highlights the necessity of encouraging teachers to reflect on their own approaches within their specific contexts (Patterson & Williams, 2005; Gkonou and Mercer's, 2017).

Likewise, this thesis seeks to address a gap in existing research that has not been fully explored. As outlined in the literature review, while numerous studies have examined emotional intelligence within the context of education, the majority have focused primarily on pupils' emotional intelligence and predominantly within classroom settings. Although some studies have investigated the impact of teachers' emotional intelligence, these have largely concentrated on secondary education or primary PE, both within international contexts. This thesis offers a distinctive contribution by focusing on the emotional intelligence of primary school teachers and its potential to enhance the delivery of PE within England. Even more distinctively, the use of a mixed methods approach across three studies provides richer, more nuanced, qualitative insights compared to much of the existing literature in this field. As mentioned in the literature review, previous research has tended to rely heavily on quantitative methods, using emotional intelligence tests to assess teachers' emotional quotient (Mouton, Hansenne, et al., 2013; Rajasekaran and Selvan, 2018; Lee & Yin, 2011; Farji et al., 2013). In contrast, this thesis adopts a triangulated methodological approach in three of the studies, gathering data through reflective journals, lesson observations, and interviews. The broader aim has been to respond to the scarcity of research into emotional intelligence within primary PE teaching whilst using qualitative research.

A further strength of this research lies in the indirect evidence of pupil engaging during PE lessons, as highlighted in the observation reports and reflective journals (Appendix 6 & 8), particularly in the final study comparing pre- and post-training sessions. Analysis of the observation transcripts from the fourth study reveals several remarks regarding pupils' reactions. In the pre-trained sessions, the observation reports that pupil engagement and behaviour were frequently problematic, with signs of disinterest, confusion, and disruption. Comments noted pupils losing motivation while waiting their turn, a lack of involvement due to boredom, misbehaviour, and difficulty following instructions. Pupils were often described

as inattentive, disheartened, and challenging to manage. Following the training, however, a marked improvement in pupil behaviour and enthusiasm was consistently reported. Post-trained lessons were characterised by active participation, visible enjoyment, and positive energy. Pupils were described as breathless from activity yet still eager to continue. There was evidence of better lesson structure, improved time management such as clear countdown cues, and instances of pupil-led activities, all contributing to sustained engagement and a more constructive learning atmosphere.

The teachers' reflective journals further supported these developments. Initially, teachers expressed significant concerns about pupil behaviour and engagement, often describing them as unruly and highly excitable, particularly in comparison to their classroom conduct. However, after participating in the training programme, teachers implemented more structured and engaging lesson formats, introduced music, became more mindful of their verbal and non-verbal communication, and adopted consistent positive reinforcement strategies. These adjustments appeared to have a positive effect on pupils' behaviour, leading to greater focus, increased motivation, and higher levels of participation. Teachers also observed that pupils responded well to individualised praise, smaller group work, and more personal interaction, all of which contributed to a rise in self-confidence and a more rewarding PE experience. Table 19 includes a selection of direct comments recorded during both the pre- and post-trained lessons.

*Table 21: Pupils' behaviour and engagement during the PE lessons from the researcher's observation notes and comments from the participants reflective journals.*

Observation sheet pre-trained	
Participant Ben	<i>"Pupils at back of queue lost interest as they know they had to wait for over three minutes to have another go (of the skill activity)."</i>
Participant Cath	<i>"Group was getting despondent after the final activity with beanbags flying everywhere."</i>
Participant Faye	<i>"All boy groups were misbehaving at times and showing off with one another....Some pupils by the third game was not taking part, tedium was setting in."</i>
Participant Gina	<i>"Pupils got confused and therefore were running from the front to the balls instead of the back...Showing frustration (Gina) with one specific pupil who has been misbehaving throughout the whole session....Some pupils' showing lack of attention when showing (demonstrated) bouncing activity."</i>
Observation sheet post-trained	
Participant Ben	<i>"The pupils were all smiling and enjoying the session. A lot of pupils were getting out of breath [...] The warmup lasted a long time, but the</i>



	<i>pupils were really enjoying the session, so you carried on. Brilliant!!!!!! [...] Excellent countdown of '2minutes left' this worked excellently as the pupils started to move quicker so they all can have another go!...Lots of smiling and a few pupils were out of breath."</i>
Participant Cath	<i>"Pupils were getting out of breath. Excellent to hear. Got one of the pupils to lead the warmup [...] Love hearing the pupils feeling disappointed that the PE lesson has finished. Excellent to see this as they were out of breath and yet they were smiling throughout."</i>
Participant Faye	<i>"Facial expressions were positive and a lot more smiling in comparison to the first session. This was mirrored by the pupils who were also smiling [...] The pupils' excitement raised, with cheers and jumping around [...] You were smiling throughout and laughing with the pupils; Brilliant, absolutely brilliant!! [...] Everyone out of breath and with smiles on their faces."</i>
Participant Gina	<i>"They (pupils) wanted to do more; would be great if they could (only 45 minutes PE lesson)[...] Really positive and exciting and energetic and it got the pupils more enthused."</i>
<b>Reflective journal: teacher's perspective on pupils' reactions to the PE lessons</b>	
Participant Sara	<i>"Behaviour! I felt like the pupils were wild! Shouting, spinning around, sliding on the floor, waiting in line too long to bat. In general not good compared to when they are in classroom. The TEIPEE programme helped by allowing me to structure the lesson better [...] more structure meant less time for poor behaviour by the pupils."</i>
Participant Rose	<i>"The pupils were calmer and more focussed (for three-quarters of the lesson) using music to accompany the activities [...] when demonstrating the skills in lesson 2 (post-trained) the pupils were more engaged [...] Being more aware of my facial expressions, tone and gestures as this helped me to connect with the pupils and show them that I was interested and enthusiastic about what they had to say or what they were doing."</i>
Participant Pepe	<i>"The pupils enjoyed all three activities and were more engaged [...] The pupils were put in small groups, allow(ing) them to have more opportunities to do the activity and practise the skills. In turn, kept them focused for longer [...] That praise and specific praise for every pupil is crucial (tiring too) and boosts their confidence and self esteem in PE lessons. Also bringing in pupils' interests and showing sensitivity. The pupils were engaged more and were constantly active."</i>
Participant Nina	<i>"The programme made me realise how much pupils respond to positive praise and the intonation of a teacher's voice during PE lessons. Naturally, the volume of my voice was louder due to being in a bigger space than the classroom. During the second session, I consciously changed the tone and volume of my voice and giving extra praise to pupils, which I think, improved the response and behaviour of the pupils (before the end of the main activity)."</i>

Ultimately, this thesis reinforces the importance of teachers' emotional intelligence in delivering engaging and motivating primary PE lessons. It provides insight into how training

programmes can be structured to support teachers in developing these competencies. By acknowledging the diverse ways in which teachers incorporate emotional intelligence into their practice, this research contributes to a broader understanding of effective pedagogy. It advocates for a flexible, reflective approach that enables teachers to adapt emotional intelligence principles to their specific contexts. Additionally, it calls for educational policies that embed emotional intelligence within teacher training and professional development, ensuring that all teachers are equipped with the skills necessary to create positive and supportive learning environments.

### 8.5 Contribution, aspirations aptitude and attitude to primary PE

Reflecting back throughout the progression of this PhD thesis, several key themes have supported teachers in their professional aspirations, pedagogical development, and attitudes towards primary PE. As highlighted in the literature from the outset, emotional intelligence is strongly associated with multiple benefits, including enhanced self-efficacy, increased engagement, reduced professional stress, lowering risk of burnout, and improved overall well-being (e.g. Brackett et al., 2010; Nikolaou and Tsaousis, 2002; Ogińska-Bulik, 2005). Furthermore, existing literature has established that teacher and learner emotions and motivations are relationally linked in bidirectional ways (Atkinson, 2000; Becker et al., 2015; Skinner and Belmont, 1993). This implies that a teacher who is in a positive state of mind and motivated is more likely to foster similar states in their pupils. This relationship was particularly evident in the reflective journal entries analysed in both study one and study four. For instance, participant Hans (Study Four) remarked, *“This research was really interesting and helpful and has made me feel more in control when teaching PE. It is a shame that PE isn’t typically taught by the class teachers as the pupils enjoyed seeing me teach outside the classroom.”*

The TEIPPE-2 training programme, provided CPD on emotional intelligence while also embedding relevant academic content within the PE curriculum, it did not merely offer prescriptive support to teachers but also allowed for the diversity and individuality highlighted in study four. Feedback from observed PE lessons was particularly valuable for participants, as it played a crucial role in fostering positive outcomes both before and after training. Many participants reported that reviewing their feedback reports helped to build their self-esteem and confidence. Additionally, the feedback simplified effective instructional strategies for

improving emotional components beneficial to primary PE instruction. This impact was reflected in the accounts of participants, such as Emie who stated (study four), “This was a great project to be a part of, having enjoyed receiving all feedback comments and will start to embed them into my PE lessons. It really built my confidence. Thank you.” Similarly, participant Kim (Study Four) expressed, *“Thank you for watching my lessons and for the support you provided. I genuinely found it useful in improving my confidence in delivering PE. . . I think I am an emotionally intelligent person (I hope), although I am not able to talk about it from a more academic point of view based on research etc.”*

Another key contribution of this thesis has been its role in guiding participants through reflective practice, enabling them to translate their experiences into more engaging and motivating PE lessons. There is no single model of best practice in teaching, nor is this the aim of the thesis; each teacher, class group, and school day presents a unique context. Instead, the thesis seeks to support teachers in developing their emotional intelligence, engaging in reflective practice, and valuing the diverse expertise within the profession. By nurturing their emotional intelligence, teachers can take purposeful action to enhance their PE instruction. Regardless of a teacher’s level of experience, engaging with new and innovative pedagogical approaches remains a valuable endeavour. Participant Nina (study four) reinforced this perspective, stating, *“I thoroughly enjoyed the experience and being given the opportunity to teach PE. As a ‘sporty’ person, I thought I would be able to teach PE fairly easily, but both the feedback and the programme made me realise just how difficult it is to deliver high-quality PE lessons. The only training I have had for PE is the one theory and one practical session during my PGCE / Schools Direct course.”*

A final noteworthy contribution of this research is the extent to which participant reflections and observational notes indicated that teachers developed an awareness of their own emotions and learned to manage them more effectively (an area in which they had not previously received formal training). Participants consistently highlighted the importance of interactive training and CPD, recognising that existing training opportunities provided limited additional benefits. These observations offer practical, everyday examples of the four dimensions of emotional intelligence (Jerus, 2005). Teachers became more cognisant of how students’ external experiences influenced their behaviour and engagement in PE lessons. Moreover, they developed a greater awareness of their pupils’ emotional states and, crucially, the impact of their own emotions on the learning environment. This newfound awareness was evident in the reflections of Ellie (Study One), who stated, *“Reflecting on the three lessons really made me*

*think about the way I dealt with behaviour or situations in the lesson. When reflecting back, it made me realise that in the moment of a lesson, you could take a minute to think of a different option for the pupil. Having more awareness about emotional intelligence has made me stronger as a teacher as I am starting to understand my own delivery and how the pupils are in PE lessons too. This wasn't something that I thought of previously. Thoroughly enjoyed taking part; it has made me think and reflect more, not just about how I deliver and handle situations in my PE lessons with the pupils but in other lessons as well. Had a great time working with Craig—he makes you feel comfortable and offers support or help when needed.”*

#### 8.6 Mission statement for emotional intelligence teaching in primary PE

*“To guide young minds in PE, a teacher must weave emotional intelligence into every interaction. Through warm smiles, open postures, and kind tones, they connect deeply with the youngest, nurturing them with empathy and care. As pupils grow, patience blends with gentle discipline, shaping their behaviour with understanding. With the oldest, teachers foster teamwork and adaptability, creating bonds of trust and mutual respect. In this delicate dance, teachers find fulfilment in their ability to inspire and lead.”*

Strong, 2024

#### 8.6 Personal reflection

My interest in emotional intelligence was shaped by several influential figures. Dr. Lynne Kidman, during my master's degree, who introduced me to emotional intelligence and profoundly impacted my decision to transition into higher education teaching. Coach Edwin Fry, my NCAA cross country coach for two years, was a man of few words who skilfully used non-verbal communication to connect with others. One stare, one smile could convey a thousand words. Mr. Ernie Evans, my secondary PE teacher at Fairfax School in Birmingham, demonstrated unmatched enthusiasm and passion, even on cold, wet November days while teaching rugby. This inspired me to explore the power of emotional intelligence in PE. I discovered that no matter the resources, techniques, or coaching qualifications; showing passion and the ability to read the emotional climate are key to delivering an engaging PE

lesson. Lastly, my father, Robert Strong who cared for me and gently shifted my perspective on life with compassion, empathy, and kindness.

The extended duration of my PhD thesis, spanning over seven years, can be attributed to several significant life events: adopting a baby, being hospitalised with COVID-19, the passing of my father due to COVID-19, delaying my fourth study for two years because of the pandemic, the birth of my second son, going through a divorce, and serving as the programme leader for the Sport Science and Management programme at NTU for four years. Despite these challenges, my PhD journey allowed me to develop and strengthen my emotional intelligence, integrating self-appreciation, conflict management, empathy, and benevolence into my personality. I finally send deep gratitude to my two children, who have been my source of strength and kept me going.

### 8.7 Overall conclusion

Given the paucity of previous research on the context of exhibiting emotional intelligence in primary PE teaching, the main purpose of the study was to evaluate how emotional intelligence can support teachers to provide engaging and enlightening PE lessons to young pupils. In pursuing the main research question on the “effects of emotional intelligence on school teachers’ effectiveness in delivering primary PE in the England”, both the use of a observations, reflected journals and interviews, alongside quantitative data from recording the emotional quotient of the teachers, enabled the identification of the importance of emotional intelligence, specifically selecting facets of emotions that were frequently exhibited by the teachers’ whilst teaching primary PE. Moreover, the thesis allowed me to develop a bespoke, online training programme named, ‘Training Emotional Intelligence in Primary Physical Education’ (TEIPPE). This supported teachers during the latter studies of the thesis, which helped them to gain a greater understanding of emotional intelligence and to help justify the importance of emotional intelligence in primary PE teaching.

As the findings clearly indicated throughout the thesis, when teachers reflect on their emotional intelligence, with support from training and CPD, it can positively enhance the delivery of primary PE. Furthermore, there was critical insight highlighting the importance of tailoring the CPD to the specific emotional challenges that can vary depending on the delivery of different Key Stage age groups. The TEIPPE programme was successful in addressing these

needs, providing teachers with the tools to enhance their emotional intelligence and, by extension, their teaching effectiveness.

To maximise the impact of emotional intelligence training, it is essential to integrate it into the broader context of teacher education and ongoing professional development. This will ensure that teachers are not only equipped with the necessary emotional skills but also supported in applying these skills in diverse and often challenging environments. Across the four studies, there is a clear progression in addressing the limitations of each phase while new challenges emerged. The journey from study one to study four reflects a continuous effort to refine the approach to evaluating emotional intelligence in primary PE teaching. Early limitations, such as the need for more standardised professional development and the impact of participant lack of confidence, were partially addressed in later studies by expanding observation scope and refining data collection methods. Furthermore, the COVID-19 pandemic, introduced additional challenges. These included the two year delay of researching the final intervention study, maintaining engagement and face-to-face communication with the participating teachers, and the complications of rescheduling observations.

While this study has made important contributions to understand how emotional intelligence can improve the delivery of primary PE, it also raised concerns about the lack of CPD in emotional intelligence and PE in England. Despite a growing body of literature emphasising the importance of emotional intelligence in classroom teaching, there is still limited research applying this knowledge to the sports hall in English schools. Many teachers throughout this thesis expressed a lack of confidence and knowledge in teaching PE, with several noting that PE often takes a backseat to subjects like English and Maths. Many participants also highlighted the lack of training in PE during their initial teacher education, contributing to low self-esteem and being a factor on why so many teachers leave the profession. According to Maisuria, Roberts, Long, and Danechi (2023) their report "Teacher Recruitment and Retention in England" noted that full-time primary teachers in England work an average of 52.1 hours per week, leaving very little time for teachers to train and develop their skills in a specific subject areas, such as EI-PE. Due to this, 9.8% of teachers left the education sector or retiring in 2023, compared to 7.3% in 2020. One reason for this increase, as Nguyen's (2023) report suggests, is that teachers seek more opportunities for professional development and equitable support systems. By fostering confidence and self-worth in teachers, these systems can help maintain a positive school environment and help retain teachers in the profession for longer.

## Chapter 9 : References

- Alavinia, P., & Kurosh, S. (2012). On the Would-be Bonds between Emotional Intelligence and Self-efficacy: *The Case of Iranian EFL University Professors. Theory & Practice in Language Studies (TPLS)*, 2(5).
- Abbasnejad, E., Farahani, A. & Nakhaei, A. (2013) The relationship between emotional intelligence and job stress in teachers of PE and non PE." *Advances in Environmental Biology*, 7(8): 1386-1394.
- Ahmadpoor, Raana & Yektayar, Mozafar & Nazari, Rasool. (2014). Structural equation modelling of relationship between organizational citizenship behaviour and social capital with organizational learning among PE teachers. *European Journal of Sports and Exercise Science*. 3. 39-44.
- Aka, S. T., & Sarier, A. (2020). Study on Emotional Intelligence Levels of Physical Education Teachers in Terms of Various Variables. *International Education Studies*, 13(3), 111.
- Akhmetovaa, Kima & Harnischb 2014. Using mixed methods to study Emotional Intelligence and Teaching Competencies in higher education. *Social and Behavioural Sciences*. 128: 516-521.
- All Party Commission on Physical Activity. (2014). Tackling physical inactivity: A coordinated approach. UK Active.
- Almond, L. (2013a). Physical literacy and fundamental movement skills: An introductory critique. *Physical Education Matters*, 8(1), 81-83.
- Altrichter, H., Posch, P. and Somekh, B.(1996) *Teachers Investigate Their Work: An Introduction To The Methods Of Action Research*. London: Routledge
- Al-Zaid-Adwan, FE. & Al – Khayat M.M. (2016). Emotional Intelligence Skills and Self-Efficacy Levels: Physical Education Teachers' Perspective. *European Scientific Journal*. 12. No.10: 171-187.
- Amdurer, E., Boyatzis, R. E., Saatçioğlu, A., Smith, M. L., and Taylor, S. N. (2014). Long term impact of emotional, social, and cognitive intelligence competencies and GMAT on career and life satisfaction and career success. *Frontiers in Psychology*. 1. 5, 1–15.

Anita Backhouse (2022) 'Stepping on the teacher's toes': pupil teachers' experience of a one-year postgraduate teacher training programme. *European Journal of Teacher Education*, 45:5, 707-726.

Armour, K & Makopoulou, K. (2012). Great expectations: Teacher learning in a national professional development programme. *Teaching and Teacher Education - TEACH TEACH EDUC.* 28. 10.1016/j.tate.2011.10.006.

Armour, K., Quennerstedt, M., Chambers, F., & Makopoulou, K. (2017). What is 'effective' CPD for contemporary physical education teachers? A Deweyan framework. *Sport, Education and Society*, 22(7), 799-811. <https://doi.org/10.1080/13573322.2015.1083000>

Armour, K. (2014). Quality physical education: A commentary on effective physical education teaching. *Research Quarterly for Exercise and Sport*, 85(2), 144-152. <https://doi.org/10.1080/02701367.2014.904155>

Association for Physical Education (AfPE). (2020). COVID-19: Guidance for schools and physical education teachers. AfPE.

Bailey, R., Armour, K., Kirk, D., Jess, M., Pickup, I., Sandford, R., & BERA Physical Education and Sport Pedagogy Special Interest Group. (2009). The educational benefits claimed for PE and school sport: An academic review. *Research Papers in Education*, 24(1), 1-27.

Bar-On, R and Parker, J · (2000) *The Handbook of Emotional Intelligence. The Theory and Practice of Development, Evaluation, Education, and Application--at Home, School, and in the Workplace*. Jossey-Bass, San Francisco, USA.

Bar-On, R. (1997). Bar-On Emotional and social intelligence: insights from the emotional quotient inventory (EQ-i), Bar-On emotional quotient inventory: technical manual, Multi-Health Systems, Toronto.

Bar-On, R. 2006. The Bar-On model of emotional-social intelligence (ESI). *Psicothema*. 18:13-25.

Bastian, V. A., Burns, N. R., and Nettelbeck, T. (2005). Emotional intelligence predicts life skills, but not as well as personality and cognitive abilities. *Personal Individual Differences*. 39, 1135-1145.



- Basturkmen, H., Loewen, S., & Ellis, R. (2004). Teachers' Stated Beliefs about Incidental Focus on Form and their Classroom Practices *Applied Linguistics* 25/2: 243±272
- Bear, G. (2011), Positive Psychology and School Discipline: Positive Is Not Simply the Opposite of Punitive. *National Association of School Psychologists. Volume 39, Number 5*, 8-15.
- Beasley, K. (1987). *The Emotional Quotient*. Mensa, May 1987, p25-28
- Beighle, A., Pangrazi, R. P. (2023). *Dynamic Physical Education for Elementary School Pupils*. United States: Human Kinetics.
- Bell, E., Bryman, A., & Harley, B. (2019). *Business Research Methods: fifth edition*. Oxford: Oxford Press.
- Bengtsson, M. (2019). How to plan and perform a qualitative study using content analysis. *NursingPlus Open*, 3, 8-14. <https://doi.org/10.1016/j.npls.2019.01.001>
- Birmingham Public Health. (2018, August 13). *Birmingham Health Profiles: Sutton Coldfield Constituency*. Retrieved from [file:///C:/Users/spo3stroncp/Downloads/Sutton\\_Coldfield\\_Profile\\_2019\\_FINAL.pdf](file:///C:/Users/spo3stroncp/Downloads/Sutton_Coldfield_Profile_2019_FINAL.pdf).
- Birmingham City Council. (2018). *Ward profile: Falcon Lodge*. Retrieved from <https://www.birmingham.gov.uk>
- Birwatkar, V. P. (2014). Teaching metamorphosis—The role of emotional intelligence in transforming education. *Journal of Management Policies and Practices*, 2(2), 145–165.
- Blair, R., & Capel, S. (2011). Primary PE, coaches and continuing professional development. *Sport, Education and Society*, 16(4), 485–505.
- Booth, W. C., Colomb, G. G., Williams, J. M., Bizup, J., & Fitzgerald, W. T. (2016). *From topics to questions. In The craft of research (pp. 33-48)*. Chicago, IL: University of Chicago Press.
- Boyatzis, R. E. (2009). *Developing emotional, social, and cognitive intelligence competencies in managers and leaders in educational settings*. in Handbook for developing emotional and social intelligence: best practices, case studies, and strategies. eds. M. Hughes, H. L. Thompson and J. B. Terrell (San Francisco, CA: Pfeiffer), 359–378.

- Braaten, E. B., & Norman, D. (2006). Intelligence (IQ) testing. *Pediatrics in review*, 27(11), 403-408.
- Brackett, M. A., & Katulak, N. A. (2006). Emotional intelligence in the classroom: Skillbased training for teachers and pupils. *A practitioner's guide* (pp. 1–27). New York, NY: Psychology Press/Taylor & Francis.
- Brackett, M. A., Alster, B., Wolfe, C. J., Katulak, N. A., and Fale, E. (2007). *Creating an emotionally intelligent school district: a skill-based approach*. Educating people to be emotionally intelligent. eds. R. Bar-On, J. G. Maree and M. J. Elias (Westport, CT: Praeger), 123–138.
- Brackett, M. A., and Rivers, S. E. (2014). *Transforming pupils' lives with social and emotional learning* in *International handbook of emotions in education*. eds. R. Pekrun and L. Linnenbrink-Garcia (New York, NY: Taylor & Francis), 368–388.
- Brackett, M. A., Reyes, M. R., Rivers, S. E., Elbertson, N. A., & Salovey, P. (2011). Classroom emotional climate, teacher affiliation, and pupil conduct. *The Journal of classroom interaction*, 27-36.
- Bradberry, T., and Greaves, J. 2010. *Self-scores of emotional intelligence and job performance: An analysis across industry and position*. Talent Smart.
- Braun, V. & Clarke, V. 2006. Using thematic analysis in psychology. *Qualitative Research in Psychology*. 3. No.2: 77-101
- Britta Wenn, Rosemary Mulholland, Wendy Timmons & Yvonne Zanker (2018). Towards a developing construct in dance education – exploring the relation of emotional intelligence to teacher's sense of efficacy and teaching experience among dance education pupil teachers in the United Kingdom, *Research in Dance Education*, 19:1, 14-38,
- Britta, B., Morris-Rothschild, K., & Brassard, M. (2006) Teachers' conflict management styles: The role of attachment styles and classroom management efficacy. *Journal of School Psychology*. 44105–121
- Bryman, A. (2012). *Social research methods* (4th ed.). Oxford University Press.
- Bryman, A. (2016). *Social research methods* (5th ed.). Oxford University Press.

Burel, Nicolas & Tessier, Damien & Langdon, Jody. (2020). Are teachers' subjective feelings linked with need-supportive and need-thwarting motivating styles? A cross-lagged pilot study in PE. *European Journal of Psychology of Education*. 10.1007/s10212-020-00517-x.

Burt, J. A. (2007). An Examination of the Relationship Between Trait-Based Emotional Intelligence and Cognitive base Emotional Intelligence (Doctoral dissertation, University Of Calgary).

Byrne, D. A worked example of Braun and Clarke's approach to reflexive thematic analysis. *Qual Quant* **56**, 1391–1412 (2022). <https://doi.org/10.1007/s11135-021-01182-y>

Castillo-Gualda, R., Herrero, M., Rodríguez-Carvajal, R., Brackett, M. A., & Fernández-Berrocal, P. (2019). The role of emotional regulation ability, personality, and burnout among Spanish teachers. *International Journal of Stress Management*, 26(2), 146.

Cavaye, A.L.M. (1996). Case study research: a multi-faceted research approach for IS. *Information systems journal* 6(3): 227-242.

Çelik, O. B., & Güngör, N. (2020). A structural model of the relationships between the emotional intelligence and the critical thinking disposition in PE and sports teacher candidates. *International Journal of Exercise Psychology*, 2(1), 10-20.

Census 2011. (2020, January 26). Education, England and Wales: Census 2011. <https://www.ons.gov.uk/peoplepopulationandcommunity/educationandchildcare/bulletins/educationenglandandwales/census2011>

Census Maps UK. (2023). *Perry Barr ward profile – ethnic group statistics*. Retrieved from <https://censusdata.uk/e05011160-perry-barr/ts021-ethnic-group>

Chan, D. W. (2004). Perceived emotional intelligence and self-efficacy among Chinese secondary school teachers in Hong Kong. *Personality and Individual Differences*, 36(8), 1781-1795.

Cherniss, C. (2001). Emotional intelligence and organizational effectiveness. The emotionally intelligent workplace: How to select for, measure, and improve emotional intelligence in individuals, groups, and organizations, 27, 44.

Chmiliar, L. (2019). Quantitative analysis of qualitative data: Methods and challenges. *Journal of Mixed Methods Research*, 13(1), 1-4.

Christison, M. (2002). Brain-Based Research & Language Teaching. In Forum (Vol. 40, No. 2, pp. 2-7). <http://exchanges.state.gov/forum/>.

CityPopulation.de. (2021). *Sutton Mere Green (Ward, United Kingdom) - Population Statistics, Charts, Map and Location*. Retrieved from [https://www.citypopulation.de/en/uk/westmidlands/wards/birmingham/E05011175\\_sutton\\_mere\\_green/](https://www.citypopulation.de/en/uk/westmidlands/wards/birmingham/E05011175_sutton_mere_green/)

Clark, D. 2003. "Developing Observation Strategies to Enhance Teaching Effectiveness in the Dance Class." *Journal of Physical Education, Recreation & Dance* 74 (9): 33–47.

Clarke, V., & Braun, V. (2019). *Thematic analysis*. In P. Liamputtong (Ed.), *Handbook of research methods in health social sciences* (pp. 843-860). Springer.

Cohen, L., Manion, L. & Morrison, K. (2000). *Research Methods in Education*. 5th Edn, London: Routledge Falmer

Corcoran, R. P., & Tormey, R. (2012b). *Developing emotionally competent teachers: Emotional intelligence and pre-service teacher education*. Peter Lang: Oxford.

Côté, J., & Gilbert, W. (2009). An integrative definition of coaching effectiveness and expertise. *International Journal of Sports Science & Coaching*, 4(3), 307-323.

Cox, A. E. (2012). Self-perceptions of competence and motivation in PE: Positive reinforcement strategies. *Journal of Teaching in Physical Education*, 31(3), 232-247.

Creative Education. (2019, December 8). Hundreds of Practical, High-Impact Courses to Transform Young Lives. <https://www.creativeeducation.co.uk/>

Cresswell, W. (2008). *Research design: Qualitative, Quantitative, and Mixed Methods approaches*. Thousand Oaks, CA: Sage

Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.

Creswell, J. W., & Plano Clark, V. L. (2011). *Designing and conducting mixed methods research* (2nd ed.). Sage.

Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). SAGE Publications.

- Crotty, M. (1998). *The Foundations of Social Research: Meaning and Perspective in the Research Process*. London: SAGE Publications Inc.
- Crowne, K. A. (2013). Cultural exposure, emotional intelligence, and cultural intelligence: An exploratory study. *International Journal of Cross-Cultural Management*, 13(1), 5-22.
- Dann, J. (2012). *Emotional Intelligence*. The Chartered Management Institution, Oxon, UK
- Darke, P., Shanks, G. & Broadbent, M. (1998). *Successfully Completing Case Study Research: Combining Rigour, Relevance and Pragmatism*. New York: Prentice Hall.
- Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). *Effective teacher professional development*. Learning policy institute.
- David, K. M., & Murphy, B. C. (2007). Interparental conflict and preschoolers' peer relations: The moderating roles of temperament and gender. *Social development*, 16(1), 1-23.
- Davids, K., Button, C., & Bennett, S. (2008). Dynamics of skill acquisition: A constraints-led approach. Human Kinetics.
- Day, A. L., & Carroll, S. A. (2008). Faking emotional intelligence (EI): comparing response distortion on ability and trait-based EI measures. *Journal of Organizational Behavior: The International Journal of Industrial, Occupational and Organizational Psychology and Behavior*, 29(6), 761-784.
- De Jonga\*, R., Jan van Tartwijkb, Theo Wubbelsb, Ietje Veldmanc and Nico Verloopc (2013) Pupil teachers' discipline strategies: relations with self-images, anticipated pupil responses and control orientation. *Educational Studies*, 39, 5, 582–59.
- Den Brok, P., Mieke Brekelmans & Theo Wubbels (2004) Interpersonal Teacher Behaviour and Pupil Outcomes, *School Effectiveness and School Improvement*, 15:3-4, 407-442,
- Denham, S., Hideko H. Bassett, H.H. & Zinsser, K. (2012). Early Childhood Teachers as Socialisers of Young Pupils's Emotional Competence. *Early Childhood Education Journal* 40(3):137-143.
- Denzin, N. K. (2012). *The research act: A theoretical introduction to sociological methods* (3rd ed.). New Brunswick: Aldine Transaction.
- Denzin, N. K., & Lincoln, Y. S. (2018). *The SAGE handbook of qualitative research* (5th ed.). SAGE Publications.

Department for Education. (2013). National curriculum for physical education. HMSO.

Department for Education. (2018). *PE and sport premium for primary schools*: (November 1, 2020) . *PE and sport premium for primary schools*. <https://explore-education-statistics.service.gov.uk/find-statistics/school-workforce-in-england>

Department for Education. (2023). *School workforce in England: November 2022*. Explore Education Statistics. <https://explore-education-statistics.service.gov.uk/find-statistics/school-workforce-in-england>

DfES (Department for Education and Skills) (2003) Every Pupil Matters. Green Paper, Cm. 5860. London: The Stationery Office (TSO) .

Domville, M., Watson, P. M., Richardson, D., & Graves, L. E. F. (2019). Pupils's perceptions of factors that influence PE enjoyment: A qualitative investigation. *Physical Education and Sport Pedagogy*, 24(3), 207-219.

Druskat, V. 2005. *Linking Emotional Intelligence & Performance at Work: Current Research Evidence with Individuals and Groups*. Lawrence Erlbaum Associates. New Jersey.

Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing pupils' social and emotional learning: A meta-analysis of school-based universal interventions. *Pupil development*, 82(1), 405-432.

Dwyer, B. M. (2002). Training strategies for the twenty-first century: Using recent research on learning to enhance training. *Innovations in Education and Teaching International*, 39(4), 265-270.

Dyson, B., Howley, D., & Shen, Y. (2021). 'Being a team, working together, and being kind': Primary pupils' perspectives of cooperative learning's contribution to their social and emotional learning. *Physical education and sport pedagogy*, 26(2), 137-154.

Easterby-Smith, M., Thorpe, R., & Jackson, P. (2012). *Management Research*. London: Sage Publications Ltd.

Edwards, R., & Holland, J. (2013). *What is qualitative interviewing?* Bloomsbury Academic.

Edwards, L. C., Bryant, A. S., Keegan, R. J., Morgan, K., Cooper, S. M., & Jones, A. M. (2017). 'Measuring' physical literacy and related constructs: A systematic review of empirical findings. *Sports Medicine*, 47(3), 301-318. <https://doi.org/10.1007/s40279-016-0566-5>

Eisner, E.W. (1991), *The Enlightened eye: Qualitative Inquiry and the Enhancement of Educational Practice*. New York, NY: Macmillan Publishing Company.

Elias, M. J. JE Zins, RP Weissberg (1997). *Promoting social and emotional learning: Guidelines for educators*. Association for Supervision and Curriculum Development.

Elliot, D. L., Atencio, M., Campbell, T., & Jess, M. (2013). From PE experiences to PE teaching practices? Insights from Scottish primary teachers' experiences of PE, teacher education, school entry and professional development. *Sport, Education and Society*, 18(6), 749-766.

ESTYN. 2008. “*Progress in Implementing the Physical Education and School Action Plan, HMI for Education and Training in Wales.*” ESTYN. Accessed November 2012. [http://www.estyn.gov.uk/publications/progress\\_in\\_implementing\\_pess\\_action\\_plan.pdf](http://www.estyn.gov.uk/publications/progress_in_implementing_pess_action_plan.pdf)

Fabio, A. D., & Palazzeschi, L. (2008). Emotional intelligence and self-efficacy in a sample of Italian high school teachers. *Social Behaviour and Personality: an international journal*, 36(3), 315-326.

Facione, N. C., Facione, P. A., & Sanchez, C. A. (1998). Critical thinking disposition as a measure of competent clinical judgment: The development of the California Critical Thinking Disposition Inventory. *Journal of Nursing education*, 33(8), 345-350.

Fairclough, S. J., & Stratton, G. (2006). A review of physical activity levels during elementary school PE. *Journal of teaching in PE*, 25(2), 240-258.

Faraji, B., Mohammadi, S., Yektayar, M., & Nazari, R. (2013). *The Relationship between Psychological Skills and Emotional Intelligence in Predicting Conflict Management Strategies of Physical Education Teachers*.

Faria, L., Lima Santos, N., Takšic, V., Rätty, H., Molander, B., Holmström, S., Jansson, J., Avsec, A., Extremera, N., Fernández-Berrocal, P. and Toyota, H., 2006. Cross-cultural validation of the Emotional Skills and Competence Questionnaire (ESCQ). *Psicologia*; 20,2, pp. 95-127).

Ferrari, A., Romina Cachia and Yves Punie (2009) Innovation and Creativity in Education and Training in the EU Member States: Fostering Creative Learning and Supporting Innovative Teaching. *Literature review on Innovation and Creativity in E&T in the EU Member States*

(ICEAC). Joint Research Centre Institute for Prospective Technological Studies. European Communities.

Finlay, L., & Gough, B. (Eds.). (2008). *Reflexivity: A practical guide for researchers in health and social sciences*. John Wiley & Sons.

Fiori, M., Antonietti, J. P., Mikolajczak, M., Luminet, O., Hansenne, M., & Rossier, J. (2014). *What is the ability emotional intelligence test (MSCEIT) good for? An evaluation using item response theory*. PloS one, 9(6), e98827.

First for Sport (2019, December 20) *Qualifications & training for the sport industry*. <https://www.1st4sport.com>

Flick, U. (2018). *An introduction to qualitative research* (6th ed.). London: SAGE Publications.

Franzone, E. (2009). Overview of naturalistic Intervention. Madison, WI: National Professional Development Center on Autism Spectrum Disorders, Waisman Center, University of Wisconsin.

Fredrick, T.A. (2008). "Facilitating Better Teamwork: Analyzing the Challenges and Strategies of Classroom-Based Collaboration". *Faculty Research & Creative Activity*. 5.

Gall, M. D., Gall, J. P., & Borg, W. R. (2003). *Educational research: An introduction* (7th ed.). Boston: Allyn & Bacon.

Gallagher, Kathleen Cranley; Mayer, Kelley (2006) Teacher-Pupil Relationships at the Forefront of Effective Practice YC Young Pupils. *ProQuest Central* 61, 6; pg. 44

Garbacz, L. L., Zychinski, K. E., Feuer, R. M., Carter, J. S., & Budd, K. S. (2014). Effects of teacher–pupil interaction training (TCIT) on teacher ratings of behaviour change. *Psychology in the Schools*, 51(8), 850-865.

Gard, M. & Wright J. 2001. Managing Uncertainty: Obesity Discourses and Physical Education in a Risk Society. *Studies in Philosophy and Education*. 20, 535–549.

Gentry, W.A., Weber T.J., and Sadri G. (2006) *Empathy in the Workplace. A Tool for Effective Leadership (White Paper)*. Center for Creative Leadership.

Gerardi, D. (2004). Using mediation techniques to manage conflict and create healthy work environments. *AACN Advanced Critical Care*, 15(2), 182-195.



- Ghanizadeh, A. and Nahid Royaei (2015). Emotional facet of language teaching: emotion regulation and emotional labour strategies as predictors of teacher burnout. *International Journal of Pedagogies and Learning*, 2015 Vol. 10, No. 2, 139–150
- Gibson G, Timlin A, Curran S, Wattis J. (2004). The scope for qualitative methods in research and clinical trials in dementia. *Age Ageing*. 33:422–6.
- Giblin, S., Collins, D., & Button, C. (2014). Physical literacy: Importance, assessment, and future directions. *Sports Medicine*, 44(9), 1177-1184. <https://doi.org/10.1007/s40279-014-0205-7>
- Gkonou, C and Mercer, S (2017) *Understanding emotional and social intelligence among English language teachers*. Discussion Paper. British Council ELT Research Papers.
- Gkonou, C., & Mercer, S. (2017). *Understanding emotional and social intelligence among English language teachers*. British Council
- Goleman, D. (1998). *Working with emotional intelligence*. New York: Bantam Books
- Goleman, D. (2001). *Emotional intelligence: Issues in paradigm building. The Emotionally Intelligence Workplace*. San Francisco: JosseyBass.
- Goleman, D., Boyatzis, R. & McKee, A. (2002). *Primal Leadership: Realizing the Importance of Emotional Intelligence*. Harvard Business School Press: Boston.
- Goodyear, V. A., A. Casey, and D. Kirk. 2014. “Tweet Me, Message Me, Like Me: Using Social Media to Facilitate Pedagogical Change Within an Emerging Community of Practice.” *Sport, Education and Society* 19 (7): 927-943.
- Gorozidis, G. S. (2019). The role of PE (PE) teachers' emotional intelligence in their interpersonal behaviours with their pupils. *The Journal of Classroom Interaction*, 26-39.
- Grant, L., Kinman, G., & Alexander, K. (2014). What's all this talk about emotion? Developing emotional intelligence in social work pupils. *Social Work Education*, 33(7), 874-889.
- Gratton, C., & Jones, I. (2010). *Research methods for sports studies. (2nd ed.)*. London: Routledge.
- Gray, D. E. (2014). *Doing Research in the Real World*. Sage.
- Green, K. (2008). *Understanding physical education*. Sage.

Green, K., Smith, A., & Thurston, M. (2018). Physical literacy and public health: Understanding their relationship. *International Journal of Environmental Research and Public Health*, 15(7), 1456. <https://doi.org/10.3390/ijerph15071456>

Greene, J. C. (2007). *Mixed methods in social inquiry*. Jossey-Bass.

Griggs, G. (2010). For sale – primary PE. £20 per hour or nearest offer. *Education 3-13*, 38(1), 39–46.

Grineski, S. (1993) Achieving Educational Goals in Physical Education—A Missing Ingredient, *Journal of Physical Education, Recreation & Dance*, 64:5, 32-35

Guba, E. G., & Lincoln, Y. S. (1994). Competing paradigms in qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 105-117). Sage.

Gürşimşek, Işık & Ekinçi-Vural, D. & Selcioglu-Demirsoz, E. (2008). The relation between emotional intelligence and communication skills of teacher candidates. *MAU Journal of Educational Faculty*. 8. 1-11.

Guy-Evans, O. (2021). *Hypothalamic-Pituitary-Adrenal Axis*. Stress Response HPA Axis.

Haerens, L., Aelterman, N., Vansteenkiste, M., Soenens, B., & Van Petegem, S. (2015). Do perceived autonomy-supportive and controlling teaching relate to PE pupils' motivational experiences through unique pathways? Distinguishing between the bright and dark side of motivation. *Psychology of sport and exercise*, 16, 26-36.

Hagger, M. S., Hardcastle, S. J., Chater, A., Mallett, C., Pal, S., & Chatzisarantis, N. L. (2014). Autonomous and controlled motivational regulations for multiple health-related behaviours: between- and within-participants analyses. *Health psychology and behavioural medicine*, 2(1), 565–601.

Hallebone, E., & Priest, J. (2009). *Business and Management research*. Hampshire: Palgrave Macmillan.

Hamre, B. K., & Pianta, R. C. (2005). Can instructional and emotional support in the first-grade classroom make a difference for pupils at risk of school failure? *Pupil development*, 76(5), 949-967.

Hargreaves, A. (2000). Mixed emotions: Teacher's perceptions of their interactions with pupils. *Teaching and Teacher Education*, 16(8), 811–826.

- Harris, J. (2018). The case for PE becoming a core subject in the National Curriculum.
- Harris, J., Cale, L., & Musson, H. (2012). The predicament of primary PE: A consequence of ‘insufficient’ITT and ‘ineffective’ CPD? *Physical Education and Sport Pedagogy*, 17(4), 367-381.
- Harris, J. (2018). The role of primary school teachers in delivering high-quality physical education. *Education 3-13*, 46(2), 193-205. <https://doi.org/10.1080/03004279.2016.1246447>
- Harrison, P.A., & Fopma-Loy, J.L., 2010. *Reflective Journal Prompts: A Vehicle for Stimulating Emotional Competence in Nursing*. Slack Publications. New York.
- Harvey, Shane & Bimler, David & Evans, Ian & Kirkland, John & Pechtel, Pia. (2012). Mapping the classroom emotional environment. *Teaching and Teacher Education*. 28. 628–640.
- Haskett, R. A. (2003). Emotional intelligence and teaching success in higher education. Indiana University.
- Hastie, P. A., Rudisill, M. E., & Wadsworth, D. D. (2012). Providing pupils with voice and choice: lessons from intervention research on autonomy-supportive climates in PE. *Sport, Education and Society*, 18(1), 38–56.
- Hastie, P.A., & Casey, A. (2014) Fidelity in Models-Based Practice Research in Sport Pedagogy: A Guide for Future Investigations. *Journal of Teaching in Physical Education*. Volume 33: Issue 3. 422–431
- Healy, S., M. E. Block, and J. Judge. 2014. “Certified Adapted Physical Educator’s Perceptions of Advantages and Disadvantages of Online Teacher Development.” *Palaestra* 28 (4): 14–16.
- Hen, M. & Sharabi-Nov, A., 2014. Teaching the teachers: emotional intelligence training for teachers. *Teaching Education, Journal*. 25. No. 4: 375-390.
- Hennink, M., Hutter, I. and Bailey, A. (2020) *Qualitative Research Methods* (2nd edn). London, Sage Publications.
- Herold, F. (2020). Physical education in England: An evaluation of current trends and future directions. *European Physical Education Review*, 26(4), 967-984. <https://doi.org/10.1177/1356336X20938096>

- Hesse-Biber, S. N. (2020). *Mixed methods research: Merging theory with practice* (2nd ed.). The Guilford Press.
- Hills, L. A., & Croston, A. (2012). 'It should be better all together': Exploring strategies for 'undoing' gender in coeducational PE. *Sport, Education and Society*, 17(5), 591–605
- Hofmann, S.G., Paul Grossman, Devon E. Hinton (2011) Loving-kindness and compassion meditation: Potential for psychological interventions. *Clinical Psychology Review*. 21. 1126-1132
- Hogan, P. C. (2008). The Brain in Love. A Case Study in Cognitive Neuroscience and Literary Theory.
- Holland, S. (2022). *Public health ethics*. John Wiley & Sons.
- Humphries, C., & Ashy, M. (2006). 'The confidence I needed': elementary education majors' perceptions of teaching PE. *Teacher Development*, 10(2), 179-196.
- Hunzicker, J. (2011). Effective professional development for teachers: A checklist. *Professional development in education*, 37(2), 177-179.
- Hussey, J. & Hussey, R. (1997). *Business Research, A practical guide for undergraduate and postgraduate pupils*. London. Macmillan Business.
- iLiveHere. (2021). *Socio-economic statistics for Falcon Lodge, Birmingham*. Retrieved from <https://www.ilivehere.co.uk/statistics-falcon-lodge-birmingham-12921.html>
- iPhys-Ed.com (2020, April 2) Physical Education with Purpose. <https://www.iphys-ed.com/>
- Isenbarger, L., & Zembylas, M. (2006). The emotional labour of caring in teaching. *Teaching and teacher education*, 22(1), 120-134.
- Jaakkola, T., Yli-Piipari, S., Barkoukis, V., & Liukkonen, J. (2017). Relationships among perceived motivational climate, motivational regulations, enjoyment, and PA participation among Finnish PE pupils. *International Journal of Sport and Exercise Psychology*, 15(3), 273-290.
- Jacob, H., Kreifelts, B., Brück, C., Nizielski, S., Schütz, A., & Wildgruber, D. (2013). Nonverbal signals speak up: Association between perceptual nonverbal dominance and emotional intelligence. *Cognition & emotion*, 27(5), 783-799.

- Jennings, P. A. (2015). Early childhood teachers' well-being, mindfulness, and self-compassion in relation to classroom quality and attitudes towards challenging pupils. *Mindfulness*, 6, 732-743.
- Jennings, P. A., & Greenberg, M. T. (2009). The prosocial classroom: Teacher social and emotional competence in relation to pupil and classroom outcomes. *Review of educational research*, 79(1), 491-525.
- Jerus, R., Robinson, W. & Wanduku, D. 2015. *The EIQ-2 Emotional Intelligence Inventory: A Measure Designed for Organizational Application*. Success Dynamics International.
- Jess, M., McEvilly, N., & Carse, N. (2017). Moving primary PE forward: start at the beginning. *Education 3-13*, 45(5), 645-657.
- Johnson, R. B., Onwuegbuzie, A. J., & Turner, L. A. (2007). Toward a definition of mixed methods research. *Journal of Mixed Methods Research*, 1(2), 112-133.
- Johnson, M., & Ward, P. (2001). Effects of Classwide Peer Tutoring on Correct Performance of Striking Skills in 3rd Grade Physical Education. *Journal of Teaching in Physical Education*, 20, 247-263.
- Johnson, R.B. and Onwuegbuzie, A.J. (2004) Mixed Methods Research: A Research Paradigm Whose Time Has Come. *Educational Researcher*, 33, 14-26.
- Jones, I., & Gratton, C. (2015). *Research methods for sports studies (Third edition.)*. Oxfordshire, England: Routledge.
- Jordan, J. S. (2003). Emergence of self and other in perception and action: an event-control approach. *Consciousness and Cognition*, 12(4), 633-646.
- Jordan, Peter J & Troth, Ashlea. (2004). Managing Emotions During Team Problem Solving: Emotional Intelligence and Conflict Resolution. *Human performance*. 17.
- Joseph, G & Strain, P. (2004) Building Positive Relationships with Young Pupils. *Young Exceptional Pupils*. 7:4 21-28
- Jurbala, P. (2015). What is physical literacy, really? *Quest*, 67(4), 367-383. <https://doi.org/10.1080/00336297.2015.1084343>

Kakinuma, K., Nakai, M., Hada, Y., Kizawa, M., & Tanaka, A. (2022). Praise affects the “Praiser”: Effects of ability-focused vs. effort-focused praise on motivation. *The Journal of Experimental Education*, 90(3), 634-655.

Karamehmetoğlu, M. (2017). *Investigation of the Role of Emotional Intelligence Levels of Physical Education Teachers in Determining Professional Self-Efficacy and Problem Solving Skills* (Master thesis, Marmara University).

Kauts, A., & Kumar, V. (2013). Occupational Stress in Relation to Emotional Intelligence, Age and Qualification among Secondary School Teachers. *International Journal of Education and Psychological Research*, 2, 60-74.

Keay, J., & Spence, J. (2012). *Addressing training and development needs in primary PE. In An introduction to primary PE* (pp. 197-212). Routledge.

Keefer, K. V., Parker, J. D., & Saklofske, D. H. (2018). Three decades of emotional intelligence research: Perennial issues, emerging trends, and lessons learned in education: Introduction to emotional intelligence in education. *Emotional intelligence in education: Integrating research with practice*, 1-19.

Keegan, R. (2019). Unleashing the powers within: Delving into our own talents to provide effective CPD. *Physical Educator*, 76(1), 110-134.

Keele, S. M., & Bell, R. C. (2009). Consensus scoring, correct responses and reliability of the MSCEIT V2. *Personality and Individual Differences*, 47(7), 740-747.

Khassawneh O, Mohammad T, Ben-Abdallah R, Alabidi S. (2022) The Relationship between Emotional Intelligence and Educators' Performance in Higher Education Sector. *Behaviour Science Journal*.15;12:511.

Kerr, R., Garvin, J., Heaton, N., & Boyle, E. (2006). Emotional intelligence and leadership effectiveness. *Leadership & Organization Development Journal*, 27(4), 265-279.

Kirk, D. (2006). The ‘obesity crisis’ and school PE. *Sport, Education and Society*. 11. No. 2: 121-133.

Kirk, D. (2013). Educational value and models-based practice in physical education. *Educational Philosophy and Theory*, 45(9), 973-986.  
<https://doi.org/10.1080/00131857.2013.785352>

- Kivunja, C., & Kuyini, A. B. (2017). "Understanding and Applying Research Paradigms in Educational Contexts," *International Journal of Higher Education, Sciedu Press*, vol. 6(5), pages 1-26
- Klemola, U., Heikinaro-Johansson, P. and O'Sullivan, M., 2013. Physical education pupil teachers' perceptions of applying knowledge and skills about emotional understanding studied in PETE in a one-year teaching practicum. *Physical Education and Sport Pedagogy*. 18. No. 1: 28-41.
- Korthagen F.A.J. (2004) Teaching and Teacher Education 20 77–97
- Kremenitzer, J. P. 2005. The Emotionally Intelligent Early Childhood Educator: Self-Reflective Journaling. *Early Childhood Education Journal*. 33. No.1: 3-9.
- Kremenitzer, J. P., & Miller, R. (2008). Are you a highly qualified, emotionally intelligent early childhood educator? *Young Pupils*, 63, 106–112.
- Lane, R., McMaster, H., Adnum, J., & Cavanagh, M. (2014). Quality reflective practice in teacher education: a journey towards shared understanding. *Reflective Practice*, 15(4), 481–494.
- Larrivee, B. (2000). Transforming teaching practice: Becoming the critically reflective teacher. *Reflective practice*, 1(3), 293-307.
- Lhuisset, L., & Margnes, E. (2014). The influence of live- vs. video-model presentation on the early acquisition of a new complex coordination. *Physical Education and Sport Pedagogy*, 20(5), 490–502.
- Li, Gladys & Lu, Frank & Wang, Amy. (2009). Exploring the Relationships of Physical Activity, Emotional Intelligence and Health in Taiwan College Pupils. *Journal of Exercise Science & Fitness*. 7. 55-63.
- Lincoln, Y.S. and Guba, E.G. (1985) Naturalistic Inquiry. SAGE, Thousand Oaks, 289-331.
- Maguire, M. (2001). Bullying and the postgraduate secondary school trainee teacher: An English case study. *Journal of Education for Teaching*, 27(1), 95-109.
- Maguire, M., & Delahunt, B. (2020). Doing a thematic analysis: A practical, step-by-step guide for learning and teaching scholars. *All Ireland Journal of Higher Education*, 9(3), 3351-3364.

- Mahmood, H., & Lowe, S. (2017). Population segmentation: an approach to reducing childhood obesity inequalities. *Perspectives in Public Health*, 137(3), 190-195.
- Majeski, R. A., Stover, M., Valais, T., & Ronch, J. (2017). Fostering emotional intelligence in online higher education courses. *Adult Learning*, 28(4), 135-143.
- Makopoulou, K., Neville, R. D., Ntoumanis, N., & Thomas, G. (2021). An investigation into the effects of short-course professional development on teachers' and teaching assistants' self-efficacy. *Professional development in education*, 47(5), 780-795.
- Matthews, G., Zeidner, M., & Roberts, R. D. (2001). *Emotional intelligence*. Cambridge, MA: MIT Press.
- Matthews, G., Zeidner, M., & Roberts, R. D. (2007). Emotional intelligence: Consensus, controversies, and questions. *The science of emotional intelligence: Knowns and unknowns*, 3-46.
- Maude, P. (2010). *Physical literacy and the young pupil*. In *Physical literacy* (pp. 120-135). Routledge.
- Maxwell, J.A. (2012) *Qualitative Research Design: An Interactive Approach*. Sage Publications, Inc., Thousand Oaks, CA.
- Mayer J.D & Salovey P. 1997. *What is emotional intelligence? Emotional Development and Emotional Intelligence: Implications for Educators*. New York, NY: Basic Books, pp.3-31
- Mayer, J. D., Caruso, D. R., & Salovey, P. (1999). Emotional intelligence meets traditional standards for an intelligence. *Intelligence*, 27, 267-298
- Mayer, J. D., Caruso, D. R., & Salovey, P. (2016). The ability model of emotional intelligence: Principles and updates. *Emotion Review*, 8(4), 290-300.
- Mayer, J. D., Roberts, R. D., & Barsade, S. G. (2008). Human abilities: Emotional intelligence. *Annual Review of Psychology*, 59, 507-536.
- Mayer, J. D., Salovey, P., Caruso, D. R., & Sitarenios, G. (2001). Emotional intelligence as a standard intelligence. *Emotion*. 1: 232-242.
- McLean, D., Worth, J. and Smith, A. (2024). *Teacher Labour Market in England: Annual Report 2024*. Slough: NFER.



- McPherson, R. H., Schwartz, J., Passe, S. (2011). Improving pupil achievement by improving pupil behaviour: Prevention in action. *Hellenic Journal of Psychology*, 8(3), 359–373.
- Mikolajczak, M., Menil, C., & Luminet, O. (2007). Explaining the protective effect of trait emotional intelligence regarding occupational stress: Exploration of emotional labour processes. *Journal of Research in personality*, 41(5), 1107-1117.
- Miles, M., & Huberman, A. (1994). *Qualitative Data Analysis: A Sourcebook of New Methods*, 2nd.edition, Thousand Oaks, CA: Sage.
- Miles, M.B. and Huberman, A.M. (1994), *Qualitative Data Analysis: An Expanded Sourcebook*. Sage Publications, Newbury Park, CA.
- Mitchell, A. (2018). A Review of mixed methods, pragmatism and abduction techniques. *European conference on research methodology for business and management studies*, 269-277.
- Moafian, F. & Ghanizadeh, A (2009): The relationship between Iranian EFL teachers' emotional intelligence and their self-efficacy in Language Institutes. *Volume 37, Issue 4, December 2009, Pages 708-718*.
- Moafian, F., & Ghanizadeh, A. (2009). The relationship between Iranian EFL teachers' emotional intelligence and their self-efficacy in Language Institutes. *System*, 37(4), 708-718.
- Moon, J. (1999) *Learning Journals: A Handbook for Academics, Pupils and Professional Development*. Kogan Page, London
- Moon, J. A. (2006). *Learning journals: A handbook for reflective practice and professional development* (2nd ed.). Routledge.
- Moon, T. (2010). *Emotional intelligence correlates of the four-factor model of cultural intelligence*. *Journal of Managerial Psychology*, 25(8), 876-898.
- Moos, R. H. (1979). *Evaluating educational environments*. Washington: Jossey-Bass Publishers.
- Morgan, C. F., Beighle, A., & Pangrazi, R. P. (2007). What Are the Contributory and Compensatory Relationships Between Physical Education and Physical Activity in Pupils? *Research Quarterly for Exercise and Sport*, 78(5), 407–412.

- Morgan, K., A. Bryant, and F. Diffey. 2013. "The Effects of a Collaborative Mastery Intervention Programme on Physical Literacy in Primary PE." *ICSSPE Bulletin – Journal of Sport Science and Physical Education*, no. 65
- Morgan, K., Bryant, A. S., Edwards, L. C., & Mitchell-Williams, E. (2019). Transferring primary generalists' positive classroom pedagogy to the PE setting: a collaborative PE-CPD process. *Physical Education and Sport Pedagogy*, 24(1), 43-58.
- Morgan, K., Kingston, K., & Sproule, J. (2005). Effects of different teaching styles on the teacher behaviours that influence motivational climate and pupils' motivation in PE. *European PE review*, 11(3), 257-285.
- Morris, R. C., & Mims, N. G. (1999). *Making Classrooms Culturally Sensitive*. Education and Culture, 16(1), 29–32. <http://www.jstor.org/stable/42922715>
- Morris, R.C. and Nancy G. Mims. (1999). *Making Classrooms Culturally Sensitive Education and Culture Fall*, 1999 Vol. XVI No. 1
- Mortiboys, A. (2005). *Teaching with Emotional Intelligence: A Step-by-Step Guide for Higher and Further Education Professionals (1st ed.)*. Routledge.
- Mouton, A., Michel Hansenne, Romy Delcour, and Marc Cloes (2013). Emotional Intelligence and Self-Efficacy Among Physical Education Teachers. *Journal of Teaching in Physical Education*, 32, 342-354
- Moy, B., Renshaw, I., & Davids, K. (2014). Variability in movement and decision-making in sport: A constraints-led perspective. *European Journal of Sport Science*, 14(1), 1-10. <https://doi.org/10.1080/17461391.2012.693371>
- Murcia, J. A. M., Coll, D., & Pérez, L. M. R. (2009). Self-determined motivation and PE importance. *Human movement*, 10(1), 5-11.
- Myers, M. (2008). *Qualitative Research in Business & Management*. Sage Publications
- Myers, M., & Avison, D. (2002). *An Introduction to Qualitative Research in Information Systems*. Sage Publications Ltd.
- Nash, C., & Collins, D. (2006). Tacit knowledge in expert coaching: Science or art? *Quest*, 58(4), 465-477.

- Nebioğlu, D. (2004). *General Principles of Physical Education Lesson Planning and Control*. Ankara: Nobel Publishing.
- Neff, K. D., & Vonk, R. (2009). Self-compassion versus global self-esteem: Two different ways of relating to oneself. *Journal of Personality*, 77, 24–50.
- Nguyen, D., Huat See, B., Brown, C. & Kokotsaki D. (2023). *Reviewing the evidence base on school leadership, culture, climate and structure for teacher retention*. Education Endowment Foundation report. October, 2023.
- O'Donoghue, T & Punch, K. 2003. *Qualitative Educational Research in Action*. London. Routledge.
- Office for National Statistics. (2021a). *Census 2021: Ethnic group, language, and religion*. Retrieved from <https://www.ons.gov.uk>
- Office for National Statistics. (2021b). *Indices of Multiple Deprivation*. Retrieved from <https://www.gov.uk/government/statistics/english-indices-of-deprivation-2019>
- O’Gorman, K., & MacIntosh, R. (2014). *Research methods for business and management a guide to writing your dissertation*. Oxford: Goodfellow Publishers.
- Okoch, F. E. (2004). The role of empathy in effective teaching: A study of teacher-pupil relationships. *Journal of Educational Psychology*, 96(1), 54-65.
- Orak, S. D., & İnözü, J. (2021). Teachers' Awareness and Actual Practices of 21st Century Learning and Innovation Skills. *International Online Journal of Education and Teaching*, 8(2), 975-997.
- Orlick, T., & Partington, J. (1998). Mental Links to Excellence. *The Sport Psychologist*, 2, 105-130.
- Ortony, A., Revelle, W., & Zinbarg, R. (2007). *Why emotional intelligence needs a fluid component*. In G. Matthews, M. Zeidner, & R. D. Roberts (Eds.), *The Science of Emotional Intelligence: Knowns and Unknowns* Oxford University Press.
- Papaioannou, A. G., Schinke, R. J., Chang, Y. K., Kim, Y. H., & Duda, J. L. (2020). Physical activity, health and well-being in an imposed social distanced world. *International Journal of Sport and Exercise Psychology*, 18(4), 414-419.

- Paris, S. G., & Winograd, P. (2003). *The Role of Self-Regulated Learning in Contextual Teaching: Principals and Practices for Teacher Preparation*.
- Patterson, M. E., & Williams, D. R. (2005). Maintaining research traditions on place: Diversity of thought and scientific progress. *Journal of Environmental Psychology*, 25(4), 361–380.
- Patton, M.Q. (1990) *Qualitative Evaluation and Research Methods* (2nd edn). Newbury Park, CA: Sage Publications.
- Patton, M.Q. 2002. *Qualitative research and evaluation methods*. 3rd ed. London: Sage.
- Patton, M. Q. (2015). *Qualitative research & evaluation methods* (4th ed.). Thousand Oaks: SAGE Publications.
- Pawlowski, C.S., Tjørnhøj-Thomsen, T., Schipperijn, J. et al. (2014). *Barriers for recess physical activity: a gender specific qualitative focus group exploration*. BMC Public Health 14, 639 (2014).
- Peterson, A., & Miller, C. (2022). Neuro-pedagogical strategies for enhancing pupil engagement in the classroom. *Journal of Educational Neuroscience*, 14(2), 45-58.
- Petrides KV (2009) *Technical manual for the Trait Emotional Intelligence Questionnaires (TEIQue)* (1st edition, 4th printing). Psychometric Laboratory. London: London.
- Petrides, K. V (2011). *Ability and Trait Emotional Intelligence*. In a Chamorro-Premuzic, T, Von Stumm, S & Furnham, A (Eds). *The Wiley-Blackwell Handbook of Individual Differences*. Blackwell Publishing Ltd.
- Petrides, K. V., Frederickson, N., & Furnham, A. (2004). The role of trait emotional intelligence in academic performance and deviant behaviour at school. *Personality and individual differences*, 36(2), 277-293.
- Petrides, K. V., Pita, R., & Kokkinaki, F. (2007). The location of trait emotional intelligence in personality factor space. *British journal of psychology*, 98(2), 273-289.
- Piera Margutti (2011) Teachers' reproaches and managing discipline in the classroom: When teachers tell pupils what they do 'wrong'. *Linguistics and Education* 22. 310–329.
- Plumplot. (2023). *Birmingham Census 2021 statistics*. Retrieved from <https://www.plumplot.co.uk/Birmingham-census-2021.html>

Poole, Carla; Miller, Susan A; Ellen Booth Church How Empathy Develops. *Scholastic Early Childhood Today*; Oct 2005; 20, 21-25

Pozo-Rico, T., Sandoval, I. (2020). Can academic achievement in primary school pupils be improved through teacher training on emotional intelligence as a key academic competency? *Frontiers in Psychology*. 10, 2976.

Pugh, E. 2008. Recognising emotional intelligence in professional standards for teaching. *Practitioner Research in Higher Education*. 2. No.1: 3-12.

Qualter, P., Whiteley, H. E., Hutchinson, J. M., & Pope, D. J. (2007). Supporting the development of emotional intelligence competencies to ease the transition from primary to high school. *Educational psychology in practice*, 23(1), 79-95.

Rajasekaran, D., & Selvan, M. C. (2018). Emotional intelligence of PE teachers in Coimbatore district. *International Journal of Scientific Research and Modern Education (IJSRME)*, 3(2), 4-7.

Reeve, J. (2009). Why teachers adopt a controlling motivating style toward pupils and how they can become more autonomy supportive. *Educational psychologist*, 44(3), 159-175.

Rainer, P., & Jarvis, S. (2021). Primary PE but not of primary importance—secondary PE teacher's perceptions of the role of primary PE. *Education 3-13*, 49(8), 1013-1026.

Reed, T. S. (2021). *Empowerment, Personality, and Leader-Member Exchange Quality in Physicians* (Doctoral dissertation, Walden University).

Rich, E. 2010. Obesity assemblages and surveillance in schools. *International Journal of Qualitative Studies in Education*. 23. No.7: 803-821.

Rivers, S. E., Brackett, M. A., Katulak, N. A., & Salovey, P. (2007). Regulating anger and sadness: An exploration of discrete emotions in emotion regulation. *Journal of Happiness Studies*, 8, 393-427.

Roberts RD, MacCann C, Matthews G, Zeidner M (2010) Emotional intelligence: Towards a consensus of models, measures, and applications. *Social and Personality Psychology Compass* 10: 821–840.

Robinson, M. D., & Clore, G. L. (2002). Belief and feeling: evidence for an accessibility model of emotional self-report. *Psychological bulletin*, 128(6), 934.

- Romosiou, V., Brouzos, A., & Vassilopoulos, S. P. (2019). An integrative group intervention for the enhancement of emotional intelligence, empathy, resilience and stress management among police officers. *Police Practice and Research*, 20(5), 460-478.
- Rosete, D., & Ciarrochi, J. (2005). Emotional intelligence and its relationship to workplace performance outcomes of leadership effectiveness. *Leadership & Organisation Development Journal*, 26(5), 388-399.
- Rudd, J. R., Crotti, M., Fitton-Davies, K., O'Callaghan, L., Bardid, F., Utesch, T., ... & Foweather, L. (2020). Skill acquisition methods fostering physical literacy in early-PE (SAMPLE-PE): Rationale and study protocol for a cluster randomized controlled trial in 5–6-year-old pupils from deprived areas of North West England. *Frontiers in Psychology*, 11, 1228.
- Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary educational psychology*, 25(1), 54-67.
- Salovey, P., & Mayer, J. D. (1990). Emotional intelligence Imagination, Cognition and Personality, 9, 185–211.
- Salovey, P., & Mayer, J. D. (1997). *Emotional development and emotional intelligence*, Basic Books, New York, 3–31.
- Sasa. (2016). Investigating emotional intelligence in developmental contexts.
- Sato, T., & Haegele, J. A. (2017). Professional development in adapted PE with graduate web-based professional learning. *Physical Education and Sport Pedagogy*, 22(6), 618-631.
- Sato, T., & Haegele, J. A. (2018). Physical educators' engagement in online adapted PE graduate professional development. *Professional Development in Education*, 44(2), 272-286.
- Saunders, M., Thornhill, A., & Lewis, P. (2016). *Research methods for business pupils (Seventh edition.)*. Harlow: Pearson Education.
- Schaffer, J. (2019). The grounding of being: A unified theory of existence. *Philosophical Studies*, 176(9), 2313-2334.
- Schreier, M. (2019). *Content analysis: A method for systematic text analysis*. In Flick, U. (Ed.), *The SAGE handbook of qualitative data analysis* (2nd ed.). SAGE Publications.

- Schutte, N. S., Malouff, J. M., Simunek, M., McKenley, J., & Hollander, S. (2002). Characteristic emotional intelligence and emotional well-being. *Cognition & Emotion*, 16(6), 769-785.
- Sherman, C. (2013) Integrating Mental Management Skills into the Physical Education Curriculum. *Journal of Physical Education, Recreation & Dance*. 70:5, 25-30,
- Skinner, J., Edwards, A., & Corbett, B. (2015). *Research methods for sport management*. Abingdon: Routledge.
- Smith, J., Warren, P., Yoder, J., & Feurer, J. (2004) Teachers' Use of Naturalistic Communication Intervention Practices. *Journal of Early Intervention*. 27.1. 1-14
- Snyder, J., Heckman, R., & Scialdone, M. J. (2009). Information studios: Integrating arts-based learning into the education of information professionals. *Journal of the American Society for Information Science and Technology*, 60(9), 1923-1932.
- Sport England. (2021). Active lives children and young people survey. Sport England.
- Statt, D.A., (2000). Training needs; identifying, delivering and evaluating. In: *Using Psychology in Management Training*. Routledge, 2000, pp. 181–192.
- Stidder, G., & Blair, C. (2020). Physical education post-COVID: Rethinking the curriculum for a new era. *Physical Education Matters*, 15(3), 42-46.
- Stirrup, J., (2020), Performance pedagogy at play: pupils' perspectives on primary PE, *Sport, Education and Society*, 25 (1), 14-26
- Stirrup, J., Aldous, D., Gray, S., Sandford, R., Hooper, O., Hardley, S., Bryant, A. S., & Carse, N. R. (2024). Exploring the re-legitimation of messages for health and physical education within contemporary English and Welsh curricula reform. *Sport, Education and Society*, 29(8), 939-951. <https://doi.org/10.1080/13573322.2023.2240822>
- Stough, C., Saklofske, D. H., & Parker, J. D. (2009). A brief analysis of 20 years of emotional intelligence: An introduction to assessing emotional intelligence: Theory, research, and applications. *Assessing emotional intelligence: Theory, research, and applications*, 3-8.
- StreetCheck. (2021). *Interesting Information for Falcon Lodge Crescent, Sutton Coldfield, B75 7LU Postcode*. Retrieved from <https://www.streetcheck.co.uk/postcode/b757lu>

- StreetCheck. (2021). *Interesting Information for Mere Green Road, Sutton Coldfield, B75 5DB Postcode*. Retrieved from <https://www.streetcheck.co.uk/postcode/b755db>
- SueSee, B., & Barker, D. M. (2019). Self-reported and observed teaching styles of Swedish PE teachers. *Curriculum Studies in Health and Physical Education*, 10(1), 34-50.
- Suk Hwang, Y., & Vrongistinos, K. (2012). Using Blackboard and Skype for mentoring beginning teachers. *American Journal of Distance Education*, 26(3), 172-179.
- Sutton, R. & Wheatley K. 2003. Teachers' Emotions and Teaching: A Review of the Literature and Directions for Future Research. *Educational Psychology Review*. Vol. 15, No. 4: 327-358
- Sullivan, M. (2021). Engaging all learners in physical education: Strategies for inclusion and differentiation. *Journal of Teaching in Physical Education*, 40(2), 317-332. <https://doi.org/10.1123/jtpe.2020-0042>
- Swaithes, W. (2021). Physical education in the post-pandemic era: Challenges and opportunities. *European Physical Education Review*, 27(3), 324-339. <https://doi.org/10.1177/1356336X211008789>
- Sy, T., Tram, S., & O'hara, L. A. (2006). Relation of employee and manager emotional intelligence to job satisfaction and performance. *Journal of vocational behaviour*, 68(3), 461-473.
- Tannehill, D., Demirhan, G., Čaplová, P., & Avsar, Z. (2021). Continuing professional development for PE teachers in Europe. *European Physical Education Review*, 27(1), 150-167.
- Tashakkori, A., & Teddlie, C. (2010). Putting the human back in “human research methodology”: *Journal of Mixed Methods Research*, 4(4), 271–277.
- The Light-works organisation (2020, April 2) *Coolfire: Attainment through holistic emotional literacy, Mental health & well being*. <https://www.iphys-ed.com/>
- Thomas, G. (2017) *How to Do Your Research Project: A Guide for Pupils*. Sage, London.
- Thompson, C., Kuah, A., Foong, R., and Ng, E. (2020) The development of emotional intelligence, self-efficacy and locus of control in MBA pupils. *Human Resource Development Quarterly*, 31 (1) pp. 113-31.
- Tominey, S. L., O'Bryon, E. C., Rivers, S. E., & Shapses, S. (2017). Teaching emotional intelligence in early childhood. *Young Pupils*, 72(1), 6-14.



- Tracy, S. J. (2020). *Qualitative research methods: Collecting evidence, crafting analysis, communicating impact* (2nd ed.). Wiley-Blackwell.
- Trickett, E. J., & Moos, R. H. (1995). *Classroom Environment Scale Manual: Development, Applications, Research*. Austin, TX: Consulting Psychologists Press.
- Trochim, W.M.K. (2006). Introduction to evaluation. Research Methods Knowledge Base. Retrieved April 03, 2007, from <http://anatomyfacts.com/Research/ResearchMethodsKnowledgeBase.pdf>.
- Tschannen-Moran, M., & Hoy, A. W. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and teacher education*, 17(7), 783-805.
- Tyagi, C., & Misra, P. K. (2021). Continuing Professional Development of Teacher Educators: Challenges and Initiatives. *Shanlax International Journal of Education*, 9(2), 117-126.
- Versino, M. (2023). *Dynamic Dialogues: A Human-Centered Approach to Navigate the Flaws of Feedback*. Gatekeeper Press.
- Waterhouse, L. (2006). Multiple intelligences, the Mozart effect, and emotional intelligence: A critical review. *Educational Psychologist*, 41(4), 207-225.
- Webster-Stratton, C. (1999). *How to promote pupils's social and emotional competence*. Sage Publications. Thousand Oaks, USA.
- Whewell, E., & Garrett, B. (2021). Reflecting upon teacher identity, self-efficacy and teaching PE in primary trainee teachers. *Physical Education Matters*, 81-84.
- Whitehead, M. (2010). *Physical literacy: Throughout the lifecourse*. Routledge.
- Whitehead, M. (2016). How does physical literacy differ from physical education, sport, and physical activity? *Journal of Teaching in Physical Education*, 35(3), 227-241.
- Williams, R. (2020). An exploration into the pedagogical benefits of using social media: Can educators incorporate social media into pedagogy successfully?: A work in progress. *ABC Journal of Advanced Research*, 9(2), 69-78.
- Willoughby, M. T., Murray, D., Kuhn, L. J., Cavanaugh, A. M., & LaForett, D. R. (2022). Incorporating callous-unemotional behaviours into school-based research. *School Psychology*, 37(1), 26.

Woiceshyn, J., & Daellenbach, U. (2018). Evaluating inductive vs deductive research in management studies. *Qualitative Research in Organizations and Management: An International Journal*, 13(2), 183–195.

Woodley, H. (2023). *The Impact of Core Subject Prioritisation on Teacher Attitudes Towards Teaching* (Master's thesis).

Xu, Mingliang & Zhai, Yafang & Guo, Yibo & Lv, Pei & Li, Yafei & Wang, Meng & Zhou, Bing. (2019). Personalised Training through Kinect-based Games for Physical Education. *Journal of Visual Communication and Image Representation*. 62. 10.

Yan E.M., Evans, I.M., & Harvey S, T. (2010) Observing Emotional Interactions Between Teachers and Pupils in Elementary School Classrooms. p82-97

Yenice, Nilgün. (2010). Investigating pre-service science teachers' critical thinking dispositions and problem solving skills in terms of different variables. *Educational Research and Reviews*. 6.

Yin, Hongbiao & Lee, John & Zhang, Zhonghua & Jin, Yu-le. (2013). Exploring the relationship among teachers' emotional intelligence, emotional labour strategies and teaching satisfaction. *Teaching and Teacher Education*. 35. 137-145.

Yin, R. K.: (2006). *Case Study Research: Design and Methods*. Thousand Oaks, London: Sage Publications.

Youth Sport Trust. (2014). The impact of pupil-led curriculum models in primary PE. Youth Sport Trust.

Zembylas, M. (2005) Beyond Teacher Cognition and Teacher Beliefs: The Value of the Ethnography of Emotions in Teaching. *International Journal of Qualitative Studies in Education*, 18, 465-487.

## Chapter 10 Appendices

### Appendix 1: Participation form (study 1-4)

#### Study 1

##### Participant Information Sheet (7.2)

Dear Participant

I am currently undertaking my PhD at Nottingham Trent University, investigating the effective management of emotional intelligence by primary education teachers to help encourage young children to partake in physical activity.

The study consists of semi structured interviews, emotional intelligence tests and observations of teaching. Please note that your participation is voluntary and only my supervisors and I will have access to the information obtained from your interviews, tests and observation reports.

Any personal details will be confidential with names being replaced with a participant I.D. number to ensure confidentiality. During the study all data will be stored as password protected electronic files. At the conclusion of the study, all collected information will be analysed and/or transcribed, with important statements being used to form the key findings of my study, with your anonymity still an important consideration. No direct or indirect information (e.g. location or job title) which could be used to identify you will be used in any reports or presentations.

You may refuse to take part at any time even if you agree to participate at the start; you are still free to withdraw within six weeks of the study. Please note that you can withdraw your data until compiled results are fully analysed approximately two weeks following your participation. Research data will be kept in an anonymised form for up to 5 years in the case of possible publication, but will otherwise be destroyed after graduation.

Should you have any questions or desire further information please contact me at [craig.strong@ntu.ac.uk](mailto:craig.strong@ntu.ac.uk). You may also contact my project supervisor Dr. David Hindley at Nottingham Trent University at [david.hindley@ntu.ac.uk](mailto:david.hindley@ntu.ac.uk).

Many thanks

Craig Strong  
Lecturer/Senior Lecturer in Sport Management  
Nottingham Trent University

#### Study 2

Wednesday, August 28, 2024

Participant Information Sheet

Dear

I am currently undertaking my PhD at Nottingham Trent University, investigating the effective management of emotional intelligence by primary education teachers to help encourage young children to partake in physical activity.

The study consists of semi structured interviews, emotional intelligence tests and observations of teaching. Please note that your participation is voluntary and only my supervisors and I will have access to the information obtained from your interviews, tests and observation reports.

Any personal details will be confidential with names being replaced with a participant I.D. number to ensure confidentiality. During the study all data will be stored as password protected electronic files. At the conclusion of the study, all collected information will be analysed and/or transcribed, with important statements being used to form the key findings of my study, with your anonymity still an important consideration. No direct or indirect information (e.g. location or job title) which could be used to identify you will be used in any reports or presentations.

You may refuse to take part at any time even if you agree to participate at the start; you are still free to withdraw within two weeks of the study. Please note that you can withdraw your data until compiled results are fully analysed approximately two weeks following your participation. Research data will be kept in an anonymised form for up to 5 years in the case of possible publication, but will otherwise be destroyed after graduation.

Should you have any questions or desire further information please contact me at [craig.strong@ntu.ac.uk](mailto:craig.strong@ntu.ac.uk). You may also contact my project supervisor Dr. David Hindley at Nottingham Trent University at [david.hindley@ntu.ac.uk](mailto:david.hindley@ntu.ac.uk).

Many thanks

Craig Strong  
Senior Lecturer in Sport Management  
Nottingham Trent University



Nottingham Trent University  
Clifton Lane, Nottingham NG11 8NS  
Tel: +44 (0)115 941 8418 [www.ntu.ac.uk](http://www.ntu.ac.uk)

## Study 3

### B. Participant Form (Q7.2)

Wednesday, October 30, 2019

Participant Information Sheet

Dear

I am currently undertaking my PhD at Nottingham Trent University, investigating the effective management of emotional intelligence by primary education teachers to help encourage young children to partake in Physical Education.

- The study consists of each participant completing an online CPD programme. It is called, 'Training Emotional Intelligence in Primary Physical Education' or abbreviated to TEIPPE.
- Completing the CPD online Programme will take approximately 40-45 minutes
- One week later, you will partake in a focus group interview (4-5 people per group) to explain your thoughts of the CPD programme. This will last approximately 40 minutes.

Any personal details will be confidential with names being replaced with a participant I.D. number to ensure confidentiality. During the study all data will be stored as password protected electronic files. At the conclusion of the study, all collected information will be analysed and/or transcribed, with important statements being used to form the key findings of my study, with your anonymity still an important consideration. No direct or indirect information (e.g. location or job title) which could be used to identify you will be used in any reports or presentations.

You may refuse to take part two weeks-days before we start the research; you are still free to withdraw within two days of the study. Research data will be kept in an anonymised form for up to 5 years in the case of possible publication, though will otherwise be destroyed after graduation.

Should you have any questions or desire further information please contact me at [craig.strong@ntu.ac.uk](mailto:craig.strong@ntu.ac.uk). You may also contact my project supervisor Dr. David Hindley at Nottingham Trent University at [david.hindley@ntu.ac.uk](mailto:david.hindley@ntu.ac.uk).

Many thanks

Craig Strong MSc./MPhil.  
Course Leader and Senior Lecturer in Sport Science and Management  
Nottingham Trent University

## Study 4

Wednesday, August 28, 2024

Participant Information Sheet

Dear

I am currently undertaking my PhD at Nottingham Trent University, investigating the effective management of emotional intelligence by primary education teachers to help encourage young children to partake in physical activity.

The study consists of observing a P.E lesson of your choices, completing a CPD online Programme to enhance your knowledge in emotional intelligence, followed by another observation similar to the first P.E lesson. Finally, you will complete a small reflective journal. Please note that your participation is voluntary and only my supervisors and I will have access to the information obtained from your training notes, observation reports and reflective journal.

Any personal details will be confidential with names being replaced with a participant I.D. number to ensure confidentiality. During the study all data will be stored as password protected electronic files. At the conclusion of the study, all collected information will be analysed and/or transcribed, with important statements being used to form the key findings of my study, with your anonymity still an important consideration. No direct or indirect information (e.g. location or job title) which could be used to identify you will be used in any reports or presentations.

You may refuse to take part at any time even if you agree to participate at the start; you are still free to withdraw within two weeks of the study. Please note that you can withdraw your data until compiled results are fully analysed approximately two weeks following your participation. Research data will be kept in an anonymised form for up to 5 years in the case of possible publication, though will otherwise be destroyed after graduation.

Should you have any questions or desire further information please contact me at [craig.strong@ntu.ac.uk](mailto:craig.strong@ntu.ac.uk). You may also contact my project supervisor Dr. David Hindley at Nottingham Trent University at [david.hindley@ntu.ac.uk](mailto:david.hindley@ntu.ac.uk).

Many thanks



Craig Strong MSc./MPhil.  
Course Leader and Senior Lecturer in Sport Science and Management  
Nottingham Trent University

Nottingham Trent University  
Clifton Lane, Nottingham NG11 8NS  
Tel: +44 (0)115 941 8418 [www.ntu.ac.uk](http://www.ntu.ac.uk)

## Appendix 2: consent forms

### Study 1

Wednesday, January 25, 2017

**Statement of Informed Consent**

I ..... provide my full written informed consent to take part in the investigation of effective management of emotional intelligence by primary education teachers to help encourage young children to partake in physical activity.

I understand the procedures which will take place and agree to answer all emotional intelligence tests, semi-structured interviews and deliver physical education observations as honestly as possible. I have had the opportunity to ask any questions or communicate and discuss any additional concerns and queries associated with the study.

I understand my participation is voluntary and I have the right to withdraw or discontinue participation at any time with no obligation to provide reasons behind the decision. I am aware I have the right to refuse to answer particular questions and my individual privacy will be maintained in all written data resulting from the study. I am assured that during the study all data will be stored as password protected electronic files. Also, I understand that I can withdraw my data after I've completed the study up until the compiled results are fully analysed approximately 2 weeks following participation in the study.

Finally, I am assured that all information which I have provided and any that is obtained during the course of the study will be treated as private and confidential and only communicated to others with my identity concealed, and that all research data will be kept in an anonymised form for up to 5 years in the case of possible publication, but will otherwise be destroyed.

☐ Please tick this box to confirm that you understand that if you wish to withdraw at any stage, you must contact the researcher and quote your unique identification number to do so.

☐ Please tick this box to confirm that if you agree to participate in a semi-structured interview, tested on your emotional intelligence and observed while delivering three physical education lessons. You agree to the interview for data analysis purposes.

Participant's Signature:..... Date:.....

Witnessed by:..... Date:.....

Note. Should you have any questions or desire further information please contact me on [craig.strong@ntu.ac.uk](mailto:craig.strong@ntu.ac.uk). If you have any questions you may also contact my project supervisor Dr. David Hindley at Nottingham Trent University at [david.hindley@ntu.ac.uk](mailto:david.hindley@ntu.ac.uk).



Nottingham Trent University  
Clifton Lane, Nottingham NG11 8NS  
Tel: +44 (0)115 941 8418 [www.ntu.ac.uk](http://www.ntu.ac.uk)

## Study 2

Date: \_\_\_\_\_

**Statement of Informed Consent**

I \_\_\_\_\_ provide my full written informed consent to take part in the investigation of effective management of emotional intelligence by primary education teachers to help encourage young children to partake in physical activity.

I understand the procedures which will take place and agree to answer all emotional intelligence tests, semi-structured interviews (with Dictaphone) and deliver physical education observations as honestly as possible. I have had the opportunity to ask any questions or communicate and discuss any additional concerns and queries associated with the study. I understand that my results of the Ability Based, EQ-2 questionnaire will be anonymously forwarded to Assessments247, to collate for their quantitative study.

I understand my participation is voluntary and I have the right to withdraw or discontinue participation at any time with no obligation to provide reasons behind the decision. I am aware I have the right to refuse to answer particular questions and my individual privacy will be maintained in all written data resulting from the study. I am assured that during the study all data will be stored as password protected electronic files. Also, I understand that I can withdraw my data after I've completed the study up until the compiled results are fully analysed approximately two weeks following participating in the study.

Finally, I am assured that all information which I have provided and any that is obtained during the course of the study will be treated as private and confidential and only communicated to others with my identity concealed, and that all research data will be kept in an anonymised form for up to 5 years in the case of possible publication, but will otherwise be destroyed.


☐ Please tick this box to confirm that you understand that you can withdraw within two weeks of the study, though you must contact the researcher and quote your unique identification number to do so.

☐ Please tick this box to confirm that if you agree to participate in a semi-structured interview, tested on your emotional intelligence and observed while delivering two physical education lessons. You agree to the interview for data analysis purposes.

Participant's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Witnessed by: \_\_\_\_\_ Date: \_\_\_\_\_

Note. Should you have any questions or desire further information please contact me on [craig.strong@ntu.ac.uk](mailto:craig.strong@ntu.ac.uk). If you have any questions you may also contact my project supervisor Dr. David Hindley at Nottingham Trent University at [david.hindley@ntu.ac.uk](mailto:david.hindley@ntu.ac.uk).



**THE QUEEN'S  
ANNIVERSARY PRIZE**  
For Outstanding Achievement in Education

Nottingham Trent University  
Clifton Lane, Nottingham NG11 8NS  
Tel: +44 (0)115 941 8418 [www.ntu.ac.uk](http://www.ntu.ac.uk)

## Study 3

Consent Form (Q7.4)

NOTTINGHAM  
TRENT UNIVERSITY

Wednesday, August 28, 2024

### Statement of Informed Consent

I ..... provide my full written informed consent to take part in the Empirical study on reviewing the TEIPPE online CPD programme.

- I will complete the TEIPPE programme to the best of my ability, understanding that this will take approximately 35-45 minutes to complete.
- I understand that I will be partaking in a focus group interview to evaluate the TEIPPE programme the following week after completing the CPD online training.
- I have had the opportunity to ask any questions or communicate and discuss any additional concerns and queries associated with the study.
- I understand my participation is voluntary and I have the right to withdraw or discontinue participation at any time within the first two days of the study, with no obligation to provide reasons behind the decision.
- I am aware I have the right to refuse to answer questions and my individual privacy will be maintained in all written data resulting from the study.
- I am assured that during the study all data will be stored as password protected electronic files.
- Finally, I am assured that all information which I have provided and any that is obtained during the study will be treated as private and confidential and only communicated to others with my identity concealed, and that all research data will be kept in an anonymised form for up to 5 years in the case of possible publication, but will otherwise be destroyed.

- ☐ Please tick/cross this box to confirm that you understand that if you wish to withdraw at any stage, you must contact the researcher and quote your unique identification number to do so.
- ☐ Please tick/cross this box to confirm that if you agree to participate in a semi-structured interview, tested on your emotional intelligence and observed while delivering physical education lessons. You agree to the interview being recorded for data analysis purposes.

Participant's Signature: ..... Date: .....

Witnessed by: ..... Date: .....

Note. Should you have any questions or desire further information please contact me on [craig.strong@ntu.ac.uk](mailto:craig.strong@ntu.ac.uk). If you have any questions you may also contact my project supervisor Dr. David Hindley at Nottingham Trent University at [david.hindley@ntu.ac.uk](mailto:david.hindley@ntu.ac.uk).

Nottingham Trent University  
Clifton Lane, Nottingham NG11 8NS  
Tel: +44 (0)115 941 8418 [www.ntu.ac.uk](http://www.ntu.ac.uk)

## Study 4

Wednesday, August 28, 2024

NOTTINGHAM  
TRENT UNIVERSITY

### Statement of Informed Consent

I ..... provide my full written informed consent to take part in the investigation of effective management of emotional intelligence by primary education teachers.

I understand the procedures which will take place and agree to deliver physical education lessons while being observed and partaking in the online training Programme to the best of my ability. Finally, I will complete the reflective journal as honestly as possible. I have had the opportunity to ask any questions or communicate and discuss any additional concerns and queries associated with the study. I understand my participation is voluntary and I have the right to withdraw or discontinue participation at any time within the first two weeks of the study, with no obligation to provide reasons behind the decision. I am aware I have the right to refuse to answer particular questions and my individual privacy will be maintained in all written data resulting from the study. I am assured that during the study all data will be stored as password protected electronic files. Also, I understand that I can withdraw my data after I've completed the study up until the compiled results are fully analysed approximately 2 weeks following participation in the study.

Finally, I am assured that all information which I have provided and any that is obtained during the course of the study will be treated as private and confidential and only communicated to others with my identity concealed, and that all research data will be kept in an anonymised form for up to 5 years in the case of possible publication, but will otherwise be destroyed.

- ☐ Please tick this box to confirm that you understand that if you wish to withdraw at any stage, you must contact the researcher and quote your unique identification number to do so.
- ☐ Please tick this box to confirm that if you agree to participate in a semi-structured interview, tested on your emotional intelligence and observed while delivering physical education lessons. You agree to the interview being recorded for data analysis purposes.

Participant's Signature: ..... Date: .....

Witnessed by: ..... Date: .....

Note. Should you have any questions or desire further information please contact me on [craig.strong@ntu.ac.uk](mailto:craig.strong@ntu.ac.uk). If you have any questions you may also contact my project supervisor Dr. David Hindley at Nottingham Trent University at [david.hindley@ntu.ac.uk](mailto:david.hindley@ntu.ac.uk).

Nottingham Trent University  
Clifton Lane, Nottingham NG11 8NS  
Tel: +44 (0)115 941 8418 [www.ntu.ac.uk](http://www.ntu.ac.uk)

## Focus group interview notes

I school and I don't embed PE. Primary there are so many subjects so the priority is English and Maths and science. PE you only teach once a week so it will really not be the focus as you are teaching English and Maths.

One of the things where there is a highest risk of injury as it is important to cover this, such as warm-up or techniques and delivering the lessons safely is very important. To get children active as it is a big danger to get games cancelled and get them to become more active. Sometimes my left ankle the Olympics but this has prevented them. When there is a big sporting event, then sport comes back.

N.S. I think it will give them tips to present themselves and makes them think about it. A lot of people struggle actually delivering a session and what activities to do. How to push them and motivating techniques. The TEPPE tells you how to teach more effectively not what to teach. We do not have a clear curriculum identity year to year. We don't know what we should be teaching at times. Fortunately, we only teach year one so we only need to helping them with throwing and catching.

Online I like to idea of video clips but everything is time and you got the technology problem. The computer is so slow. You can't ask a direct question to a coach. There are press and cons. If you take notes and may not to make sense, you can also talk up what you learn it.

It was easier and you got the text with the audio if you missed something you can always read it.

No

No idea how much money to pay? Really sorry!

You emailed to do it, so I do. At No, I really love PE and took a long time due to so many other commitments.

Have enough training in it? For myself I have had some training in the past, dance training, 1 year ago!! But not training in team games. We have had an Aspire come in to help some teachers which has been useful.

It is the planning that is required instead of training and expectations goals for each year. 8-4 a year: PE session once a week at LICE (Now LCU) for two years over term time.

Time. Given time to do CPO would be beneficial and not doing over during the breaks.

I think it is useful for time away if the time was provided that the group. If it was additional, it would be hard to find time. It be difficult to hit more people in a school. I think online training is a good idea.

Completed, had to isolated to it once at school, then again at home, also didn't questions properly so 30minutes.

Online safety programmes are around £1000 for one applicant. While training £200 and online training at £20. Some between £30-£60per hour. If it was a need of school development prepared to pay £200-£300.

I'm interested in developing my skills and happy to change my skills. Not going to be stuck in my ways and learning new things. I'm not focused on for a long time.

We have had lots and prices but not for a long time. Learn a new techniques but there is not of training as it is not school focus. More and more will be an OFSTED in the broader school focus. Mental awareness and wellbeing is becoming more important.

S.S.d at danger: I learnt generations. Really clear and helps me build. But it is a high priority in provision. Still doing it as a unit (modules) sometimes it will be used. It was also taught. Also did a lot of theory. It was block (one term) in the first and second year. When straight through to CPE.

D.L: Supporting teachers, yes I think it can be my skills' knowledge. Staff have PE, not comfortable Secondary teachers have more subject areas and therefore it is better. It is the area with the least amount of training in.

The teachers getting most out of the children will really help them. The more people who are more experienced. From the TEPPE programme, I think they are using reflective and information. I look about.

It requires it taught to the children throughout as this chapter was delivered. I hope that this is mutually reinforcing as teachers, as this could be for the less experienced as they might find it overwhelming. But QTS/QPG could have this chapter included.

I have a background in psychology, so empathy chapter is not really required. Easy for primary teachers it is easy to build that relationship and to know of empathy for each teacher.

Paying for CPO. No idea! I deal with companies that come in and talk about the training but not about the price.

What made you doing the TEPPE: I'm the head of PE and I have to do it. I think as well I do much more of training even though I'm the head of PE.

There are though time. I like to have more and in the context in certain aspects of team sports and gymnastics/dance. But there will be certain aspects where we really need to change. There are a variety on sport and struggle in delivering mental (team selected knowledge). Sport specific support. It could help. A company works with teachers and build up confidence in their sport. This happens once a year. Online training could be a better environment especially how you learn and data in information.

Germany radio and television.

[illegible]



## Question sheet for Focus Group Interview

To be conducted one week after completing the TEIPPE CPD online programme

School: Meadow View School, Great Barr, Birmingham

Date: Wednesday 4<sup>th</sup> December 15.30-16.30

Number of Participants: 3 participants forum one; 3 participants forum two

<p><b>Introduction from the facilitator:</b></p> <p>a facilitator to give their name, explain what their role is, overview of the purpose of the IPPE programme, explain that participants are making an important contribution to understanding how and why this empirical study will enable the researcher to move on to a final PhD study.</p> <p>plain that the questions will be about their experience using the TEIPPE programme, what they have liked and not liked about the programme, what encouraged them to get engaged, what characteristics of the programme kept them engaged, what they thought about feelings, how it could impact their delivery of primary physical education.</p> <p>k permission to record the conversations by word processing their answers and politely point that only one person speaks at any given time so there is time to note down all answers. Explain that all data is confidential and anonymous. Explain that any participant can say at any stage that they no longer wish to be involved and can ask at any time for their data to be removed.</p> <p><b>1. Breaker activity:</b></p> <p>group members to introduce themselves by name and say where they have been taken to on the TEIPPE programme and when they completed the programme and how long it took them to complete.</p> <p>ask someone like to start off and tell us about their experience of completing the TEIPPE programme? What they liked or did not like about the programme and tell us more about a sort of information and training they would like to have seen on the TEIPPE programme.</p> <p>everyone join in now (one at a time) - what do other people have to say about the TEIPPE programme?</p> <p><b>2. Jingles:</b></p> <p>you feel that the TEIPPE programme will support and help teachers to deliver more exciting PE lessons?</p> <p>do you think of the concept of online learning for attempting to enhance P.E delivery?</p> <p>do you think of the layout structure &amp; aesthetics of the TEIPPE programme?</p> <p>is the duration of the TEIPPE programme too long or was more support/training required the programme?</p> <p>or adjusting the TEIPPE from your advice, what would you expect the school to pay for a training online programme?</p>	<p><b>FORUM ONE:</b></p> <p>Ingrain (A)</p> <p>Loais (B)</p> <p>Yvonn (C)</p> <p><b>FORUM ONE:</b></p> <p>A: 30mins to complete. Once it is Friday afternoon and the information was too much. Then done it during a PPA. A lot of it was common sense. The terminology was confusing, but then from the examples and scenarios they terminology was understood.</p> <p>B: 30mins to complete. The voice over never mirrored exactly with the words. Had to go back to the side to read longer. The slide had to go longer.</p> <p>Researcher: did not explain to the reader that you could pause. This should have been done at the start.</p> <p>C: 30mins to complete. Expected it to be longer. It was long and there were big words! Most of it was common sense.</p> <p>At times, I was just reading the words and just turning the volume off.</p> <p><b>FORUM ONE:</b></p> <p>C: Depends on the experience of the teacher PE delivery and confidence. Too much theory and not enough examples.</p> <p>B: There was a lot of theory and I have been learning CPD practically, so a lot has been forgotten. As well as video, suggest a scenario. Last maths CPD, forgot the theory but remember the micro teaching session and that is something that was remembered.</p> <p>A: May be show some video examples. During the CPD: more open questions and reflect it back to examples/scenarios using videos.</p> <p><b>ONLINE LEARNING:</b></p> <p>B: OKAY BUT ONLINE LEARNING CAN HELP YOU IF THERE WERE SOME VISUALS. EXAMPLES AND ACTIVITIES (NOTES - SCENARIOS). NEED VIDEOS. AGAIN ONLINE.</p> <p>A: CONVENIENT USING ONLINE CPD. FOR OUR PROF., I THINK IT IS MORE USEFUL DOING CPD TO TRAVEL. OUT-OF-CONVENIENCE WORK - SO MANY IMPLICATIONS.</p> <p>IF YOU CAN DO IT</p> <p>C: SUTTS YOU WHERE AND WHEN. CAN DO IT IN A GROUP OR INDIVIDUALLY WHEN TRAINING ONLINE.</p> <p>B: ONLY HALF AN HOUR IN THE EVENING. THAT WILL SUFF MY TRAINING.</p> <p>30 MINUTES WAS ENOUGH BUT NO MORE THAN 45 MINUTES FOR A ONE OFF SESSION. AGREED WITH VIDEOS AND JINGLES.</p>	<p><b>FORUM TWO:</b></p> <p>Balloy (D)</p> <p>Amy (E)</p> <p>Lizzy (F)</p> <p><b>FORUM TWO:</b></p> <p>D: I think I thought about before and thought I was not going to do. Chose duration on the last time - limited PE on training and limited training on delivery. It was a good refresher. The specific game was brilliant and it could cross over in other subjects.</p> <p>F: It opened my eyes and it made me forget what I needed to do. Chose duration on the last time - limited PE on training and limited training on delivery. It was a good refresher. The specific game was brilliant and it could cross over in other subjects.</p> <p>E: I think so as it is more aware on how you act/read. I haven't got the confidence (the class) can help.</p> <p>F: you are NOT TAUGHT ON CONFIDENCE AND SELF-ESTEEM AND EMPATHY IN PE. THAT IS WHAT WE HAVE TO LEARN.</p> <p>D: FOR NEW TEACHERS - NOT A CLUE BUT WHEN YOU ARE MORE EXPERIENCED YOU GET USED TO IT.</p> <p>C: OKAY ONLINE - AGREE WITH BOTH - OWN PACE AND NOT HOLDING UP ANYONE. YOU CAN GOOGLE STUFF.</p> <p>D: NOT RELYING ON LISTENING TO TALK TO SOMEONE AND YOU CAN GO BACK AND CHECK AGAIN ONLINE.</p> <p>C: IF YOU IN A FACE-TO-FACE TRAINING, IF YOU DON'T UNDERSTAND YOU CAN GO BACK TO THE GUEST SPEAKER.</p> <p>WAS EXPECTING LONGER. SAID BY ALL.</p> <p>D: 30MIN E. 30MIN F. 30MIN.</p> <p>F: IT WAS ENJOYABLE AND WOULD LIKE TO DO MORE - A STRETCH EXTRA (30MINUTES) (AS NON MAXIMUM) COST PER HEAD.</p> <p>F: NOT CUDED UP ON COST.</p> <p>D: EXPERIENCE WAS FROM PREVIOUS FEELS.</p> <p>E: 30/40/50/60.</p> <p>E: NO COVER.</p>
---	--	--

<p>do them everyone else think about what has been important in sustaining your involvement in this project (one person at a time)?</p> <p>you feel you have enough training/CPD in physical education?</p> <p>what are your experiences and training in this subject?</p> <p>what might be important in persuading others teachers to come forward and partake in my at school?</p>	<p>C: FACING FOR IT? DON'T KNOW AS WE HAVE NO IDEA HOW MUCH IT COSTS.</p> <p>INGRAIN: ONE OFF FORWARD TO THEIR STREETLY SCHOOL LINE - DON'T KNOW HOW MUCH THAT COSTS - For a day training £150/day. A resource can be used on a multiple of times. The cheaper the better as I cannot remember it.</p> <p>CPD EXPERIENCE IN PE</p> <p>C: NOTHING AT THIS SCHOOL. OLD SCHOOL - SPORT COACHES CAME IN FOR SIX WEEKS AND DID SCHOOL. TEACHING WITH APPAREL. IT WAS QUITE GOOD AS IT WAS HANDS ON - GAVE YOU FEEDBACK WHEN I DID SOMETHING WRONG. IDEALLY FEEL CONFIDENT BEING WATCHED AND IT DEPENDED ON WHO WAS COACHING YOU. NOTES COMPLETED A JIVE CONFERENCE - NEVER TAUGHT PE IN THE PAST UPDATING 50 FEELS I AM NOT EXPERIENCED OVER EIGHT YEARS. ONLY TAUGHT A FEW SESSIONS.</p> <p>A - YOU CAN TEACH YOURSELF AND LEARN DIFFERENT SUBJECTS. WANT TO GET EXPERTS IN, WHICH IS A DEVILS ADVOCATE AS TEACHERS WILL LOSE THEIR SKILLS ABILITIES.</p> <p>VERY SIMILAR TO MRS VOTES - NO CPD BEFORE THAT! ONLY ONE 5 HOURS TRAINING. VERY EMBARRASSING AND NOT AVAILABLE TO PROVIDE ADDITIONAL.</p>	<p>F: 20 TEACHERS. £30. GOOD VALUE (DO SAY MORE THAN THAT WE CAN USE IT IN CROSS CURRICULAR.</p> <p>D: 5 WEEKS IN TRAINING OVER THREE YEAR BLED. SINCE TEACHERS (LATELY) DID ONE SESSION WHICH I HAD FORGOTTEN ABOUT. PROBABLY POOR AS I CANNOT REMEMBER IT.</p> <p>E: SAME AS L. OLD SCHOOL. RAMBON PE CPD IN STAFF TRAINING X. HAD SPORTS PLUS; TEACHING NEW THEM AND GAINING EXPERIENCE. ACCREDITED QUALIFICATION TO GAIN CPD.</p>
<p><b>the end of the focus group:</b></p> <p>the conclusion of the focus group the facilitator will thank the participants for taking part in the discussion, and re-emphasise how their comments are valuable in helping us to gain greater understanding on how to improve the TEIPPE CPD programme.</p> <p>I provide all of the respondents with their contact details, stressing that they can contact me if they have any questions or if at any stage they wish to withdraw from the study.</p>	<p><b>FORUM ONE:</b></p> <p>C: MADE IT THINK ABOUT MY PRACTICE AND WHAT I COULD DO BETTER. I WANT TO DO IT INSTEAD OF READING OR SEE IT. PROVIDE EXAMPLES.</p> <p>B: CONVENIENCE OF NOT COMING OUT OF CLASS. HOW MUCH OF IT THAT I REMAINED AS I CANNOT RETAIN IT.</p> <p>A: TIME TOOK LESS THAN I EXPECTED. - THE RETENTION ON TRAINING IN THE INFORMATION.</p>	<p><b>FORUM TWO:</b></p> <p>D: WANTED ELEMENT OF VIDEO EXAMPLES AND PHOTOGRAPHS. NO SCENARIOS - A SHORT ONE MINUTE VIDEO AS AN EXAMPLE - POSITIVE OR NEGATIVE EXAMPLE.</p> <p>F: AGREE WITH B. QUOTE LINE SCENARIOS AND VIDEOS.</p> <p>E: SAME. JUST PRACTICAL OF WHAT WENT WELL AND WHAT WENT WRONG.</p>

End of document

## Question sheet for Focus Group Interview

To be conducted one week after completing the TEIPPE CPD online programme

School: Little Sutton School, Sutton Coldfield

Date: Thursday 21<sup>st</sup> November 2019 at 09.15-10.00

Number of Participants: 3

<p><b>Introduction from the facilitator:</b></p> <p>a facilitator to give their name, explain what their role is, overview of the purpose of the IPPE programme, explain that participants are making an important contribution to understanding how and why this empirical study will enable the researcher to move on to a final PhD study.</p> <p>plain that the questions will be about their experience using the TEIPPE programme, what they have liked and not liked about the programme, what encouraged them to get engaged, what characteristics of the programme kept them engaged, what they thought about feelings, how it could impact their delivery of primary physical education.</p> <p>k permission to record the conversations by word processing their answers and politely point that only one person speaks at any given time so there is time to note down all answers. Explain that all data is confidential and anonymous. Explain that any participant can say at any stage that they no longer wish to be involved and can ask at any time for their data to be removed.</p> <p><b>1. Breaker activity:</b></p> <p>group members to introduce themselves by name and say where they have been taken to on the TEIPPE programme and when they completed the programme and how long it took them to complete.</p> <p>ask someone like to start off and tell us about their experience of completing the TEIPPE programme? What they liked or did not like about the programme and tell us more about a sort of information and training they would like to have seen on the TEIPPE programme.</p> <p>everyone join in now (one at a time) - what do other people have to say about the TEIPPE programme?</p> <p><b>2. Jingles:</b></p> <p>you feel that the TEIPPE programme will support and help teachers to deliver more exciting PE lessons?</p> <p>do you think of the concept of online learning for attempting to enhance P.E delivery?</p> <p>do you think of the layout structure &amp; Aesthetics of the TEIPPE programme?</p> <p>is the duration of the TEIPPE programme too long or was more support/training required the programme?</p> <p>or adjusting the TEIPPE from your advice, what would you expect the school to pay for a training online programme?</p> <p>do everyone else think about what has been important in sustaining your involvement in this project (one person at a time)?</p> <p>you feel you have enough training/CPD in physical education?</p> <p>what are your experiences and training in this subject?</p> <p>what might be important in persuading others teachers to come forward and partake in my at school?</p>	<p><b>Comments:</b></p> <p>Thomas: Process information: lot's of theory based; not practical session. Examples</p> <p>Direct questioning: specific skill comments was really interesting</p> <p>Q&amp;A process (quiz) - how much taking on the theory (not interesting) how would you take on this scenario</p> <p>- More open questions would suffice to provide a greater out lay of your experiences.</p> <p>More reflective questionnaire: situationally based.</p> <p>Emma: Particulary enjoy the practical aspects; sometimes too much background - academic heavy; haven't remembered</p> <p>Different practical examples - confidence in teaching require specific techniques: scenario based.</p> <p>Theory specialist really interesting for P.E teachers -</p> <p>Top 11 eleven tips, excellent but more practical examples</p> <p>Video clips of P.E sessions - seeing visual learning learning - seeing it practically</p> <p>Anthony:</p> <p><b>Comments:</b></p> <p>Thomas: Teaching of P.E; emotional and the content of the lesson.</p> <p>Really interesting area: people haven't thought about how your emotions can affect P.E. it is a relay importance aspect in the curriculum.</p> <p>There hasn't been any angle on this style of CPD.</p> <p>Stop and praise is a really good aspect of the training programme.</p> <p>Emma:</p> <p>CPD - Ongoing CPD from rugby sessions - working with other affiliated clubs</p> <p>25 minutes to complete and access easy to complete: Putting 45 minutes aside.</p> <p>Enrichment is not a big issue -</p> <p>Anthony:</p> <p>From previous training: First generation is the children will live less than their parents.</p> <p>25 minutes to complete</p> <p>Four pillars: Elaborate on this section - May keep this in and add in examples</p> <p><b>Comments:</b></p> <p>Thomas:</p> <p>Should look at all key stages: look at curriculum is easy but how do I put it in to practice.</p> <p>More beneficial to concentrate on their own P.E lesson</p> <p>Rugby coaches would work as a blended multiple key stage programme: seen this from freelance coaches that come in to schools</p> <p>Based on what you learned today; what would you take in to your next P.E lesson; a lot more reflective learning; more demonstrations.</p> <p>Emma:</p> <p>Grammatical errors (a few)</p> <p>Text size too small</p> <p>Repetitive comments</p> <p>Holistic communication</p> <p>Anthony:</p> <p>Simplify the P.E lesson step by step guide.</p> <p>When staff meeting has something that not in their tutor group they will switch off.</p> <p>Questions mixed up in numerical order. Remove numbers.</p>
---	--

## Condensed data and categories

Techniques learnt from the TEIPPE Programme	The design and structure of the TEIPPE Programme	Additional Findings from focus groups
way you talk way through the PowerPoint presentation so you can listen as well as reading. Meditation: Use this after (May as well) as this would help due to the pupils being a bot crazy.	remind yourselves on some of thing things you do and some you should be doing and forget about it. Mixing groups and specific praise which was obvious but a good refresher.	This was good to see that I'm doing this in my teaching. Partially enjoy the practical aspects;
Lack of CPD in PE: overall, we have had quite a bit, but it has been sporadic, it be nice to have more regular training. Training on how to use apparatus and training from Aspire on Tri-golf and learning have had some training. I didn't have any PE experience, so I completed a graduate teacher training scheme and never started PE until I actually graduated. Primary there are so many subjects, so the priority is English and maths and science. PE you only teach once a week so it will really not be the focus as you are teaching English and Maths. To get pupils active as it is a big issue due to game consols and getting people to become more active. Seems to be big shift since the Olympics but this has died down. When there is a big sporting event, then sport comes back.	Yes! As it give you ways to improve the pupils' performance and it is very simple and clarifying what you say. This happens in the classroom but not in the sports hall in PE. Personally an extra subject knowledge and the EI is important to keep you on track (specific praise) and gentle reminders was good recapping.	like the idea as you can do ti in your own time, you can print it off as well if you like to read it from paper. You can go back and remind yourself. Not a LOT of writing and good bullet points. Like to top tips and nice pictures as well.
FOR NEW TEACHERS – NOT A CLUE BUT WHEN YOU ARE MORE EXPERIECNED YOU GET USE TO THIS.	I think so as it is more aware on how you act/react – hasn't got the confidence (the pupil) can help.	
CPD ONLINE – AGREE WITH BOTH – OWN PACE AND NOT HOLDING UP ANYONE. YOU CAN GOOGLE STUFF.	IF YOU IN A FACE-TO-0FACE TRAINING, IF YOU DON'T UNDERSTAND YOU CAN NOT GO BACK TO THE GUEST SPEAKER.	
Always like a quiz; first time I got 7/10 and the other. Second time 9/10 (missed a question). I don't have time to anything like this. Yeah, it was nervous as it wasn't too many questions; wasn't too easy and I would have been sick if I got some wrong. The thing is you do not want to make it overall hard, and it was a re-cap as peopokle tdo not want to be tested heavily.	One of the things that stood out, I praised pupils a lot, but I didn't specify the praise. Form that I have specifying. I praise to encourage. I understand that works. Movement of the teacher around the hall not playing with lanyard.	Sharing knowledge in the classroom before the hall. They got the kids in the classroom to listen. When they go in the hall they say 'm free!'. .
Did it last night and took thirty minute to complete Timing was about right top complete: Took only 25 minutes. How long are willing to take to complete a similar online course like this? Probably about an hour. As long as you know how long it is as you can find the hour. 25 minutes to complete and access easy to complete: Putting 45 minutes aside. 30min to complete. WAS EXPECTING LONGER: SAID BY ALL B; 30MIN A; 30MIN L;30MIN  IT WAS ENJOYABLE AND WOULD LIKE TO DO MORE - A STRETCH EXTRA 15MINUTES (45 MIN MAXIMUM) : MADE IT THINK ABOUT MY PRACTICE AND WHAT I COULD DO BETTER...I WANT TO 'DO	Top eleven and warm up and cool down were really to remember and things you use. You can use them in practice. Simple things like those... (developing relationships in top tips). Four pillars: Elaborate on this section – May keep this in and add in examples	How to keep it focused on the emotion of the pupils is good but sometimes you (TEIPPE) focus on the needs to teaching the pe subject, not how to teach it, such as ideas on to teach netball tactics. DO you know what I mean? Really helpful and how it linked emotional needs to PE It was helpful in my Pe lesson as there are some conflict issues with the pupils at the moment.

IT' INSTEAD OF READING OR SEE IT, PROVIDE EXAMPLES. TIME TOOK LESS THAN IT EXPECTED... THE RETENTION ON TAKING IN THE INFORMATION.		
Certain background: a lot of you might know and aware that you are doing it. When you are observed you wouldn't play with the lanyard; Some of it you might take for granted, so the training would be first QTS and PGCE pupils. . It was good to remind yourselves to have a refresher in PE as it is not really touched on. To talk to the individual pupil can make the difference of the pupil and the quality of the lesson.	How you present yourself was cool, so you feel the part. Also, and not fiddling with lanyard was a good idea because sometimes I'm quite nervous. And stopping and listening to pupils to upset pupils is sometimes I forget to do because I'm trying to help a load of pupils to throw and catch a ball!!!	CPD: I think it is the way it is going now. It is easy access. I was able to look at work but was too busy, so I could do the training at home. So it is about work and home balance, instead of having to go out training for the day.
It be really good for new teachers, especially focusing on emotional side Really interesting area: people haven't thought about how your emotions can affect PE it is a really importance aspect in the curriculum.	Just how you don't have an emotional impact you have, especially in PE and don't realise how important part it is in the subject. I like the breakdown on their culture and beliefs, this is quite important and very multicultural. I know this school hasn't changed as much but if I went to another school, say in Handsworth I would have to adapt my teaching due to the demographics of the pupils, so I would use this training again. So training would work well with diverse schools. Speaking to other people, the videos would help.	The TEIPPE programme was all positive and how the pupils can enjoy the lesson. You think that PE is about keeping them fit but the enjoyment factor is just as good.
Talking and visual: It was quite nice as you were adding a bit more in adding more bits in verbally.	looking at delivering people in an emotional aspect and brought up things that I didn't think about. I do it in general practice but didn't reflect on it.	I focus on the subject matter not focusing on the confidence of the pupils and the body language and voice to influence the lesson. I noticed in the training was specific about me; playing with my lanyard and people watching me; knowing why this could be an issue and showing anxiety issues to pupils. Wearing appropriate wearing correct PE kit shows that you are invested in the PE lesson.
suggestion would be video examples; even when you talk about warm ups and the intensity. Maybe a sample of a lesson plan and incorporate of an example in practice. "How would you do this?" Maybe filming some kind of a scenario; providing a key example. Structure of the TEIPPE: I'm a visual pupil so I would like a video. You spoke on yours, so it was a lot easier. Video examples of someone doing it. Sometimes all this information; assuming that all people know they are saying.	Also, making sure praise every pupil. Hard to find out which pupils has been praised. (introduce on to version two). Learnt a few techniques but there is not of training as it is not school focus. More and more will be as Ofsted in this broaden subject focus; mental awareness and wellbeing is becoming more important.	Probably for me video watching to learn more. Reading was difficult but listening to the author was good. Helped: saying other things around it so it makes you take in the elaborating the key words on the slideshow. sometimes too much background – academic heavy; haven't remembered Should look at all key stages: look at curriculum is easy but how do I put it in to practice. Too much theory and not enough examples
I like to think I have empathy with the pupils so some aspects I know about, especially with sensitivity; too obvious?(Q) It was nice for things repeated. If you say if some people are not sensitive so it would be good to introduce this if people are not obvious. Done it in Friday afternoon and the information was too much. Had to go back to the slide to read longer. The slide had to go longer.	I panicked when doing the quiz. Some of the wording was difficult to understand. What was your score; 10 out of 10. had to listened to it once at school, then again at home, quiz didn't question properly 1hr 30minutes. (45 minutes x 2) : There was a lot of theory, and I have been learning CPD practically, so a lot has been forgotten. As well as video, suggest a scenario. May be show some video examples. During the quiz, more open questions and reflect it back to examples/scenarios; using videos.	More support in static stretch and yoga: explained by teacher. The TEIPPE tells you how to teach more effectively not what to teach. We do not have a clear curriculum identity year by year. We don't know what we should be teaching at times for example of warm up stretches, show us some dynamic stretches examples in photos or even like short videos, doing a good warm up. Previous experiences of quick warm up has been Looking at Google for support. Dishes and cones is a really good session. Almost like a lesson plan that was annotated to show some visual examples. WASN'T ELEMENT OF VIDEO EXAMPLES AND PHOTOGRAPHS; NO SCENARIOS – A SHORT ONE MINUTE VIDEO AS AN EXAMPLE – POSITIVE OR NEGATIVE EXAMPLE. Not enough knowledge. Subject knowledge is poor, some poorer. If you ask me to do a game of football or basketball, I wouldn't know the rules.

The teachers getting most out of the pupils will really help them. The more people who are more experienced. From the TELPPE programme, I think about being reflective and information I took about

Staff fear PE. Not comfortable Secondary teachers have more subject areas and therefore it is better. It is the area with the least amount of training in.

I think I as well do not have much of training even though Im the head of PE>  
Getting people involved is building confidence in the teachers.

#### Appendix 4: Observation sheets study one: observation 1-3

<b>OBSEVATION NO 1</b> Teacher (ID No.): B0041745NE Year Group: 1 Key stage: 1 Ages: 5-6 No. of pupils: 27		<b>Teacher Emotional Intelligence Observation Report in Physical Education</b> PE Lesson name: PE Delivery: ABC Throwing activities School: Meadow View School Date: 2/2/17	
<b>Use of non-verbal communication by teacher:</b> Good demonstration showing how to catch a bean bag. More communication than emotion. Very little with getting children in place giving a quick response. Pointing to locations instead of telling them directions.			
<b>Eye contact by teacher:</b> Looked around class when talking to group. Some students were behind when looking at group.	<b>Any gesture/s by teacher:</b> Really held child over when one was at the front. Finger on mouth and to keep children quiet when wanted to talk.	<b>Voice intonation by teacher:</b> Very positive throughout. Tonality changes when addressing needs.	<b>Facial expression by teacher:</b> No obvious facial expression throughout the whole session.
<b>Responses shown by teacher to the mood of the group during PE lesson:</b> No change in mood. Not used to raise voice but facial expression changed five times.	<b>Example of teacher providing pupils a chance to voice their feelings as well as thoughts:</b> One or two tried to put their hands across, they were ignored or told to "stop". Children being pushed - "Butte not allowed to do!" Teacher says to them "Voice raised by teacher in this conversation."	<b>Student response to show that the teacher fully listened and understood what pupils said:</b> Cleared themselves were taken. Pupils clear of rules. One or two students.	<b>Humour by teacher:</b> Laughed when child was mistaken for something wrong.
<b>Example of response to the feelings of any pupil:</b> Child was hurt. Asked where it was hurt. No sympathy was shown. "Just bumped his side. He'll be alright."	<b>Feelings the teacher showed to the pupils?</b> In command throughout. Frustrated when children were "not behind the white line". Stopped session to remind them to be of voice changed. Used whistle to take back control.	<b>Behaviours that indicated anxiety or anger by teacher:</b> Shouting in the middle of the session as the children got excited for the first session.	<b>Example of teacher apparently managing her own feelings:</b> Hands behind her back.
<b>Response to pupils' non-verbal communication (above categories):</b> Stages on mouth to be quiet. Child angry when hurt session stopped straight away.	<b>Teacher's EI area(s) for development:</b> Changes in verbal expression. More communication + explained more during activities. Strongly expressive when talking to praise for telling off.	<b>How many pupils had responses acknowledged in manner that valued them? 11/27</b> 1-3 4-5 7-10 11-20 20+	<b>How often did she refer back later to individual contributions?</b> 0 1-2 3-4 5-6 (7+)
<b>End score out of 10: Success in creating positive emotional environment.</b>	<b>Teachers Emotional Intelligence strength(s).</b> Strong management. Used clear instructions for the pupils to understand. Praised students by name when they were successful in the throwing game. Lots of individual praise on contributions.	<b>Evidence of any apparent prejudice towards particular pupils:</b> One student was taken out for a short period of time for poor behaviour.	<b>All pupil names used? Yes</b>

OBS 1 JO 08 0840 SA Teacher (ID No.): <del>21222222</del> Year Group: 4- Key stage: 2 Ages: 8-9 No. of pupils: 22 School: MERRIDON VIEW SCHOOL Date: 9/12/14	
Use of non-verbal communication by teacher: <i>Bedroom</i>	
<i>Very good motivation by providing completion of 100% reveal</i>	
Eye contact by teacher: <i>Not constant while worn up.</i> <i>More movement to other group at end of ball required for more interaction</i>	Any gesture/s by teacher: <i>Seem to introduce group to keep same eye contact.</i> <i>Quite hostile - put on hand for peace - reassurance</i>
Facial expression by teacher: <i>No dramatic facial expression shown - Only slight eye brows raised while listening to question (faded)</i>	Humour by teacher: <i>X' family fortunes incorrect answer by student.</i> <i>Two pot dance made a few laughs.</i>
Responses shown by teacher to the mood of the group during PE lesson: <i>Good individual praise when child did well or worn up.</i> <i>Always asked children question if they are misbehaving (e.g. if separated and behaving well)</i>	Voice intonation by teacher: <i>Changed voice when he wanted children to be quiet.</i> <i>More stern but still using please/thank you to clarify rules etc.</i> <i>When it is in question there is a significant change in voice.</i>
Example of response to the feelings of any pupil: <i>Were quick when told to They were all concentrated. Some All eager to answer questions. All bring their bodies in.</i>	Voice volume by teacher: <i>Volume changed on one to one discussion - but in (quieter) voice.</i>
Response to pupils' non-verbal communication (above categories): <i>All happy, all listened especially when children had a fireball. Count down 5 to 1. (children sat down) more quiet.</i> <i>Disappointment</i>	Example of teacher providing pupils a chance to voice their feelings as well as thoughts: <i>Let child "re" state rule - nodded and repeated first few lines to confirm that she was correct.</i> <i>Let child explain other player was cheating - made a judgement to not back (refused)</i> Student response to show that the teacher fully listened and understood what pupils said: <i>nodding, repeating last few words of sentence.</i> <i>Constant and precise every time a child provides happy.</i>
Behaviours that indicated anxiety or anger by teacher: <i>Not shown for first 25 minutes... 45 minutes....</i>	Feelings the teacher showed to the pupils? <i>Very calm and relaxed throughout</i> <i>Child was upset - Had an explanation - same eye level - reassured</i> <i>Child - finished off with a hug. Child felt much better.</i>
Teacher's EI area(s) for development: <i>More facial expressions. While providing, specify why they are getting praise.</i>	Example of teacher apparently managing her own feelings: <i>Very calm throughout. No apparent physical quakes and change of facial expression.</i>
How many pupils had responses acknowledged in manner that valued them?	1-3 4-5 7-10 11-20 (20+)
How often did she refer back later to individual contributions?	0 1-2 3-4 5-6 (7+)
All pupil names used?	Evidence of any apparent prejudice towards particular pupils: <i>No shown</i>
End score out of 10: Success in creating positive emotional environment.	Teachers Emotional Intelligence strength(s). <i>Very</i>
<i>probably not all</i>	





**Teacher Emotional Intelligence Observation Report in Physical Education**

Teacher (ID No.): EL050618B1 Year Group: 6 Key stage: 2 Ages: 10-11 No. of pupils: 24 School: MEADOW VIEW SCHOOL Date: 9/12/17

Use of non-verbal communication by teacher: HAKA DANCE - Group activities for students designing own HAKA dance. Good use of thumbs up to show confirmation when confirming if the student finished. R1 Hand on chest while watching groups HAKA's - Looked relaxed.

Eye contact by teacher: Constant eye contact, until teacher had to watch back incidents + change channel to show HAKA videos

Any gesture's by teacher: Thumbs pointing to individuals who were misbehaving

Voice intonation by teacher: Was do you it form? Question not discipline but the tone sounded like she was telling off

Facial expression by teacher: Eyes wider opened when telling off a student. Talked about facial expressions could have provided example to go home

Humour by teacher: DANCE LESSON - GUESSES, BOYS' SMILING and group should be expected to go home

Voice volume by teacher: Same volume + did not raise when children were talking but paying attention. Volume did not increase during video playing

Responses shown by teacher to the mood of the group during PE lesson: Told group the rules - children went "no!"

Example of teacher providing pupils a chance to voice their feelings as well as thoughts: Listening children have their say after asking questions but no names were mentioned. Asked questions to teacher (all group agreed) teacher refused to answer

Example of response to the feelings of any pupil: Getting distracted with videos stop/station. Asking to talk. Did not react to student who had his hand up - looked away from him - He then started to talk

Student response to show that the teacher fully listened and understood what pupils said: Children answering back. Refused to send to Mrs. Brown's group. Gave the value of the net only correct by using some cards.

Response to pupils' non-verbal communication (above categories): When demonstrating the HAKA, children followed but got confused as there was only one example for teacher. No reaction to non-verbal different angles

Feelings the teacher showed to the pupils? Amusement and highlight disappointment of whole group that lost the day. Very little praise to individuals or group.

Behaviours that indicated anxiety or anger by teacher: Eyes closed for a few seconds + took deep breath when children were not listening. Lots of pointing to watch for children to be quiet.

Example of teacher apparently managing her own feelings: Stress built up at start of session. Distracting herself from group by speaking to herself and a staff member about activity. @ 2pm - starting in to one area while others were doing

Teacher's EI area(s) for development: Group were talking. Teacher to group when her back was facing. Volume didn't change. No individual praise after answers of each student - 10-15 answers by children praised only 3 occasions. For demonstrating group just selected group that were not group to perform HAKA

How many pupils had responses acknowledged in manner that valued them? 1-3 4-5 7-10 11-20 20+

How often did she refer back later to individual contributions? 0 1-2 3-4 5-6 7+

All pupil names used? Yes

Evidence of any apparent prejudice towards particular pupils: Girls pushed in the back of group. "Girls are taking the rules down!"

End score out of 10: Success in creating positive emotional environment. Teachers Emotional Intelligence strength(s):

Very good with eye contact with disc. Fine, involved well. Very group activities. Was strong "false positivity by constantly smiling while smiling around group by group

"Did you find it intimidating?" "I did find it intimidating" Did not take their answer and first explanation. Used the barriers. constructive criticism. used well

Did not get any things right. Children respond "No!"

**Teacher Emotional Intelligence Observation Report in Physical Education**

Teacher (ID No.): EL050618B1 Year Group: 1 Key stage: 1 Ages: 5-6 No. of pupils: 26 School: MEADOW VIEW SCHOOL Date: 16/12/17

Use of non-verbal communication by teacher: Went down to children - lots of individual praise throughout. Always says please after asking children to do a task.

Eye contact by teacher: Always looking at children

Any gesture's by teacher: Hand clasp to gain attention without interrupting at the time.

Voice intonation by teacher: Quite sure tone throughout - some enthusiasm when describing demos of gymnastic moves.

Facial expression by teacher: Very little change to facial expression - No smiling or laughing - No aggressive expression.

Humour by teacher: Taking part of warm up exercise - No direct humor to relax children but not required.

Voice volume by teacher: Excellent volume in voice - changing volume to make children listen - both loud + quiet.

Responses shown by teacher to the mood of the group during PE lesson: Very little responses showing teacher to - take the mood of the group.

Example of teacher providing pupils a chance to voice their feelings as well as thoughts: Tried to be excited during activity so they became excited + loud. Teacher let them carry on as they were participating well. Is noise a bad thing?

Example of response to the feelings of any pupil: Child fell over - tone of voice changed for the first time. Symptom was shown but was relayed by telling TA. Like a...

Student response to show that the teacher fully listened and understood what pupils said: Listened to all questions apart from one incident @ demonstration. Always praised individual loudly so rest of children follow same behaviour.

Response to pupils' non-verbal communication (above categories): No sound of applause when pairs shared close how to do task position. But did have a look at each other.

Feelings the teacher showed to the pupils? Enthusiasm, comfort at times of need

Behaviours that indicated anxiety or anger by teacher: When children were by table - social awkwardness (could not see anyone with close proximity) - No eye contact with pupils looking at monitor to get activity were looking around to see if all children were listening.

Example of teacher apparently managing her own feelings: Non shown compared to last observation. Most child is and showed teacher - she stopped whole group to show clear how good they were. High praise for praise.

Teacher's EI area(s) for development: These rules cost a lot of money (child) pulling mat from corner. On dance - child dance - Main are teacher dance first. "You could break your neck!" - forward roll - Q&A. A lot more looking away when this was mentioned.

How many pupils had responses acknowledged in manner that valued them? 1-3 4-5 7-10 11-20 20+

How often did she refer back later to individual contributions? 0 1-2 3-4 5-6 7+

All pupil names used? Yes

Evidence of any apparent prejudice towards particular pupils: Not shown - But did not respond with anger. Was but her head up. Moved on with session.

End score out of 10: Success in creating positive emotional environment. Teachers Emotional Intelligence strength(s):

Always helped and supporting - By supporting them physically. Great praise to whole group about their behaviour for the PE session.



Observation 2 MULTI-ACTIVITY / PE & GYMNASICS

**Teacher Emotional Intelligence Observation Report in Physical Education**

Teacher (ID No.): DA02787CH Year Group: Recurve Key stage: E 1 Ages: 4-5 No. of pupils: 28 School: Sevens Date: 15/2/17

Use of non-verbal communication by teacher: NGO ACTIVITIES FOR THIS GROUP - LET CHILDREN TAKE IN EACH APPROPRIATE  
SHOWN PHYSICAL GESTURES

Eye contact by teacher: <u>ALWAYS LOOKING AT CHILDREN EVEN WHILE TALKING</u>	Any gesture's by teacher: <u>POINTING TO ECTION CHILDREN AT GOAT APPROPRIATE - CHILDREN USE NAME</u>	Voice intonation by teacher: <u>SERIOUS VOICE WHEN PROVIDING H+5</u> <u>A LOT FASTER + DIRECT: SHOWED AUTOCORRECT TO HIGHLIGHT</u>
Facial expression by teacher: <u>APPROPRIATE TO SITUATION - BUT IN THIS LESSON ALMOST OF APPEALMENT SHOW DUE TO CHILDREN'S BEHAVIOUR DURING HIGHLY DISCIPLINED (ON APPROPRIATE)</u>	Humour by teacher: <u>VERY LITTLE USED</u>	Voice volume by teacher: <u>CLEAR + PRECISE, WHEN CHILDREN TOO LOUD, WHISTLE WAS USED TO GRAB ATTENTION</u>
Responses shown by teacher to the mood of the group during PE lesson: <u>IF ANY WERE PLANNING UP AN EQUIPMENT - SHOWED HER CONCERN OF H+5 - "ONLY ONE PERSON AT A TIME"</u>	Example of teacher providing pupils a chance to voice their feelings as well as thoughts: <u>CHILD DID NOT HAVE TIME TO HAVE AN ON CLIMBING FRAME, PROVIDED AN EXPLANATION SO THE WOULD HAVE TIME TO PRACTISE</u>	
Example of response to the feelings of any pupil: <u>"SHOW YOUR KNEECAPS" - TOLD THE CHILDREN POSTURE HELD LAST GROUP ON CLIMBING FRAME - CONFIDENT CHILDREN: "I'D BECOME A SUPERSTAR" IN TIGHTS</u>	Student response to show that the teacher fully listened and understood what pupils said: <u>SOME WERE SCARED - REASSURED CHILDREN BY SHOWING SIMPLE PICTURES ON EACH STATION</u>	
Response to pupils' non-verbal communication (above categories): <u>SMILING + FRASE - THUMB UP TO SHOW SUCCESS</u>	Feelings the teacher showed to the pupils? <u>CONCERN OF THEIR SAFETY + SHOWING PRIDE TO CHILDREN WHO WERE MAKING PROGRESS</u>	
Behaviours that indicated anxiety or anger by teacher: <u>ANXIOUS WITH DRAMATIC TONE OF VOICE DUE TO H+5 OF PE SESSION - USED TO MANAGE THE CLIMBING BECAUSE SOME WERE CRAWLING AROUND JUMP SEATBELTS - CHILDREN ROBBED</u>	Example of teacher apparently managing her own feelings: <u>GOES BACK TO HIGH PACE TO OBSERVE IF IT WAS THE MOST APPROPRIATE - REASSURED CHILDREN THAT CHILDREN WERE ONLY AT THE HIGH SPEED</u>	
Teacher's EI area(s) for development: <u>LESS TIME FOR CHILDREN TO LISTEN FELT RUSHED, ALSO LESS HAD A HIGH H+5 WITH THEREFORE THE TEACHER WAS SMILING LESS / LESS HUMOUR / MORE APPROPRIATE (S) SHOWN</u>		

How many pupils had responses acknowledged in manner that valued them?	1-3 4-5 7-10 11-20 20+	How often did she refer back later to individual contributions?	0 1-2 3-4 5-6 7+	All pupil names used?	Evidence of any apparent prejudice towards particular pupils:
End score out of 10: Success in creating positive emotional environment.	Teachers Emotional Intelligence strength(s): <u>ASKED CHILDREN TO GET EQUIPMENT - INDIVIDUAL ASKED THEM TO DO ONE TASK - ALL OBLIGED</u>			<u>NO</u>	<u>DUE TO H+5 + H+5 - MORE FOCUS ON CHILDREN THAT WERE ON MORE CONFIDENT CHILDREN WERE MORE</u>

**Teacher Emotional Intelligence Observation Report in Physical Education** Observation 2 ABC - Running exercise, using freestyle, using freestyle

Teacher (ID No.): JO0806405A Year Group: 1 Key stage: 1 Ages: 5-6 No. of pupils: 28 School: Morden Vaux Date: 16/2/17

Use of non-verbal communication by teacher: Used the children at start of session: Mr Strong meaning the behaviour of the group... Respond that you will all behave?  
Observation by using 2 marks points Lots of demonstrations to show the way up exercises

Eye contact by teacher: <u>Looks down to level eye contact with children</u>	Any gesture's by teacher: <u>Finger pointing to get everyone's attention</u> <u>Lots of clapping hands to give credit</u>	Voice intonation by teacher: <u>Same tone but very short ordered, no long sentences</u> <u>No significant changes to express much emotion</u>
Facial expression by teacher: <u>Looks down with head in air deep each finger, count down to 5 - children copied and went quiet</u>	Humour by teacher: <u>Got caught in a group of one?</u>	Voice volume by teacher: <u>Changed voice to whisper to children but to listen + be quiet. The children also listened their answer when the teacher were asked a question</u>
Responses shown by teacher to the mood of the group during PE lesson: <u>When children's voices raised the teacher responded in a deepening voice to get their attention then to make them quiet</u>	Example of teacher providing pupils a chance to voice their feelings as well as thoughts: <u>Child told teacher that teacher asked "nearly" to her face while running - Teacher responded sympathetically but explained that he will resolve it after the lesson</u>	
Example of response to the feelings of any pupil: <u>Golden Rule - Don't talk while I'm talking - All children had missed up when children were asked what the golden rule was</u>	Student response to show that the teacher fully listened and understood what pupils said: <u>Listened to answers of children and repeated final sentence</u>	
Response to pupils' non-verbal communication (above categories): <u>Had good start at lesson, don't ruin it - upset child as was asked for a quiet word - Unfortunately two children were fighting during the run to one activity. The child did not show any anxiety or anger</u>	Feelings the teacher showed to the pupils? <u>Was frustrated and told them but no change in facial expression nor in tone of voice</u> <u>Who was being hit went to the teacher to tell! Teacher brought both of them over</u>	
Behaviours that indicated anxiety or anger by teacher: <u>Did not show any anxiety or anger</u>	Example of teacher apparently managing her own feelings: <u>Paused 3, let some to get some time to re-organise as several students were fighting</u>	
Teacher's EI area(s) for development: <u>Change of intention to grow more attention of class. Significant less individual praise during running activities due to the all-repeating procedure being set out where activities are taken place</u>		

How many pupils had responses acknowledged in manner that valued them?	1-3 4-5 7-10 11-20 20+	How often did she refer back later to individual contributions?	0 1-2 3-4 5-6 7+	All pupil names used?	Evidence of any apparent prejudice towards particular pupils:
End score out of 10: Success in creating positive emotional environment.	Teachers Emotional Intelligence strength(s): <u>Extensive motivation providing points for good behaviour</u> <u>Overall class were very happy and many were misbehaving when walking at the back of the line, so many were shown to try + calm groups down - Eye to eye contact (same height)</u> <u>Tried to provide support (too young to isolate)</u> <u>Control volume of voice</u>			<u>NO</u>	



Dance: Moving with the four elements

Observation: 2

Teacher Emotional Intelligence Observation Report in Physical Education

Teacher (ID No.): EL001616 Year Group: 4 Key stage: 2 Ages: No. of pupils: 25 School: M. View School Date: 13/2/17

Use of non-verbal communication by teacher: Traffic lights warm up - Teachers took part - Made it fun + enjoyable. Lesson was delayed due to parent assembly.

Eye contact by teacher: Always looking at children's responses when they are answering questions. Gave a stare to child who was misbehaving.

Any gesture's by teacher: Told with her hands, with lots of hand movements to help with explanation.

Voice intonation by teacher: Enthusiastic and repeats the importance of each task.

Facial expression by teacher: Compassionate, makes children feel comfortable. Shows interest when child is asking a question.

Humour by teacher: Big fell over - Made her smile - 'Do you need or assistance. Move back to I can help - Can't remember! - Gals laugh!

Voice volume by teacher: Clear + precise - Very detailed. 'You can come in next week... I'm not half term'.

Responses shown by teacher to the mood of the group during PE lesson: Group was well behaved and made the responses of teacher, happy + enthusiastic.

Example of teacher providing pupils a chance to voice their feelings as well as thoughts: Asked children questions and let them have their own opinion - 'What do you think water' be like

Example of response to the feelings of any pupil: None of answer and dancing. One child was feeling well - Going to bring your hand back (Did not want to participate in dance).

Student response to show that the teacher fully listened and understood what pupils said: Majority of group were happy to answer questions. Clipping exercise to get responses worked well.

Response to pupils' non-verbal communication (above categories): Posing children on hands for praise. Clipping exercise to get children's attention - All praise attention.

Feelings the teacher showed to the pupils? Constant praise with answers with explanation. Showed patience throughout, especially with children who were not taking part.

Behaviours that indicated anxiety or anger by teacher: None.

Example of teacher apparently managing her own feelings: Took 5 second deep breaths, change of facial expression when children couldn't see her face.

Teacher's EI area(s) for development: Not on plan for development for teacher but one or two children did not wish to take part but could have helped - a computer element to show importance. \* Job FA to help out.

How many pupils had responses acknowledged in manner that valued them? 1-3 4-5 7-10 11-20 20+ 11-20

How often did she refer back later to individual contributions? 0 1-2 3-4 5-6 7+ 5-6

All pupil names used? Yes

Evidence of any apparent prejudice towards particular pupils: None.

End score out of 10: Success in creating positive emotional environment: Teachers Emotional Intelligence strength(s): Always used the children's names - Asics or praise every pupil in group. Brings humour and child's P.O.V. in her answers. Always helping each student. Her response to teacher from took part with it. Teacher provided great options.

Always went back to send child to re-assure them + to return their participation in the lesson. Child was asked why she felt low (felt excluded) went to group to talk to her get the child to join in. 'Did not want to participate more'.

Sports Day Activities

320 OBSERVATION

0853

Teacher Emotional Intelligence Observation Report in Physical Education

Teacher (ID No.): J00808402A Year Group: 3 Key stage: 13 Ages: 7-8 No. of pupils: School: Meadow View School Date: 15/2/17

Use of non-verbal communication by teacher: Behaviour - Looking at children (Mr Strong) - Traffic light game was really enjoyable. Asked group 'Why' we had to split the group up. Showing which has dominance and putting group in order. Hand - not counting down with fingers - Group's work.

Eye contact by teacher: Eye contact - looked boring down to be a teacher eye contact.

Any gesture's by teacher: Clapping exercise to get children attention.

Voice intonation by teacher: A lot of force + more direct to the group - Group split team up for m's to power.

Facial expression by teacher: Did to group being very active more serious expressions than to get.

Humour by teacher: Laughing with child - when child danced/did not answer asked on child - He asked teacher who danced/did not.

Voice volume by teacher: Very clear + precise. Did mine voice when children were running to be heard (during traffic light's rules).

Responses shown by teacher to the mood of the group during PE lesson: Behaviour rules - when children are talking.

Example of teacher providing pupils a chance to voice their feelings as well as thoughts: Group was happy. Group's happy to address children - List of children due to intensity of warm up. Repeats about sentence of child's answer to teacher. But boy heard and boy's voice of child's P.O.V.

Student response to show that the teacher fully listened and understood what pupils said: 'What are you talking when I am' - Second meaning - how many have you got?

Example of response to the feelings of any pupil: Child responding - Teacher asking spoke to him while rest of children were up. Child's happy - Gave her to see him and quietly re-acted.

Response to pupils' non-verbal communication (above categories): Physical activity where group had to split in teams in silence - Showed that they are able to work effectively in a group without being loud. Letting children using other's to help.

Behaviours that indicated anxiety or anger by teacher: None.

Example of teacher apparently managing her own feelings: Arms crossed, standing in one position to show dominance and being able to fix his attention across the whole room.

Teacher's EI area(s) for development: Less acknowledge to the individuals due to the behaviour of the group.

How many pupils had responses acknowledged in manner that valued them? 1-3 4-5 7-10 11-20 20+ 11-20

How often did she refer back later to individual contributions? 0 1-2 3-4 5-6 7+ 5-6

All pupil names used? Yes

Evidence of any apparent prejudice towards particular pupils: No prejudice - but some children took part in group.

End score out of 10: Success in creating positive emotional environment: Teachers Emotional Intelligence strength(s): Liked how he praised them (very good they can be) after they finished.

Teacher Emotional Intelligence Observation Report in Physical Education		CLIMBING FRAME MOUNTAIN	
Teacher (ID No.): <b>PAG82787CH</b>	Year Group: <b>Re-School</b>	Key stage: <b>EY</b>	Ages: <b>4-5</b>
No. of pupils: <b>28</b>	School: <b>Meadow View School</b>	Date: <b>1/3/2017</b>	
Use of non-verbal communication by teacher: Did the same thing due to being rushed - Got students to demo each apparatus. "Well done" - interaction changed - high pitch, enthusiastic voice. Lots of reassurance for nervous children on C-frame.			
Eye contact by teacher: Very calm, <del>less</del> <sup>strong</sup> eye contact as she solely looked after children on climbing frame.	Any gesture's by teacher: Very tactile in the sense of placing hand on child's back to show reassurance. Pointing to show where children should sit.	Voice intonation by teacher: Very calm & pleasant - Did not need to raise voice as the group was very well behaved.	
Facial expression by teacher: Didn't smile as much as previous session due to concentrating on.	Humour by teacher: Very little shown - Did laugh when a girl got stuck on the frame but didn't last long.	Voice volume by teacher: Not too loud as children were well behaved.	
Responses shown by teacher to the mood of the group during PE lesson: Very calm until she looked after people on the climbing frame. Because <del>she</del> <sup>teacher</sup> was calm, children were calm.		Example of teacher providing pupils a chance to voice their feelings as well as thoughts: "Why don't you have a go Miss?" Explain that she can reach the bar of frame while still standing - BB of frame was.	
Example of response to the feelings of any pupil: All children <del>thoughtfully</del> <sup>actively</sup> enjoyed lesson, with all taking part. Last child who went down on ladder last, <del>started</del> <sup>laughed</sup> when <del>she</del> <sup>he</sup> was.		Student response to show that the teacher fully listened and understood what pupils said: Very little conversation with children as they are all participating in <del>different</del> <sup>different</sup> locations. Teacher stayed on frame throughout.	
Response to pupils' non-verbal communication (above categories): <del>Class of regular</del> <sup>Class of regular</sup> <del>came child on round at applause by climbing to the top of ropes</del>		Feelings the teacher showed to the pupils? Lots of care and worry of their safety. Constant praise to each individual while on the climbing frame.	
Behaviours that indicated anxiety or anger by teacher: <del>laughed slightly</del> <sup>laughed slightly</sup> <del>anxious</del> <sup>anxious</sup> due to climbing frame activity but relaxed half way through.		Example of teacher apparently managing her own feelings: <del>laughing</del> <sup>laughing</sup> <del>herself</del> <sup>herself</sup> on the most dangerous activity, reassured herself that the <del>cho</del> <sup>cho</sup> will be safe.	
Teacher's EI area(s) for development: To show awareness of child's achievement - moving around each activity & let TA take over on the climbing frame. (Managed awareness - only concentrated on a few children on a line) Show whistle for group to change apparatus. Child was still climbing down on frame and felt rushed. <del>Neat work overall</del> <sup>Neat work overall</sup> <del>flag</del> <sup>flag</sup> .			
How many pupils had responses acknowledged in manner that valued them?	1-3 4-5 7-10 11-20 (20+)	How often did she refer back later to individual contributions?	0 1-2 3-4 5-6 (7+)
End score out of 10: Success in creating positive emotional environment.	Teachers Emotional Intelligence strength(s): Provided TA to select group as teacher held the rules. Praised a lot of individual praise. <del>Message</del> <sup>Message</sup> Person next to you high five. Calm + cautious - children followed same emotions. Last on ladder - rushed and 2 got stuck.		

Teacher Emotional Intelligence Observation Report in Physical Education		TEAM BUILDING EXERCISES HULA HOOP	
Teacher (ID No.): <b>EL050618B1</b>	Year Group: <b>6</b>	Key stage: <b>2</b>	Ages: <b>10-11</b>
No. of pupils: <b>26</b>	School: <b>Meadow View School</b>	Date: <b>1/3/17</b>	
Use of non-verbal communication by teacher: Went silent until group became quiet. Static stretches - not a <del>good</del> <sup>good</sup> visible for view due to how people were - outdoor first then got indoor - rest was quickly sorted. Bred caps with boards. <del>CLAPPING EXERCISE TO GET THEIR ATTENTION - DIDN'T WORK</del>			
Eye contact by teacher: <del>KEEPING EYE CONTACT</del> <sup>KEEPING EYE CONTACT</sup> <del>ON ALL CHILDREN</del>	Any gesture's by teacher: DID NOT SAY "HANDS" UP WHEN THIS ASKED QUESTION - STUDENTS JUST ANSWERED OUT.	Voice intonation by teacher: SAME TONE UNTIL GROUP MISBEHAVED	
Facial expression by teacher:	Humour by teacher: MADE GROUP LAUGH WHEN POINTS WAS DEDUCTIVE - SOME WERE ROUND CREATING.	Voice volume by teacher: NEEDING TO SHOUT AT TIMES TO GET THE CHILDREN TO LISTEN	
Responses shown by teacher to the mood of the group during PE lesson: <del>CONSTANT PAUSING TO WORK GROUP TO BE QUIET</del>		Example of teacher providing pupils a chance to voice their feelings as well as thoughts: GAVE	
Example of response to the feelings of any pupil: "I DON'T KNOW WHY WE'RE NOT BEHIND EACH OTHER" (OUTSIDE WITH) REMIND THEM IN.		Student response to show that the teacher fully listened and understood what pupils said: A LOT OF CHILDREN TRYING TO ANSWER A QUESTION AT THE SAME TIME	
Response to pupils' non-verbal communication (above categories): ADVISE WHISTLE TO KEEP GROUP QUIET		Feelings the teacher showed to the pupils? FRUSTRATION DUE TO CHILDREN NOT LISTENING - HUMOUR	
Behaviours that indicated anxiety or anger by teacher: TRYING TO SPELL OUT THE IMPORTANCE OF COMMUNICATION - LISTENING USING TEAM ACTIVITIES		Example of teacher apparently managing her own feelings:	
Teacher's EI area(s) for development: UNABLE TO CATCH - NO DEMO ON MOST ACTIVITY NOR HULA HOOP GAME. LOTS OF ANSWERING BACK. HULA HOOP GAME WAS QUICK. CHILDREN DID NOT KNOW HOW TO GET			
How many pupils had responses acknowledged in manner that valued them?	1-3 (4-5) 7-10 11-20 20+	How often did she refer back later to individual contributions?	0 1-2 3-4 5-6 (7+)
End score out of 10: Success in creating positive emotional environment.	Teachers Emotional Intelligence strength(s): PPS REDUCTION WORKED WELL		

MOST E.I. RESOURCES TO OUTDOOR ACTIVITY.

**Teacher Emotional Intelligence Observation Report in Physical Education**

Teacher (ID No.): EL040126W0 Year Group: 3 Key stage: 3 Ages: 8-9 No. of pupils: 20 School: Meadow View School Date: 27/02/17

Use of non-verbal communication by teacher: Hand shake (no) to student who wanted to move away before teacher finished talking. Clapping exercise to get the group to stop + listen after class. Arms held to stop + create group do their gym done.

Eye contact by teacher: Contact with all students when they talk to teacher Any gesture's by teacher: Hands on shoulders, arms crossed while children participating Voice intonation by teacher: Very calm - change of tone for praise after each student demo's a role.

Facial expression by teacher: Constantly smiling and showing surprise of anyone is doing something impressive Humour by teacher: Imitated some movements of the children doing traffic light game. Dances to the music Voice volume by teacher: Calm, as the children were creating the session (warm up)

Responses shown by teacher to the mood of the group during PE lesson: Was questioning why 2/3 children did not take part - No one was told off. Example of teacher providing pupils a chance to voice their feelings as well as thoughts: Letting children select what tasks they need to do while the ball is then to them. Let them provide praise.

Example of response to the feelings of any pupil: Student fell a elbow - Went straight to him - made sure he was okay - Quite sympathetic + tactile (putting arm round him). Student response to show that the teacher fully listened and understood what pupils said: Replied to their answers to warm up. The children were smiling and listening to the fire rules of the traffic light game well.

Response to pupils' non-verbal communication (above categories): Lots of "wow's" with good movements from but on back to individuals who showed good gym move Feelings the teacher showed to the pupils? Inquisitive when some children did not take part - "See you at break" Encouraged with children getting gym moves in the correct way

Behaviours that indicated anxiety or anger by teacher: Very little anxiety shown apart from need of voice when children are too slow to show demo's. Looked more nervous when ropes were out Example of teacher apparently managing her own feelings: Nervous

Teacher's EI area(s) for development: When ropes were out became a bit anxious - Stopped smiling, stopped moving. Rob of finger tips + thumbs; Also scratch of her back of lower right arm

How many pupils had responses acknowledged in manner that valued them? 1-3 4-5 7-10 11-20 (20+) How often did she refer back later to individual contributions? 0 1-2 3-4 5-6 (7+) All pupil names used? Yes Evidence of any apparent prejudice towards particular pupils: No shown - Demos for gymnastic moves - boys + girls.

End score out of 10: Success in creating positive emotional environment. Teachers Emotional Intelligence strength(s). Constantly smiling - controlled + managed group emotions well. List of enthusiasm from both teacher + children. Got involved with children, was praising students and listening to their answers during Q+A. Very positive eye contact + gestures. Always making sure to have total contact with children.

**Teacher Emotional Intelligence Observation Report in Physical Education**

Teacher (ID No.): 00474SNE Year Group: 1 Key stage: 1 Ages: 5-6 No. of pupils: 20 School: Meadow View School Date: 8/3/2017

Use of non-verbal communication by teacher: Provided leads for children who were not participating. Very good hand clapping exercises to get children's attention. With eye contact + with long conversation with children regular eye contact so my lesson ran.

Eye contact by teacher: Good eye contact with all children, especially when they not ask a question Any gesture's by teacher: Partaking in the warm up activity Voice intonation by teacher: Much more voice or intonation. More enthusiasm + brightness in a higher tone when child was not in the space (not in a negative way).

Facial expression by teacher: A lot more smiling during this session, though this reduced when she was looking at child pair - constantly Humour by teacher: Laughing when children were bumping in to each other. Gave them made the roll demo fun as they made each unique movement funny + child both. Voice volume by teacher: Very clear + loud enough that all children could hear.

Responses shown by teacher to the mood of the group during PE lesson: Group was excited and enthusiastic, which the teacher tried to reflect in her emotion + attitude. Example of teacher providing pupils a chance to voice their feelings as well as thoughts: Letting children have a say when questions were asked. Did not ask the same question twice. Let everyone have a go to answer in question.

Example of response to the feelings of any pupil: Child asks can you watch us - I watch. Want to then next to show outdoor equipment. Student response to show that the teacher fully listened and understood what pupils said: Paired individual who got in a space on the floor + showed what they did.

Response to pupils' non-verbal communication (above categories): Very good on responding the answers of the children point of view. Responded well when a girl said "I know how to do the drill all the way over xxx". Helped and when she was doing her exercise it did. Feelings the teacher showed to the pupils? Very considerate to listening and to answers + questions from the student.

Behaviours that indicated anxiety or anger by teacher: Did speak at two boys who were laughing when a girl demonstrated her gymnastic routine. He was firm and loud and both children were told to stand up while being told off. Example of teacher apparently managing her own feelings: Hands on hips while watching children warm up. Arms behind back while walking around gym. Arms crossed while standing still.

Teacher's EI area(s) for development: Could have managed the positioning of the mats by shouting them into the dangers. ~~Replied~~ not Ranged at applause for all demo's.

How many pupils had responses acknowledged in manner that valued them? 1-3 4-5 7-10 11-20 (20+) How often did she refer back later to individual contributions? 0 1-2 3-4 5-6 (7+) All pupil names used? Yes Evidence of any apparent prejudice towards particular pupils: Did not let boys demo rolls for the men + women for three demo's.

End score out of 10: Success in creating positive emotional environment. Teachers Emotional Intelligence strength(s). Good confidence + willing to get student response. Voice back more force + enthusiasm. Lots of praise to group + individuals throughout P.E. session. Quite tactile in the sense of supporting children in their rolls if they are struggling.

45 ~~Grass~~ Halcyon

Likert Scale on each category

P.E ACTIVITY: NETBALL

249

2nd Observation

Activity: DODGEBALL

Teacher Emotional Intelligence Observation Report in Physical Education					
Teacher (ID No.): <u>MP</u>	Year Group: <u>5</u>	Key stage: <u>2</u>	Ages:	No. of pupils: <u>21</u>	School: <u>MEADOW VIEWS SCHOOL</u> Date: <u>21/3/17</u>
Use of non-verbal communication by teacher: Always demonstrating warm up activities - very good dyn/energy strategies - Good confidence in Clapping exercise to gain child's attention: Went on knees to speak to child who was injured - Reassured that he was okay.					
Eye contact by teacher: Some eye contact to group. Very good e.c. on 1 to 1 conversations		Any gesture's by teacher: Does lots of humour which the children enjoy. Hands in pockets + standing in similar location of sports hall.		Voice intonation by teacher: Similar tone in voice - No difference in enthusiastic reaction. Not too aggressive.	
Facial expression by teacher: Very little smiling and sometimes zoning out of attention by looking down at floor.		Humour by teacher: "Why are you running?" - on state street. Asked to throw the ball really hard. Good response by children.		Voice volume by teacher: Volume was sufficient :- loud enough for everyone to listen to teacher. More clapping exercises to keep the group in check as the end of the session.	
Responses shown by teacher to the mood of the group during PE lesson: Group were bad at times (no apparent disruption to activity). But did stand in a set place and did not individually notice the anger of the group.			Example of teacher providing pupils a chance to voice their feelings as well as thoughts: of the session. Very little to no Q+A with children to interact.		
Example of response to the feelings of any pupil: Some children were throwing balls or pumping while teacher was explaining theory technique. Did tell them off for not listening. Said one student out.			Student response to show that the teacher fully listened and understood what pupils said: Strongly reacting students when they asking questions. Did not ask students on repeat rules of fairness exercises.		
Response to pupils' non-verbal communication (above categories): Very little praise by using high fives, nodding, smiling, thumbs up.			Feelings the teacher showed to the pupils? Frustration - Split groups in to 4 teams + did not listen properly. More praise required.		
Behaviours that indicated anxiety or anger by teacher: Teachers voice raised, constantly "sustaining" when they did not listen.			Example of teacher apparently managing her own feelings: Hands in pockets - static :- one spoke. Taking deep breaths throughout session.		
Teacher's EI area(s) for development. No introduction of the session in the hall - was this done during children changing. Question asked by child - teacher gave answer but no praise. Dodgeball game needed more work to build motivation and for everyone to participate.					
How many pupils had responses acknowledged in manner that valued them?	1-3 4-5 6-10 11-20 20+	How often did she refer back later to individual contributions?	0 1-2 3-4 5-6 7+	All pupil names used?	Evidence of any apparent prejudice towards particular pupils: One child misbehaving - Not supporting the child when not throwing correctly.
End score out of 10: Success in creating positive emotional environment.	Teachers Emotional Intelligence strength(s). Good humour + got child's attention when he explained demonstrations. The session was enjoyed the lesson - Dodgeball, speak game.				



## Appendix 5: Observation sheet templates and observation feedback transcript for study two

### Observation sheet template Communication

#### Study Two: Emotional Intelligence Observation Transcript (Audio)

Answer the following questions when recording audio feedback on observations

<b>Introduction: Key Data</b>		
I.D. Code of Teacher	Name of School	Year Group
Key Stage	Age of Children	No of Pupils
Observation one or two	Date and Time	Topic of PE Lesson
<b>Observations of non-verbal communication</b>		
1. Eye Contact with children	2. Hand Gestures	3. Movement around the facility
4. Use of Facial Expression	5. Tactile with pupils	6. Non-verbal humour used
<b>Observation Verbal Communication</b>		
7. Voice Intonation during instruction/demonstration	8. Voice Intonation during disciplinary	9. voice Intonation during praise/development
10. Verbal Humour used effectively	11. Voice volume throughout PE Session	
<b>Response to School Children's Emotions &amp; Communication</b>		
12. Responses shown by teacher to the mood of the group (excited to gloomy children)	13. teacher providing pupils to voice their feelings	14. Teacher reacted to what pupils said
15. Response by teacher to children's non-verbal communication	16. How many pupils had their responses acknowledged in manner that valued them?	17. How often did teacher <i>refer back</i> to individual contributions/success?
<b>Teachers Feelings and Emotions</b>		
18. Feelings the teacher expressed to children due to success skill/task	19. Feelings to teacher expressed to children due to failure in skill/task	20. Feelings the teacher expressed to children due to misbehaviour
21. Any circumstances that made the teacher anxious or angry	22. Example of teacher apparently managing her own feelings (verbal or non-verbal)	23. Did the teacher show apparent prejudice toward a particular pupil(s)
<b>Coaching Performance</b>		
24. Health and safety check during or prior to PE lesson	25. Warm up activities (NO STATIC STRETCHES!!!)	26. Participation of teacher
27. Progression of skill	28. Movement of all children during activities	29. Game/competitive environment introduced
30. Positioning of teacher during skill activities	31. Specifying praise of skill acquisition	32. Chaining, Whole Part Whole, Self-reflection introduced to help improvement
33. Demonstrations delivered correctly	34. Re-Capping last weeks and this week's activities	35. Cool down with static stretches
<b>Overview of Teachers Performance</b>		
Provide feedback of how teacher controlled group and individuals, the enjoyment of the lesson, the positivity in the lesson, progression of children's skill set.		

Participant:

School:

Date:

Delivery:

Key Stage:

1<sup>st</sup> 2<sup>nd</sup> Observation

Emotional facets Checklist	
Self-Recognition	Tally of Usage (Ranking of importance: 1-10)
<b>Self-Awareness/Understanding:</b> Importance of having a conscious and deliberate reflection on your own personal identity, your image, stance, feelings and motives. These perceptions of one-self did benefit the delivery of the PE lesson.	
<b>Connections of Cause and Effect:</b> The importance to recognise the impact and consequences of your own feelings and mood; separating external and internal factors that can affect your own emotion. Knowing how your feelings can relate to performance of your PE teaching.	
<b>Self-Appreciation, Acceptance and Confidence:</b> Importance to show strong self-esteem; personal worth and value while delivering the PE session. Coming to grips with personal attributes. Recognising personal strengths, weaknesses, and limitations during and after the PE session.	
<b>Consciousness, Assertiveness:</b> The importance during the PE lesson, to be aware of personal restrictions and limitations; though still expressing self-worth through personal care while delivering the session.	
<b>Emotional Identification:</b> The importance of showing an ability to identify personal feelings; effectively reflecting on personal performance at the end of the PE session.	
Social Recognition	Tally of Usage (Ranking of importance: 1-10)
<b>Empathy, Sensitivity, Appreciation:</b> The importance to understand the emotion of the children; accurately picking up emotional cues from communication (including words, tone and nonverbal signals); During the PE lesson did you manage direct and indirect feedback effectively; being attentive, sensitive, aware and appreciative of the emotional signals of the children.	
<b>Service, Compassion, Benevolence:</b> The importance of leading the PE session with a sense of contribution; aiding, helping, coaching and developing others. Providing constructive support to contribute with the emotional states of the children. Recognising the needs and desires of the children.	
<b>Holistic Communication:</b> The importance to effectively send and receive information including emotional content; listening; engaging and connecting with others; sending and receiving verbal and nonverbal signals constructively throughout the PE lesson.	
<b>Situational Perceptual Awareness:</b> The importance to recognise and process dynamic, shifting emotional trends of the children; noticing their attention, focus, awareness and connection; adapting to situational variables and changes; understanding which factors count, how much and responding with reasonable behaviour.	
<b>Interpersonal Development:</b> The importance of growing and nurturing constructive connections; setting the tone for long term depth and breadth in relationships; working with quality in personal and professional relations; having resonance and rapport.	
Self-Management	Tally of Usage (Ranking of importance: 1-10)
<b>Self Control, Discipline:</b> The important to effectively handle impulsive behaviour; maintaining composure while experiencing stressful situations during the PE lesson; the ability to emotionally persevere during hard times.	
<b>Integrity, Trustworthiness:</b> The importance to work with conscience and integrity; providing principles and values throughout the PE lesson. Keeping promises that was made to the children and assuming personal responsibility to motivate the children.	
<b>Psychology, Initiative self-energising:</b> The importance to have the ability to be mentally and emotionally engaged; portraying passion by changing the children's feelings during the PE session; acting and choosing feelings in accordance with positive emotions, optimism and constructive feelings and limiting negative emotional patterns.	
<b>Creativity, Agility, Flexibility, Adaptability:</b> The importance to cope with transition and contingency planning during the PE lesson. Adjusting to situations to help children build their imagination to create, discover and explore opportunities during the PE lesson. The ability to problem solve and 'think outside the box.'	
<b>Goal Directed Performance, Targeted Action:</b> The importance to focus on long term desired goals; drive to choose challenging objectives and assume acceptable risk but still staying on course to complete the PE session on time. Had to show strong resilience in the face of obstacles and setbacks.	
Social Management	Tally of Usage (Ranking of importance: 1-10)
<b>Developing Relationships, Getting Along with Others:</b> Very important to have cultivated a nurturing relationship with the children during the PE lesson; having quality connections and build instant rapport.	
<b>Leadership and Influence:</b> Important to deliver the PE session with warmth, likability, presence, charisma, and approachability; paying attention and focusing on the children's performance; getting involved and engaging during the PE session. Deliberately persuade the children to be enthusiastic in the PE session; delivering groups activities so all can partake.	
<b>Change Catalyst and Response:</b> The importance to recognise the need for change and championing action during the PE session; using your interpersonal skills and abilities to progress individuals on their performance. Focusing on eustress (good stress) and positive outcomes.	
<b>Negotiation and Conflict Management:</b> Importance on bargaining with the children during the PE session for mutual gains. Was this type of emotional management used more in one class than another, especially when coping with conflict through positive proactive and reactive techniques; effectively dealing with difficult people and situations; creates unity, balance and gain.	
<b>Teamwork and Collaboration:</b> The importance of this skill to build bonds and transform groups into teams; engaging children to generate more effort; nurturing spirit in the PE session to develop synergy. Delivering interpersonal emotional effectiveness.	

## Study Two: Transcripts of audio notes from observation feedback

### Ant Observation 1.WAV

Observation number one, XXX, XXX School, year group is year two which is key stage one, number of pupils to be confirmed. This is first observation, Monday the 9th of October. Time is at 24 minutes past one, so duration of a 35-minute physical activity will have to be reduced down on observation for transition to other class, which is in another building for observation number two. Okay, okay.

Hello. Hello, everyone. Hello, Mr. XXX, on to see his herd, how fantastic we got him with that shouse. That was it. Hello?

Hello? force Very enthusiastic high enthusiasm and time as well. Promoting session

Promoting chaining on part of self-reflection very good on PA delivery, Good praise; Using names; Following on from last week's work; It's a good conversation for Introducing a warm-up which is shape Layout; Hand gestures are pointing to let people sit down And clapping to keep everyone in order and to keep quiet

Now there's a coseaa Oh that's great straight. So incorrect demonstration but again price was shown. Visual demonstration. Really? Humi introduced.

Question mark imitation. Tonation I should say. When asking question. Question mark. Verbal humour used effectively.

Again individual demonstration lots of pupils still keeping still at the moment but again introduction basis. I'll get everyone involved. Getting everyone involved in question and answering. Yes. Right. Yeah. OK. You want to видите Flusun face. You don't mind? for that shape.

people are also demonstrating with the group so a game to start off everyone's gonna get five points

no warm-up has been taken part no progression of skill so he's following on from last week's activity wants all the pupils to have significant movements no note of competitive environment as you can see there's no competition there's no competition there's no competition well that's why it has been done this year and yet it's having again motivation with points have yet to develop the game motivation with points system it's worn number 33 Kevin last week was iron a free land demonstrations deliver currently using pupils to do so very GOOD LET ME MAKE THE FOOTAGE c ZOO TO PUT A PHP IN PROSRIP I MAKE TALE TO DUMP L contribution nMotivation to deliver correctly using pupils to do so very good good number thirty-three

uh... Teacher referred back to individual contributions in warm-up, demonstrating I should say using names of pupils, voice is clear and precise, no tactile pats on backs as yet with pupils.

Teacher located staying in one place, moving slightly side to side but not walking all the way through...and using the whole hall to look at individuals increasing tempo by asking to speed up gymnastic movements.

Participation of teachers also taking part, showing demonstrations, smiling as well. So number four, good use of facial expressions...relaxing on coaching format with both hands on head, starting back to demonstration again, smiling throughout, minor good eye contact, eye contact with their own pupils, ocean.

Playing almost a 'Simon Says' element to the game, it's not had any open questions from pupils yet, so number 14 teacher reacted to what pupils said has not been rectified as yet. 15 minutes into lecture into police session.

27 pupils in total, adding progression now. Number 27 adding progression on the four gymnastic skills, getting all pupils participate participating no one's waiting or gropping for three, so again, again, adding self-reflection and working in a team again. Number 34 recapping last week's activities to enhance this week's, supporting pupil physically to help out with bikes individually going round each class, each pair, that no time; break down

23 minutes gone, go. Through self-recognition, self-awareness, understanding important some conscious and deliberate reflection on your own personal identity, not really important on image or stance but good for demonstration, so a decent score of four possibly five connections. Of course, recognise impacts and consequence of your own feelings and moods, separating external internal factors of their own emotion. Again, no external constraints shown on his own performance due to strong tone, humor, and voice delivery of explanation.

Again, no personal feelings and effectively reflecting on personal performance. at the end of the PA so we can professional attire there

XXX been single that's two times that's two times Kieran has been told off empathy sensitivity and appreciation importance to understand the emotion of pupils accurately picking up emotional cues from communication so again tone of words non-verbal so clapping pointing using hand gestures to help explanation of demonstrations and rules of activity number 27 again more even further progression but again praise from Lacerica session providing constructive connections by helping our individuals to improve on their gymnastic movement only Happen once or twice because the small turnaround of each activity, first it's a second activity from first to second movement shapes four minutes. There's a quick turnaround due to heart rate going down and pupils getting more agitated and not listening, self-control discipline has been very high in date indeed, due to the age of the group here soon so very excited at the moment, especially having an individual observing them. We'll put some elements of destruction and so trying to control that is an additional element of today's PE lesson again, every time activities taken no time band said it doesn't provide. Any time to show how long they're going to be, is this due to the key stage one and so therefore will they understand duration of time. And how long they've got

precession will be longer than usual due to the lack of listening to of the pupils and the excitement. And a lot of strong with his resilience had to be shown not many obstacles or setbacks were put in place showing change improvements by looking at the whole part home again, individual demonstration means that pupils are still standing stone again, very little no movement this is not on a motion intelligence element but definitely our coaching performance objective. 24-35 that needs to be examined, nurturing relationship this is on social management very high for this group having quality connection and building pupil rapport, which they have done leadership and influence again important to deliver PE session with warmth and charisma, which is very very important against working with individuals and now moving on to sequence which is part of the learning objectives. Charge of time when telling off a pupil who has not been listening, very direct and stone trying to progress individual's performance by focusing good stress positive hands gestures with clicker fingers too. Discipline tells someone to be quiet, very autocratic on disciplinary procedure,

very little bargaining with pupils or cooperation negotiations, and very much delegated - so in motion marriage.

There is no alternative answer as there are three options. One directive answer. Again, this may be due to the case of key stage one delivery.

Again, good cohesion in the group, working in pairs and teams on the mats. Providing good spirit and developing good synergy. Developing interpersonal emotional effectiveness was done effectively on the pairs group. Only one group in threes was not working. Ringleman effect was put in place where one was just not taking part. This was noticed by the teacher. So he went into the group of three to make two pairs with himself participating or delegating the group.



Quickly go through questions again to reiterate, coming up to 20 minutes, 7 minutes of lesson. Eye contact with pupils. Always. Very good. Loads of hand gestures again to help explanation of movements. Movements around the facility always helping different groups. Great use of facial expression. Not that tactile with the pupils. Very little pats on the backs. Or handshaking or anything like that. Very much

Well done. Precise, precise, subtle. Sounds nice. Very good. Very good folk music sounds. yering to very short very quick to stop interruption of lesson if there's any disciplinary. Verbal humor again was 4 out, made the pupils laugh and the voice volume was very good.

Response is shown by teacher number 12 to move the group, again the group was very enthusiastic and so he kept that enthusiasm going. Teacher providing pupils the voice of their feelings, this was not done as it was very much directed, maybe due again to Key Stage 1 Year 2, telling what to do. Teacher reacted to what pupils said. Again, that link relates to #13, no questions asked and there's no reaction from the teacher to pupils's nonverbal communication, again regarding rolling eyes or disciplinary procedures, no pupils were misbehaving and seeing if pupils were upset in any way, all very happy due to the happiness and sound. He let that carry on because it was a good, it was a good group. Carry on, let's see. Hey, well done, very good, very nice.

Keep your arms out straighter. Well done. Example of teacher apparently managing own feelings, 22. Again, very good, lots composed throughout, there were no significant elements to show that he's out of his comfort zone. Prejudice again, very good. Again, Kieran may be the one that's been hanging out, but he is misbehaving quite regularly. Health and safety check and need to speak to Mr. Holmes regarding this. There was no warm-up, number 25, no warm-up activities sufficient enough to warm up the pupils. Participation in teaching throughout, again helping out at groups and progression of skill was put in with learning outcomes. Movement of all pupils during activities happened. It may be the case that the demonstrations are too long because of this. Again, Kieran's demonstration. Right now, what shape are you going to finish with? Think about how you are now, sitting on the floor, so what shape would you do different now? Brilliant. So he's gone from a straddle, he's slid across his mat. Okay. Providing opportunity for Kieran to promote himself.

Game and competitive environment was not introduced, not introduced. It may be due to age group. Again, curriculum ... scheme of work may have to be locked at that.

Letting everyone see their movement, let's link that back to number 29 game environment constant praise for all open question neglected so again for 19 try to ask a question didn't move straight on so people can just call pupil did ask question quickly answered another one answered leaving the toilet non-applicable chaining hole part hole again linking with the learning outcomes on growth and development demonstration delivered correctly again letting pupils do that effectively again recap again I need to look at that if I've got time to watch it cool down again I need to look at this to see if that was done effectively,

duration so far 26 minutes

we'll be leaving in four, I will have a few feedback attention performance controls the group well there's a lot of enjoyment from pupils good working as a group lot of positive atmosphere and good progression. Skill set throughout the session you

yep, personal comments now will be 9 up sessions for next four minutes

again helping and demonstrating two pupils are now following him looking at feelings of to teach expressed by pupils too and

High five again, getting a bit more tactile, that's number five.

Now we're going to show you a couple of little shapes. Dylan's super easy, he's got two lovely shapes, he's going to start with his star, he then sidesteps across the mat and finishes with a tuck. Lovely. Let's make sure we are holding those shapes; we're getting your dojo points out. I would let this as strong as you, but that's going to be a pressure on the first day of the year. So, let's have a go. We'll do U2 first, and U2, U3, U2. So, one of you goes first, and then take turns to show, and everyone else will watch. Sit up there mate, I'll wait for you guys to have a look and tell me what you think was really good about somebody's shape. Providing feedback from groups.

Explanation of group.

Again that was a very funny movement made everyone laugh and sigh again good price

innovative thinking

nice straight arm XXX sidesteps

Lots of individual put price there, used names as well. I like the one with, what shape did they finish on there, she's on her back, what shape is she in? Back struggle. Back what? Back struggle. Back struggle, is it? Back struggle.

What about XXX? Can I show you the pupils again? Give an additional praise for the pupil. What do you mean by XXX? Standing out.

Use tied knees. What shape did she start with? She didn't hold it very well. What shape did she begin with? She started at the start. Knees nice and high. Pupils' coming. Who's not participating? In PE. No sitting in to watch. Reading a book.

32 minutes. We'll stay for another four. Go to second observation shortly.

One fell over. Are you alright? That's fine. Nothing wrong there. Just slipped over.

Do your next and colleague videos. Go ahead XXX. Ok, smash. Go ahead XXX. Did you do a shout to me? No. Back again, start again. Do your shout, hold it for 3 seconds. Come on, strong, powerful. Be careful.

Okay, just waiting now to find out if all have now participated and demonstrated. Again, keeping others still. This is more towards coaching. Everyone was enthusiastic and waited politely to have their own turn to show their demonstration.

One was, I never realised one was sent out, oh no. One was sent out of the room. Done discreetly, so the group do not get interrupted by it.

Asking people now what the price is. Writing on records. Moving on to next weeks stock. Next week stock.

let's finish in in 38 minutes Matsuai no cool down no static stretches no static stretches no static stretches just confirming that in just a short just confirming that in just a short just confirming that in just a short while everyone else let's see what while everyone else let's see what while everyone else let's see what happens okay no cool down so that happens okay no cool down so that happens okay no cool down so that finishes the session he 37 minutes finishes the session he 37 minutes.

**Ant: 2<sup>nd</sup> observation.WAV**

[ 00:00:04 ] Tuesday the 21st of November 2017. This is Andy Holmes observation at XXX School. This will be his second observation, key stage 2, year 3. His first observation was year 2, key stage 1. The time of the lesson will be at 1.25pm and it will be gymnastic dance following on to his similar lesson that he delivered in his first observation. We'll be concentrating on the non-verbal communication, verbal communication of the teacher. Responses to the school's pupils's emotions, the teacher's feelings and emotions and coaching performances.

[ 00:01:02 ] We'll be looking at self-recognition, social recognition, self-management and social management on the emotion facets checklist. Visual aids are being used which again, worked slightly for year 2, just about should be more competent for year 3 learners. They have been split into pairs for the gymnastic event with 15 maths out in total. A young boy at the moment is just currently putting the visual aid out which is a two-sided sheet with five basic movements and a sequence on the next page. So again, there will be some elements of progression.

[ 00:02:01 ] He should know some of the pupils's names as he is a Key Stage 1 Coordinator. So he's got to know and build a rapport within the group itself. The duration of the lesson today will be limited due to another observation taking part later on at 2 o'clock. So the maximum time at the moment has been at 25 minutes but it will be a 35 minute lesson.

[ 00:02:58 ] You're 4'8", you're playing with this bucket! Say, I'm doing a recapping outside the wall, so they've got all in order.

[ 00:03:46 ] Just very calm and composed, explaining do not tread on the mats, so clear and concise instructions, very simple for this age group. No uniform used, again introducing a warm up straight away, I haven't seen this group before. So this is year 3, I've only had about 2 year 3. So this is year 3. So they are moving around at the moment, not touching the mats, different ways to get an instant warm up, which is good, smart teaching on that side.

[ 00:05:30 ] . you're going round round gold tiny voice again introducing the humor oh

[ 00:06:07 ] facial expression half a good question inquisitiveness

[ 00:06:22 ] Again, making it funner, making it humorous, again great way of humor, again teacher positioning,

[ 00:07:09 ] again really getting it. Thank you.

[ 00:07:29 ] Again, making it very funner, raise the voice, the volume of the listeners, due to the enjoyment,

[ 00:07:57 ] Using our hands, and our fists. OK. And they're desperate to do it.

[ 00:08:14 ] Okay, giving good compromise and negotiation management there which works well.

[ 00:08:36 ] Good warm up to start, good eye contact, good facial, very good facial expression, again controlling the group well, good use of eyebrows and eye contact, 25 pupils.

[ 00:09:13 ] See you in class, see you.

[ 00:09:20 ] On the mat, and the mat is where you perform, it's like your stage, okay? That is where you are performing. You're making more of a life factor. You're going to start at one end of it and do a shape. Travelling across however you think is the best for you and then do another shape at the other end. When I put you onto your mat, I want you to have a look at the sheet that's on there, and it's got a reminder of the five shapes. It's my class, we only did this class for a couple of weeks. I don't remember the last time we did this. So, we've got straight shapes. Okay, I'm recapping, so good recapping first of all. Lovely, nice and tall, pointed fingers, nice and big hands. Good movement in that facility. Do we have wobbly shapes, or do we have strong shapes? Strong shapes, okay. Non-verbal humour used. Very nice. Very much so, which has been very good, and makes the young. Good praise. Excellent use of facial expression, and it's made the pupils more infused. Someone partaked, and again, praised.

[ 00:10:47 ] That's harder. Harder stroke. XXX, try and put your back straight if you can. If you can't reach your toes, you have to relax. Straight back. There you go, nice. And the last one is the pike shape. Show me the pike then, XXX. Okay. Very nice. Straight back, straight legs. You put your pairs on, and a little practice, and then we're going to play the shape game. Are you ready? One. Left leg, forward leg, up and six. You can have fun. All right. Okay. Great job.

[ 00:11:40 ] And the other, we might need to see it for a minute. One, out.

[ 00:11:52 ] I want you to practice these shapes, but let's don't do it because I think you don't need to. I'm going to pull out a shape. Boys, are you ready? I'm going to pull out a shape and you need to make that shape as big as you can. But I don't want a floppy shape, I want a nice and strong shape. If I said straight shape, you'd say so.

[ 00:12:32 ] again doing a lot of good recapping good voice volume throughout the PE session good intonation during instruction the same tone of voice for disciplinary because they all go well-behaved

[ 00:13:03 ] again a bit of humour with competition introduced and and and and and voice intonation with praise as well is the same but again it's quite good because it's very enthusiastic at the start this one is shown by the teacher to the mood of the group again because they're enthusiastic he's enthusiastic as well again making humour

[ 00:13:49 ] that has been so anything but what i wanted to do simply was surrounded by clubs that that just really have there divorced kids Is that a star? No, is that a starship? Yes! That's fine, that was always fine. What a good idea, instead of having to get up and get down and get up and get down. She just went, whoops, starship. Again, making it more insurable and a lot more humour. You wouldn't be good if you had gone up and went down. And Lala stayed down on the floor really, really quickly. Because these shapes we do, they'll come to you on the floor, can't they? Roman, have you all struck a shape on the side? Romans never struck a shape, XXX. You're still making the right shape, aren't you? Okay. Again, providing price. In the teacher, provide people support. And to display their own feelings. A response from a teacher for non-verbal communication has been very positive.

[ 00:15:35 ] OK, feelings the teacher expressed to the pupils due to success and skill. I want you to work with your partner and obviously it's a common thing that, only one of you can perform your shape and your travel. Party! Again sun. Ok again sun, how's this? Of.

[ 00:16:15 ] trying to put more price than failure so some are doing it correctly but making it funner okay making it funner feelings the teacher expressed to pupils's misbehaviour using a negotiation management regarding not getting people to work in pairs so there's a threat and also points points being deducted off teacher managing their own feeling

[ 00:17:05 ] again helping out

[ 00:17:17 ] again managing own feelings everything is fine, mainly looking at the clock just to see how it works but the lessons go in. Teacher has not showed any prejudice to any pupils. Their health and safety during the prior to PE Again, quite good, with a good introduction outside, but again, all the pupils in the correct attire, the correct footwear, apart from Mr. Holmes who's not in the kit, so again, needs to look a bit more efficient in the correct attire. Good warm-up, good participation from the teacher, and good progression of skill. Movement of pupils has been good, and there's been good competition throughout. Position of the teacher has been good, speaking to all the groups, and again, specifying praise of skill acquisition has happened really well due to the subject of gymnastics. Chaining has been introduced as well, and good demonstrations have been delivered correctly. Recap is not applicable, but again, we'll look if there's time for doing a cool-down. Put finger on lips to use a thought of expression. Good hand gestures with thumbs up. That's better. Again, improvement of breath, self-recognition.

[ 00:19:05 ] Did she do the right things? Yeah. Yeah, did she do her top? Yeah. How did she travel? She looked like a princess, didn't she? Gosh, how did she travel to do that?

[ 00:19:21 ] Oh, XXX! Let's have XXX! Come here, XXX! Sit up properly! Can you miss the paper? Right, shh! Let's watch XXX! Getting the hands clasped together.

[ 00:19:42 ] There you go! Stand up so everyone can see a really good star shape at the end. Stand up! Stand up! This gymnast has to finish with a nice solid finish.

[ 00:20:13 ] Again, change your tone, my voice is very disciplinary, it tells you to calm down.

[ 00:20:25 ] Again provide more independence and again working in pairs is sufficient enough for year three. Connections of course, this is self-recognition, open feelings and moods, again quite hesitant due to time and that has been shown, speed of voice has happened, so again you need to take more time. Acceptance and confidence is very high indeed from the persona, so it would be good to measure self-recognition. Results, so that would be quite good, interesting to see, should be extremely high. Emotional identification, importance is showing the ability to identify personal feelings, effectively reflecting on personal performance at the end of the PE session which is very good indeed. Not much sensitivity, pretty good empathy, very good appreciation, a lot of appreciation issues within this year group. Again this is a start of the year.

[ 00:21:29 ] Not a key stage 2 though. Sensitivity, compassion and benevolence, again good coaching, helping and aiding has happened throughout and again good promotion of progression of skill. Holistic communication, good listening and engaging, letting the pupils have their say, demonstrating a number of times as well, growing and nurturing because they have the opportunity to do so. Setting the tone for long term learning. Good depth and breadth of relationship, working in quality and personal professional relationships. They did have some resonance and rapport but again in fact it has been very strong as well because he has looked after this group beforehand. Self-control and discipline for himself, he has been composed at times but due to the time constraints there has been some concern and worry about trying to get the observation done in time.

[ 00:22:29 ] As there is only a short period, 35 minutes in total. Integrity and trustworthiness, again providing principles and values throughout the PE lesson. Working in pairs, so that could happen, that has happened effectively. Being very flexible and letting the pupils adapt in their own minds which he is able to be done. He has been able to do that as well, so he has been working. The importance of focus, long term desire goals, how to show strong resilience to face obstacles. Again there hasn't been many obstacles due to the behaviour of the pupils because of adding enjoyment and humour throughout the lesson. And again getting along with others and social management, so he has built in instant rapport, that has been very good, and they have been very strong with the flow of each of his communication for this year group.

[ 00:23:29 ] Leading the group. Leadership and influence, warmth, very much so, likeability and presence and charisma and approachability has been very high. Social management, self recognition will be extremely high while delivering this group. Change catalyst and response, championing action of the PE lesson session, good elements of good use trust being displayed. Important. I'm going to give you a little bit of an overview. The importance of championing, yes, a good focus there which is good, something that can be done in year three. Negotiation and conflict management has been worked very positively in this year group especially with house points. And again adding more humour now to the lesson. It's like you've just taken off and had a war. So like I said some people have started very low down in their shape and they've stayed like that all the way across. To make it happen. To work in collaboration, the importance of this skill to build bonds and transform groups into teams which has been good engagement with the pupils.

[ 00:24:49 ] XXX good round of applause on that again eye contact with pupils has been excellent good hand gestures demonstrating the movement with his hands again so again this verbal and visual demonstration and communication again kids round of applause for the pupils very well behind movement around the facility has been good number three good excellent use of facial expression good not much tactile from the teacher again maybe due to being male

[ 00:32:35 ] Good girl! Right, what does he like about you? Very quick. He went into a forward roll, and then as he came out of the forward roll, he went straight in. Brilliant. XXX? I like Sly, because she started off Sly, then she did her cartwheel, and because she was walking on her feet, she decided to do it like that. Fantastic. XXX? I like Climbers. Why do you like Climbers? Because I let him take out, and went into the ... Right. Okay, let him take out. I don't think that everyone has this, which is good. Right, I'm happy to see it, which is soft and easy. Soft and easy? Can you have a go for me? So it's XXX, XXX and XXX, and then we'll just take somebody's feet up to one wall.

[ 00:34:13 ] Again clasping of hands so managing their own feelings could be that clutch of hands.

[ 00:34:43 ] One, two, three, four, five, six. So guys, you're watching. Oh, you're not going to do it, are you? Have a lesson yet? Maybe I'll just watch you guys for a moment. Shh! That's a game changer for what? Off you go then.

[ 00:35:54 ] any issues following issues please their comments deal with difficult pupils now pupil has you back in a positive way yes being too loud not really been loud but not too low not purposefully and dealing with any issues conflicts non applicable

[ 00:36:40 ] Again mate, that's for you, lots of smiling involved which has been good.

[ 00:37:18 ] But yeah, good lesson. Very good. Good present. Good recapping as well. It's been superb.

#### Bob Observation One.WAV

[ 00:00:01 ] Monday the 30th of October, this will be XXX first observation from XXX School, this is observation number 13, he will be delivering Year 2 which is key stage 1.

[ 00:00:25 ] Sport is catching a front ball equating to rugby scores for the other key stage activity.

[ 00:00:55 ] Now, when you go back home, can you be careful please? You've got to be careful of a few things: don't trip over any benches; be careful of the piano; be careful of my wife; and be careful of the coat - that's a good one. Why do I wear a coat? Yeah, because we don't want the coat to get kicked around.

Anybody want to put their hand up and tell me what other thing that might cause an accident? You might get hurt. Yeah, I think the horse is fairly safe; I don't think there's anything shocking for it. So hopefully you won't put your foot

[ 00:01:32 ] [out]. Watch out for any objects that can trip you up. You fall over. One important thing

[ 00:01:44 ] because there's 32 pupils here: if you jog around, be careful that you don't bump into each other, so you might have to stop; you might have to move around them. But can you remember your cone? Look at the cone you've got. I will want you, instead of when I shout 'HOME', you are going to jog back to your cone, okay? So you're going to jog around and when I shout 'HOME' where are you going to go? HOME! isn't it? Off you go, have a good one, okay? So good warm-up, very basic introduction which is lovely and it's going back to the cone so again good agility and balance skills there brilliant. You've all gone back to your places let's try that once more, off you go. Good eye contact with the pupils, and when asked, asking the question regarding health and safety a lot of praise, good eye contact with the pupils.

[ 00:02:56 ] One pupil trying not to go to his cone and had a joke, good humour

[ 00:03:19 ] so again trying to do different skills and again increasing heart rate. Good use of facial expressions, eye contact very good. Good hand gestures as well, pointing to where they should be going a lot of praise as well.

[ 00:03:45 ] Good tone of voice, nice and simple, very enthusiastic, made actually humour of someone going to the wrong cone.

[ 00:04:44 ] And the girl was crying, very good emotional statement. Someone trod on her foot which now she's going up to him and asks if he's okay. I think she's just finding it difficult to hop but she's really upset, bless her. And now she's gone to go and wash her face,

[ 00:05:14 ] teaching him new key words as well.

[ 00:05:33 ] At home, you are going to skip the call. You got it. I tapped out a pupil, a pupil who was upset. She's just gone to sort herself out, that's very good. Non-verbal here, he hasn't done any of that yet. The tone of voice is very good, very enthusiastic. It would be good to hear how he's liking the Key Stage 2.

[ 00:06:05 ] Oh, can you feel your heart beating a little faster? How do you check your heart beat? Do you see their hearts there? I can see some people. There's another way of checking. Now sometimes you don't know.

[ 00:06:34 ] I'm trying to be tactile with touching wrists which is good, oh good answer.

[ 00:07:09 ] It's going to your muscles because you're doing a lot of exercise and a lot of sport, and your muscles need that to work.

[ 00:07:27 ] Okay, so responses by teacher to the mood of the group, okay, very good, good Q&A throughout. Teacher providing pupils to voice their feelings, again, that's a lot of questions, which is very good. So, I've never taught this class before, so I'm really looking forward to seeing how year two throw and I've got some different sporting equipments for you to have a go at. Before we do that, could you tell the person next to you, which sports do you know where you have to throw or catch an object? Tell the person next to you. So, again, teachers providing pupils to voice their feelings, so they didn't really know what they were doing. Now it's Q&A, that's number 13. Wally sets up the equipment, which is a very clever way for time consumption. Teacher reacting to what pupils have said, getting lots of praise. Response by teacher to pupils, non-verbal communication, again, people handing up hands.

[ 00:08:35 ] number 16 how many rugbys had their responses acknowledging the manner that valued them and going through every single pupil to get praise

[ 00:08:55 ] When do you throw and catch a football? Because when I see pupils on the playground, they kick the ball. Oh, they have throwing skills.

[ 00:09:15 ] Again go around the class individually but not selecting people who are shouting out. So again good contributions for success there in Q&A.

[ 00:09:40 ] I don't think you need to throw the ball or catch it, but that would be a valid problem. That's a really good try. Let's have one more, yes. Oh, handball! Good sports pick there. Number 18. Feelings of the teacher expressed to pupils due to success and skill yet to be shown. So we'll go through that in just a short while. Any circumstances that made the teacher feel anxious or angry, not to date. Did the teacher show a power of prejudice towards a particular people? Now, always asking questions to every pupil, which is good.

[ 00:10:29 ] And when you're ready, show me you're ready by sitting down with your partner. Brilliant. Do you know what? I hope she is. She's really fast, isn't she?

[ 00:10:54 ] How far? Should we go about 5 steps? So, stand next to your partner, and then 5 steps that way, 1, 2, 3, 4.

[ 00:11:34 ] So again, giving them some independent learning for Year Two but again in a simpler case, passing them a beanbag per group. Number 24 coach performance was very good Q&A, good health and safety. 25 was very good as well; not really any dynamic stretches promoted but still very good. Not much participation of the teacher again starting there we go nicely spread out in it in the hall as well. There's now a little bit of a gap in the middle, there's now going round the floor praising and seeing how they're getting on with their skills. Again no specific skill breakdown has been introduced so but again he's asked the question, 'How Channing Hope our hole', especially in self-reflection and especially on progression line that's been added in because it's just throwing the ball the beanbag and position cheese moving that which is good again because there's a lot to watch more eyes and verbal communication. It's provided timeline demonstrations deliver correctly didn't really do any demonstration because they're exploiting their own learning; number 34 cannot be done because it's in a new group. Cool down here today

[ 00:13:28 ] using hands for hand gestures to explain more detail regarding throwing and catching.

[ 00:14:00 ] He is now helping to demonstrate a perfect throw.

[ 00:14:40 ] He is now helping to demonstrate a perfect throw. He is now helping to demonstrate a perfect throw.

[ 00:15:17 ] Now, show me your catching positions here too. Show me your catching positions. Oh yes, look, now I can see feet ready. Ah, this is good, I can see them. Can you see all the legs are fairly straight? It's all ready. Now your feet slightly apart. Or one foot forward. Now you're going to catch and beam back. Okay, sit down. Good job.

[ 00:15:48 ] That looks like he's about to catch a beanbag. Can you see? His hands are open. He might have to open his hands slightly up. Carefully. See, I have to bend down around his head. Otherwise, if I didn't bend, that would have fallen on the floor. Can you imagine? And then I have to put my hands around, especially in order to escape. Some of you have your hands like this. Now that's not going to catch a beanbag. It's going to be a giant beanbag. Because it's just going to go straight through. It's going to collapse a bit. A lot of the time, it goes straight through your hands. The most important thing as well is your eyes and your head. Are you watching carefully?

[ 00:16:45 ] So, again they're trying now to do progression going into chaining which is brilliant coaching development, so again working on chaining and working on whole part whole we'll go on to the emotional key facets self-awareness and understanding again, higher density regarding correct attire and image again it feels very important, important to recognise the impact of consequences to your own feelings and moods again even if and stress is not shown so from self appreciation is to show strong self-esteem again this is very important in this class because it is a highly enthusiastic class. QSt.1.2 Emotional

identification. area and PCZ.1 XXX States for HSLC its a training lets you practice and I pants importance to show an ability to identify personal feelings effectively reflecting on personal performance again good

[ 00:17:47 ] demonstrations for out and able to reflect on his own performance that again makes the empowering pe lesson love empathy sensitivity appreciation definitely shown when the girl who's crying is now partaking uh quite well in the lesson getting a lot enthusiastic especially with the improvements of skills um and again lots of praise lots of building the self-esteem with the pupils don't know if the pupils understand The questions with the breakdown of the time, service and compassion, benevolence again helping and developing pupils, also moving around constantly, which is required holistic communication. Again, receive information including emotional content, listening engaging, a lot of q&a required with these pupils because very eager to answer questions and they want to start learning all the time. So, a lot more q&a within key stage one in comparison to key stage two.

[ 00:18:51 ] Um, situation perception awareness important support process dynamic shifting emotion trends of pupils noticing their attention span, which is very good again perfect time and it finished because there was it was still enjoying this session um and it was long enough as well interpersonal development importance of growing and nurturing constructive connections setting the tone for long-term development which helped as well and to build strong relationship due to being in pairs worked effectively with key stage one look at the eyes the eyes the eyes the eyes bothoke eyes the eyes the eyes the eyes eyes the eyes eyes the eyes the eyes Can you touch with the other hand, please? Yeah. More of a challenge. Touch with your left hand. Oh! Mel! That's what we're looking for.

[ 00:20:13 ] Self-management, control, discipline, never shouted at the group, very composed throughout. There were some stressful situations with a couple of the boys being quite boisterous and misbehaving at times, but really, really good how he addresses them in a very calm way. More of a facial expression, a stern look, but the same tone and voice. Integrity and tough trustworthiness, the importance to work on conscious integrity, providing principles and values. Again, talking about progression, working as a team, not laughing when someone drops it during demonstrations to the group. Again, psychology and initiative, self-energizing, the importance of the ability to mentally and emotionally engage with the pupils happens throughout this group, acting and choosing feelings in accordance with positive emotions. Something that I will touch on within social management is that they're talking a lot due to the enthusiasm.

[ 00:21:32 ] You've got to keep count. How many boys did you do? Twelve. Twelve! How many did you?

[ 00:21:56 ] Very funny, someone said they caught 16, and the other pair said 'no', very good. Good to build that social manager of themselves, um, directed performance and targeted action as well important to focus on long-term desired goals which was done appropriately had to show strong with villains and face obstacles and setbacks as well, um, not that much action year two because again the younger the age the better but the behaved they do listen, they are quite loud, but they're loud due to the content of the way they're not talking about anything else, development relationships along with others, very important to cultivate a nurturing relationship doing that effectively with a Year Two really loud and really enjoying the lesson it did tell them to 'shush' but again two pairs of boys just constantly touching the beer gesture with. Palm hand out to keep some quiet

[ 00:23:18 ] very good chain and the whole part on great coaching, development, leadership, and influence again led the group well a lot of warmth and likability, good charisma as well, good tone of voice, and always present for their watching, demonstrating their skill, change catalyst, little response important to recognise the needs of championing action during the PE session using good stress which is good positive pressure so again catching with one hand, catching as many as 30, so so again a good competition; negotiation a conflict manager this was this type of emotional management use bargaining. Any promises made to try and create unity, balance, and gain their attention not really required for this group, which is good. Teamwork and collaboration port skills build bonds and transform groups into teams, engaging pupils to generate effort, nurture spirit, and develop energy again.

[ 00:24:31 ] The group works out really well; started to work very well. Go back to the actual observation of the teacher: eye contact very high, good hand gestures, putting hand out stop people speaking without their hand off movement round off facility constantly, good facial expression, especially for discipline, the tone of voice. Was the same not too tactile with pupils not required because they were quite dependent on movement, non-verbal humor use not really voice intonation during instruction and demonstration was very very clear and very enthusiastic.

[ 00:25:23 ] Please don't shout at us, we are super like pupils in this class, and we are so impressed with you. And did you beat your score before? How so if you beat your score? You can't stand when people shout at you tonight, but again, always prize extra after which is very good.

[ 00:25:49 ] Number 11 voice volume, very good as well. Everyone could hear, probably can be heard from the Dictaphone itself. Number 12 response shown by teacher to the mood. The group again, when they were shouting out, he let them carry on talking because it was all about the actual delivery of it. They weren't misbehaving anyway; it's just pure excitement. It's just pure excitement. The teacher provided pupils with a voice their feelings. Again, did that as well, let them ask questions. Teachers reacted to what pupils said. Again, always praise and positivity. Even when people were misbehaving, they were talking about how good they were in past tense. Response by teacher to pupils's non-verbal communication. Again, very good indeed. Anyone misbehaving, he always looks up and gets their attention. Many pupils had their responses acknowledged in the manner that they valued them.

[ 00:26:53 ] Constant praise. Always tried to go around the class. And always provided individual contributions and success. Showing excellent participation and getting them to demonstrate to the group. Please again express for pupils with their skill in tasks. The class was highly praised. Feelings the teacher expressed were due to failure. Again, stopping, training, going back to the whole part, all good coaching, processing. Feelings the teacher expressed to pupils due to misbehaviour were complex. Facial expression was stern, but the voice was still softly spoken. And quite nice and enthusiastic throughout. The terminology again was quite, was not too, too autocratic and was quite gentle. Teachers anxious and angry, it's not shown. Concentration throughout. Managing their own feelings. Again, this is not applicable because again, it just shows a very calm teacher. Very experienced teacher. No prejudice - three notes of prejudice, nonapplicable, number 23.

[ 00:28:21 ] And finally, having saved you, brilliant, number 24. Good warm up, 25 infants mentioned. Participation of teachers. He did provide two demonstrations. But also let the pupils do as well. Good mixture. Good progression of skill. Excellent. From the bean bag now to the hoop. So again, it's increasing. Providing good positive pressure. Good eustress. Movement of all pupils during activities. That was good. Constant movement. It was very good. Game and competitiveness were introduced. 30 seconds to do as many counts as possible. Some of the pupils got a bit too competitive, which is good. Position of the teacher during skill activities. Constantly looking great, which is brilliant. Always helping the less able, which is good. Specifying praise of skill acquisition again. Trying to help using the bend of the knees as well, and where the hands are located. And to do that, number 32. A lot of hoop, heart, hole, and chaining was taken part. Demonstrations delivered correctly by himself. And also by others who were doing it brilliantly. So the whole growth was good. These four lads who are arguing about how many counting to do is very funny. Cool down. Yet to be done.

[ 00:29:58 ] I just want to be clear on the floor, you need to listen very carefully, for these girls are doing a brilliant job, and next time I talk to you, you've got matching, you're going to have to explain to us, I don't know if you've noticed, your hand is really like this, no, with a beanbag, here, see how I've got my hand

on it. I just took a ring away from George, I'll do some misbehaving, and wasn't told, I was just, the ring was taken off him, and highlighted how important it was to us to watch the demonstration.

[ 00:30:38 ] Very good. So you're confident with one hand. Show me with your two hands. Oh, I wonder. Think about it.

[ 00:30:56 ] Again I'm coaching processing so he's going back to simplicity which is great.

[ 00:31:11 ] Good prize for pupils.

[ 00:31:19 ] A round of applause to get some prize. Overall performance by the teachers very good. Really good emotional intelligence throughout. Good tone of voice, good eye contact.

[ 00:31:43 ] It's constant eye contact on just a few pupils. The rest are very very well behaved. Not all pupils are progressing, but majority are. So it's been a very very good lesson. Very very good lesson. Thank you. I started at 2:20. I've been stopping and starting the actual dictaphone just due to memory as it took a long time to save. It's coming up to 2 o'clock so 40 minutes so far.

[ 00:32:50 ] Can you show us what you're doing please? Really? Yeah! Watch this! Hey boys! Oh yeah, I'm going to use the collar. You two, I want to see what you two are doing. Brilliant! So a good throw. Are you guys ready? Can you go and wave that way? Are you ready? Are you ready? Oh yeah. Peace.

[ 00:33:21 ] Are they being silly? And what happens even if they drop it? They come straight back to it. Oh! Three more guys. Great. And because they're from Hawaii, they all go for one hundred. And stop there. Some of this round of applause by the pupils which is good. Really good demonstration showing a good competition edge as well. Thirty seconds. Three, two, one, go.

[ 00:34:44 ] Whatever score you have got; you've got to now try out

[ 00:35:32 ] okay, moving along, trying to help out the pupils as best as they can.

[ 00:35:43 ] Again, a lot of hand gestures are needed, but again not that tactile, but a lot of hand gestures are required for Key Stage 1, for guidance, good thumbs up, good enthusiasm for praise as well.

[ 00:36:10 ] I'm doing really good.

[ 00:36:52 ] If you know what this is, what does it say? It's a tennis ball. So, if you haven't had one so far, you've got a small group and you've got a tennis ball. Now, if you drop this, what I find is, especially on this kind of surface, what does a tennis ball do a lot of times? It loves to bounce. If you drop this, it might also roll around.

[ 00:37:32 ] Use your hands and your feet to show me how well you can do this. I have seen some really good improvements so far in year two. I'd say for the first time we tried throwing, we had quite a few Jordan dropping insoles and already we had different practices and using three different skills.

[ 00:38:42 ] Make sure it stays in your hands. Ooh, okay. Could you just show me? If you just put the tennis ball, actually, do you want to put the tennis ball on top of your coat, so it doesn't roll around? Can you show me?

[ 00:39:02 ] We'll be moving on to second observation shortly, in four minutes go over to 2.15 to watch observation 14.

#### Participant Bob Obs Two.WAV

[ 00:00:00 ] Okay, Monday the 6th of November 2017. This is XXX second observation. He was delivering in his first year 2 Key Stage 1. Today he's delivering Key Stage 2 Year 6. That is his own tutor group. Topic of PE lesson is Rugby. Hand-eye coordination, ball control with hands, catching and throwing.

[ 00:00:53 ] Shackling out, making silly noises. Let's get the girl to pass over and over. If you know how to behave in a PE lesson. Could you stand by a corner please with no more than 2 people by a corner. Go.

[ 00:01:28 ] I'm going to go back to that. So you're going to travel around the hall. Just be careful, please. Any obstacles that are around. One moment, please. Any benches, any chairs, anything like that. And the biggest thing with this, because you are quite a bit, and it takes a lot of room when you're moving around, is don't bump into each other. So what we're going to do is just

[ 00:01:56 ] have a more stern, more stern conversation.

[ 00:02:28 ] I can recap in last week's lecture.

[ 00:02:52 ] Again, just trying to go through health and safety for Ed. He didn't hurt himself, so it's fine.

[ 00:03:41 ] I'm just going to sit out of there, the sun's burning me up.

[ 00:04:08 ] Okay, so we're getting a lot more hand gestures being used.

[ 00:04:32 ] We'll be back.

[ 00:05:11 ] Good demonstration there by the teacher, so participation of the teacher, participation of the teacher number 26, good demonstrations there. Demonstrations delivered correctly, so number 33, good forward tone of voice, keeping in one position at the moment due to it just being a warm up, I need to observe the whole

[ 00:06:03 ] Ok, getting the teachers providing pupils with their feelings there which is good praise after that. Instead of them being quiet.

[ 00:06:23 ] Ok, we'll break talking, it may be something that he may try and introduce. Ok, good warm up exercise, hand on hip, can highlight in the year group.

[ 00:06:57 ] Thank you for watching!

[ 00:07:18 ] Now, as you know, we are doing something slightly different as far as giving us and it will not give you more planning, but we are focusing on improving your game and your privacy.

[ 00:08:03 ] When you're about to serve the ball, so you have got a little bit of throwing.

[ 00:08:43 ] Now I'm expecting you to be able to do this quite easily, but when you were throwing and catching this, can you think about the position and the different parts of your body? If you saw somebody and they were struggling with either throwing this or catching this or you wanted to help them to improve, what would you tell them to do differently, perhaps from the different parts of the body? I want you to think about that when you come to do some throwing and catching. It's not a play.

[ 00:09:23 ] Okay, so we go on hand gestures again, frequently used movements of the facility to want to concentrate. Let me just do rather Louis movements around the facility again, was used quite effectively, good use of facial expression and non-verbal human use, no humor was used. Voice intonation of instruction demonstration

[ 00:10:24 ] again evaluating so using your six key stage two skills of cross-curriculum a cross-curriculum on the conversation and communication for the human as mentioned up views force volume again is a continuation of its allowed for response shampoo teaching the mood of the group again trying to keep them calm, especially when they were getting excited. Some questions are being asked, and again just quick delegation has been resolved and trying to organise them. He's moving around the floor now again with boys competing boys are kind of... not misbehaving but trying to expend their skills or girls are a bit more conservative so again farmer froze by the boys again which it hasn't been noticed is something that I've noticed throughout learning outcomes are being shown out by the teacher they have been put on the wall and again same as it is his first observation. Looking around and then going through learning outcomes or what's been doing. I'm catching a good repeat of the year group just to highlight the importance and maturity of the group right so let's see what we can do here so let's see what we can do here.

[ 00:12:42 ] If you wanted to be efficient, how would you do both? What would be the best way? Teach reacted to what pupils said. Very limited.

[ 00:13:18 ] Hand gesture just there to stop using pulse on the hand a full flat hand a feeling to teacher again more cross-curriculum conversation demonstration again communication of what has happened so evaluation self-evaluation again how many pupils had their responses acknowledging the manner the failure didn't again answers were right but very little praise that each answer has been given how often did teacher refer back to individual contributions again this was shot this has been quite repeated what the pupil has said to clarify clear explanation

[ 00:14:38 ] I'm not going to let anything go.

[ 00:15:09 ] If it doesn't go, you've got a chance to actually start.

[ 00:15:25 ] The feelings that the teacher expressed to the pupils due to failure, which hasn't been highlighted. It's been kind of equated out, so again it's not even highlighted, expressed due to pupils's success and skill. It's not on the class of praise, because it's high expectation that the task will be completed by this year group.

[ 00:16:03 ] I'm feeling the teacher expressed to pupils due to misbehaviour, again yellow card, it's been threatened. Any circumstances that made the teacher anxious.

[ 00:16:22 ] Okay, now back to the classroom. A round of applause or praise or anything like that. Again it's trying to get everyone partaking again. Again, the boys are now throwing quite erratically due to everyone partaking and the teacher has yet to see that because he's over the far side. I feel that when he gets to the side, he will again throw some discipline around. The teacher out, um, managing their own feelings, the teacher, non-applicable, again, sometimes hand on hip, left hand on hip to hold some stability. Teacher shining prejudice towards any pupil or pupils, non-applicable, to date. Good health and safety. Good warm-up activity. Participation of the teacher is good.

[ 00:17:33 ] I want to see how many crashes you can do in 30 seconds. I asked somebody over here why they dropped their beat bag. So if you drop something, just look at the culture. Movement of all pupils. Do activity. Very stop. Start. Attitude. Trying to get more, er, discussion within the actual PE session itself.

[ 00:18:06 ] Again, people are counting for any chance of a win. Game of Competitive Agreement has been, has been introduced now, erm, so they've got to count it as many as they can as possible. They've got to count as many as they can as possible. Er, well, if you want to understand defined Missions. Please consider getting involved online to hold a charity event at M maxAndroid for the benefit of your pode. Digamos, espo.am.au. The nombre de la herramienta aplicada en este video es articulada por el grupo Def pret ambassador.

[ 00:19:02 ] In 30 seconds means there'll be one catch per second. Good maths has been introduced.

[ 00:19:22 ] Pushing in a new teacher during skills activity, it's been quite good. Again, progression of skill has been, will be introduced from beam back to hoop to ball and demonstrations delivered correctly. Again, very basic skills but it will be the case of speed and accuracy being introduced, motion facets checklist; again hands on hip again, conscious and deliberate reflection on own personal identity, image and stance has been good. Looking at the time,

[ 00:20:16 ] importance to record. Importance to impact and consequences of own feelings and mood, again very composed within this, again introducing a lot more theory in these practical.

[ 00:20:50 ] Assertiveness again, personal restrictions and limitations though still expressing self-worth.

[ 00:21:28 ] something I need to listen to actually. If that happens in other key stage two, year four, and year five, highlighting the year group to reiterate the the status of where they stand motion and identification important shown ability to identify personal feelings which is worked out well. Empathy, sensitivity, appreciation very little sensitive was shown to the girl who injured herself; she's back just partaking it as normal, so that's quite good. But again, Shannon appreciation of their age group and the maturity levels, which is great serves compassion and benevolence again helping and coaching and develop their skills again increasing their pace and will concentrate on that in a later part of eustress which has changed catalyst holistic communication importance of delivery

send and receive information including emotional content listening and engaging again good engagement walk around the group trying to have a look at all the different groups, good countdowns as well; so again, countdowns are working more time frames are more distinctive in key stage two, three.

[ 00:22:57 ] Can you show me? So how did you get it? Oh, so two hands together? Did you like that? Using good terminology as well,

[ 00:23:21 ] I don't know if you can see it, but there is a lot of water in this room.

[ 00:23:49 ] Okay, it's interesting. I haven't seen someone in. Okay, let's see.

[ 00:24:04 ] So again, not a lot of, um.

[ 00:24:29 ] Can you question that? Girls, sit down. Did you notice when it came through, it traveled through the air like this? The spinning boat. Which makes it quite tricky of arm to cap. But when arm to it, it travels through the air like that. What's happening with the hand position? How is one traveling like that, and another one traveling like that? Yuri? When the girls throw, do you know what they're doing? Yeah, like one goes like that, straight, and one goes like this. Yeah, one's got their hand sideways, like this. So when you throw it, you throw it like that. When XXX throws it, she throws like this.

[ 00:25:18 ] Again, doing demonstration of pupils, well you notice three very good demonstrations as well were shown, but again no praise in comparison what the pupils would be done. They've got a lot of praise during um their demonstrations in key stage one and year two, that he did in his first one. Uh, situational perception awareness again shifting emotional trends of the pupils notice their attention again, the attention and focus uh awareness and connection again. It's quite difficult as the group is highly spread and there's different things abilities throughout more of a competitive element element has been introduced. Going on to self-management, self-control, and self-control discipline handling impulsive behaviours used a couple of the silent uh stairs to try and control a couple of pupils which has worked well. Uh, threatened of a yellow card in uh near the start of the lesson. Again, the partaking of the competition is taking part because it's less of a skill improvement and more competitive less movement of the teacher psychology. Initiative and self-energy portraying passion by changing pupils's feelings during the PE session again he's not portraying his own passion but he's doing more of a managerial style of getting more people, more the pupils taking over their own roles with more competitive elements. More than 20.

[ 00:27:17 ] How many boys? You've got 40, 42. 42. Do you know what's interesting? You know these boys that are like the frisbee throw? Yeah? When it came to time-wise, they went underarm. You changed your methods, so I could see, keep your stop please, I could see, right away, if you put a bit of pressure on, you all go, I think nearly everybody's going for that underarm line. I have to say,

[ 00:27:47 ] Let's see how you learn to do 41. Go. Catch and throw, catch and throw, catch and throw. Feet. Can you see if the feet are in it? Look at the eyes. OK, trying to get that. Again, no praise has been highlighted. But showing them individually, demonstrating to the rest of the group, is an indication of doing the job well done in this year group. So again, very little praise on that side. Challenging objectives to assume acceptable risk but staying on course to complete the PE session on time. That was done. Strong resilience and face obstacles and setbacks. This is the teacher, not the pupils. This was good, especially the age group. And again, mix of girls and boys. Again, they are working very well. Developing relationships. Getting along with others. Very important to cultivate a nurturing relationship with pupils during a PE lesson. Having quality connections built with instant rapport, which he has done. This is his group, turn group.

[ 00:29:06 ] Again, specifying praise of specific skill acquisition there. That's number 31. Again, comparative analysis as well as being highlighted, which is very good.

[ 00:29:35 ] So I'm going to take the tennis balls, so I get another texture.

[ 00:29:51 ] So you need to have real control over this. Can you put the stop here, please? Less than status, 30 minutes. Developing relationships, getting on with others. Again, that has been worked well. Leadership and influence. Very bureaucratic leadership has been used within this group. Very little laissez-faire has been introduced as well due to, and I think that has been done throughout the whole of the PA, throughout the careers.

[ 00:30:35 ] Negotiation and conflict management. I think regarding conflict, there hasn't been much conflict. Again, nicely working in pairs. Team and collaboration. Importance of skill to build bonds and transform goods. Going on to change catalysts and responses. Again, importance to recognise the need to change and champion action. Again, there has been progression for it and quite a strong comparison as well, which has been good. Okay, going back to the observation transcript: 31 minutes. Eye contact with pupils. More, a lot of looking at the clock again than being independent. They do not have to. They have an eye on them all the time.

[ 00:31:37 ] 28 pupils. That's 28 to 8 pupils.

[ 00:31:59 ] Stairlock on a facial expression with eye contact with his pupil, misbehaving while discussions being made by playing with the ball, silent and with a stairlock, that was all that was required. Again, something that may not have been done in early key stages. Movements around facility, again slightly still within this skill aspect, again looked at the first half of the group fast side and then stopped and now doing it again which is good. We have gone to this side which is good.

[ 00:32:53 ] I was just going to ask you, because most of you, of course, you've got your hands ready. Why don't they sit with you, you've got your hands ready like this? Why is that a problem when you're teaching in the middle school, Sydney? Because there's no one else going to be able to do that, so you need to go straight to them. So it's going to go straight to them. Of course, what they're doing. I'm going to never be silent to get someone's attention.

[ 00:33:39 ] Well, yes, if your fingers are too close, but at the moment, they're too far apart. XXX? Well, this way, you've got to make sure that you are bringing your fingers round. And once you've caught it, it's going to be a little bit like this. The only way to catch it like that is to cut it. Right, so it's not going to be a little bit like this. You've just mentioned it. It's that half-a-dark kind of clap. Some people are not looking at the teacher, especially the girls, a lot of the boys are. Again, some are slightly tired. Again, you do find that a lot of the pupils are dazed. Right. Voice intonation during instruction:

[ 00:34:42 ] very clear and precise. Voice intonation during disciplinary: mainly on silent stare. Voice intonation during praise and development: reiterated what has been said or what has been done to clarify what has been good. But again, no well-done or brilliant or positive words to show that they are doing an improvement. Verbal humour used effectively. No verbal humour within this group. Voice volume throughout PE session: very stern, ever attacking. Sorry, sorry. Sorry. You did it. I don't know if you noticed. You know, when you were through to the last minute. You did that. And you automatically went from that. So when you do go to practice, normally, you're going to do something like that. Response is shown by teacher to the mood of the group. Again, the group are tired.



[ 00:35:49 ] Trying to get them to partake more now compared to the start where there's a lot of theory and a lot of conversation. More participation is taking part. Teacher react to what pupils have said. Again, just it's more of a reiteration of what they said instead of praise and response by teacher to the pupils's non-verbal communication. Again, if they are moving around or again, using no discipline, very much pause, silence and a stare looks after this year group quite effectively. Just feeling to express the pupils due to failure. Again, if they're making mistakes, they will highlight why. Due to the hands. Again, if they're making mistakes, they will highlight why. Due to the hands or feet or lower the learning outcomes on the throwing and catching exercise. Feelings the teacher expressed to pupils due to misbehaviour.

[ 00:36:42 ] Again, as highlighted, any circumstances that made the teacher feel anxious or hungry. Hasn't really done. I think he was looking for a lot on the time, but that's due to competitive element, but not an anxiety. So some teacher apparently managing their own feelings. Again, hand on. Hip left hand on. Did the teacher show apparent prejudice towards a particular pupil? Not really. Health and safety check. I'm just looking if they've been taped the earrings. I presume they are. They're all in the correct attire. Shoelaces are all done up correctly. Good warm-up activity at the start. Working on the agility and participation a teacher again, more the case of trying to get the pupils come to pupils never heard the countdown

[ 00:37:53 ] Movement of all the pupils during activities, again mainly standing, mainly standing rather than throwing and due to that it's mainly skill acquisition and heart rate hasn't gone up too much. A competitive element has been introduced with how many catches you can do in 30 seconds, and this was done on several times, rugby balls will take place in just a short while. The position of the teacher during skill activities have been slightly limited but again they are independent enough to work effectively, especially in hand-eye coordination. Specifying plans of skill acquisition, again that's been done quite a lot. Lots of specifying areas that need improving and hole, hole part hole has been good as well so that's been good shining on that.

[ 00:39:18 ] To do this, but this time think really carefully about all the things we talked about: the hands, the feet, and the knees; how your eyes are unconscious, but you probably are just thinking 'would you rather'?

[ 00:39:42 ] Ok, competitive environment we introduced you to; position of teacher during school activities mentioned; specifying players as mentioned; showing up as mentioned; 33 demonstrate delivered correctly, again got pupils to do that which was good. Recapping last week, so he's done that as well quite effectively. And finally, cool down with static stretches will need to be looked at. Going back to XXX lesson, which was done quite well but I missed it to get on to this session, so there was a cool down, repeat, was a cool down.

[ 00:40:35 ] Remember the rules. What's your rule when you pass in your own group? Ready? You can't have the floor. So you are looking for, because it's in the hall, that kind of sideways pass. So let me see how you get on with your rules.

[ 00:40:58 ] Boys all showing off.

[ 00:41:05 ] Lewis is the pupil, is doing it correctly by getting him to do

[ 00:41:28 ] again; XXX is demonstrating how well done he is.

[ 00:41:56 ] Good teacher stayed in one place, needs a bit more movement.

[ 00:42:40 ] Good position by the teacher.

[ 00:43:20 ] Going to use more high-termed terminology.

[ 00:43:58 ] Guys now move to the other far side of the hall, get a lot of hand expressions used by the hands, so hand gestures being used number two.

[ 00:44:50 ] Turn around! Turn around!

[ 00:45:23 ] One, two, three, turn around, one, two, three, turn around, that's like a pop group out there. Big bubble here.

[ 00:45:44 ] Again, all excited, no timeline. Again, more enthusiastic because it works quite well.

[ 00:46:00 ] Again, with a mixed group, it's more enthusiastic. Girls, very good. Boys, slightly misbehaving. Louder, which is quite good. Good moves. A stern tone of voice, very plateaued.

[ 00:46:33 ] Again, now Brian's repeating a good answer. So again, it clarifies what needs to be done.

[ 00:46:52 ] Now, if I want to throw it to the left, my right hand is on the top. If I want to throw it to the right, my left hand is on the top. If I want to throw it to the left, my right hand is on the top.

[ 00:47:14 ] Okay, concentrating with the eyes.

[ 00:47:42 ] Again, skill-specific being demonstrated or highlighted by a teacher and again, 48 minutes which has been a good session, it's been good.

[ 00:48:12 ] I wouldn't normally do this with any other class, but I know a Year 6 can go quite a bit. Okay, mentioning the year group. Some of you will be changed in 30 seconds. I will ask you to come back and just try to leave the things off. The public kept up the rugby ball, make sure the cones are put away. So I'll be looking for some sensible comments.

[ 00:48:47 ] I've seen some massive improvements; I've noticed particularly in your sword: you're getting better at your throwing and catching because you are using what? You are using

[ 00:49:04 ] good hand gestures to direct the question when the question is not answered, he moves quickly on to the next one, okay I'm recapping on this week's learning outcomes number 34, you think about your technique, yellow card, you think about your technique, okay lesson has finished at 3:70. All right, no call, don't take them part, okay it's finished in 15 minutes and 10 seconds.

#### **Carl observation one.WAV**

[ 00:00:03 ] Observation number two, quite airy, so I have to be quite quiet, this is year five, key stage two, health and safety is being introduced first, safety checks, sitting prop play, number twenty-four, coach performance done very good, going to do warm up activities, Q&A on apps activities.

[ 00:00:57 ] This observation is for David Lloyd, Holyfield School, Year Five, Key Stage Two. Number of pupils, 26, that's two six. Topic of lesson, gymnastics.

[ 00:01:31 ] Individual questions.

[ 00:01:48 ] Avoid the bat in a way that you think an animal walks; warm up again to raise heart rate.

[ 00:02:09 ] You think they can't dance this way, but you are jumping around already, so I'll show you what we do. We can move around like this.

[ 00:02:52 ] Voice volume number 11, very clear, very precise, clear rules and obligations.

[ 00:03:16 ] So nice, warm up starts. No static stretches, which is good.

[ 00:03:32 ] Fun and enjoyable. Kids are smiling; pupils are smiling. Making noises of the animals. Teachers moving around the sports hall effectively. Very little hand gestures due to having the lesson plan in hand.

[ 00:04:11 ] Very little facial expression used.

[ 00:04:26 ] Hands used to gain discipline.

[ 00:04:46 ] Try to make some humour, verbal humour, to get pupils to sit up properly,

[ 00:05:09 ] so gymnastic shape.

[ 00:05:29 ] Visual aids are used, learning outcomes on VDU. This game is called 'Washing Line Boys'. Now washing lines, I'm going to call out a different item of washing that I might hang out on my line. Now, each of these shapes relate to an item on my washing line. So, having had a look at a straight shape, what do you think? What item do you think? What do you think that might be? Maybe? It could be a tower. Okay, nice and straight like a tower. I'm going to say that one. Yes. Okay, yeah, we'll go with tower. That one could be a tower. Stereo tower could teach you to react to what pupils did. So, again, providing that opportunity. Pants. Pants. Do you reckon that could be pants? No. Okay, we'll go with it. So, we've got a tower. We've got pants. Star shape. What could that be? At the back. A dress. Two pupils are dressed in their PE kit but sitting doing the visual aid. I don't know if they are participating or not but still participating. Pants. Pants. Pants. So, I guess that was it. Thank you. Bye-bye. Bye.

[ 00:07:22 ] Adding humour to the lesson. The layout, the explanation of the session has gone over.

[ 00:07:44 ] Four minutes. Warm up was three minutes long, which is sufficient in time. Great use of visual aids as a coaching point.

[ 00:08:45 ] Hand gesture to do countdown down skip shows his attention,

[ 00:09:08 ] Okay, introduction, movements, started, more cognitive force in comparison to younger group, so get more memorization, voice of invitation for instruction, demonstration was firm and assertive, first with discipline, again a bit more direct, but again very assertive as well, for intonation of prayers and developments, again the same tone is being used, this would be interesting to record, emotional intelligence within communication, on the elements of social recognition, which we'll go through later,

[ 00:10:38 ] And while that's warmer, we need to do, we've got our bodies a bit warmer, but we need to start warming up some of our muscles. So, I want you to copy me at the front. To start up, I want you to put your legs back shoulder width apart. So your legs should be back where your shoulders are for us to go down. Same, to the front, right to the front. And you can go on this mat on your own because you're not concentrating. So, legs apart, hands by your side. Next, we're going to look to one side and back four times. We're going to go one and back, two and back. All the exercises, all stretches, dynamic and mobility stretches are being used. That's dynamic and mobility, very little static, very good.

[ 00:11:50 ] neck exercises are being partaken in stretching not normally doing stretches on neck muscles but due to gymnastics forward rolls so we're going top to bottom top to bottom we need to research our neck exercises validity and reliability

[ 00:12:33 ] teacher participating the form of effectively doing countdown

[ 00:12:49 ] making it enjoyable as well

[ 00:13:01 ] 3 and 4 and looking this way. Next with your one hand we're going to slide it down and try and touch our toes and back. 1, 2, hold it there for a second, 3, good stretches being demonstrated by teacher, good participation by teacher, implementing some humour as well to motivate the group. 1, not too fast, 2, hold it for a second, 3, girls on computers are now partaking in activity which is good. Next one, we're going to bend our knee up to our tummy, 1, try and hold it, and down, do the other one, 1, 2, 3, on the other one, don't go too fast, and 4, hold that balance, nearly faint, don't stand at the front.

[ 00:14:24 ] Next one, we're going to touch our feet, disciplined, no change of voice in tone, just directed in a location away from the privileges of working with friends. No aggressive discipline shown. Because this is something I'm going to be looking for in today's lesson. I want you to pull one muscle, sorry, pull one pose where your muscles are strong, now listen carefully. I'm not talking about Mr Universe, biggest muscles in the world, and I'm standing here like a hawk. What I'm talking about, what I'm looking, is showing me how you can pull a position where your muscles are strong. For example, I might be like this, where I can feel the muscles. Demonstration of by teacher to show the first position. I want to feel the muscles strong.

[ 00:15:27 ] So can you show me, after three, think of what position you're going to have, Sophie? And show me the position. So after three, 1, 2, 3 and stop. And the problem that I've seen in the moment, is I've got a lot of wobbly bones, and I want to feel the muscles strong. So I want you to pull straight, strong bodies like a statue. And statues, you see, don't wobble. So, I want you again to show me a position, not just yet, show me a position where your body is strong. Sixteen minutes and still within the warm-up. If it's a one-hour lecture, that's sufficient. 1, 2, 3. Also, the aims of the lesson have been highlighted as well. Now, as I was saying, today we're going to be looking at lots of different skills. David has provided a lesson plan visual aid there.

[ 00:17:12 ] And these top tips today, you are going to label yourself either number one or number two. So right now, label yourselves one or two. One, one, two, three. Three, two, one, everyone look this way. Now, as we go through today's lesson, you are going to take it in turns in being the gymnast Harry, and the teacher. You have got these teachers help sheets on your mat. And these are here to help you, these are here to help you get into the correct position's kind of. Okay? And with these, you can be telling your partner how to improve their gymnastics. Now I'm looking here, I've got loads of pupils who go to gymnastic clubs and things like that. When I'm looking here, I've got loads of pupils who go to gymnastic clubs and things like that.

[ 00:18:09 ] When I was young, I didn't like gymnastics very much. I liked football and other things. But you are here to support your fellow pupils as well. Some of you will love gymnastics. Some of you might not be keen. But we're going to have a mat at the front, which is going to be my demonstration mat. And I'm going to be coming around, and I'm going to be looking for things I like. I've got two privilege cards to hand out today. You might not be the best gymnast in the world, but I might still be a future record holder. Crutches again being introduced into the lesson by observing fellow classroom mates participating in the gymnastics, 19 minutes our main activity is yet to partake; warm-up has now been reduced back to normal resting heart rate.

[ 00:19:58 ] Pupils are getting a bit agitated; some literacy skills are being introduced and timeline on how to find out the benefits of a certain stretch in gymnastics. There is a long time of sitting down with activity motion composite checklist will be gone through during the main activities' time. It's now 2:35, 1,

[ 00:20:58 ] 3, 4, 5, 6, 7, 16, 17, 18, 19, 21, 23, 24, 25, and 26

[ 00:21:22 ] fingers. Okay? Have a read of those. Now, I want you to take it in turns. First of all, number one. Can you have a go at doing it?

[ 00:21:40 ] Okay, activity is now participating; they only have 20 seconds, prize is now being shown. Walking around the hall, trying to look at individual improvements by looking at someone's toes. So again, core point on coaching performance, progression of skill number 27. Trying to look at individual improvements by looking at someone's toes. Two pupils were removed due to being interrupted by our presence. 20 to 30 seconds physical activity. No physical activity during a 20 second turn around.

[ 00:22:55 ] contact has been made so contact to any of the pupils have been made no high fives no patting on backs again trying to improve individual performance from using the handbook moving random facility was very good that's number three number three movements around facility very good

[ 00:23:36 ] number 11 for slow volume for a PE session very good number 10 verbal humor is not present

[ 00:24:03 ] present again 22nd short period of time maybe due to the lack of concentration of this year group that's key stage two year five right self-recognition importance of having conscious and deliberate reflection on our performance or density wearing the correct attire constant demonstration very important on the motives of health and safety and warm-up six seven on comparison to key stage one lesson seen earlier right round of applause some humans now being introduced and motivation our connection To cause and effects, this is again of the teaching themselves, a

[ 00:25:06 ] good demonstration, again, no participation of the rest of teachers

[ 00:25:22 ] on Zoom. Actually, it's not safe, yeah. Hold on, hold on, hold on, hold on for five seconds! Quite confident, needs a change of tone and voice, self-strong as well, which is good. Recognise good strengths, especially experience of delivering warm-up; 4 minutes no activity, which is good. Personal restrictions and limitations, this is consciousness and assertiveness. Again, feels confident within teaching this lesson. Emotional identification, showing an ability to identify personal feelings. Again, nothing really there to show that he's nervous in any way or form. He's got a lot of empathy and sensitivity. This is quite limited, maybe due to the age group. Again, the same tone, non-verbal signals are very limited. Words are quite complex, such as extension of certain stretches. He's trying to get more direct feedback, very little indirect feedback.

[ 00:27:13 ] So again, someone's got to ask a question. Okay, he praised and gave specification on why it was a good banana-blank race, back race. That is on skill acquisition specific praise, that's 31. Shown on two pupils. Perceptual awareness. Again, shifting emotions. He praised and gave specification on why it was a good banana-blank race, back race. Again, he praised and gave specification on why he was getting the most attention and the pupil was not getting the most attention. This is quite limited, maybe due to the interaction changed of the pupils, noticing their attention. Quite limited at the moment, due to the fact that some pupils were getting impatience because they weren't doing enough physical activity. Four minutes was only two minutes for this activity, four down to two minutes. Let's see how that goes. 5 seconds. Why don't I want to hold it for much longer than that? Why would I not? Probably because you'll get tired and then your muscles will start to ache. Again, safeguarding issues introduced.

[ 00:28:52 ] Very little listening due to the fact that they are working in pairs, and they have each other. Being handed their own responsibility to teach.

[ 00:29:06 ] Not spending a long time with those. Walking and not stopping with each group. He has stopped with one, but mainly due to behaviour. So two are being told off.

[ 00:29:31 ] So now they are behaving a lot better. Self-control, discipline, boarding, flexibly handling, impulse behaviour. Again, he's now demonstrating. First time in demonstration time, 29 minutes and 50 seconds. Taking a long time. So number 26 participated to try and help. A lot of progression. Position of the teacher during skill activities. This is going back onto the observation transcript. He always constantly be moving, which is good. And again, he's trying to introduce change in the whole part, whole and self-reflection. Coaching improvement throughout the curriculum and learning outcomes. And demonstrations are shown after each activity. Going back to emotion facets checklist. Goal directed performance. Again, that was a good focus with privilege points. And also looking at certain activities with one group individual in the pair, being teacher and one participant.

[ 00:30:54 ] Very basic obstacles and setbacks at the moment. So again, this cannot be recorded. Social. When I came round to a group, somebody was doing really well. They had their hands out and they were trying to do this one. What's this one called? A back support. But what is wrong with the one I'm doing at the moment? How could you improve what I'm doing? Lucy. Lucy. Make sure you get your feet to be closer. Perfect. Can you demonstrate for us, please? When I was coming around, I noticed Lucy's and her feet were always 33 steps. Again, very good again. A lovely straight back and straight arms. But again, time, long time to take part in the demonstration. It's a little bit of a challenge. You're getting quite good with it.

[ 00:32:00 ] But you've already been packed to the beat. Okay. Social management is the last section to investigate. Developing relationships, getting along with others. Very important. Cultivate nurturing relationships. In a stark position. A nice, strong position. This hasn't been shown that strongly. In my strong position, I can feel my legs are strong. Due to the lack of humor. I can feel my legs are strong. Enthusiasm in talking. A tone in voice. Humour. But what I want to do is go for a business that is shared. And non-verbal humour also. And I want to go into leadership and influence. Important. Deliver people with warmth, likeability, presence, and charisma. Again, this wasn't shown too much here. But again, the age group, they would be left to their own responsibility. How I could move from my start.

[ 00:32:55 ] Getting involved and engaging. Definitely. Which is very good. And again, that influence made them take even further. Deliberately persuade the pupils to be enthusiastic in the PE session. Again, providing their own enthusiasm, being more innovative in their own design. The same person was selected to answer a question due to experience in gymnastics. What balance are you going to go into? Um, this. Again, number 16 is 16. How many pupils had their responses acknowledged in Manitoba? Good price. You can do whatever you want. I would like you to travel from one to the other. Lovely. And that is travelling from her start position into her balance there. Okay. And you don't have to do the one that Lucy's just done. You can go from one position, so your strong position you start with.

[ 00:34:08 ] XXX, that's a warning. You're not watching. You're not paying attention. And if you do it again, you're going to have to do it on your own. So, watching this way, please. Because otherwise, you could end up hurting yourself. So, going from, come on Lily. Sorry. You were doing the right thing. So, you wanted to meet with one pupil. I'm incorrect. But made the correction strict. Sure. Um, regarding number 22. Apparently managing, no, sorry. Correction, correction. Number 16. Responses acknowledged in the Manitoba. Responsible teacher, pupils's. Um. And, actually, 13 is the man. I mean, teacher providing. And you've felt it yourself. So he overcame it one or two times. It's not male fragility. Or potentially trauma.

[ 00:35:16 ] Rough age control. He even asked them to make them feel more motivated.

[ 00:35:27 ] Going back to emotional facets, conflict management, importance of bargaining with pupils, again praising them, giving them warnings that was used frequently, type of emotional management used in one class and another. Again, this was an element where he was using the same emotional techniques to all pupils, so again no different enthusiasm or different style of tone of voice with different pupils. One pupil is now injured, looking at health and safety, doing handclaps, handclaps, handclaps. To get everyone in sync, same collaboration, importance of the skills to build bonds, bonds were built effectively, really, really good. Really nice to see him getting the girl in crutches involved.

[ 00:36:42 ] There you go. So all facets have been completed and described.

[ 00:36:59 ] Clarified questions on transcript. Number one, eye contact with pupils, always hand gestures, very little movements around the facility, constantly. Use of facial expression, not that much, not very much small. Tactile with pupils, no handshakes or pats of backs. Non-verbal humor, again that wasn't introduced. Voice intonation during instruction, very clear and precise. Voice intonation during disciplinary. Again it was the same tone or similar tone. Again, voice intonation during praise and development. Again, same tone or similar. No significant difference. Verbal humor used effectively. Again, very little verbal humor demonstrated. Volume was very effective throughout the whole PE session.

[ 00:38:19 ] Pupils don't seem as enthusiastic as they did at the start. Calm down a bit. Maybe get it to you at the end of the day. That's a lot. Stop starting. Catch up and teach distance. Teacher providing pupils to advise their feelings, not a lot of times, maybe one or two times. Teacher reacted to what the pupil said. Again, very limited chance for them to have a chat. Mr. Cole was being asked a question to reiterate what needs to be done. Responsible teacher has the pupils's non-verbal communication, the pupils' imagination. I repeat, number 15, response by teacher: Pupils's non-verbal communication, due to the fact that the pupils have been flat, there has been no raise of enthusiasm within the voice to motivate the group; how many pupils have their responses acknowledged in the manner that values them, there was quite a few due to individual demonstrations and good praise.

[ 00:39:30 ] Again, the praise has been specific, so why it was very good; how often did teacher refer back to individual contributions and success, again recapping about four or five occasions? That was very good on coaching points, and again good motivation. Feelings the teacher expressed to pupils due to success in school: again praised them on specifics and highlighted it to the class; feelings the teacher expressed to pupils due to failure in school. Again, improvement, if there was anyone misbehaving, he did it effectively, quietly and just to those two people without the rest of the class being noticed, feelings of the teacher expressed to pupils, misbehaviour, again same feeling really for 19 and 20, questions need to be adjusted, any circumstances that made the teacher anxious or angry, no not really, very calm, very collective.

[ 00:40:33 ] Again, helping demonstration as well, example of teacher apparently managing their own feelings, again not shown. Did the teacher show apparent prejudice towards particular pupils, no, that is just coaching performance already touched on, but again, good health and safety check, good warm up, good participation by the teacher. Good progress. Progression of skill as well, so working through the booklet, which is good. Movement of all pupils, this was an element of required improvement, too much stop from starting, need to still constantly move, raise the heart rate, it was going back to almost resting heart rate due to so many demonstrations. Game and competitive environments was introduced, this was not the case, because it was working in pairs throughout. Positioning of teacher during skills activity and movement throughout the classroom was very good around the sports hall. Specifying praise for skill acquisition was good throughout. Chaining or part-hold was used with visual aids, demonstrated the village correctly, again demonstrated the village correctly.

[ 00:42:00 ] The last two, numbers 34 and 35, will be recapping this session and last week as well, which was done at this session, and also called down on the learning outcomes and finally called down. Let's see if there's static stretches involved. Provide feedback on the overall performance of the teacher; the coaching performance was very good. The emotional format on verbal communication, change of tone, change of volume, and change of humour may be introduced. Class became flat, so more motivation may be required. Maybe suggest a competitive edge to the lesson plan itself. Lesson is now at 42 minutes.

[ 00:43:01 ] Session couldn't be done, tried to reduce it down, maybe go into a chaining or simplifying the movement, wasn't introduced, so going back to coaching, which may be one aspect that needs to be looked at.

[ 00:43:49 ] Looking at progression and so anyone who's doing activity now on each table so it's looking at how they're going to improve each session. Good duration of activity actually, it's 44 minutes but I would say a lot of time was utilised for exploration of delivery of each activity and of demonstration.

[ 00:44:44 ] Enthusiasm of pupils has improved after a longer duration of activity. That was over five minutes long. Good. And smiles are back on the pupils's face. Sitting still makes this group feel lethargic. And xx, XXX, why did you find that trippy? Because we have tried that. Sorry, you two have some people talking over here. Charlotte, who sits in the front, and XXX, who sits in the back. XXX, that's her. That's an issue we have been able to like so many times. What do you say? Thank you. Thank you. Thank you.

[ 00:45:44 ] Slip and straight. Excellent. So, you've already made this, but it helps if your partner is being slim and straight rather than being floppy. That can help you out. Who's got one that they would like to be down straight, so they think it's particularly good at the moment?

[ 00:46:08 ] Everyone wants to know, what do you think they have done particularly well? Hold it for three, two, one. Thank you, boys. Right, every group should be able to tell me one thing they've done well in that. Every single group, like that.

[ 00:46:34 ] Very good, so now everyone should know what they've done positively. So therefore, everyone put their hands up. So they know that there's going to get answered questions. Everyone's participating in answering the questions,

[ 00:46:54 ] right. And they're going to get a piece from every answer and repeat the answer.

[ 00:47:13 ] Thank you boys, give them a big round of applause. Who else would like to demonstrate? I've got lots of moments here. Let's go, three, two, one.

[ 00:47:31 ] Hold it, and dang, you get a big round of applause. Dang, they've actually become some of the level 3 ones. They've become some of the level 3 men. What?

[ 00:47:58 ] Easy element, easy mistake made regarding looking at the sheets when he highlighted that he was on a level three that was actually in the booklet; um, easy mistakes to be made.

[ 00:48:30 ] Yeah, I also really like that they communicated so they actually, I think it was XXX, you say one, two, three, and then you actually jumped up so that XXX wasn't just holding her, okay? You don't have to be an incredible hook, your partner can help you as well, okay? One last thing, XXX.

[ 00:49:01 ] Let's go, please. Girls, I'm listening to you.

[ 00:49:41 ] And give them a round of applause, thank you girls. Okay, we can tell them two things, but one thing that you like about that XXX, I haven't heard from you yet. I'm really straight legged. Really straight legged. Can you notice, you're all liking the same thing as you go through. So this is something we've got to make sure we put in our work next week.

[ 00:50:20 ] See, as I said, this was kind of a revision lesson, George. We're going to start developing our balances from level 2 to level 3. But we're going to try some transitions and traveling from one balance into the next balance. Okay, so we're going to start putting all of these things together to create a performance. And then we're going to put it to some music. So we're going to put this to music and start to see if we can come up with a routine between us. Using timing, that we're using dance as well. I've got lots of people still rolling. Stop for a second. Now, before we finish, we're going to do a wall dance. Okay? Everyone, stand yourselves up.

[ 00:51:15 ] I would like one of the pupils to do this this time. So at the beginning, I had everyone standing at the beginning, at the front. And moving their heads and warming their muscles up. To warm down, we do a similar thing. Just to calm our muscles down. So we don't pull muscles. Don't do anything or anything. You can come up to the inside. Who would like to do this? XXX, I've been very impressed with you today. Okay? Can you stand at the front? And I want everyone to follow Lucy. So, first of all, XXX looks like. Can you tell us what we're doing, Lucy? So, we're just gently pulling back our arm, which just pulls all of our muscles in our arm. Thank you. Hold that for five seconds. And do the other one. Who's got one? Who's the one that can follow on from that? Josh. Okay. So, with our arms, can we just gently, don't tug on it, gently hold. Five seconds. And then you can do the other one. Zane, how do you think this is? Who's going to follow us? Who can follow on from that one? Sophie. Zane.

[ 00:52:44 ] Cool dance work completed; recap of this session wasn't really made but highlighted what we'll have for next weeks. Good demonstration can be utilised for the pupils participating in doing this. Put your arms backward, you should feel it on your muscles underneath your arms. Thank you, hold it for 5 seconds. And to finish, with your legs, put one arm out, and hold. Choose your compaction, holding. George, you're not being sensible. And squat. And hold. And shake it off. Shake it off. Shake off was good. And stop. Infuse our sleep, all the pupils. And if you try to slip again, shake it off.

[ 00:54:08 ] That session is going to be finished; duration of session, 54 minutes, 55 minutes. I should say, good session.

#### Carl Observation Two.WAV

[ 00:00:01 ] Okay, this is Observation six. No tell a lie. No six, yes. Observation six. This is on Monday, the 16th of October. Watching XXX deliver Year Two Key Stage One. This is his second observation, on comparison to Year Five. This is at Holyfield School. As mentioned, Year group two. This is Key Stage One. Number of pupils to be confirmed. Observation two: 16th of October, Monday, at 1:20. Gymnastics will be taking place. The group themselves are renowned as very good at gymnastics. Troublesome. It is Mr. XXXX' class who has been observed. Who was the first person observation number one. So it would be good to do a comparative on that as well. On two people delivering the same style of class: Topic lesson, which is gymnastics. But in two different teachers.

[ 00:01:30 ] Observation of nonverbal communication. Verbal communication. School pupils's response to emotion and communication. Feelings and emotions of the teacher and coaching performance will be recorded as always. Emotional facets checklist. We'll be looking at self-recognition, social recognition, self-management, and social management. Yes. Yes. Yes. Yes. Yes. Yes. Yes. Yes. Um, it's still a long way to go due to the troubles with the pupils and Mr. Holmes will be also sitting in due to um, two or three pupils who are severely misbehaving and having behavioral issues, okay? So it's now 1:31 so it's taken a long time for the group to get changed. The reason for this is to get Mr. Lloyd to build a rapport with the pupils,

[ 00:02:46 ] 28 pupils, 28 pupils,

[ 00:03:01 ] 29 pupils.

[ 00:03:23 ] So Miss XXX'S voice is very different tone, very high, very enthusiastic, very simple.

[ 00:03:44 ] It doesn't matter about your bones perhaps, maybe even your muscles, but we are warming up to try and make sure we don't hurt ourselves. Oh, I'm getting lots of people shouting out, 'Come on.' If you want to speak to me, what do you need to do? Yes, put your hands up, don't be shouting. So, we're going to play a ball game, because we're going to get our bodies nice and warm, we're going to get our heart beating, and we're going to get blood flowing through our muscles, so we don't hurt ourselves. Now, this game I'm about to play, or you're about to play, there are a couple of rules. You all have your feet in the air. For this first game, we're going to be moving around this room.

[ 00:04:34 ] But, we cannot go on the blue mat. Okay? These are like islands, and on these blue mats, we can't go on them. Because, I don't want anyone drinking it, or falling on the floor, I think you'll share today. So we're going to move around this room, and the aim of this game is called Animal. I'm going to say an animal, and you are going to have to move around this room, again, not on the mat, like this. Like, the certain animal, I say. So, for example, if I was to say 'It's an example' for the animal to simplify the activity.

[ 00:05:32 ] Okay, I can move like that. I've got another way I can move. Still talking about monkey. Yes, you can move. Well, if I stand up like this, then move to the side like this. Super ideas. Okay, now. Super ideas providing price. Very, very good. Super ideas. Because I might shout monkey, but then I might shout out another animal a few seconds later. And you're going to have to change. You're going to have to change from one animal in to another animal. Okay? Does anyone have any questions about our game? Lots of questions. Listen carefully, because your friend might ask the same question as you. What's your question? Okay. Yes? Do we have to, like, do we have to, like, do the, do the, you're going to move around this room any way you want.

[ 00:06:34 ] You're going to have to be careful not to bump into anyone else. And you can't run on a blue mat. But you can go in between them. You can go around them any way you want. Let's give this game a go. We've got lots of questions. I don't think we'll work yet. So, if you understand this answer, on the mat. Okay. So, Mr XXX's voice is more enthusiastic compared to his year four group, year five group: apologies. A lot of good eye contact. He's a lot gentler in tone of voice when doing a lot of noise. And

[ 00:07:32 ] so again, he's not telling them to keep quiet, which is good, because the pupils are enjoying it, a lot of smiles on their face. One pupil has hurt himself and starts to cry. He told him to take a seat to calm down, start crying, then turns his back away.

[ 00:08:16 ] Nice quiet one to go. Told the pupils to move away, hasn't yet spoken to the pupil who's hurt himself. He's crying a lot at the moment.

[ 00:08:33 ] No hand gestures as yet, as he has the lesson plan in hand. Suggestion to put that on the side. Movement round the hall, not using magnetic eyes. Again, the new word for two.

[ 00:08:58 ] He's got a visual aid now being used in Year Two. The pupil has come back now, I don't think he enjoyed the actual warm-up activity, so I made the excuse of his eye. Perfect, good praise there. Again, it's difficult not knowing the pupils's names.

[ 00:09:55 ] A lot of eager pupils wanted to partake and show the demonstration. We're going to call the Tuck Sheep a ball of socks. If I say, 'ball of socks', you're going to get yourself into the Tuck Sheep. Just on your mat. You don't need to move around in this one. Then, I've got my Scar Sheep. If anyone would demonstrate that. Yes, me baby. Lovely. The Scar Sheep. The Scar Sheep today is going to be a wombat. A wombat is the Scar Sheep. If I shout out, what are his voices? If I shout out, what are his voices? Again, gentler in comparison when the pupils are loud.

[ 00:10:52 ] Again, providing equality. The Scar Sheep. The Scar Sheep is a real badger? I'll go Others call me The Crane. Perfect. I'm going to call that one the Jump, the Jumper. And the last one is? The Pipe. The Pipe. If you show me your pipe.

[ 00:11:48 ] Again, I'm helping to demonstrate and so as well as the pupils doing it, he's also demonstrating as well just to help them out well, let's go through the list, force of imitation and instruction as I said, small simple miles more sympathetic in voice any disciplinary please and thank yous using magnetic eyes to try and praise them, voice annotation do praising developments again more gentle and comparison verbal humor again very little humor at the moment but my course of voice volume thread the PE session is very good indeed number 11 good vaults value response shown by teacher to the mood of chick roof one example would. Be that this is number 12, one example would be the pupils making noise in the warm-ups, so that was very good. T who's doing a real now, so this is coach performance, so again this is number 25 system pre-war memory one, so this is mainly on stretches and teachers provided pupils to force their feelings but quite a lot actually giving them not a lot of opportunities demonstration and also has to ask questions. Teachers reacted to what people said, again very positive, bit more praise, but again it's difficult if you don't know the pupils's names. Responds by teacher to pupils' non-verbal communication, again.

[ 00:13:57 ] How often did the teacher refer back to individual contributions? Quite often actually because there is a lot of demonstrations, 6 demonstrations required for the gymnastics moves.

[ 00:14:17 ] Again praise for someone who improved. Feelings the teacher expressed to pupils due to success, skill and at tasks. At the moment he has looked very calm and collective. Feelings the teacher has expressed to pupils due to failure in skill. Again explain the reason due to injuries. When someone has improved, he then praises them in front of the group. Feelings the teacher has expressed to pupils due to misbehaviour. Again, just explain the circumstances if they are misbehaving and control the whole group.

[ 00:15:05 ] Any circumstances that made the teachers anxious or angry? Not as yet. One pupil is misbehaving at the moment. The teacher is angry. Just paid a mini over-pass. The chemicals, she perhaps has already used to shake Schmuck's butt, hey? The pupil is arrested or karyoënbej, everyone may have heard this before. A striking appearance on the street. Now there is also a praise. Each little pupil there is. Even activates. No countless pupils being attacked. So EE.

[ 00:15:47 ] Timeout! Now involve in a demonstration. A lot better, um, notified one misbehaving pupil out of 29, which is very good. Again, constant praise on this rule of stretches, which is good. Teachers should express the pupils's due to misbehavior, which is number 20 just explained any circumstances that made the teachers anxious and angry again. Nothing there, so he probably touched 21, 22. Apparently, managing their own feelings again not real uh expression uh did the teacher show parent prejudice towards particular pupils? No, not at all. Providing opportunity for boys and girls but

[ 00:16:47 ] You were going to be doing some different shapes for me, eyes up, eyes on me. But you're going to be travelling from one shape to another shape. I'm using a bit of a complicated word there, does anyone know what 'travelling' means? What does 'travelling' mean? Tell the person next to you. So let's bring it in, group discussion now. Health and safety was done appropriately, warm-ups were done, participation of the teacher, he always participates in helping the pupils. Again, progression of school is yet to be shown, 15 minutes in, movement of all pupils during activities, COVID still at the moment but should be taking part soon, have done a good warm-up and done some good stretches, dynamic stretches, hasn't added in any game or competitive yet. Still to be added in, precision of the teacher during school activities, he's keeping an eye on all the pupils, good position for Q&A and then moves around when the pupils are participating. He hasn't done 31, this is yet to be touched, 31 onwards, coaching performances because they're still moving on to the progression side of and the warming-up side.

[ 00:18:45 ] Self-awareness and understanding, this is looking at personal identity, again wearing the correct attire, being very professional, got the equipment all ready and set up, connections, cause and effect, important to recognise the impact and consequences of our own feelings and mood, again this is hidden well effectively, separating external and internal factors that can affect the own emotion, again not knowing the group, again this is not really showing that it doesn't know the group at all.

[ 00:19:44 ] So this is letting Luella, her pupil, participate.

[ 00:20:10 ] Which you're going to take in turn, one of you is going to be the teacher, like me, and one of you is going to be the gymnast, then you're going to swap over. So, what does one person do? When pupils are not calm. Concentrating or losing, his tone of voice is very dramatic, as probably heard, so if someone's not looking, it goes extremely high, and again that tone of voice attracts them more positively. And sir, you can do whatever you like. Oh, I've still got some pupils, that's a real shame. Thank you. I'm sorry, because I don't like to use small factors, it's a real shame, but at the moment, I've got two boys here who are having a chat. You're not showing me that you're listening. We won't be able to go any further until you start showing me that you're listening on your mat. Still waiting.

[ 00:21:52 ] I think a girl needs a toilet.

[ 00:22:06 ] Again, six minutes now since the call down, so it's a lot of discussion before going into the actual activity. Again, this is more on safeguarding the health and safety issues.

[ 00:22:29 ] I'll start, I'm putting on pause now and find out when they start. I can then go through the emotional facet's checklist. Okay, two-minute activity, one being the teacher, one being the gymnast. Two minutes now I'm releasing the energy into the body. Go through the emotional facets we've already done self-awareness and connection, self-appreciation again, good strong self-esteem, good personal worth, while delivering a PE, coming to grips with the personal attributes so again some of these elements that he will feel out of his comfort zone because he doesn't know the group, that's the limitations, but this is still working quite well; importance has shown the ability to identify personal feelings can effectively reflecting on personal performance, this will be

shown during the session of the questionnaire which we handed out today, especially on comparative to his year four group empathy sensitivity and appreciation a lot more sensitivity and different simplification of words and layman terms to this group but then very little nonverbal signals no hands gestures and

[ 00:24:20 ] uh for the group themselves uh service compassion and benefit benevolence again aiding. And helping us getting the teachers to get pupils to be teachers, to do that. But also providing visual aids, so that's been quite good, uh, providing constructive support as well for aids again. Right? Who would like to demonstrate a holistic communication port to send and receive inflation, including emotional content, listening, engaging, and connecting with others, sending receiving verbal and non-verbal signals constructively throughout the lesson again. A lot of the pupils do listen there's one pupil again, um, he's very uh destructive so um, but this is due to the fact that the group is very destructive. But again being controlled quite well by Mr. Lloyd, interpersonal development, uh, growing and nurturing constructive connections, setting the time for long-term depth and relationships, working with quality personal professional relations, so that's been quite good. Provided a round of applause as well for praise. Self-control, discipline again going specific skill now asking the audit the pupils or what she's done, so waiting to talk and they went into what, what did you go into all you can tell me yes um self-control, discipline very good, discipline uh handed impulsive maybe extremely well in fact um there's Two or three pupils that are misbehaving,

[ 00:26:22 ] so you can use the proper language. You like the way she did, what wasn't just jumping? What were we doing for lunch and things? And let's ch-ch-ch, Chuck XXX! Okay, again recapping, which is a midway point and switching, which is what I'm doing with the pupils and misbehaving, and the pupils and misbehaving, they're really well-informed. Um, there's two-three pupils that are misbehaving, isn't good psychology initiative self-energizing emotionally engaged always throughout portraying passion getting passions worked out because of the different tone of voice that has been used especially in comparison to his four-year-old class acting and choosing feelings in accordance with positive emotions optimism constructive feelings limiting negative emotions for ads, which is good. So anyone misbehaving wasn't really severely being told off; the importance to cope this is creativity agility flexibility adaptability.

[ 00:27:11 ] There are some pupils misbehaving, I think again there's a bit more discussion going on with the demonstrations so they're losing, losing the um, the concentration of the pupils so now they're going back in to physical activity; they've suddenly awakened since. He said, now it's your turn to go again, so they're back up ready to go again. There is a lot in this flow throughout the lot of six or seven lessons that there's a lot of discussion and stopping and starting something; they must do to cover learning outcomes of the lesson goal director performance actually targeted action. So I've just gone that except Rick's staying on course for the PE lesson on time, so that registers my social management developing relationships getting along with each other again work getting the group to work in pairs which is very good leadership and influence again he's been he's been warm he's been likable.

[ 00:28:25 ] His presence is there, more charisma is probably needed, and more approachability may be required, especially when pupils are injured. Again, he's trying to get people participate more, uh, change catalytic response so we can need to change for championing action during the PS session using person interpersonal skills and abilities to progress individuals on performance. Um, looking at good stress again, this is something that has been touched on because of the simplicity of the activity, but again the activity is simple because of the age group, so again they are not doing that many elements on teamwork. And collaboration the importance of this skill in building bonds and transforming groups into teams. Engaging pupils to generate the more effort which has worked well, good nurturing spirit as well in the PS session, uh, to build synergy, which is great, uh, developing interpersonal emotional effectiveness accordingly. I will go back now to the observation transcript.

[ 00:29:50 ] Again, verbal humour quietens down to try and get everyone's attention. Now, with the four shapes, if you go back to social management, especially if you change a catalyst to champion the activity, which has increased, so that's good, providing that stress for the pupils, use stress to move forward.

[ 00:30:33 ] finish. And what's your name? XXX. She's going to go from a straight shape to a tuck shape to a star shape to a straight shape. And I want you to try and track that. So to start off, this is going to be what we call a routine. She's going to start with a straight shape. Can you show me a straight shape? Lovely and straight, pointing up to the sky. And I want you to get down into a tuck shape. Now I want you to travel from that to a star shape. Think of a way you can travel. Has anyone got any ideas to help? Oh, just jump straight up. Lovely. Very good. Good prise. So again, putting this Champion in for all the, to get one person to demonstrate.

[ 00:31:36 ] So, again that was quite good regarding the catalyst and response focusing on your stress and positive outcomes so that's good

[ 00:31:58 ] okay, so going back to these questions voice intonation for discipline again more gentle in comparison to year four facial expression again more smiling may be required hasn't smiled or hasn't made any laughing good eye-to-eye contact good thumbs up again a bit more and just being used now to show place moving around the whole facilities during activities are always done nonverbal humour again is hasn't been introduced no verbal humour which is not the 10 number seven intonation during instruction and demonstration again hasn't been touched voice annotation for discipline so voice intonation during instruction is very good I should say that's number seven for PLATs and developments again is being more infectious more affectionate being comparison previous lesson response is shown by teacher to the mood of the group again given the excited he lets some be more excited it's quite nice to see it's nice to hear noise it pretty good level of comprehension seems again let them bonsai class Raz and use their own demonstrations Teacher.

[ 00:33:26 ] - обьяснете the mood of the group and the mood that they're in react to pupils what they said again quite positive on those elements and response by teacher to pupils' non-verbal communication again been very good how many pupils have had their responsive knowledge to them every time they've had a question asked and answered it's always been answered on a positive element how often did teacher refer back to individual contributions again round of applause on three occasions feelings the teacher expressed to pupils due to success school task again a lot of praise there feelings to teacher expressed to pupils due to failure again anyone who's incorrect who never made any disciplinary or highlighted their

[ 00:34:19 ] mistakes but provided praise when the improved feelings the teacher expressed to pupils due to misbehaviour again just how just again no telling off no rise of tone in voice or aggressive behaviour by the teachers or any frustration shown very calm and collective any circumstances that made teacher anxious or angry doesn't not being shown at all hands behind back at times but again that mean more towards it's now relaxing the environment than being stressed everyone has to be chased the enjoy all the stress I don't want the pain and anxiousness and the stress this is reduce how often I'm running long time for no reason why so frequently to hastily handle the broken part of

[ 00:35:07 ] vision thinking about how much that it rumbled still that who thinks I can't hundreds of questions keep a certain distance between learners result in a more relaxed team at years of age output be small prejudiced on it's office and enemy in difficult states what's the car fit in a uniform with no TV much people running is very comfortable then interaction with its kids and 물 Wine Minneapolis had to say there's some truth to this because his words that all the Financial requirements are being given to pupils, essentially, and that's four-point movements so again a bit more activity involved later on game and competitive environment not really introduced positioning of the teacher again helped to help all the walk to every single map every single pair group during the session, good change in and half a half on self-reflection

[ 00:35:50 ] specifying prize or specific acquisition difficult to do with the large amount of participants in the group, demonstration delivered correctly again this was praised when it was completed; a pupil is chewing their toenail and eating it, that's lovely. Welcome to you too, and recap last week's and this week's activities get very difficult to do that, but a lot of recapping was put in during the session which was very good and which was mentioned 36 minutes has gone already, quarter with static stretches again, a lot of prize for people going into specific skills again, very good breakdown

[ 00:36:49 ] simplicity in town he's being introduced, people are now pupils again, again.

[ 00:37:29 ] He did a nice straight down hold. He did, but how can he improve on that? He can improve it, but when he did the straight shake, he could improve it instead of jumping.

[ 00:37:59 ] I'm going to try to prove it

[ 00:38:42 ] could have been a little bit more of an angle, okay? Now, he didn't do them; they were a little bit longer than we did today. So he's looking at those pictures and seeing how we can improve. Now, you all listened really, really well. Getting more praise by the teacher. I would love to have more time. Normally, we'd have a bit more time. Very good listen. So the time is now 39 minutes. And again, due to time, no cool down has been taken place. Okay. Again, eye contact throughout.

[ 00:39:44 ] Again, being polite and using manners when a question was asked.

[ 00:40:11 ] OK, lessons ended. Time is now 40 minutes and 20 seconds. Some are asking questions.

#### **Demi observation One.WAV**

[ 00:00:03 ] Observation of XXX at Meadowview School. This will be year group reception, key stage early years, age of pupils will be at the age of 4, number of pupils to be confirmed. This will be Lizzie's first observation on Wednesday the 8th of November 2017. Delivery time will be at 10 o'clock.

[ 00:00:56 ] Is it multi-games? Yeah, well, we'll see how this goes. We did like a little warm-up with them first. We've got one, two, three, four, five activities. Brilliant. But I know I'm literally going to have to be like, OK, so over here. Whereas with mine, I'm just like, OK, so figure out what you're doing at each one. And I let them figure it out. It's really, really interesting. Yeah, it was yes, I was in year two. And they were using visualised paper for year one, so year one just didn't work. And they were given a hand with a physical piece of paper. And she was then explaining. Not a chance. Too much, yeah. And then they were doing another activity, a gymnastic activity.

[ 00:01:50 ] So it just, which is good to know, because you just don't use, you just don't use tangible visualised. Oh, this is a huge, huge learning point for all of us. It's just brilliant. Me and Matt have never gone down to reception. The lowest I've done is two. Yeah. I think XXX's doing another year group now, isn't he? Or is he doing reception? He was doing one. That's right. I don't think he can do one now. No, he was going to do Mrs. Farm's class. That's right. So he might have to do reception then. He's doing reception, I think. But he said he needs to do it later. I've got an email from yesterday, so I'll pop in. Because I've got Sarah back-to-back, and then I'm not going to want to, I've got to be not going to want for a lecture to deliver.

[ 00:03:22 ] Yeah. Yeah. Yeah. I don't mind that there is another opportunity, another key stage. That's fine. No problem. I don't mind as long as the parents don't mind. I think she'll be fine with that. She could even, well, it's the weather then, isn't it? So she could even take them outside. Well, yeah. Yep. She was just, she had seven more pupils to obtain, and I ran her a quarter to. Oh, bless. So that'd be another half an hour. I did mine, a song on YouTube. Put one song on. And by the time it's finished, you are lined up at the door ready. Yeah. Does that work? Yeah, it works. Ah, good. It really works, especially if they've chosen the song as well. Yeah. Yeah. That's true.

[ 00:06:33 ] Okay, a lot of hand gestures, a lot of intonation during the disciplinary, but a lot of praise as well when people are not listening but then listening, so again constant praise used, voice intonation during praise, very exaggerated, very well done, very high tone and high pitch as heard there. Responses shown by teacher to the move of the group, again very excited, again the energy had to be equally excited as well. Responses by teacher shown with non-verbal communication, again very excited, the moving around, they're kind of letting them go on because they're still doing a lot of physical activity. I think one rule and objective is required instead of doing multi-skills all at the same time. If she was by herself, do you want to continue, carry on, well done.

[ 00:07:37 ] If you're teaching your run and early years reception, I would say it would have to be just one activity. Teachers to express pupils due to failure, again not really failure, just oh well, and it's always been praised. Trying her best to get people involved, one girl's playing independently of her, that's not . .

[ 00:08:47 ] They did, but on a one-to-one instead in front of a group very much partaking throughout we're going to coaching in different in a short while feeling the teacher expressed any circumstance that made the teacher anxious again with the pupils not listening lots of pausing a lot of trying to compose herself by thinking of contingency management which is probably one of the highest elements of skills required and using emotions to get that across especially if you're not experienced in teaching this year. Group participation by teacher number 26 very high, in fact a lot more so than it was one pupil is misbehaving again. Um, health has not checked good. The warm-up was good. Participation high by teacher. Um, the question of skill progression of skill again there are some elements of that, but movement of all pupils has been very good. Number 28 game environment has been done in warm-up again that wasn't very productive or positive because someone's sitting out again blowing the heart rates but more important films like they have failed. Um, um, um, um, um, um accidentally paused for 10 minutes so it has gone for 20 minutes long

[ 00:10:29 ] right pupil has. Been misbehaving, position the teacher has been pulled across by the ta teach position of teacher during skills activity try to move around as much as we can back into class, specific line prize of skill addition not really touched on two stop the Anas veteran over a section change on appearance participation people demonstrations that are very what the simple skills me and last weeks activities that can affordable مبنى table national facets and give you can active odd into soi wearing the correct equipment and having the right kit and having the correct equipment. I don't think it's a priority. It's important to recognise.

[ 00:11:50 ] importance of recognising the importance and consequence of our own feelings that was done, but again quite dramatic,

[ 00:12:09 ] again exaggeration of tone of voice to listen to their answer; a holistic community, sorry, self-appreciation, acceptance of confidence was quite neurotic at times.



[ 00:12:34 ] Importance during PE lessons, personal restrictions, and all the temptation. The importance of showing an ability to live your own life, the ability to identify personal feelings again, slightly red in face at times when; empathy and sensitivity, very high sensitivity. Appreciate the abilities that pupils have got, that's a high 10; service, compassion, benevolence; again aiding and helping, coaching and developing others, helping us a lot, especially with demonstrations, listening, engaging, connecting with others, sending out; again doing more of a warm up than a cool down, but again it's more of a good activity to work with as a group, as a whole. Interesting. Personal development, the importance of growing, nurturing, constructive connections, setting the tone for long-term death, again this long-term is not applicable for this year group, self-control and discipline, that's a very high one for self-management, emotionally persevere during hard times, which is a major priority for this year group, again for a year group that they are inexperienced to teach.

[ 00:14:16 ] Again, very nicely gentle tone due to disciplinary, integrity and trustworthy, very much have to be trustworthy and work with the pupils themselves. Self-Psychology initiatives, self-energizing, importance of having the ability to mentally and emotionally engage, portraying passion by changing pupils' feelings during PE sessions, action, and choosing feelings in accordance with positive emotions throughout pure optimism, and again, highly constructive feelings throughout the session. This was a necessity to get them partaking in the lesson. 1 Russia.

[ 00:15:07 ] Goal-directed again, drive to choose, challenge an objective, assume acceptable risk but still staying on course. That was not done due to the multi-activities shown. Due to it being multi-activities, there were too many pupils split into group environments again due to the dependence, so the teacher found it difficult to deliver on that term. Social management, very important to have cultivating and nurturing relationships with the pupils which was highly shown, having quality connections and building rapport, which was a difficult element due to each pupil having an extreme different ability of cognitive thought. And also in physical preparation of their physical activity movement, so their biomechanical elements. Leadership and influence which was very important, again to have a lot of warmth and likeability and charisma was highly required within this group. More in fact.

[ 00:16:23 ] Then if you do in key stage two, especially on charisma, but again charisma is still required but for these early years, it's highly, especially within tone of voice. Importance to recognise the need to change champion action. During the PE lesson, this was lost due to the break-up of the form. The sign language was lost, and this is why we did this lesson. The four challenging areas which were those in range. The first one, the colour don'tness, RGB background, when quite specific with aversion to the Kalau зѣпap in the inner middle-us. Another issue about colour dotting which I mentioned to you since this course is rather on the higher tier. Stress was on that side for the teacher itself, but for the actual pupils, again, the use just wasn't applicable due to this year group because he found the activities even throwing, catching being told to go to certain areas was a difficulty, negotiation and conflict management importance on bargaining with pupils, again competition hello it was introduced as well,

[ 00:18:02 ] but you could go on to negotiate conflicts, management a lot of negotiation was required emotional management used from one in one class than another again that was due to individuals, but again breaking it into four needing more variety on that side, teamwork collaboration that was introduced well, but again, teamwork it's more individual activities but working around others will be a teamwork definition, but working in the sense that it's very Simple activity, very good to see a well-qualified, highly-respected teacher finding that very difficult and just highlighting how much she was perspiring after the activity, due to the physicality of demonstration, it was 29 minutes long, and of the session.

#### **Demi observation Two.WAV**

[ 00:00:00 ] Tuesday 21st of November 2017. This is XXX second observation with Year Five. She has currently observed being observed for reception for her first observation, which was a Multi Skills Game Activity. Today, she will be delivering Year Five at Meadowview school, that's Key Stage Two. The second observation will concentrate on observation of non-verbal communication, observation of verbal communication, response to school pupils's emotions and communication, feelings, and emotions of the teacher, and coaching performance, concentrating on self-recognition, social recognition, and social recognition. Self-management and social management of emotional facets in the checklist

[ 00:02:06 ] Good health and safety, so number 24. Good health and safety, full footwear.

[ 00:02:25 ] Okay, last time then I was in the hall with Mr. Strong. I had beautiful little reception pupils. How unhappy I am. So you will see, the one round hall, we've got a kind of, you know like on sports day, we do like a big circuit kind of activities. That was the kind of lesson that I was going for. So we will do a carousel, and we will switch around in teams and try out every activity. It's quite a few activities, which means you'll be in quite small groups. Smaller groups. Good Q&A. Pull them up a lot. Yeah good, pull them up a lot, you could hurt yourself. What do we need to be careful of? Again, explanation in the answers. So again, the praise from every reacted to the pupils have said.

[ 00:03:32 ] The teachers providing the pupils to voice their own feelings, number 13, to more detail. Good, just look around you guys. You are 9 and 10. Okay, you can see where a bench is and if you should be running close to it or not. Right, we've got a question. I'm going to talk you through the rules. I don't think I've played this with you the past two years, so you need to make sure you put your listening heads on. Has anybody played the bean game? Some of you might have done it because of the teachers. Okay, I'm going to talk you through the rules. Quite a few rules, but you are capable of remembering them all and obviously you can look at the pupils to see what they're doing. Somebody tell me something what the bean game might consist of. What might it be Alex? Is it that one where you say, 'run a bean'? Good, XXX, you've played this before. Okay, we've got different types of beans. Think of the beans as wheat. Yeah, we've got 'run a bean'. What do you think 'run a bean' is going to be doing? Good hand gestures. Is he going to be running into them? Is he going to be tripping over them? Again, added humour to the group.

[ 00:04:46 ] Okay, so you're being broad, you're going to stiffen up and you're going to strike around, that's showing good demonstration, okay? We've got jumping things what a hard one, you're going to jump around then we've got baked beans this is my favourite, oh your clothes can see something on the floor Jamie, do you like that? Think of a baked bean in a tin, yeah they're all crunched up all together and you've got to try and get as small as you can thank you beans on toast, okay you're being your line of toaster flat and the last one, can you show us what you just did she wobbles, she's Jenny Bean, okay so good eye contact with the pupils, just glimpsing out of the instructions

[ 00:05:55 ] Oh, we're not listening which means we can't start. Try again. Take them off then press up. Bait speed. Red beam. One to cover speaking to the pupils. Demonstrating.

[ 00:06:30 ] Laughing because they're knocking into each other. Good smile on the face. Staying in one spot at the moment but good demonstrations as well. Joking me so she's demonstrated throughout. Good hand gestures for instruction.

[ 00:07:02 ] Non-verbal humour has been good because of the humour of the actual activity. Tapped over to none at the moment because they don't really need that support on that. Use of facial expressions. Expression. Good humour.

[ 00:07:27 ] Again, good on the coaching elements. Good movements of the pupils.

[ 00:07:38 ] Again, good warm up. So again, good 25. Number 25. Using pause. Squinting the eyes to try and get attention of pupils who are talking. That's the key. We have stopped. Girls, can I have you up to demonstrate for me? Right. OK. Skipping. Now, you'll see it. Every single station, you have got a white wall. And on your white wall, what do you think it has got on it? Pop it. It's the task that you've got to do. And some of them might be a little bit of a challenge. So, for skipping, I've put how many skips are you doing? 60 seconds. Can you skip backwards? So, at each station, you are challenged to do 60 seconds. Challenging yourself, seeing what you can do. Okay, girls, watch out over by April. I'm going to step back a bit.

[ 00:08:47 ] And the next one, we have got netball. Yes, now I know we're playing netball this year, so this is time for you to get into practice and recap those practices. I've been using a lot of hand gestures. So, I was thinking you could show me a chest pass. That's it now. So, you're aiming for the chest and you're pushing it from your chest as well. What are the ways that we practice our throwing, Kitty? Feet pass. Okay, Kitty, would you like to show us that one?

[ 00:09:32 ] You get the ball and then you have to throw it like the closest to your opponent's feet.

[ 00:09:43 ] So this motion is all just about different patterns that you can try. Going on to prejudice towards particular pupils, got three people just to constantly demonstrate. But,

[ 00:10:10 ] Okay, over here, I know we've got cookies, but we're trying to find our pieces. The girls are going to show you exactly what you've got to do. It's pretty simple, but it's all about that skill Cheyenne. What is XXX doing then? Popping, she's dribbling the ball. She hasn't got that much harder than a soft course, it's not that tricky, but she's trying to get that skill of keeping the ball to her bat.

[ 00:10:52 ] Okay, you've got four different mats.

[ 00:11:09 ] Okay, girls, let's move on to bench balancing. Right, this one's in its name. What are you going to be doing on here? Balancing. Different balances that you could do. Now, we did have a look, and XXX, you were really good at this one. Remember the Namaste one that we did in class? Because Dan was really, really good at holding his balance. And I've just put on the whiteboard, if you can hold it for 10 seconds, and you hold it for 30 seconds. OK, girls, back into it, thank you. Kids are getting very excited on this. Right, let's move on to response to teacher pupils's non-verbal communication, if they will be hired.

[ 00:12:05 ] There is nothing wrong with that. How many pupils have had their response? No, no, no, no, no, no, no, no, no, no. No, no, no, no, no, no, no, no, no, no. So it's just what the pupils said. Again, answer it. And repeat the answer of what they've said and always highlight good. The same rules for tennis, but my thought for you is that I get different tennis teams to come back to you to try. I'm going to try to force you to try. Okay, the most obvious one. You know I love this activity. What do you think you've got to do with the beanbags? Oh, I think I'm going to try and win. Yeah. Regarding Prejudice 23, the same group.

[ 00:12:46 ] Every time you get one in, guys, keep moving back. Ah, the same three girls at our demonstration. You might want to get more people doing it. Okay, the last one, which is something that I know that we'll do at sports day, relay. So you only need one background to put your hands down there. It's

entirely up to you if you want to use the hall going that way on the white line because there's no activities going on in the middle, or if you want to go this way. Have a chat with your group, whatever you feel comfortable with. Okay, nice. Oh, boring girls. Yeah, okay, you can change it up. It doesn't have to be running. You can do side leaps. You can do skipping. You can hop. Okay, just give your groups a treat for me. Let's get moving. Okay. So the guy needs to go around groups. Number three. That will help me to find out how many pupils there are. Let me just quickly go through. Right. Only two pupils have had their responses acknowledged in the amount of values. This is good.

[ 00:14:09 ] Again, quite a lot in that sense due to the fact that a lot of questions have been asked. How often did the teacher refer back to individual contributions? This is quite a silence. Turn the music on. Every time the music stops, you're going to change to the next station. Okay? We all know how to work around the teacher. We'll see if there is participation of the teacher for this to help and improve their skills.

[ 00:14:46 ] So, one, two, three, four, five, six, seven, eight, nine, 27, 30. So, the music is now on; participation a teacher will be taking up shortly, progression of skills very good, juice of water, good cohesion as well from the teachers; it's good walking around, seeing all the groups, give facial expression, dance, go through safeguarding

[ 00:15:40 ] again. Good nodding of authority there.

[ 00:15:53 ] A game and competitive environment was introduced which has been good. The position of the teacher has been excellent, helping teachers all round, so that's been quite good.

[ 00:16:14 ] Recapping last week's session, activity again was good, called down to be a player.

[ 00:16:32 ] Need to be lighter. We still aren't done on the instruction.

[ 00:16:47 ] Emotional fairy check list.

[ 00:16:53 ] Self-awareness and understanding, again that has been good, very confident. Good image and stance within the actual lesson. Even self-aware and correct PR. Higher connections and moods, separating external and internal factors, has been done effectively again trying to help out throughout the sessions working with all the groups and self-appreciating acceptance and confidence; very confident indeed. Need to show confidence because the group is very boisterous but well-behaved. I think if there was a less confident individual, this age group would be difficult to deliver as shown in previous observations. Emotional identification important showing ability to identify personal feelings effectively reflecting on personal performance at the end of the PE session which has been very high in previous observations. I've seen her empathy and sensitivity to appreciation a lot, not much sensitivity within this age group shown. Lots of nodding but no over-dramatization of tone and voice for praise. One teacher has gone up to highlight how well she's doing, turned away and not looking now. I'm starting to play the game with a dancing up and down, showing enthusiasm. Giving a cuddle to a pupil to one of the pupil pupils

[ 00:18:57 ] smiling while delivering. Anyway, let's move on. A bit of compassion with the pupils which is good, good aiding and helping and coaching and developing. Very little constructive support due to the actual activity, but again, may be required within this age group. So, again, there is always progression identified by the teacher and again needs to specify certain attributes, situation perception and awareness, process dynamics shifting emotional trends of the pupils, which has been very good due to the coaching process and the activity of the different activities, so, surely not to laugh with this. I don't think

[ 00:20:13 ] again trying to get a progression for us again; good praise for someone there this is good self-control and discipline this is self-management handling positive behaviour again very composed for us, good facial expression as a group are trying to show off for us

[ 00:20:50 ] integrity and trustworthiness conscious integrity performing principles and values.

[ 00:21:00 ] Again, adding good humour, providing more humour within Year 5 and Year 6; again, great adaptability, providing flexibility and more opportunities for the pupils to partake. Everyone's moving around, again we'll go back to coaching. Goal-directed performance, targeted action, importance, focus, long-term, desired goals, drive to choose challenging objectives, which has been good. So, again, she's put herself in a difficult situation where there are 30 pupils in groups, but they are capable of doing it. Developing relationships, getting along with others has worked out really well. Built an Institute for Britain is her Year group, which is a question that we need to concentrate on when looking down. And writing the report. Leadership and influence, importance to deliver PE sessions, warmth, likeability, presence, charisma, and approachability. Warmth is a bit distant within this group, but you don't have to have that warmth. I'm noticing that there's not warmth delivered to this Year group, but again, presence is there and charisma as well with humour being introduced.

[ 00:22:25 ] Again, good health and safety there with the girls, they're not having a hair bubble. Developing relationships and getting along with each other, very important, of course that nurturing relationship with the pupils, happening very well. Putting them in groups, building institute reports, making them all enjoy the activity. There's not one who's not partaking. Boys, once again, there's a group of boys who don't, are misbehaving. A group of three boys, they're the only ones.

[ 00:23:05 ] Now there's another group as well, but they're behaving; however, there is one group of boys misbehaving. But again, it's not that they're doing the bad, it's just that they're just being mischievous. And due to the large groups, you cannot notice, just throwing loads of bin bags in the basket. Developing relationships, getting along with others, very important, you've done that. Deliberately persuading the pupils to be enthusiastic, done that very, very well. And again, very easy to do that within group activities, especially in groups of threes and fours that she's done. Catalysts, challenges good use, just good positive pressure, stress, good stress is introduced for this age group, which they can cope with. Then also delivering good collaboration and teamwork, which has worked effectively. So doing very good indeed.

[ 00:24:11 ] So going back to the lesson today, 24 minutes. Just want to picture where the group is. So one, two, three, we're on there. Fifth of nine activities. Composure in facial expression, quite composed, not smiling as much in comparison to reception. A bit more concentration, a lot of listening. Good focus. Good eye contact. So just watching her now. Teacher partaking with the activities. So again, 26, been doing very well throughout. Trying to do an increased skill for ball throwing and partaking.

[ 00:25:33 ] I've lost a two-shaded esches. Now, with the boys who were throwing the bean bags like mad, they've suddenly calmed down since the team has been lucky. So, 19 minutes. One more time. I've lost a two-shaded esches. Good. Turn the music off now. Very conscious on health and safety. Listening very well to pupils. Right. Voice intonation during the instructions.

[ 00:26:08 ] Again, she's notified the misbehaving pupils, the boys, so that has been resolved now.

[ 00:26:41 ] Anyway, let's go from the start, good hand gesture, good eye contact, movement around facility was very good, good use of facial expression, tactile with pupils, not too much apart from one or two wanted hugging girls for celebration, non-verbal humour was used quite effectively, also verbal humour, more sarcasm because year 5, just starting to get that age group. Voice intonation during instruction very clear and concise, provided demonstration and voice intonation during disciplinary interactions were less funky when they did behave, just kind of gave them very good eye contact, different eye contact there. Voice volume throughout has been good, apart from instruction to set them to freeze, response shown by teacher to the mood of the group has been good, because being excited and letting them go. I'm being excited.

[ 00:27:58 ] Let again have a good time. I'm helping everyone, going again to another group to help them partake, feeling to teach express in the tubes to failure, hasn't been much failure, just to change the delivery of, the delivery of the skill, so altering, so again there's been some chaining and whole part whole, which is good. Feeling to the teacher to express to you. I'm getting a bit of misbehaviour. Kind of reiterated as a whole about the boys, again not stern in any way. The boys are now behaving because at least now they've been caught out. Any circumstances made the teacher anxious or angry? No, not really, he's been quite good.

[ 00:29:03 ] Less than 29 minutes, did the teacher share parent prejudice only through demonstration due to having just the same group, but again for timing very good and also they did help out setting up as well, health and safety has been excellent, warm up was very good, participation of the teacher has been outstanding, working throughout, progression of skills has been, not progression of skills, adding variety of skills has been good, movement of all pupils has been outstanding, competitive elements has been good, number 29, position of teacher during school activities has been good, working and helping and supporting all pupils throughout the nine activities. Specifying activities. Praise of skill and acquisition has been done, especially in areas that they have not achieved, tried to simplify that and then praise the element that they've done well in. Chaining a whole part hole has been mentioned and that's been done effectively, good demonstrations mainly from both teacher throughout the activities to increase the skill or to simplify the skill, but again the demonstrations also being done by the pupils. Recapping from last week. This week has been done, and I will see if this has been a cool down. Overall, very, very, very good lesson indeed, again adding a competitive element.

[ 00:30:56 ] 30 minutes long,

[ 00:31:04 ] I'm getting some pupils perspired and out of breath which is good.

[ 00:31:38 ] Facial expressions, smiling, biting bottom lip, highlighting flexibility, giving good.

[ 00:32:10 ] I'm trying to get all activities in so again there's no prejudice so everyone can have.

[ 00:32:31 ] I'm just going to pick on some really, really good things that I've seen going on at different stations, just so you can show. XXX, XXX, and XXX with your gymnastics. XXX, if you do that weird thing that you try and teach me. Leo, if you do your head touch. Dan, I think you did a cartwheel on the other side. I can do that. Did you do a cartwheel, XXX? Is she an alien? Is she an alien? She's doing a bike race. Go on then, Leo. Up you go. Well done. Well done, that's great. Okay, next up, Connie doing some sort of badminton bounce with gymnastics. I don't know who did it with. Go on then, girls. Show us that one.

[ 00:33:23 ] Good demonstration. She's parodied more. Acknowledgement and refer back to individual contributions and success. So high on number 16 and 17. Well done, girls. Can I go and see, um, was it Ava? Yeah. And girls, is there sort of a three balance where you all had each other? I don't know.

[ 00:34:08 ] Then I had Elliot and the boys, and you were doing your relay, I can't remember what you were doing now but it was a pretty impressive one. How did you do your relay? I did that. Okay, show us that one then Elliot. I did that. I did that. I did that. I did that. I did that. I did that. Thank you.

[ 00:34:44 ] OK, well done boys. What did I see in Kirsten's group, do they want to shoot us a poof? A lousy contribution. Is there something you wanted to show girls? I wanted to show them the answer. Go on then. Hi, did you hear me coming?

[ 00:35:23 ] well done girls very impressive again a round of applause

[ 00:35:43 ] getting called down inside there as well very detailed lesson ahem

[ 00:36:01 ] Again, good countdown for urgency, keeping a close eye on them.

[ 00:36:30 ] again squint of the eyes to question what they're doing so again is pausing but making sure that she can see them

#### Emma Observation One.WAV

[ 00:00:04 ] Okay, this is XXX's class, the date is Wednesday the 11th of October.

[ 00:00:35 ] Okay, again we'll talk when there's more atmosphere. So, they're having a discussion on how to warm up, so good coaching technique that is number 24 and 25. Okay, today's session is with Emma Roden at Holyfield school, it's been to the 11th of October, year group is four, so this is Key Stage Four, Key Stage Two repeat, Key Stage Two, number of pupils, 31, good capacity. I'm trying to explain the importance of warm-up again, number 24, Capacity Coaching Performance getting and again good introduction on the importance of warm-up, time is start of lesson is 1:30, and the topic of the lesson is Gymnastics,

[ 00:02:11 ] teacher is letting the pupils explain their answers in more detail.

[ 00:02:39 ] Stand up, sit down.

[ 00:02:51 ] Can move in shallow water, so again it's just general warm-up, trying to increase the heart rate, eye contact during warm-up.

[ 00:03:37 ] Again, going back to cross-curricular activity introducing recapping from last week so again some physical literacy skills being introduced okay starting opening elements from the observation transcript number one eye contact quite a few bits of a eye contact but sometimes looking up in the sky trying to think of answers again okay hand gestures very little hand gestures during warm-up movements around the facility very good trying to look at everyone trying to get everyone involved

[ 00:04:46 ] again general open question is to the selecting again trying to adjust voice volume is slightly quiet but as mentioned at the start here she has got a cold and so therefore is quite a quarter but it's again a very it's a it's um it's loud enough so everyone can hear the tone of discipline non-applicable as yet because no one has missed behind first uh international during price and development um enthusiasm is slightly limited

[ 00:05:45 ] okay go have some humour when they were all too loud. . . . .

[ 00:06:16 ] . . . . . Teacher to the mood of the group, excited to gloomy pupils, and again, so a lot of the pupils are doing I've got a good highly motivated and enthusiastic because of a good positive warm-up; lots of smiles from the teacher, looking around, this Expression number 22. Example of teacher managing her own feelings on a physical attribute: hands clenched together, and so, very little hand gestures; number two, so number two relating to 22, and holding restraint with her hands; teacher during the warm-up did not show any prejudice. Number 23: Any circumstances that made the teacher anxious or angry during the shouting out 'What's he doing now?' And a very loud group of pupils.

[ 00:08:05 ] Okay, answers again if you're looking at 18. Question 18 for people asking questions or getting praise; One got a privilege card, two some balance, but no praise after someone gave a correct answer.

[ 00:08:37 ] Again, smiling, adding humour into the activities. Going on to the coaching points. Movements of all pupils during activities: very limited. And that's it.

[ 00:09:19 ] Okay, duration of the lecture today to appeal is 9 minutes and 28 seconds; warm-up has been done. Now, they have sat back down, and going through the last week's session, and going through this week's aims and objectives. This should be really turned the other way around due to the heart rate now going down. Number 34, recapping, very strong on this element. Has used almost 5 minutes on the recapping and using paired discussions activity. Thank you. Thank you. Thank you.

[ 00:10:19 ] Thank you. I think highlighting that the answer of the pupils are right. But again, no praise from the after the answer.

[ 00:10:49 ] That's good, good phrase on the second element, good eye contact, good different tone of voice to get different elements of questioning within the people's answers.

[ 00:11:16 ] So again, with your form, it's an independent, more independent, so they're working more on time bound. Therefore, if they're working more on time bound, they're working more on time bound. In comparison to Year 1s and also to Reception Group and Year 2s, very much dictated on what to do. Here, they're more independent. They have independently gone into their own pairs. This may have been selected prior to the year. So this is the way the session started.

[ 00:12:03 ] Going on to progression of skill. Advising pupils on how to do that individually. Speaking to pupils on praise. Number 5 has firstly been introduced, which has been tapped out of pupils. Adding praise, a high five to a pupil. First one I've seen this week. During the warm-up activities, there weren't any structures being made. Again, the participation of the teacher. Giving them advice on certain skills. But she's not physically demonstrating her explanations as yet. As yet meaning 12 minutes and 53 seconds.

[ 00:13:02 ] Specifying praise on individual skills. So that's watching her now to see if she does that.

[ 00:13:21 ] And she's looking around while trying to see the person. A group doing their sequence. Lots of praise. Again, trying to add in progression. Trying to praise on their specification. And again, adding in health and safety. Moving it across due to health and safety with the chairs.

[ 00:13:53 ] Going on now to the emotional facet's checklist. The importance of having conscious, deliberate reflection on their own identity. Their own image. Again, incorrect PE. Attire. Sporting attire. Looking professional while delivering. Going through all this. All the learning outcomes as well. Again, this is all on self-recognition. Connections of cause and effect. Important to recognise the impacts and consequences of their own feelings. Again, with her sore throat. That isn't being used as an excuse. And the performance is going on as normal. Self-anticipation, acceptance and confidence. Importance to show strong self-esteem. This element may be an element of improvement due to looking around and looking upwards. Eye contact is not constantly there with the pupils. But the group is very much engaged and very good. Classroom management.

[ 00:15:21 ] Going back onto emotional identification, the importance of showing the ability to identify personal feelings, effectively reflecting on personal performance at the end of the PE lesson. Again, this shows professionalism throughout. Again, very important during year four. But again, no self-demonstration, which shows a limited ability to try and go out and demonstrate herself. Empathy, sensitivity, and appreciation. The importance to understand the emotion of the pupils. This is very good indeed.

[ 00:16:11 ] Again, always looking up in the air. Instead of trying to do eye-to-eye contact with the pupils. Service, compassion, and benevolence. The importance of leading the PE session. Sense of contribution, aiding, and helping. Again, on the helping side, it's quite good. But again, more demonstrations specifying on the elements that coaches are required. Holistic communication. The importance to effectively send and receive information through the contact. Including emotional content, listening, engaging and connecting with a person. Accounting with communication is very good because, again, they're discussing in their own groups, and then sharing their opinions. Implementing a good explanation. Reporter Hypo AG Inslafate The importance in growing a nurturing, constructive connection, setting the tone for long-depth and breadth in relationships.

[ 00:17:14 ] Coach Eyeful Non-anihilates, Interùuanículosokes, In the morning Calm, What a great adventure, working quality personal and professional relations have a resonance and report the report is very strong within the group um very well behaved group as well so very good controlled group going on to self-management with self-control and discipline again very controlled behaviour composed throughout the very little stressful situations in the lesson when it gets loud she carries it on until it goes too far and the pupils are active correctly by quieting down due to the excitement it would be nice to know how regularly they do pe keep note integrity and the importance to working conscious and integrity principles and values throughout the pe lessons this was good Done very well again, good motivation and for the pupils's psychology importance of the ability to be mentally and emotionally engaged again very much emotionally engaged.

[ 00:18:33 ] What happens is though again there's a lot more discussion again instead of more physical activity, movement something that is more on a coaching element instead of an emotional intelligence element importance to cope with the transition and contingency planning during the PE lesson again, the creativity aspects are again lack of physical activity being made so how can the discussions be made now instead of them sitting down can be made during Movement while they're moving around this could be something particularly important in the PE lesson so it's important to at the start let's recap this discussion um, sick day session it's now taken minutes and 15 4 minutes and 20 seconds again heart rate has gone down considerably and so therefore again seizing away the muscles and lack of physical activity being taken places the second conversation, the third conversation if you include introduction that's 15 the time spent talking and sitting down instead of doing physical activity, the lesson they've done four minutes and 57 seconds of physical activity

[ 00:20:08 ] goal. Directed performance strive to choose challenging objectives again, this is an increase element but more discussion than actual participation. They are now starting to do some physical activity which is good, developing relationships getting along with others again very important to have a cultivating nurturing relationship which the teacher does effectively quality connections and an instant rapport has been built, this has to be taken into the account that this is her tutor group leadership and influence, importance to deliver PE with warmth likeability presence and charisma definitely to tick those. Boxes there approach ability to teach the pupils do go up to her on a regular basis to ask questions and she has been very praised, smiling. As well, social management, developing relationships, getting along with her very important to have; cultivating, nurturing relationship with pupils during PE lessons having qualities that connect but build instant rapport.

[ 00:21:26 ] These relationships again, these relationships have been built, and reports have been made. Leadership and influence again, warmth, likability. Chris moves, talks on that, apologies repeated, myself changed, catalyst for response, champion of action, during. the PES Station need for change this is Neeford change this is something that needs to be addressed because there is a lot of too much talking and not a lot of out of touch and engagement between pupils and parents to start the conversation could be talked apply journey if pupils andados have new friends none of that words and jogging opportunity discussions you just need to be in touch you diyor me another ayaw what is dangled we there is a need

[ 00:21:50 ] for change and ask new people and refuge also need something from me what is change dear veio i need help sorry we have really already learned nothing in return small change Here in New York City there is no opportunity to give support from a great many countries or many that need to get support from actually working it'll be better in case something changes yourself, a lot of eustress, good stress and more physical activities required. So again, interpersonal skills and abilities to progress individuals in their performance need to be adjusted. Negotiation and conflict management, very little has been seen. Again, no opportunities to gain privilege cards or points or anything like that. No competitive aspect has been introduced as such. Demonstrations have not been shown, and more humour has been put into this session during the progression. But again, a last sitting there. It is now coming up to 5: 5 to 2. Teamwork and collaboration, importance of this skill is to bond, transform groups into teams. This is very good. Again, good cohesion has been made in pairs and also the working as a whole group at the moment during discussion. This is a trust element.

[ 00:23:15 ] Okay, this is a truss exercise where they're leaning back with their partner, holding hands and keeping the body straight, so they both go on an angle. Okay, going back to the observation transcripts, again eye contact is getting a bit better. Hand gestures, quite limited, but again, a few more pointing fingers to get people who want to do the next session, that's improving slightly. Movements around the facility, again, located in one place at the moment during discussion. This will change when the pupils go around on the mats. Okay. Facial expression, a bit of smiling when there's something positive.

[ 00:24:35 ] Number 24, health and safety has been introduced again. So safeguarding issues, very good indeed, to show care to the pupils.

[ 00:24:53 ] Voice intonation during disciplinary, again, very calm. Voice intonation during praise and development, again, not as much enthusiasm as they thought.

[ 00:25:14 ] Non-verbal humour used, yes, sticking her bum out was quite funny when she was showing the straight arm, straight body movement; they all laughed at that. Use of facial expression, which needs to be addressed; some smiling at times, verbal humour has been at times, volume of the voice is good. Responses shown by teacher to the mood of the group, again, has not made them really their excitement, let them be quite loud, but again they are still doing their activities correctly and improving on their skills. Teacher reacted very well. Trying to help out teachers, trying to help out pupils, I should say, by physically helping them and actually holding their hands, so that's good, showing trust there.

[ 00:26:49 ] Warm-up activities again that needs to be addressed. Participation in the teachers going round up helping every math is good. The time now is again this is quite a nice activity; I've been doing this for some time now but again the intensity is quite limited. Chain whole part whole, self-reflection has been introduced sporadically. Specifying price of school, so she prices elements which is good, may need to price more on a certain element, might be the feeding position and aspects like that. And position of the teachers using this positioning of teacher during the school activities. Again she can see everyone accordingly.

[ 00:27:47 ] Okay, just going on for praise on specific skills.

[ 00:28:06 ] And again, letting the pupils discuss what they thought was good about the demonstration shown and now they're going to go back and try and do it themselves, which is a positive element because they're going straight back into physical activity.

[ 00:28:35 ] 28 minutes or 30 minutes coming up for the session so far

[ 00:29:26 ] Someone was sitting incorrectly, asked them the question, he said, 'he told them and thanked them when they set up correctly.' Our pupil is sitting nicely and willing to ask questions, answer questions, hand waving up.

[ 00:30:02 ] Two minutes for the session, we'll see if there is a call down and we'll see if there is any recapping

[ 00:30:24 ] that's very good, very good when you're about to pull apart go back upwards because you fell back didn't you, yeah, so do it again but when you stay there for five seconds come closer together, yeah, take your time there, we go three, four, five, come in and then got it perfect, well done, again same activities being now repeated so again this is something when there's teaching maybe setting in place like pupils they're getting bored with this activity maybe you transition on to the next stage should happen by now.

[ 00:31:37 ] Okay, going for another activity now, but instead of going and discussing and moving straight into it, they've gone back down, sitting down and not doing any, like in heart rates, going down, like a physical activity is not being present, and a more discussion of what should be done in the next activity.

[ 00:32:18 ] Okay, conversation on what the next session is going to be.

[ 00:32:34 ] Pause for a short while, we're on 35 minutes, there's been 3 minute discussion on the next physical activity movement.

[ 00:33:03 ] Doing more complex paired activity.

[ 00:33:32 ] Again, a lot of humour, it's a lovely lesson, it just needs a lot more physical activity, but this is something more of a coaching element that I've been noticing, instead of emotional intelligence, and something to address within the written paper.

[ 00:34:12 ] The group is quite loud but now discussing what they should do for the second skill where the pupil, one is sitting on her knees, one is then facing on their back, standing on their thighs, and leaning forwards.

[ 00:35:02 ] Again, teachers moving around the pool, trying to individually speak to everyone; again, nice, very tactile, actually so physically helping and handing the pupils, and then getting success. Again, more hand gestures are now being introduced, which is very good, specifically going into

[ 00:35:43 ] certain elements of the pupils's skills that need improvement, okay. Puts a smaller I think they are all iPads. Oh, this is interesting! So some visual aids to support the pupils so I tell again, you being used for cross-curricular activity. Again, the activity has now gone for 3 minutes long; some have mastered, some haven't.

[ 00:37:26 ] Some are now misbehaving because they have completed a task and trying to waste time. It's one of those aspects where the activities are somewhat being completed earlier than later. A teacher is now coming in front of me to help out, helping out now by providing, letting the girl close legs. And there we go, and now it's improved.

[ 00:38:20 ] I still have that thing to say to you. It's not really that big of a deal.

[ 00:38:42 ] The progress that you've made is just really, really nice. You can do one last thing and then next week we'll have to do the challenge. And then we'll look at adding into our routines next week. But what we're going to do now is you're going to try and put the second exercise in. You're going to try and put those two counter-balances that we did together. And then I'll beam along, and I'll get everybody in this row and wipe them out. So what you need to try and do is photograph those two. You're going to photograph them when they do it. And then they're going to photograph you when you do it. And then when you go back to class, we'll have a little look at them.

[ 00:39:57 ] This is something that has been introduced in recent years because for Ofsted and for additional evidence showing that the pupils have improved, video or photographic evidence is now required. Which is an exciting element to introduce ICT within the actual learning. Again, a lot of people sitting still. Some pupils are playing. There are games.

[ 00:41:21 ] Ah, so we did not think that that was awesome. And now we're going to try and make all my kids improve at it. So, you're going to do your much assist. You're going to try and put the both of you together. You're going to shoot the third time. You're going to take pictures. And when you take the pictures, you're going to be like this. Matt is opposite you. And now you're taking pictures of you. So again, this is everyone in their own picture. Okay? Okay, 41 minutes is gone now. And we are still using ITC skills now. Some IT literacy skills. To be cross-curricular activism. But again, no physical activities being partaken by 50% of the group. As they are recording the other side who are demonstrating the two skills. So, that brings us to that.

[ 00:42:27 ] Again, some empathy shown by a pupil who wasn't partaking, introduced the pupil, the teacher did into the group so he can put some contribution into the lesson, again sitting down with the pupils as well, being quite tactile, hand on shoulder, again to show some comfort to the pupil and to build that rapport.

[ 00:43:02 ] The tone of voice throughout the whole session has been the same, maybe due to her illness, but mainly there hasn't been any direct change of tone through disciplinary, excitement, correct answers, wrong answers, providing instruction, helping support improve the athlete, the pupil, and their performance. So again, very straight tone in voice. Again, I'll stop starting in the actual session, due to the photos, but I'm going to stop there. The photos have been taken. Some of the laptops aren't working, and so therefore cannot be able to take the photos, and the teacher's fixing that while the pupils are taking part. They're now looking at the photos.

[ 00:44:23 ] Ask the pupils to use the word, the pupil now is concerned, keeping eye contact, telling them really well, facial expression stays the same, so you can tell them really well, no smile, but again showing that she's now walked over the opposite side to help the other group, due to spending most of the time on one side, so realising that she needed help. Again another high five for someone doing praise, but again no high elements of facial expression change. So someone's been praised, there's no super praise. No different smile or exaggeration of excitement.

[ 00:45:31 ] Now due to time, the next observation is going to happen straight away. I do not think there is no cool down. Again recapping will take place in the classroom. In fact there is a cool down, there is a cool down, very good.

[ 00:46:00 ] Pupils making noise. Next teacher Mrs. XXX.

[ 00:46:23 ] Very nice call don't pretend that they're a melting snowman.

[ 00:46:45 ] Again, hand, palm up, grip is being disciplined.

[ 00:47:25 ] Again, discipline the grip very well. Again, same, same facial expression. So, very good.

[ 00:47:42 ] Okay, all that was taking place. She was having a discussion with the other teacher. So they're all lining up. Lesson has ended at 48 minutes.



#### Emma observation Two.WAV

[ 00:00:00 ] Okay, observation 10. This is Mrs. XXX at Holyfield School. She will be doing her second observation for reception, which is early years key stage. Number of pupils: yet to be confirmed. Date and time: it's Wednesday the 18th of October and the lesson will be delivered at 2:30. The topic of the PE lesson will be mirroring her first observation, which will be gymnastics, for a Key Stage 2 delivery.

[ 00:00:53 ] Ok, pupils are just coming in now, so this will be a huge contrast from the age of 4 contrast to 9, 8, 9-year-olds, so this is going to be really, really interesting.

[ 00:01:21 ] Thumbs up again, loads of hand gestures already.

[ 00:02:07 ] Again, a high force. What's that? Oh, brilliant. Okay, 30 minutes to get the pupils changed. Tea has been taken part.

[ 00:02:43 ] Can you do that? So I'm asking you now. You are going to do that. You're going to do that. Yes, all over.

[ 00:03:12 ] Mr. Man! Has anybody read any of the Mr. Man books?

[ 00:03:28 ] I need you to stand up, all reception, can you make sure that when I'm talking, your lips are closed? Is that okay? Thank you. Can you stand up for me? And we're going to do different actions. Oh, okay XXX. I think Olivia, Olivia darling, I think they're doing an excellent job. Okay, we're doing the best that we can. Because I don't want to teach you, do I Olivia? Right, toys. How is that? Can you stand up straight for me? Perfect. Joshua, what's he doing? Just like, Joshua? Yes, I am. Just like, thank you Luca. You need to stand up straight for me, okay? Right, we're going to play Mr. Main Man. So the first thing we're going to do is walk around like we're really, really happy. So we're going to do some skipping.

[ 00:04:34 ] So when I say, 'Mr. Happy', we're going to do really quick skipping. We're going to do nice bunnies and then we're going to try to swing our arms. Okay? So let's try that one first. Show me Mr. Happy. Go. Okay. So they're in the middle. We're going to do Mr. Men, which is really, really good fun. We'll quickly go into eye contact. Lots of eye contact. Very tactile. Holding hands with the pupils, which is great. Lovely hand gestures with fingers on mouths. Moving the fingers. Both the teacher and the TA are taking part.

[ 00:06:11 ] Again, loads of physical demonstration to show her to control the group, so, to show.

[ 00:06:23 ] Again, using the chants of the TA of assistance, so that's good.

[ 00:07:00 ] Okay, so a lot of hand gestures, we're very tactile with the pupils. Huge amounts of facial expression to try and get the communication across. Lots of praise being going on as well. Non-verbal humour. So, again, being vocal. Grumpy, Mr. Grumpy and Mr. Happy. Again, both the teacher and the teacher assistant. So, that's really good fun and all the kids are really happy. They're using their own facial expressions, nice and angry faces. So, again, very good indeed. Again, really nice lessons so far. The responses shown by the teacher to the mood of the group.

[ 00:08:00 ] A lot of pupils are out of breath, which is good.

[ 00:08:29 ] Again, it was a really good idea introducing Mr. Man um responses teacher providing pupils towards their feelings they um very little because it's more of a delegation due to the dependence of the pupils of the the pupils that they require uh teachers reacted to what pupils have said some are very picky because they're not used to change which is very good response by teacher to pupils again she's trying to now set the next activity uh big coloured spots on the floor um

[ 00:09:20 ] um some are so small again more facial expression by the teacher to show what tasks need to be done next so it's Mr. Happy and so she's being all nice and happy while she's still setting the activities as really good lesson so far to date feelings the teacher expressed to pupils due to success and skill again lots of praise feelings due to failure of the Tis task none at all one person's falling. Over and the to is helping straight away,

[ 00:10:41 ] Okay, they're off to sit on a spot now.

[ 00:10:58 ] Ok, touching on health and safety, very good, all been changed and looked after before. Brought in the TA as well.

[ 00:12:00 ] Getting introduced in communication.

[ 00:12:08 ] What does the top look like? Have you seen the picture of it?

[ 00:12:30 ] Look at Jessica and Luke. Look at Jessica and Luke. Wow.

[ 00:12:43 ] Sam can you do it for me? Put your legs out there. Ok, I'm all tapped out. He's actually physically moving the legs. Gun.

[ 00:13:11 ] A lot more facial expression compared to the first observation. So much more participation of the teacher. Pupils are constantly falling over and hurting themselves accidentally, but the teacher assistant is constantly going around supporting the position of the teacher during skills activity. You may have to try and look at this because you can't see.

[ 00:14:08 ] When I say stop, you have to rush to a stop and sit down.

[ 00:14:21 ] That's very good, okay, let's go to the emotional facets. Reflection on our personal identity, image, stance, not in the school uniform. It may be the case that they've just been very busy cross-referencing different lessons. This is something that I may need to ask. The importance. The importance to recognise the impact and consequence of our own feelings. Again, So, So, So, So, So.

[ 00:15:09 ] One person has just thrown down her hand and she's put her hand up, and oh bless her. It wasn't anyone's fault. Anyway, it's a really interesting lesson to learn. It's important to show strong self-esteem, definitely, but he's laughing quite a lot, pausing quite a lot as well. And showing more demonstrations to try and get self-recognition so they will follow what they're doing. It's important to show an ability to identify personal feelings, again. Constantly look at the time, again, because it goes so quickly. The pupils are showing off in front of me what they've done. Really funny. Loads more empathy and sensitivity. And appreciate when people have not heard that happen. There's a girl here who is so little. Bless her.

[ 00:16:22 ] Oh, she's so little. I've got to keep concentrating on her.

[ 00:16:56 ] Again, when misbehaving just repeat the question instead of highlighting if they were misbehaving or not. Getting everyone to see which is good.

[ 00:17:25 ] Again, this is really, really good, Holistic Communication, Social Record, Importance of Effective Receiving Information, including social content, listening, engaging and connecting with others. Really good actually, especially with a group they don't know, to be smart, name tags have been used. Importance to Recognise the Process, Diagnosis. Once a pupil has been told off for the first time, and The Importance of Effectively Sending Receiving Information, including emotional content, listening, engaging, very high on the agenda for this lesson, really, really high usage. And it's been very highly reported, especially with the pronouns, shifted emotion trends as well, to cater to the pupils's needs, she's done it really, really well, but I think she has found it difficult. Difficult because of a lack of experience on the tool. Perceptual awareness, shifting emotional trends on pupils, noticing their attention, focus, awareness, connections, variable changes.

[ 00:18:38 ] 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

[ 00:18:55 ] So have control and discipline, again, handle the impulsive behaviour, sometimes has to stop controlling herself, laughing when the pupils are doing simple mistakes, experience stressful situations, she's done that very well actually, especially not experienced teaching this level, work with conscience and integrity, provides principles and values, definitely been working really well, mentally, emotionally engaging, very tiring as well for the teacher. And the importance of COVID transition has been good with the PE.

[ 00:19:46 ] Don't say I love you. If you've got any dreams,

[ 00:20:02 ] and finally social management, very important to cultivate a nurturing relationship with the pupils. Did that very well and very quickly. Good leadership, very warm, likeability, presence, charisma, highly show, highly usage of that. And again, change of catalysts, the response, using your interpersonal skills and progressive individual performance. Again, that was good. Not too much use, just good stress was required on this because they were just required. Important to pupils, Julepies; that's mutual grounds, which this happens, again, slightly low on this one, but again, positive reactive techniques, yes, that was quite good, using the Mr. Men.

[ 00:20:59 ] The importance of this skill is to build bonds and transform groups into teams, engaging pupils to generate more information, effort, nurturing spirit, and PE sessions to develop synergy. Didn't do much paired activity, so that was there. Thank you. Thank you. Thank you. Thank you. Thank you. Okay, lesson is 25 minutes long due to home time being near, but also, it's taken them 25 minutes to get changed, which is going to be good fun to see that happen. Okay, I'm going to end the lesson now, but to finish off, tone of voice was good, the praying was good. I'm going to stop now. So, let's try the next one. Okay, so that was the next session. Thank you, everyone. Bye-bye. Bye-bye. Bye-bye. Bye-bye. Bye-bye. Bye-bye. Bye-bye. Bye-bye. Bye-bye. Bye-bye.

#### Faye observation one.WAV

[ 00:00:16 ] Introduce to myself.

[ 00:00:30 ] This is what we get up to at home doing our e-lessons. So facing this way, XXX. We're going to start off having a normal link to what we were doing last week. This way please, Ella, and facing this way. So we've been doing gymnastics. Last week we were doing two types of gymnastic movements, and we linked them together. Can you do what those two movements were, Isaiah? I've got it. This is Hayley Rund on Tuesday the 10th of October.

[ 00:01:15 ] This is Euron doing dance and gymnastics. Recapping last week's session.

[ 00:01:33 ] Very enthusiastic. And we linked that with the week before when we did some travelling. Do you remember last week we did travel, travel, travel, balance? Okay. Can you remember what the armrest balance looks like? Hands on hip for question marks, which is great. Very enthusiastic. Toning voice. Very basic terminology, which is ideal for Year 1 pupils.

[ 00:02:18 ] 23 pupils. Very, very enthusiastic. Very good eye contact with pupils. Thank you. Remember, there are always teachers working in the carpool. Don't forget to sign simply. You'll have to keep an eye on courses.

[ 00:02:53 ] you need to travel think of all those ways around the room to travel like the chasseees and the catwalks and do you remember what we traveled on like do you remember what we traveled on outside not yet maybe like here man when the music stops what do you have to do when the music stops

[ 00:03:27 ] how do you do it when the music stops oh James do you think we can do it when the music stops remember last week when you loved, and you loved can't incorporate it ABC in Warbler looking at balance scenes from standing still in musical statues

[ 00:04:04 ] again good motivation by using bonus points for someone sitting still that they tuck into I best my just played same it is clear quite on enjoy Home movement around the facility around the sports hall yet to show during activity her facial expression Is very, very high standard to keep their attention tactile with pupils yet to see that's number five, number six; non-verbal humor is used for dancing to try and get their infusos and their motivation okay, number seven: voice imitation during instruction and demonstration, very good, very enthusiastic, made the pupils smile; voice intonation during disciplinary again, very good. Try and use more explanation than stern description. Praise was very high-pitched tone; very highly motivated. An organic, organic, organic, organic, organic! Oh, oh, oh, oh, oh! So good, Jeremy. So just to practice because we've got lots of Bobby balances.

[ 00:05:51 ] So a very good warm-up at the moment, verbal humour used effectively, voice and volume is very good, very clear and very precise. Response shown by teacher to the mood of the group, again they are very excited and yet their enthusiasm is still being shown.

[ 00:06:19 ] It is a continuation of praise, due to warm up I will not be concentrating on praise and coaching points for individual specific elements of the skill. . Teacher providing pupils to voice their own feelings, again giving them the opportunity to demonstrate from last week's recap. Teacher reacted to what pupils have said, again very positive and a lot of praise. Response by teacher to pupils's non-verbal communication, Akanahob!

[ 00:07:38 ] Is changed so that's the answer for number 15 this is all during warm-up and again a very enjoyable warm-up activity, a lot of people, a lot of the pupils are happy and smiling again. Good movements as well as a good physical activity being used, constant value of praise to the pupils and individuals' contributions and success was referred by the pupils which is very good and teachers' feelings and emotions; feelings the teacher expressed to pupils during success at school again. A lot of praise and feelings of teacher expressed to pupils due to failure in skill again, just to reiterate. Lots of praise, concentration in voice if there's an area of improvement required by the pupil. Feelings for the pupils expressed to pupils due to misbehavior again; stern but lots of explanation to make sure that they know that they're doing wrong because you don't need to be sitting in one of these right squares you can see any way out of the hall, you can smoke.

[ 00:08:51 ] This I saw some excellent balances there, some really good ones! One of them that we do struggle with is when we're on one leg; we are really, really, really hot leg. I know a good stretch that we're going. To do we're going to stretch that leg and then we pull that leg over here, we can again. The pupil misbehaved but she said no thank you, so again, a very polite way of disciplining a pupil or putting the pupil into correct order. I'm going to hold here and got my heels to touch my bottom also to keep my knees together, I'm doing a good stretch of this. I've got my knee over here, like this, and this is giving my leg a real good stretch. But Charlie, it's also helping me practice my balances.

[ 00:09:46 ] Gymnastics, very, very, very good balancing skills. Leo and Charlie. That's your final warning, Leo. So keep focusing on one particular point. Now you're all facing this way, so I would say to focus on either the leg switch or on the clock. So, again, disciplinary, firmer when someone has been given two or three chances. That's now been resolved. They're behaving a lot better now. Warm stretches. I have highlighted no static stretches, but they were looking at the balance element. So it's incorporating balance and coordination within the structure. Stretches, so again, due to that reason. Not really warm-up activity, but a very good way of trying to get them to improve. Girls let's watch your warm balances, please. The girls have to three. Very good. Number 29, competitive environment introduced.

[ 00:10:55 ] Girls versus boys, which is brilliant. Look at each other, there's still a statue. Look at Georgia. Okay. Boys, the girls at the minute are only doing better than you. Let's see girls. Very good. Position of the teacher during the skills activity. So June Wolf, she's moving around slightly to give them praise. Two, three, show me. Focus on me. Focus. Hold it. Girls have fun. Here, your heads in front of you, don't take offense. Very good. Very good. Not really specifying praise of skills acquisition, it's just a general praise overall. So again, no balance, no benching and the arm being out. No more dynamic stretching being introduced, which is good. Arm rotation.

[ 00:12:12 ] Again, adding a humor by wiggling bottoms to move hip, abductor and adductor muscle groups. Sit on the right leg.

[ 00:12:26 ] Uh, going into skill activity. Uh, sitting down. On the right leg. On the right leg. Description has been discussed.

[ 00:12:54 ] Duration of activity 12 minutes.

[ 00:13:24 ] Our first two movements, so I know we found the chassés a little bit tricky; we found that very difficult. You don't have to do that; you can travel in lots and lots of different ways, so we'll just be practicing that during our warm-up. What is that one thing that I say that gymnasts always do when they're travelling? What do they always do, Ethan? They always have pointed toes, pointed toes. There's something else that gymnasts always do straight shoulders. Straight shoulders! Show me your straight shoulders, please. Put your heads up; do they face the floor? No, so even if you are travelling on your bottom, don't do that, please don't have a chance to practise in a minute, even if you're travelling on your bottoms now. Can you see my feet are still straight, my toes are pointed? I'm going to raise my head to face it; demonstration has been shown by a teacher again, making good voice intonation, highly enthusiastic,

[ 00:14:42 ] again using a lot of hand gestures, very good use of facial expression.

[ 00:14:56 ] Okay, Emotional Facets Checklist.

[ 00:15:15 ] Okay, so Self-Awareness of Understanding, Importance of Having Conscious and Deliberate Reflection on our Personality or Identity. So again, very professional attire, very professional layout, lesson plan was set out accordingly. Very professional throughout the actual lesson itself. Connections and Cause of Effect, Importance of Recognising the Importance of Consequences of their own Feelings and Moods. Again, very enthusiastic, very highly motivated while delivering the session. Her feelings are being related back to the pupils effectively. They are concentrating well. Conscious and assertiveness. To be aware of personal restrictions and limitations. Again, knows how to demonstrate effectively. If they do not, she will work. She will make a pupil demonstrate. There is some good praise then. And again, for specifying praise and skill acquisition regarding the toes pointing, which is good specific praise. Emotional identification.

[ 00:16:35 ] The importance of showing an ability to identify personal feelings. Effectively reflecting on personal performance. Again, good demonstration. Good performance as a teacher. Regarding how her feelings are shown due to pride or due to frustration. If anyone is being misbehaving. Social Recognition. Empathy. Sensitivity and Appreciation. A lot of manners have been used, even during disciplining pupils. Can you behave, sit up please. Thank you. See, that is not how you be appropriate in class etc. So, that is been very good as well. Service Compassion. Benevolence. Again, the importance of leading the PE session with a sense of contribution. Again, helping them throughout. Giving them development as well, which is very, very good. Holistic Communication.

[ 00:17:50 ] Again, trying to give her praise by using other facilities within the sports hall, which again is good. Again, that gives them number 29, competitive environment introduced. Coming back to social facets checklist, situational perceptual awareness, again shifting her emotional trends very effectively, noticing if their tension is lost. She then goes silent and changes her tone of voice, accordingly, understand which factors count effectively, responds to their behaviour very, very well, knows the rapport of her tutor group very well. Interpersonal development. The importance of growing and nurturing constructive connections, so again it's a connective lesson from getting different developments.

[ 00:19:15 ] This is one of our first jumps we're going to do. So again, someone introduced a tuk, a great demonstration, lots of praise, lots of specific skills, requisitions being introduced, helping demonstration, physically demonstrating with her as well. Getting all the pupils to do a tuk as well. So getting everyone involved. Even sitting down and going through plans of the session, we're still physically actively moving, which is good, so heart rate is going up, so very good coaching points. Self-control and discipline, again, handling positive behaviour, again, very calm and composed throughout the whole session. Integrity into a first, trustworthiness, and then the importance to work with context. Conscious and integrity, provide principles and values throughout the PE lesson, keeping promises, and again, promises made will cross that bridge when the equipment comes out.

[ 00:20:29 ] But again, very good indeed. Psychology initiative, self-energising. Again, very mentally and emotionally engaged, both for herself, but also that's then being portrayed on the passion board to change the pupils's behaviour during the PE session, so her enthusiasm is very good. Her pupil showed her a different jump and she gave a lot of praise, took time to listen to the pupil. Very creative as well, adapted the class to the pupils's ability, using the trampoline to control the group, so again, trying to help. Some disciplinary action. Some elements to the actual lesson. Goal-directed performance, targeted action, so the importance to focus long-term desired goals. Same time. So we start with our shoulders up, and then after three, we're going to start our jump. One, two, three, go. Movement to pupils is very good. Now, let's try and go to the other side, shoulders up. And one, two, three. Again, very good. Developing relationships, getting along with others. Again, girding boards and cultivating and nurturing the relationship very early on. And her leadership and influence are very high indeed. Extremely high score on this, a 9 or 10 minimum. Change catalyst and response. I'll carry this on when there's more noise being taking place. I'll carry this on when there's more noise being taking place.

[ 00:22:18 ] Straight legs and straight arms. We call this a straight jump. Toes pointing down, hands pointing up. Do you use that? You could use your sticks as well.

[ 00:22:37 ] Again, good negotiation management regarding getting new equipment out, so again, gives them that motivation, positive, proactive elements to that. One pupil, there was some conflict, but again, he's very well, he's getting very well behaved. Sometimes, it looks like he's purposely trying to get the teacher's attention by doing the jumps incorrect but constantly looking at the teacher to grab her attention, to try and get her praise, and again, teamwork and collaboration, build bonds and transform the groups. And again, engage with the pupils effectively has been very good indeed. Going back now to emotional intelligence transcript, just to reiterate, this is Hayley Rand at Holyfield School, this is year one group, there's 23 pupils on the 10th of October, this is her first observation. Thank you.

[ 00:24:01 ] Eye contact is still very strong, brilliant hand gestures, 1, 2, 3, using her fingers to show again, very good tone of voice for praise as well, good verbal humour as well. Very good demonstrations throughout, providing pupils with thoughts of their feelings as well, especially when the girl is showing gymnastics, her own jump. Very good using silence, so when the pupils are misbehaving, she just goes silent to grab everyone's attention.

[ 00:24:57 ] Again, individual praise of pupils who contribute to the lesson. The voice number 11 of voice volume is very, very good, demonstrating with the pupils throughout. Feelings the teacher expressed to pupils due to success. Constant praise, highly enthusiastic praise as well, with a good tone of voice. Feelings the teacher expressed to pupils due to failure. Again, no disrespect.

[ 00:25:49 ] Again, questioning instead of telling them they're wrong. The parent prejudiced towards particularly pupils or pupils that hasn't been shown at all. Number 23. Number 23 is not applicable to this lesson. Very good indeed. Health and safety check was done at the start of tutoring class. Nice, methodical music for them to get in change appropriately. As mentioned, 25 static track stretches were used, but they had to adjust to frequency. Because they were being ISAGE, NOT played over. In addition, a 4 square foot orheid width was added to the course type of operational 5 A 3 4 5 1 1 2 1.

[ 00:26:55 ] Okay, again increasing progression of skill effectively, movement of all pupils during activities, very good movement, again good raise of heart rate, game and competitive environment was introduced throughout in very clever ways. Girls versus boys, increased participation to get a reward, reward cards, position of the pupils moving across the hall throughout, specifying on parades, toes out for example, arms kicked forward, legs kicked forward, arms are not moving forward, get more movement again, recapping back, so again short-term memory and cognitive skills being used, again using chain, whole part of self-reliance. Reflection again, which is very good, demonstrations delivered correctly, if she cannot do, she will get a pupil to do so, recapping last week's lesson as well, was done, and this week's as well.

[ 00:28:07 ] So again, this is the fourth or fifth jump that they are practising over a short period of time. Twenty-eight minutes, so it shows that again the activity is very good. So you just do a nice straddle where our legs are about in front of us, with a tight jump, your legs are going to come out in front of you, just like this, and you put your legs in a tight position, your back is nice and straight, you should be able to get your legs to the bottom of your toes. Our back is

nice and straight, yep, our hands are on our hands, our legs, show me your hands and legs, brilliant Charlie, very good, super. Again, individual practice using pupils's knives.

[ 00:28:54 ] And what you want to try and do is bring them in the air, because try and bring your legs in front of you now. Sometimes I find this one really, really tricky. My legs don't go very far forward, but I have a little track, I'm going to start, I could do nice back up here. Again, demonstrating herself. My legs are up in front of me, ooh, it's a bit hard, I want to get my legs up here, my legs are a bit older than your legs, I find it a bit tricky to do. My legs are going to try and come up in front, not down below, try and come up in front, down to your nose, and you come here and face that way. Really getting the experienced gymnast to demonstrate more effectively. Wow, very good gymnast. Very good, you can do it nicely with stickiness. So, inner space, you have to go higher. Again, very good. The pupil who's missed, no, it's another one.

[ 00:29:54 ] Very good indeed. Sticker, as promised, was handed out to pupil. Again, that is looking at goal-directed performance and targeted action, which is self-management, but that can also be concentrated on negotiating management. And catalyst and response as well. Very good indeed. That is highlighting our emotional facet checklist. Straight or tuck, okay? And I just want you to do one of those. So, tell me about the move. Round you go. You might want to skip. Yep, left leg. And up.

[ 00:30:42 ] I could do nothing, we had a nice, great ball this week today.

[ 00:30:56 ] All pupils are participating there is not one who is misbehaving again and the nice thing to see is that there are pupils who are perspiring and are getting out of breath which is brilliant to see, one of the first lessons I've seen since first two studies that they're actually out of breath which they should be

[ 00:31:55 ] as promised. Again with negotiation management apparatus will be out number 24 health and safety checks is highlighted now when apparatus is out 32 minutes

[ 00:33:03 ] again physical activity being used by actually moving the apparatus out and getting them to and doing delegation again very good everyone helping out so very good control of the group there so again good leadership and influence here again very strong elements and negotiation and conflicts management being used and collaborating the groups together effectively. You pupil hurts himself

[ 00:33:59 ] I was very concerned when a pupil fell over on his knee, he said he was fine. His facial expression sounded something differently and so it was a different reaction by the teacher because they feel that he is still hurting. It is the same pupil who is misbehaving, I asked if he is OK, his eyes rolled back to say yes, leave me alone please, it was just quite a funner.

[ 00:34:55 ] You know, in April. Do you remember what we just did just before we got the benches out? We were passing our deep friends. Good, good. So, you might want to think about your favourite way to travel. It might be on your side; it might be on your bottom of the bench. You know, just that one. But then individually, I want you to hold your balance. Or you might want to do one of the other ones as well. If that's his last knee, it might be more like an S. Are you tripping? Sorry, all the way it might be perfect. When you get to the end, we're going to perform one of our jumps. Now, this is only to be really careful. Boys, I do not want you, same boys in particular, to be a little bit sensitive. I don't want you to just jump and fly at the end. Be really, really careful. This is one of our jumps that we've just been doing. You might want to do the same jump at the end. Or, er, Mr. Strong, you could just come and sit on the edge. I could, yes. No problem.

[ 00:36:22 ] So, you are going to be on the edge of your bench, so you're going to be trying to travel with me. So, for the few little teams, there's just a few rules. I don't want you to be on the bench if somebody else is still on the bench. You need to wait for them to have got back to that and joined the game. Let's just have Rachel, Georgia, and Valerie. You can wait for them to have got back to it. April, are you going to go first or travel? Again, very good health and safety. So, number 24, demonstration of how to appropriately get on to the bench.

[ 00:37:20 ] Get a nice bracing for it. Straight jump. Brilliant.

[ 00:38:00 ] Again, all the group is spread out neatly, and they're all jumping and doing their balance. Again, the same balance is being done by lots because they're not very good tuck jumps. Again, individual praise highlighting the specific jumps that they're doing. So, very good indeed.

[ 00:38:49 ] Very good. Praise by the teacher.

[ 00:38:58 ] Again, overall very good, this is the last activity, it's 39 minutes long, time is now starting at 25 minutes past, it's 25 minutes past 1.

[ 00:39:34 ] Ok, pupils are misbehaving, misbehaved teacher, due to the group activity, but again, one of the main difficult elements of pupils in queues, again, the issue with this is that heart rate is going down, this is on the coaching elements, this is something that's been notified, it's a short term movement, with balance, and then jump, it takes 8 seconds and a 2 minute wait, and a minute wait I should say. So, you know, it's one of those elements that you can

[ 00:40:47 ] Don't stop me, I'll put your house in, and you don't know where the house is next time, so you can get yourself on it. Lovely, can you just sit back in your, you don't need to breathe, can you go sit back in your house for me, just sit down please. Amir, I think we're okay since I'm tired of you. Yeah, I'm really really impressed. We've still got a little bit of work to do with our jumps off the end. But I think next, we're going to do our PE, we'll practice it a little bit further, I'm going to show you some other jumps as well that we haven't learned today. And I need a few helpers to put the benches and the mats away.

[ 00:41:31 ] If you're not a helper, why don't you, I'd like you to come here because we're going to play just a very quick game before the end of PE. Very very quickly, just one of those jumping teams. I think Amhar, you were really sensible, definitely Amir and I, you were really sensible putting the bench away. If you could put the bench away for me, please. XXX, I know that they're going to be just here, so it's okay. XXX and XXX, could you put that bench away for me please. Lily, now go, it's just good. XXX from there, can you just come to this side a little bit because I want the girls to see that you use the benches. That's it. So Ruben, round the back. Actually XXX, you come to the front, maybe for our sake. We'll change it from here, you come to the front here and here we go. Boys, boys, look where you're going, you're about to crash into each other. Violet and Amelie, just there, just there.

[ 00:42:49 ] Again, a call down may take place, again very quickly to put the stuff away, there is a lot of delegation and leadership was introduced again. Again, social management is a very high score for Hayley Rand, very good indeed.

[ 00:43:40 ] Again, when a pupil did a mistake, she jokingly told them to move back a bit, but in a very funny voice.

[ 00:44:17 ] So then Simon said with the four exercises that have been demonstrated today.

[ 00:44:42 ] Half. Stretch. Two.

[ 00:45:07 ] Pointed to her mouth to show visual guide.

[ 00:45:30 ] Again, good cognitive skills being used during physical activity. Again, constant movement as well, good use of flexibility, balance and coordination, and agility. All exciting.

[ 00:46:07 ] Again, very nice way to finish the session. Not really a cool down as such, but it's a nice way to finish off the session itself. But again, due to the intensity, probably not required. Again, very nice way to finish the session. Again, a lovely way to finish the session by trying to get them to move in a certain gymnastic movement to line up to the door. Could you try and jump to the line please? Jump, jump. Very good, and the hardest one is for people. Can you? We need to be really quiet for this one, dear. Again, praise using politeness when mistakes are being made. So, the door was opened. Can you touch me? Keep your still. Very good. You can lie in your bed. Oh yeah. Super. How do you know which table is going to be the best?

[ 00:47:39 ] Okay, lesson finished in 40, 48 minutes.

#### Kay observation One.WAV

[ 00:00:22 ] Okay, Wednesday the 15th of November, this is XXX's first observation.

[ 00:00:40 ] This is early years class; this is an early year's class.

[ 00:00:56 ] Simplifying the rules: two rules.

[ 00:01:17 ] That something's happened, you can come back to me and just stop, okay? The second rule is that you have to use this equipment extensively. You can't be silly. You have to do what we tell you to do on them. So I'm going to go around. I'm going to put you in groups, okay? In big little groups. And we're going to go around. I'm going to use one thing at a time, okay? So if you're on this one, you'll get a load of everything. So, demonstrating first, this is Katie Foster, Early Years Group.

[ 00:01:59 ] 24 pupils, 25 all coming. One more.

[ 00:02:26 ] I'm going to show you the demonstration. Topic of PLS is multi-games. Good, wow! Twins, twins!

[ 00:02:51 ] The time of the session is at 9:55 p.m., the teacher is demonstrating right at the start before any warm-up activity is started.

[ 00:03:43 ] The teacher is demonstrating right at the start before any warm-up activity is started.

[ 00:03:52 ] We're not for swinging, are we? No, we're not for swinging. No, we're not being Tarzan; we're not being Jane. Daniel? Um, before I hold it, I'm swinging ten crocodiles! Oh, we're not swinging, we're not swinging then! Which one are we trying to go, David? We have to try and get on the next one. No, we're not trying to climb onto the top.

[ 00:04:19 ] So what you're going to do is wrap your legs around it, okay, and your arm will try and pull yourself right up to the top. And have one point, one pass up to you at the hip, and then just hold down here, okay? So have a little go at it. Now, it doesn't matter if you can't do it though, does it? It just matters that you try. Okay, and when we get over here, this, you're going to climb on. Okay, and you go to the park. You're going to go up the ladder. And then go all around the wiggly worm, on the ladder, through the hole, and then across this side, and down the next side. Okay? We can count two people on that at one time. So when your friend gets to the finger bit here, the next person can go and count. What we're obviously going to be watching that. Okay, if you don't want to do it, maybe just try and have a little go, and then if you don't want to do that, that's okay. Or maybe not. Okay, so we're going to put you in groups now. And you're going to have to do that about a minute. You're going to have to do that for a while. Okay, so good time. I'll force.

[ 00:06:02 ] Ok, eye contact with the pupils, quite limited, there is a reason for that in short while. Hand gestures are not there, a lot of fingers pointing.

[ 00:06:54 ] On this one, we're going to have Max, Connie, Lona, Isla, and Mason. Starting off the ropes, we are going to have XXX, XXX, XXX, don't sigh, it's not going on, it's still on, XXX, it's going to stand by her own, it's going to stand by her own, and XXX. Starting with the rolls, we're going to have XXX, XXX, XXX, XXX, and XXX. Getting a lot of fingers pointing due to getting some hand gestures.

[ 00:08:23 ] Getting a high pitch on tight just to get them concentrating. Theo will be looking after the climbing frame.

[ 00:08:54 ] I'm just honing, just try okay. So eye contact with pupils is quite limited today. Um, moving around the facility is good, trying to go around all the people, all the groups, which is good. The people on the climbing ropes are struggling and not really enjoying it as such. Um, people are not taking the turns on the mats. Um, until the teacher said, 'They're doing well.' On the benches, but the boys are forgetting, and everyone is climbing up the ladder at the same time. As they've been um taken across by the secretary, so again, regarding health and safety, that's an issue. Hand gestures, um, again mainly on finger pointing, but not not praising affirmatively. Voice intonation during praise, again. Is quite, um, um, uh, animated. There's very little or no verbal humor that we may be due to these circumstances, has happened today in the lesson,

[ 00:10:33 ] um, the voice volume of the pee session is good, so they know what to do; they're also using whistles again to be able to to work it efficiently. A response shown by teachers to the mood of the group again because they have been misbehaving at the start teacher was quite accepting, uh, but unfortunately that wasn't the case, uh, because they can't struggle they're struggling on the ropes; they are just bored and have set in a very bit of um tedium on pupils so he's trying to think. of trying to persevere to try and get them to go up maybe giving them the opportunity to swing to get more fun out of the activity teacher reacted to what teachers have said, being very quiet. Respond to their teacher's pupils's non-verbal communication. And again, some are not listening to what they're doing. The people who are just rolling up doing the gumballs or foot rolls on the mats, they're not partaking effectively. So again, it shows group activities, difficult to get them all participating at a higher intensity. How many pupils had their responses acknowledged and man-evaluated? Again, good praising from all their answers, as heard when she was asking the questions. Okay.

[ 00:12:23 ] How often did the teacher refer back to individual contribution and success? Just the one so far in the demonstration of a spinning roll. Good praise there, which is good.

[ 00:12:52 ] Right, if you're on the right now, you are going to go over and stand by, where is XXX please? Using first names.

[ 00:13:16 ] Again, complications where one teacher said to go one side, and the other teacher said go onto the other. So again, clear communications required from both teachers. So they look like they've been told off. The pupils on the ropes are really good. So

[ 00:13:49 ] XXX on the ropes are being moved around so they need to be put back safely which isn't being done. So, that's a workload that the teacher has to do due to that the other three groups are not being locked up, so again there's no individual contribution or helping on progression of skill. Often did the teacher refer back to individuals who haven't gone through that, so a feeling the teacher expressed due to the pupils's success in school, a bit of praise but no exaggeration; there we go, good skill progression there, that sounds good, but again not as much because the groups are splitting four. The teacher expressed due to misbehaviour, looking at the teacher, not the TA, again, quite firm and stern. No. No 'please' or 'thank you' when they do behave, due to sitting down correctly or going in the back of the queue. Any circumstances that made the teacher anxious or angry very upset today, and so her emotions have changed during the delivery of this PE lesson. Apparently managing her own feelings, she's been very composed, very down trying to smile, but then sporadic change of facial expression from smiling to non-smiling.

[ 00:15:31 ] The rope is not tied up properly on the rope, again a bit of health and safety issues there, so that's 24. No warm-up activity was taken part.

[ 00:16:21 ] One teacher did a pupils' doing really well, now XXXs the first teacher. Teachers now praising. The young pupils just come in this second, just started, lost PA, spoke to him earlier. Movement of all the pupils during the activity, which is a very good one, 28. Everyone is partaking, which is a good aspect of the PE. Position of teacher during the school's activity has been good, trying to get round, but mainly recovery of the health and safety, but again, not seeing all of them at the same time. Chain hall parts and self-reflection is not being taken part. Stop please, this is good. There we go. Again, good health and safety. The demonstrations were delivered correctly at the start. Recapping on different jumps of gymnastics was also introduced.

[ 00:17:45 ] That's better communication. Well, we'll look at the emotional facets checklist: awareness of self and understanding this is her own self-recognition of what she feels, um again personal identity image and stance, again very flat today, um on comparison what she's normally like, um deliberate reflection on her personal identity every stance, feelings, motives just correctly in the, in the, um for the pe game. Correctly told the pupil to wake up. Connections, of course, cause and effect, importance of recognizing the impact and consequences of your own feelings and moods, separating external and internal factors that can affect your emotions. Due to the incident that happened before the lesson, the teacher became very upset due to this. Her enthusiasm and her passion has kind of been quite flat today, being quite snappy with the pupils as well, but understandable.

[ 00:19:28 ] Self-appreciation, importance to show self-esteem, again that's been knocked today, and personal worth and value again has been quite difficult, hopefully this will be within her self-reflection. Importance during PE lesson, be aware of personal restrictions and limitations, so still expressing self-worth through personal care and delivery, again always trying to provide health and safety throughout the session. And the importance of self-care and rapport again. The teachers have shown the ability to identify personal feelings effectively, reflecting on personal performance at the end of the PE session, thought throughout the PE session has been good as well, but again needs to be more reflective on her own emotions and feelings that she can express through facial expression and finger pointing and tone of voice.

[ 00:20:16 ] Empathy, sensitivity, appreciation, a lot of empathy and sensitivity have been cut back today, so again this is quite invalid and again this will be shown in her own self-reflection. Service, confession, and benevolence, again helping and aiding, definitely there, developing others as well, may not be the developing or improving a skill but recognizing the needs and desires of the pupils has been paramount. A lot of tactile touching for the pupils. A lot of tactile touching for the pupils. Again, support for the less abled pupils has been good. And the importance of sending rece 소바 of information including emotional content, listening and engaging. Again, trying to engage as much as possible, again very low facial expression of enthusiasm and smiling.

[ 00:21:17 ] And importance to recognise the process of parents shifting emotional trends of the pupils set so often and across head to 中等 future, family and north-loaner new-born pupils. Notice their attention and span and their focus and awareness has been quite limited to the fact they are splitting into four or five groups: it's very difficult to keep attention of all five. The importance of growing and nurturing construction connection setting the tone of a long-term depth and breadth owned relationship, working in quality of person with professional relationships have resonance and rapport again, that has been quite distanced because they are independently working with each other and self-management. One issue that she's not looking at regarding social managing is not letting everyone partake on the climbing frame; so not everyone has had a go, and this is due to coaching process especially progression movement of all pupils everyone is moving apart from letting everyone have a go.

[ 00:22:31 ] So again, the time line should be working on that side, self-control and discipline handling. Impulsive behaviour of her own, quite snappy at the moment. That's quite good, someone's just bumped their head but they're okay. I'm looking away because he's looking at me; the pupil sees if I saw him bump his head because it's quite a nasty bump, so I'm looking away now if he sees me, he will cry, so I'm not looking. He keeps on looking; he's alright at the moment, he's pulling the crying face but he's okay. Massive bang! He's trying to catch the attention of the teachers now, but it's not doing it anyway. Anyway, they start trying to climb up it's not a growing activity, the ropes. It's not working at the moment. Trustworthiness, the importance.

[ 00:23:35 ] Of the two, where the conscious and integrity providing principles and values again, that was really bad. And it's just trying to get them to go around there is some discipline of teamwork so that's been quite good, but again personal responsibility to motivate the pupils has really been handed that to the pupils themselves by letting them independently go and partake in that, due to health and safety, number of people jumping on the apparatus itself, the tedium that's happening on the ropes as well has been kicked out. Facial expression of the teacher again, not a lot of smiling, not a lot of passion or charisma at the moment. Adjusted situations help pupils build their imagination to create discovery and explore opportunities to PE lessons again creativity, discovery, and five different activities of work.

[ 00:24:34 ] But a lot of the activities one has walked quite repetitive, and they don't have enough time on the climbing frame, so that's something to look into. The pupils now are misbehaving on the ropes because of the tedium of the activity. Part for one girl who is behaving well because the two boys are misbehaving; the girls are now misbehaving, which is very good to see as it shows that again you all have to partake at the same time goal. Director performance the importance of long-term goals being looked at strong resilience and setbacks and obstacles there's been quite a few but again the teachers aren't trying to work on those effectively

[ 00:25:32 ] I'm not measuring the TA's performance of emotional intelligence; I'm looking at the teacher themselves. Finally going on to social management, it's important to cultivate a nurturing relationship between the pupils, have quality connections, which hasn't happened due to the groups being split up, so again not having that instant rapport. Leadership and influence, long ability, presence, charisma hasn't really been shown today. Catalysts who recognise the need for change and champion action during this period, using goods, eustress, that really hasn't happened because the ease of the balancing activity but again the eustress of the climbing ropes could be good but the fact that they get bored straight away because they know they can't do it is that another kind of activity should be taken.

[ 00:26:35 ] Again more time needs to be spent on the climbing frame. So, that's catalysts. Negotiation and conflict management, this wasn't really used and could be useful because there's not quite a bit of conflict regarding health and safety but again it's a very good lesson in a sense regarding lack of negotiations required because they're all very eager. Negotiation and conflict management again isn't needed for the early years so it's quite interesting. Teamwork and collaboration, importance of skills to build bonds and transform groups into teams, who was done but again engaging pupils to generate more effort wasn't. So again that collaboration was working and teamwork but again the workload and to develop synergy wasn't there due to the split into five groups, delivering interpersonal emotional effectiveness. So, finally going back to the observation.

[ 00:27:43 ] I can't do it. The contact has been very limited because the group has been split up. Hand gestures mainly on finger pointing have been used. Movement around the facility has been a must and the use of facial expressions again more smiling and more charisma on facial expressions needs to be shown in this age group. To partake more. One pupils' getting very excited, jumping on the equipment. Not knowing where to go. At the same time, pushing into the group, he is a misbehaving pupil, but he is quite nice. Um, he's been singled out quite a lot at the moment, uh, voice intonation again it's been quite flat today, no exaggeration in praise or anything like that. The teacher reacted to what voice intonation during praise and development; development has again been quite um, charismatic, but again more enthusiasm is needed, uh, disciplinary and instruction has been set at the same time, uh, verbal humor has been touched on the tool, voice volume has been quite quiet now as the lesson has gone on, um, ready to blow on the whistle when the group hasn't gone free, um, you, you, you, you, you, you



[ 00:29:39 ] has been touched on at all for this; voice volume has been quite quiet now as the lesson has gone on, um, ready to blow on the whistle when the group hasn't gone Free, I can't face XXX.

[ 00:29:50 ] Again, very stern, high volume, starting to scratch behind her ear.

[ 00:30:07 ] Let me just go through quickly, teachers providing pupils, voicing their feelings, teacher reacting to what people have said, again it's been quite decent, how many pupils have their responses acknowledged in a manner that values them, again, has happened to a few.

[ 00:30:41 ] I don't think so. Ask the pupils. Example of teaching parent and manager how to have feelings. XXX. Who's still talking? XXX.. Someone's telltale is. But we need to go back through the school and get changed quietly and sensibly. Do we understand that you did? Right, and now you've got to do the line for me.

[ 00:31:22 ] No call down was done, no recapping of the session, demonstrations were delivered correctly and in circumstances that made the teacher anxious or angry again due to the misbehaving. The boy was told off and there is now very low self-esteem there. So her emotions at the moment is rubbing off the pupils, especially one pupil who has been picked on quite a lot.

[ 00:32:01 ] Overall difficult session because the groups, early years group work doesn't work.

[ 00:32:15 ] It has been notified several times from previous lessons. The pupils did enjoy but again there was no progression. It was just a shame to watch. But overall, due to the circumstances that the teachers had this morning, very emotional. That has therefore made it difficult to deliver the session itself. The lesson was 32 minutes long, which is a very good time for reception early years, so that's age four. So that needs to be put into account as well. Just a bit more coaching process is required. End of narration.

**Faye observation Two.WAV**

[ 00:00:01 ] OK, this is observation 12, this is Mrs XXX's second observation, previously year 1.

[ 00:00:22 ] It's Thursday, the 19th of May.

[ 00:00:40 ] Lesson will be Gymnastics. This is Reception, so Early Years Key Stage. Time is at 2 o'clock. Pupils: 2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 23, 24, 25, 26, 27.

[ 00:01:23 ] You're going to have to help me out a bit today.

[ 00:01:34 ] I can tell you don't know what sticks are, sis? A few gymnasts always love sticks. Put your hands down, then! Now, what do we have to do when we do our pre-lessons? What's the important, what's the important we have to do first? Oh, this one's not going to be easy! Listen to our bodies. Do you know what's going to happen? Erm, we have to make our bodies warmer. Oh, clever girl. I've got some stickers for you. You'll see it on the way out. We've got to warm our bodies up. I think we're ready to go to the game. Over here. Over here. I think we're ready to go to the game. Warm our bodies up. Just from the hips. Just from the hips. Now, my pupils really want, they've been practising balancing. They've been balancing on one part of their bodies. It's really, really tricky to stay still. So we're going to be wobbling. We're going to be better than them. We're going to be all the way to the legs. I told them immediately to be tricky. I said, if you're trying to balance.

[ 00:03:20 ] Really whispery, good voice of intonation, this is number 7.

[ 00:03:42 ] Oh, very good, what a balance, one leg up and one arm in the air, can you do that?

[ 00:03:56 ] Good price. Good tone.

[ 00:04:07 ] Oh, very good, are you sure, your reception, are you sure you're a ladybird? Yeah. .

[ 00:04:22 ] This way. Who's playing musical statues before us? Me! That's one of my favourite games! Thank you! What happens when I stop?

[ 00:04:59 ] Keep your hands and feet still. So we're tripping, do you want the music to stop? Keep your hands in the water and hold it.

[ 00:05:36 ] I'm going good health and safety number 24, number 24 good health and safety, I'm going good health and safety, I'm going good health and safety, I'm going good health and safety,

[ 00:06:07 ] Okay, eye contact, fantastic, hand gestures for eight again to help them. Being quite tactile, number five, to guide pupils away from the benches. She's moving around the facility.

[ 00:06:44 ] Non-verbal humour again, pretending to wiggle a bum while dancing, the teacher was brilliant. Really, really fun, very tactile. Moving over towards the benches. Which is really difficult. It's trying to keep our voice tone up during it. For instruction.

[ 00:07:33 ] Okay, so force intonation during instruction has been really over-dramatising in her tones, trying to get great traction and positiveness out of the younger pupils. Again, this is early years reception, four years of age. Force intonation during discipline. Okay. Okay. Okay. Okay, that is the best balance you've done so far. So still. Give yourself a round of applause. Thanks.

[ 00:08:10 ] Bless you. Someone said bless you, again showing humour. One girl is not looking at the teacher but looking at me, but no, she's just kind of looking at the teacher. Of being attracted and trying to get all the group together again it's literally telling

[ 00:09:38 ] Superjumps got really impressed, got all excited. Excited to walk.

[ 00:09:58 ] Good as new,

[ 00:10:10 ] I want you to have a look at that. It's called a straight jump. It's called a straight jump because we make our bodies nice and straight. Do you want to see my straight jump first?

[ 00:10:34 ] Yes. Am I right on time? Yes. Can you show me your arms? Oh, super! Excellent! And did you know to throw those? Did they come up with that idea? Yes. Some of you didn't follow my instructions earlier and you went to do your dancing around the benches. Can you please stay inside of the mat? I'm using hand gestures to show where the teacher shouldn't go.

[ 00:11:42 ] Okay, so intonation during disciplining because it couldn't get past the benches you to have them saved again really nice time really pleasant and they're doing that doing it now because she's shown visual aids some are taking a part one isn't. Voice intonation during praise and development is really good I like how she whispers as well to demonstrate for instruction, so it means that they've got to listen,

[ 00:12:30 ] one girl's not taking part, so funny.

[ 00:13:06 ] The teacher reacted to her poops and said, 'listen', brilliantly.

[ 00:13:24 ] And one pupil only knows, not stressed at all, didn't express any anxiety or anger, made it quite humorous. That's number 21, example of teaching. Apparently, managing their own feelings.

[ 00:13:48 ] Can't really see anything, even though she's.

[ 00:14:13 ] So again, what they're doing now, they're doing a tuck jump, again another progression, so again looking at 32, trying to hold heart and self-reflection, teachers reflected what they said, again very positive, providing pupils to have their feelings shown, they've done that a couple of times, but again more dependence on this group, so less of that is required, because you just need more guidance, responses shared by teachers to the more they are good, what they are playing, they're doing really well, only one pupil is not taking part, but hidden right at the back.

[ 00:14:59 ] Boys, I'm going to do this. You'll be able to actually touch the screen. And you'll move down. And now our stranger. Can you do that one? One, two, three. Do it, stranger. Or when you're at a stranger, we've got one more door going down into the next. Warmth was good. Doing musical statues. Participation in a teacher constantly doing, participating with the pupils, showing demonstrations of herself. Good health and safety for Ed. So that's number 24. So that's 26, 25, 24. Progression of skill. From straight jump to tuck jump. That's 27. Movement to all pupils during activities. Again, good movement.

[ 00:16:00 ] Good on a competitive environment, we'll talk about the facets in just a short while.

[ 00:16:38 ] It's a shame, a lot of them need the toilets, they're getting excited, running noses and aspects like that, bless them. Some are doing incorrectly, again doing progression and chaining, again number 32, really good, recapping throughout the session, 23, parent prejudices towards the particular pupils not shown, feelings the teacher expressed, pupils's behaviour, again only got angry once but three were misbehaving, they're really behaving well now.

[ 00:17:24 ] Lesson is now 17 minutes and 27 seconds.

[ 00:17:35 ] Lesson is now 17 minutes and 27 seconds. Self-awareness, this is self-recognition, self-awareness, and understanding, again looking very professional, setting the equipment up before, wearing the correct attire, very professional as well, cause and effect of connections, controlling our own moods.

[ 00:18:03 ] Very good. Twisting of bodies, very good, using hand gestures, in a few minutes I'm going to put a few pupils behind here, and a few pupils behind here, and behind here, and we're going to have a little go at walking across the bench just like a gymnast, with your head up, you might need to help hold the bench, and at the end of the bench you can do, yes Mr. Storm, you're in the mind, thank you. Keep it up. The end of the bench, you need to do a jump off, with renewed energy, do a star jump off at the end of the bench, just like China. Thank you. Can customers assist me or not? Yes! Yes, yes, yes. I'm going to take you off the edge of the slope.

[ 00:19:04 ] I need to put you into some little teams though, and there's just a couple of rules before you have a go at this. If somebody else is on the bench, don't get on it. If somebody else is on the bench, you must wait for them to finish and come to the back before you go on. Could I just clarify? Ooh, Sienna, where are you please? He's standing up. He's standing up. Ooh, would you like to stand up as well? I'm going to show an example now on the bench. This is good social recognition, but also social management. Carefully. Ooh, lovely. Oh, look at that lovely start. Oh, hang on, Sienna. Now you're going to turn the back of the line. And now it's your turn. Lovely, turn the back. That's it.

[ 00:19:57 ] Ooh. Lovely. That's it, now turn again. Lovely. Do you think you're doing that? Yeah! You're getting really excited using it. You, you, you, you're going to have fun with this then. Okay, so let's quickly go through again. So, self-recognition, self-appreciation, acceptance and confidence, coming to grips with personal attributes. Really good. Really difficult to teach a group that. You don't know their names. It was really, really nice to see. Really important as well to have that control as well. Conscious assertiveness. Again, restrictions and limitations. They're still expressing self-worth through personal care while delivering the session. There was a very high element that is required to teaching this at your group. Again, shown well by the teacher. This is, again, Mrs. Rand. Mrs. Rand. Emotional identification. The importance of showing an ability to identify personal feelings. Again, really, really good. And they're now all in a row and they are taking part. Now, social recognition, sensitivity, appreciation, empathy. Really, really good on this. Got a bit frustrated with three boys who were misbehaving, but after having a stern telling-off, they did do it. Get told off.

[ 00:21:32 ] Again, being more tactile. Physically picking the pupils off the bench due to health and safety. A really well behaved group. Service of compassion and benevolence. Again, helping and aiding. It's a very high tally on this. This is another 10. Again, recognising needs and desires for the pupils. Pupils are very dependent and again getting a lot of help. Holistic communication important to effectively send and receive information, including emotional content, listening, and engaging. Regarding the listening side, it has to be taken away some elements because the pupils do ask questions that are not relevant to the actual lesson itself, which is very funny. But she will listen to concerns, such as someone's hurt themselves or someone's got a runny nose.

[ 00:22:22 ] It is quite a high standard on holistic communications situation perception awareness again noticing their attention has to be high, but some teachers were not partaking. effectively one or two but again with the group it's quite a large cohort so that could be one element interpersonal development the importance of growing nurture and constructive connections that has been very good and again worked well with the ability the girl who wasn't taking the lesson was not taking the lesson she was not taking the lesson she was not taking part is now taking part but rushing through the exercise on the bench self-control

[ 00:23:11 ] you're trying to help them work on different skill acquisitions which is good self-control discipline again this is self-management impulsive behaviour maintaining Composure is shown brilliantly by the teacher and is required. You cannot be angry with these pupils because if you are showing very stern reputation, they will start getting really upset. Someone else sitting on the on the floor after they've completed

[ 00:23:57 ] psychology initiative, energizing, portraying passion, definitely engaging, emotionally very good acting, feeling choosing feelings in accordance with positive emotions, whispering optimism, constructive feelings as well. It's absolutely superbly, really high on this age group; creativity, agility, flexibility, adaptability have to be really weird,

[ 00:24:34 ] creativity. To go direct, a performance targeted action

[ 00:24:47 ] voice rising again, time. Talking about self-management of agility and control is a very difficult self-control discipline. Voice raise slightly when you try to get a pupil to sit down. Developing relationships is very important to cultivate a nurturing relationship.

[ 00:25:23 ] Walkability, presence, charisma, and approachability is brilliant with that. That's leadership and influence. Catalyst and response using good eustress. Again, not a lot of stress. Good stress is very, very basic. Just for them to perform. Again, changing the tone and making it more layman terms in communication. Bumblebee! I actually had to remember. Bumblebee! Going back. Conflict and negotiation manager using stickers. Very, very good. So again, more tangible rewards for this group. And teamwork and collaboration. Very much a case of getting them to work individually instead of in groups. There was some group activity. So that was absolutely brilliant. The lesson is a duration of 26 minutes. So, really, really good. I was going to nag to give stickers to everyone. No cool down. But I don't think it was required. No recapping because it was not.

[ 00:26:40 ] Well caught. So, a pupil was hitting. We walked over beautifully. I hope we're going to walk back beautifully too. Now, we need to get back to searching outside. We're going to keep our police and come back to the church after a bit. Walked over really, really. Going to use stickers afterwards. Bye bye. Bye bye. Now, leave it nice and quiet. I hope.

[ 00:27:39 ] Okay, put my finger over my mouth as they're walking out, they will behave beautifully. Quickly go through, back to the transcript, fantastic eye contact with pupils, number one hand gestures, we use a lot more in comparison to even year one, actually physically picking pupils up and moving them to get them to be in the location where they should be. Number three movement around the facility, moved a lot. Use of facial expression was used a lot as well, probably the same as year one. Contact over time, as mentioned, not just with hand gestures, guiding and pointing, but also holding moving the pupils physically; nonverbal humour was used again quite well. Wiggle of the bum, as I mentioned, while dancing. Voice intonation during instruction. Using whispers, so they had to listen more.

[ 00:28:40 ] And now, the tone of volume in voice when there's more exciting elements to be discussed; fruit during disciplinary only one disciplinary element was introduced by three boys that were then behaved straight away when when he/she told her and it was very direct, quite loud, voice intonation during praise and development really high-pitched, very enthusiastic as well, which is very very good. Verbal humor used effectively again, sometimes that was okay. Voice volume threat precession was excellent by all pupils; all rules and regulations response is shot by teacher to the mood of growth again. The group was very excited, that's really positive, again that that same emotions were shown throughout, juicing enthusiasm of the teacher as mentioned in the emotional.

[ 00:29:35 ] Class, I set previous discussions especially in social management skills teachers providing pupils to force their feelings on a couple of occasions but again some were not asked questions because they were so dependent; some of the questions that they wanted to us didn't relate to the actual PE lesson. No teacher reaction to what pupils I said again. A lot of praise if there was an answer shown, again really good. Enthusiastic tone of voice response by teacher to pupils's non-verbal communication. Again, anyone who was misbehaving, she noticed, and anyone who wasn't participating; part from one which was very difficult as mentioned dimension the number of pupils fingers 26 or back to through the voice recording many

[ 00:30:32 ] pupils their responses acknowledging manner of value them out of the conversation absolutely loads of positive aspects plus also enticement of stickers often did teacher refer back to individual contributions and success definitely especially when there was demonstrations being shown number 18 that's 17 number 18 this is teachers feelings teacher expressed to pupils due to success and skill tasks linking to number 17 again enthusiasm a lot of praise and a lot of enthusiasm and positive outlay feelings to teachers expressed to pupils due to failure again some mistaken went past the mats and the benches while running around no telling off it was just re re-expressed and re-educating them to not go about their visual aids and hand gestures were shown to show where they should have shouldn't go during the jumping exercises feeling expressed to pupils's due to behaviour number 20 that was expressed on one when three pupils were misbehaving and when they got into a group and so that cohesion that they had was suddenly broken up when the teacher and Mrs ran told them off any circumstances that made teachers anxious or angry only on one time when a pupil didn't wasn't sitting down you

[ 00:32:03 ] apologies um wasn't sitting down her voice changed and became louder became slightly more direct and i think that's when she was trying to manage her own feelings teacher showed parent prejudice towards particular pupils non-applicable dozens of pupils whose mother-in-law was as good at the other way around high standards or incorrect also wants with but Mike 25 participation on teaching 26 was very high stunner and the progression is skill was from a standard jump to the jump again that was very difficult to but it was done Effectively, Mailman's of more pupils during activities was brilliant. We five benches; you forget the and 26 pupils again. He gave them around four, so they were constantly moving, which was really nice.

[ 00:33:04 ] I know almost about 20/15 seconds of uh standing still, and then we're in straight into movement for another 15. So that was very good indeed. Participation to mention um game and competitive environment again not really but it wasn't required within this activity. Really, in this lesson position, a teacher during schools constantly move around the hall trying to keep an eye on; very well done on the teachers finding. Out when the pupil was hitting another pupil at the back of the queue when they're queuing to go out, well noticed so again that was good. This is more on coaching performance by the way, less of motion intelligence specific praise of skill acquisition again that was good, especially pointed toes, shoulders back, and a lot of whole power.

[ 00:33:49 ] And um, was not a lot of self-reflection but you can't do that for that age group; you haven't got the skills to discuss what has been good and what hasn't been um, demonstrations delivered correctly, um, they were by itself, the pupils weren't doing them correctly, but again they were having a Go so it wasn't, it was really more of trying to increase the heart rate, uh recap wasn't, uh done because it's their first PE lesson cooldowns wasn't done for two reasons one would the with the intensity exercise I don't think it was probably required again that's more on the research that I have to do myself also due to time implications as well it takes them around 20 to 25 minutes almost half an hour to get changed so again there was only a 27 minute activity gone through the emotional facets, time is now between 34 minutes and 40 seconds end of observation

#### Gary observation One.WAV

[ 00:00:01 ] OK, observation number eight, this is Mr XXX, and this will be Tag Rugby. This is Key Stage 2 with Year 3, and it's outside today, which is nice. This is at XXX School, first session at XXX School, the advantage of being outside at the moment is that I can constantly be talking on the Dictaphone. Number of pupils, to be confirmed, Tag Rugby is the sport, and it's Tuesday the 17th at 1:45. I will be looking at observations on non-verbal communication, and verbal communication, schools' pupils's emotions, and their communication with them. The teacher's feelings and emotions while delivering the PE session, and coaching performance as well. Regarding the teacher's background, his PE and coaching, at the moment he's started a warm-up, a very good, active warm-up, running forwards and backwards, improving their agility, and again, building their heart rate quite considerably.

[ 00:01:26 ] He's got a lot of energy. He's using the advantage of the space. Going towards his coaching elements, participation of the teacher. He's running around with them, so that's quite good. He's doing a good, active warm-up, number 25. Health and safety procedures, again, all the pupils in the correct attire, again, health and safety has been done, all correct footwear as well. Progression of school; this is a 50-2 to be confirmed. The teacher assistant is with them at the moment to put them in order. This may alter the elements of observing the teacher... ...

[ 00:02:58 ] Go on XXX, it wasn't listening so ask the question again to the person who wasn't listening.

[ 00:03:13 ] Pausing when people aren't listening.

[ 00:03:26 ] Look, how many people on the side want to get the taxi? Recapping that!

[ 00:03:39 ] Okay, Q&A has been given. Recapping the rules and regulations. Picking the tubes. Very swift, very quick. Again, they've done the warm-up.

[ 00:04:04 ] So getting the tag belts now, good equipment, again eye-to-eye contact, hands on shoulders so good tactile with pupils as well, good eye contact, good hand gestures as well, pointed to directions or where they should be, again he's very eager to get the actual activities so the rewarm activities, getting people to help each other out with the tags as well. Teacher assistance is present at the moment and is helping to try and put the belts on for the teacher to speed up the process, which is a good thing, so it's a good delegation role by the teacher.

[ 00:05:05 ] So it's a good tick and tag exercise, again another good way to re-warm but also adding skill within the tag rugby activity. Again he's helping some of the pupils to put the tags on to speed up the process. He's going to each square, running towards each square to see how well they're doing. Another pupil can't put the tag on. So he's helping the pupils to put the tags on. Now they have and now they're where they go. So again it's a nice activity, playing together, I can now count how many pupils there are. 9, 10, 10, 26 pupils in total. Voice of intonation of instruction and demonstration, very enthusiastic. Voice of intonation, he's blowing the whistle, stop. He's blowing the whistle, stop. He's blowing the whistle, stop. He's blowing the whistle, stop.

[ 00:06:01 ] He's blowing the whistle, stop. He's blowing the whistle, stop. The teacher is instructing the lesson because the girl needs to call in the group because it's too loud. Sit girls in one of the squares are too far to listen to what they're saying, away they go. Again, he could have used the whistle to get the communication machine to cool this off, better there to get them start moving movements around the facility around the hall is very good again really helping out the group again year three still very dependent group non-verbal humor hasn't been used yet tactile with the pupils very tactile actually pats on backs and guiding them with hand on back using a

[ 00:06:50 ] lot of hand gestures as well which is good fingers up pointing to directions where they need to be verbal humor hasn't been used as yet try to who's saying about the tags not fitting him it's a demonstration voice of volume throughout the PE session should be good is good but sometimes when the pupils have splits across the whole field and the field is equivalent of half of the football pitch so again it's a very large distance to get the communication done effectively to all maybe a suggestion to calling them in on a coaching A response is shown by a teacher to the mood of the group again, the group okay, whistles blown stop the activity let's see if he calls them in.

[ 00:07:53 ] Okay, so again, they're playing again, so that's quite good. Okay, so, a response is shown by teacher to the mood of the group. Again, the pupils are excited, and so is he. So, he's keeping on piling the same emotions as the other pupils. Teacher providing pupils to voice their feelings. Again, that hasn't happened as yet but do ask questions at times. So, again, he's providing opportunities. Again, going into each of the six squares, five squares, I should say, to help each of the groups, which is good. Teacher reacted to what pupils have said. Again, very positive. Going back to non-verbal communications regarding eye contact, very good. Always keeping his eye on all the pupils. Sometimes glimpsing away slightly when in communication and a one-to-one with the pupil, which is quite, it's difficult. It's difficult to do because some pupils are then being disruptive and not listening while actually answers are being provided by the pupils. So again, how he does that then and gets the pupils back on track is by repeating the question, getting them to listen to the answer, repeating the answer. So again, if they're not listening, it will highlight that they have been misbehaving.

[ 00:09:25 ] So again, if they're not listening, it will highlight that they have been misbehaving. Nine minutes 25. Again, a lot of running around still, which is good. A lot of physical activity. Some are now on the floor and running around. Again, the lesson is nine minutes 36. So, around six, seven minutes, the boredom factor is now kicking in from this activity. And hopefully this will change very quickly. Teachers felt the feeling expressed to pupils due to success and skill is unique. Yet to be shown because this is a re-warm. Feelings to be expressed to pupils due to failure. Again, this has yet to be shown. Feelings to be expressed to pupils due to misbehaviour. Again, we haven't really looked at the pupils's office yet.

[ 00:10:12 ] Movement of all pupils during activities number 28. This is a very active class. Again, good prize for a group. We did not last week. Do you remember? Do you remember last week when we did a lot of? So, we had one person with a ball with how many defenders did you have? Yeah. Out. Out. One, wasn't it? It was one, re-one. So, we've got one player with a ball. They were able to dodge and run past the score and try. And then we did a bit of 2v1 as well. Two seconds was one ten. So, again, this is about dodging and agility. So, hitting the ABC. and the balance and coordination demonstrating the activity.

[ 00:11:28 ] Never asked the question never had the correct answer to the question but again there was a good positive answer which was appraised.

[ 00:11:52 ] So again he's learning about passing as well.

[ 00:12:05 ] Again the TA's now trying to control the group with the pausing to try and get the engagement of the pupils which works positively.

[ 00:12:28 ] Demonstrating how to tap the ball.

[ 00:12:58 ] Again, due to it being windy, you cannot hear the answers to the questions, and then he's talking in the audience again; he's gone, he's paused. So, again, just to have a look at the area he hasn't told anyone else um as specific he did some recapping at the start number 34 before we actually went

outside to stop any time-wasting on the actual physical activity which is good so again specifies praise of skill acquisition so again looking how they do the dodge and feint while running with the ball.

[ 00:13:52 ] Okay, going back into smaller activities groups of five and six and ready to play the try line uh tackling and passing um teacher number 23 the teacher showing apparent prejudice towards particularly pupil or Pupils no, he hasn't, he does know one pupil, a pupil called Jamie, and he's been asked three questions now, so again it may be the case that he needs to know more names of the group, that's a Q&A in our sessions.

[ 00:14:36 ] Okay, we'll go through the emotional facet's checklist. Self-awareness and understanding, this is on self-recognition, so self-recognition, personal identity, his image and stance and feelings, so again, he's got the correct attire, he looks quite comfortable within his job role itself. Speaking to him earlier, he's a tennis coach professionally, so his teaching and coaching elements are successful, but not within rugby itself, but again, he knows about the general ABCs, warm-ups, cool downs, so that's shown quite well. Recognising the impact and consequences of his own feelings and moods, again, trying to teach the game of rugby. Yeah. And again, it shows that he is confident in delivering this, even though he feels quite reluctant in teaching it at times, but he is quite good at the general skill acquisition aspect of it.

[ 00:15:48 ] So now he's going around each class, while he's going through each group of five groups of five and six, I'll carry on with the self-recognition, self-emotional, so self-appreciation, acceptance and confidence, again, personal worth and value is very high. While delivering the PE session, again, he's got his own personal strengths and limitations during delivering this PE session, which has been mentioned before. Consciousness, assertiveness within the PE lesson, personal restrictions and limitations haven't been really shown yet, even though his background is tennis, again, he's shown quite a professional attitude, especially trying to get the pupils on a movement, which is quite good. He can take an advantage of it. He can take advantage of the lesson, being outdoors in the nice sunshine, the kids are really, really enjoying it.

[ 00:16:43 ] Emotional identification, putting ability to identify his own personal feelings, effectively reflecting on personal performance, again, very professional, doesn't look stressed at all and really enjoying and being quite enthusiastic and going towards each group. Empathy, sensitivity and appreciation, importance to understand the emotion of the pupils, which he does. He needs to concentrate on the questioning, maybe getting them closer on the question. Provides an answer which is incorrect, maybe highlighting that the answer may be correct in a different angle to the question, instead of saying, no, that is wrong, again, just to improve the sensitivity to the pupil. Service, compassion and benevolence, again, sense of contribution, aiding and helping, he's doing that quite a lot. He's just talking to the TA now, teaching assistants, just to highlight the skills and praise of certain individuals, again, which is quite good.

[ 00:17:41 ] Going to read through three more before his whistle's blown. Holistic communication, sending and receiving, including emotional content, listening, engaging and connecting with others, sending and receiving verbal and non-verbal constructively throughout the session. Good hand signals, good communication, and trying to get every group enthused, engaging, and engaging. The best thing about this is that they're constantly moving, but again, the time is now 18:08, so during this session, about seven minutes, one group has started to fatigue slightly, another group is starting to misbehave, but the other three are still quite positive. Interpersonal development, sorry, situational perceptual awareness, again, shifting emotions, emotional trends of the pupils, so he's pausing, he's changing his facial expression very effectively if he's not impressed with pupils who are not listening, understand which factors count as well, maybe something to look into, responding with reasonable behaviour as well.

[ 00:18:47 ] Again, very good on the discipline and whistle-up side as well, trying to get pupils to ask questions, answers that have just been provided by pupils to the ones that aren't listening. Good hand signals. It's setting the tone for the long-term depth and breadth of the relationship with the pupils. Again, he's built a good relationship. They feel confident, the pupils feel confident, and they feel open when they ask a question. And he's helping out pupils who've provided their questions. So that's social recognition, self-management, self-control, and discipline, the important and effective handling of impulsive behaviour, maintaining composure while experiencing stressful situations. Again, we'll go back onto that; he's not really showing any kind of stressed awareness. Again, this is due to the experience of having a coaching performance and PE experience in the job.

[ 00:19:41 ] Integrity and truthfulness, even though it's important to work consciously, integrity provides principles and values for the lesson, keeps promises, which is made to the pupils, which he's doing. And again, it's bringing in the pupils now, getting them to line up, very, very important. Psychology initiative, self-energising. It's important to have the initiative. It's the ability to mentally, emotionally engage, portray passion, by changing the pupils' feelings during the PE session. It's noticing that the lesson is now getting tiring. The fatigue is getting put in, which is good to see, because that's what PE is about. But it's also maybe the boredom and the, what's the word I'm looking for? What's the word I'm looking for? The apathy from the pupils. Yeah. That's what it is.

[ 00:20:30 ] The kid is kicking in, only because the lesson, that section of the lesson, lasted over ten minutes long. About seven or eight minutes though, it's still quite strong. Again, he's showing good demonstration with a pupil to try and show how to tackle. So again, good visual demonstrations there. Good smiling, bringing humour into the group. And he's smiling as well. He's got good facial expression. Psychology initiative and self-energizing, he's mentally emotionally engaged with the actual group; he's shown passion as well. So, again, within his tone and voice, this is very so he's just told someone he's already schooled passed him off, well that was quite funny, but the pupils being in Year 3 didn't find that funny at all. Um, again, positive emotions, good enthusiastic voice indeed; again, good.

[ 00:21:30 ] Pausing if him people aren't listening, he just stops and waits, and then goes and speaks again. Creativity, agility, flexibility, adaptability, transition, and contingency planning journey PE lesson, so again, adjusting the situations to help to build their imaginations and create. So again, he's extending different skills; he's now building on what he's done already. And now, looking at the speed of the pass, not just passing so again, now this is very good. I'm going to go on to listen to the chick who teaches let me just see what number is this teacher reacted to what people said number 14, very interested actually choose someone said they're not sharing instead of just picking on one or two pupils who wasn't sharing he told the whole group so again he wasn't blaming just individuals who made that element that issue power to the whole of the cohort which is very, very good indeed doesn't single any of the pupils and again the pupil that did my about not being shared was just in a run-up sort.

[ 00:23:11 ] Of fantastic, try great trouble let me just go back to this emotional facets because I'm just finishing off the third section which is self-management, goal director performance target actions again acceptable risk improving the skill element to the actual lesson, which is good. We're going to the fourth and final aspects now, then we'll carry back on to the actual motion, intelligence physical elements of the teacher, social management, developing relationships and getting along with others very good; there isn't really anyone who has kind of not listened to the teacher; they're very very much enthusiastic. With the lesson itself, they listen to the pupils effectively one or two don't, but that's part and parcel of the actual some two pupils misbehaving. I think that is the reason why the teacher assistance is out leadership and influence again. He's got a good warmth and likeability; he's got good charisma as well, which is that's why the pupils listen to him.

[ 00:24:21 ] Okay, just scored a good try; they're just watching one instead of the teacher, exactly. Good anyway, let's concentrate back leadership and influence again, that's what I've just mentioned: engaging well with the PE session for Ed, cast a list and response, a change. Show again champion in action for during PE, again a lot of competitive elements, good stress on all the pupils trying to score, trying to get people involved, and again it's a lovely to see that

it's trying to get you know girls and the boys playing the game of rugby together, and again the rules have been mentioned by the teachers by those pupils as well; they're quickly going into negotiation conflict management hasn't new need to be used as yes for this group emotional management used more in one class than another and

[ 00:25:19 ] this will be to be seen but year three this is a second year three group that I've seen, I think, and at the moment negotiation conflict management hasn't really been a priority to be used teamwork and collaboration the importance of this skill to build bonds and transform groups into teams he's done that effectively and the groups have been very very motivational good advantage having the TA is that they can work with them unfortunately with the TA here he's got them just not moving at all which is a bit of a shame the TA is actually hindering the lesson because they're just keeping still

[ 00:26:11 ] so this will be quite interesting to see what happens here okay you know so they're starting again now as the teacher went up it's one Of the aspects, as well, that I noticed, that with TAs some of them are are good and I won't mention the TAs, you know, specifics, but they need to be more infused, engaged, and see the importance of why pupils should be moving so the group that she's looking after, they're now standing still, she's now talking and keeping them static. I like that because one's got dirty. Why is this important again? This is a bit of a shame, because he's taking out my observation on the actual teacher itself. So, to be locked up, let's go back to the study of emotional intelligence, observation transcript, eye contact with the pupils, again.

[ 00:27:10 ] good hand gestures are used constantly movements around the facility excellent standing in fact always working with the pupils again it's got support with the TA but again the TA is not moving around and helping out um tactile with the pupils definitely putting the hand on on their back providing a pat some backs fun and aspects like that uh you and helping out to physically move them move them to the side with these hands on their shoulders which again is good usual facial expression very good praise um a lot of concentration though the reason why there is a lot of concentration is because there's five groups suggestion on this is that it may be the case that they bring in probably six groups of four three groups of sorry three groups of seven and one group of six maybe in a better advantage

[ 00:28:08 ] three groups of seven so in one group of eight anyway verbal humor used effectively that hasn't been touched on today um and non-verbal humor has also it has been touched slightly but has it been worked um voice in intonation instruction very clear and precise and provided pupils to deliver examples and demonstrations voice intonation uh during disciplinary again used a brilliant way of just pure silence or pupils are not listening, They ask the question, they ask the question, they ask the question again, so again they have to listen, they have to answer the question in front of the group, which has been a very good one indeed, again praise and development, again probably a bit more enthusiasm is required in comparison to instruction and demonstration, and voice volume throughout the PE session has been very good, but during the re-warm needed to improve due to the vast area, and it has been a very windy day.

[ 00:29:30 ] Responses shown by the teacher to a Moodle group, again anyone who is not participating, he goes over to help them out, which is very good. so for example the group that the TA was helping, wasn't being effectively moving, he went over to see what was going wrong, and he was sorted out again, the teacher providing pupils to voice their feelings, again asked the pupils a lot of questions, very quick and swift, so again it provided them with more physical activity, the teacher reacted to what pupils have said, again positive outcomes, but sometimes when the answer was incorrect, he said no, instead of trying to re-correct their answer to a different question. A response by the teacher to pupils's non-verbal communication,

[ 00:30:19 ] again any pupils that are not moving around, he would go over to them to get them moving, so again make sure that his eyes are on them, so again they can see what's going on, and how many pupils had their responsive knowledge, again because of the lack, the term time is now six weeks in, and he delivers to a lot of the groups, not just year three. As with many other co-workers within the school, he's yet to know all their names, due to that he has the knowledge and a positive outcome, but not in their names. Number 17, how often did the teacher refer back to individuals? Contributions, success, he's done that on four occasions now, which has been good, especially on demonstrations; feelings the teacher expressed to the pupils due to skilled success, good praise, and again positive outcome.

[ 00:31:08 ] But the tone of voice needs to be a bit more higher, a bit more clear, a bit more clear, a bit more enthusiastic, to show how much he is impressed with the actual movements themselves. The time is now 31 minutes and 20 seconds, and the group, so this is going around the ten-minute mark for this other activity that they're now doing, and it's starting to fall apart again. Noticing that the group only plays for around eight to ten minutes when they start making their own rules, and they start losing their enthusiasm itself. The teacher is apparently managing his own feelings again; he hasn't showed any hand gestures, he hasn't shown any comfortability signs, he hasn't taken any deep breaths, he hasn't rolled any eyes, or anything like that, so again good smiling, always smiling throughout.

[ 00:32:04 ] Did the teacher show parent prejudice towards particular pupils? No, not really. Health and safety check. Check number 24; I have noticed a few pupils actually have taped their ears if they've got stud earrings, so very very good health and safety. Warm up activities were fantastic, last of the good warm-up activities. The participation of the teacher has been fantastic, so he's shown good demonstration, there has been progression of skill throughout the activity. It's going to be very difficult to try and get another activity in when it's 32 minutes, if we can get one more in that will be very very good. Movement of all pupils during the activities has been superb, at last seen some good positive movement, this is due to the case of having an open field.

[ 00:32:54 ] Game competitive environments introduced as well, which was good, it's been good, there's obviously one, two, three, four, five, six groups now, there's a group of three being split up because the other group wasn't getting on at all. Again very good management and leadership. Concentrate on conflict management, conflict management which is in social management, the fourth one down, that was quite a positive aspect, so that's quite a good management there shown. Position of the teacher during the skills activity, again trying to help all six groups which has been great, we've been around for three or four times, the time is now 33 minutes, it's gone on this third activity for around 10 minutes, so again it's good timing, they just started to make their own rules and started to lose a bit of enthusiasm, so again this is great timing. Praise of skill number 31 under skill acquisition was good, chain hole part hole again it was demonstrated really really well. Again. Maybe some self reflection may be required, but I will mention if this has happened in number 32 during this discussion.

[ 00:34:30 ] Well done to the pupils who worked hard then and actually worked to make sure everyone was included. It's not an easy task to keep the kids working. It involves some different skills that aren't really clear in rugby, so well done to those pupils as well, there's a number of them, I'm going to mention it to them in the classroom.

[ 00:35:25 ] Okay, yes one more time.

[ 00:35:33 ] Hemingway, we're Hanford, now you have a boomerang. I just wanted to top back up though. Is there a spoiler, when the SMF technology changes, is this going to happen? It's probably going to happen, but it's not very clear. What are the key things, rugby wise if you're trying to Okay, we are touching on recapping now, number 34. So again, very, very good. Demonstrations delivered correctly. That was happening throughout with a boy with himself taking part, plus with the other, with the pupils taking part as well. Well, chain and hole par hole self-reflection was introduced to help improvement.

Again, maybe on the verbal element, looking towards skill acquisition and specific prise and going into the number 34. Number 32, number 34, recapping and chain and hole par hole has been linked quite effectively. Described effectively as well. Overall, very, very good lesson. Trying to deliver. 26 pupils. How to play rugby.

[ 00:36:43 ] Okay, so they did four activities over a duration of 36 minutes. Let's see if he does a cool down. This will be quite interesting. Again, this is more on the coaching performance more than emotional intelligence.

[ 00:37:01 ] So no cool down. Again, this is a cool down. This is something we need to look at. This is something I'll need to research.

[ 00:37:16 ] Okay, still getting to know the names. Again, cool down wasn't done. No static stretches delivered. But again, year three. Pupils partaking in 37 minutes of physical activity. Is it required due to their agility and physiological body frame? It's something to actually investigate. This is quite an interest. That's quite interesting.

[ 00:38:00 ] Lessons finished, 39 minutes, good session.



#### Gary Observation Two Con.WAV

[ 00:00:02 ] Ok, recording; pause due to lack of memory in phone, in Dixaphone, again more demonstrations required.

[ 00:00:51 ] Emotional facets checklist, self-awareness and understanding, good personal identity and image, good connections - a cause of defect. Feeling in the mood, again separate external and internal factors that can affect their own emotion, again that is not reflected in his delivery. Important personal restrictions and limitations; don't express in self-worth. Again, morale looks high, but again he is struggling with that. Again, at the moment due to the misbehaviour of the group. Importance of showing ability to identify feelings, effectively reflecting on personal performance; again, he may reflect quite heavily on doing the performance differently, probably more physical demonstration. And again, quite assertive, still expressing self-worth, so again trying to control his anxiety. Empathy, sensitivity, and the presence of emotions. Appreciation, importance to understand the emotions of the pupils, accurately picking up emotion cues from pupils; again, some have been injured and just need that extra bit of support.

[ 00:02:04 ] But again, many need more dependence, so they are finding this skill quite complex. Service, compassion. And helping and coaching, asking the less abled athletes to get closer to build up their self-esteem. Empathy, sensitivity, and appreciation, again I think more empathy is required within a stage group to get them to fully understand the group. It has got to a stage now where they are playing on their own free will. Service, compassion, and benevolence. Again, helping to coach and develop their skills. Again, very basic skills to be done, but again working in pairs in a stage group may be an aspect that they need to concentrate on. May be a part of the actual curriculum itself.

[ 00:03:08 ] How many, when you do this, make sure with your partner that you are only, if you can figure it out, you are only three steps away, which is a very good reason. Do you think this is quite easy, Charlie? This way, is this easy? Yeah, yeah, it is relatively easy isn't it? Yeah. What we are looking at, we are looking at, when I throw it normally, I am throwing the big bag in the air all the time. So break into that and off. Okay, that's what we are looking for, so three steps away. If you're like Caden is getting, he might get to a certain point, he might get to a stage where he has got six cones. What would you do? What would you do when you get six? Have a think. What would you do to start the game again? Yes, do you know? What would you do to make six?

[ 00:04:08 ] That's a great idea, but what I suggest you do, what I suggest you do, is use your left hand. Use your left or right hand. Okay, so make sure you start with three cones each, and away you go. One chance.

[ 00:04:34 ] One needs a toilet really desperately, so he's letting go. Originally he wasn't going to, but his facial expression showed that he was desperate. Anyway, let's quickly go through these, because his lesson will be shortly finished, because I feel that they are, he's getting a bit anxious, he's getting a bit red in the face. Okay. So the teacher is not doing what he's been told him to do. So again, less assessment is required for year one. Self-control and discipline. Slight raise of the voice when telling the pupils off. And he's persevering quite effectively, and perseverance in the lower year group is a lot more, is required more in delivering a PE session work. Key stage 2 at the moment, importance of working consciously and integrity, providing principles of values throughout the PE lesson, then sharing and elements like that personal social skills have been there.

[ 00:05:47 ] Responsibility to motivate the pupils again is a requirement at this age so variety of activities is needed. Psychology initiative self-energizing, passion about changing pupils's feelings during the PE lesson, choosing feelings in accordance with positive emotions. Optimism needs more optimism, a lot more tone in voice and a bit more happiness. Again, facial expression is not there, so again, more facial expression is required. So how do I do this? Right, yes, the beanbags aren't very good; right step for running, right step, thank you Bill. But what doesn't help, I can guarantee when I started to do something, someone told me about beanbags; I saw two people at the same point doing this to a beanbag. Okay, not good. So yes, the beanbags are passive and not very good. Okay, you shouldn't be doing this. Now our game now, you must do it: a throw on one foot. Okay, so you must throw it now with one foot on the floor, and can we make sure we're actually playing the game properly? So if I'm throwing it over, I don't let the car near the other side. More demonstrations being shown now to give them a clear indication.

[ 00:07:44 ] Moving on to Goal Director Performance and Self Management: challenging objectives assuming acceptable risk but staying on course to complete the PE session on time. Again, a lot of obstacles were set in place; however, it's good to know that a lot of the bean bags are now split because they're not independent enough to look after resources at age 5 or 6, which is good to know. How many have you got? Have you got a few? Well, I've said I mean between you and me, let me pause this, okay. So we move on to Social Management: Relationships, getting along with pupils again; hasn't built up strong rapport yet with these pupils, let them go on with their own activity; again, less humour, less facial expressions, but again, few people are sitting or hopping or being on one foot; some are, some aren't.

[ 00:09:03 ] So, some are listening, some aren't listening; it's quite funny, a change catalyst and response importance to recognise the need to change for champion action during the PE session using your interpersonal skills, which was done well, but again more practical physical demonstration and again the use stress and positive pressure may have been simplified for this group. Negotiation and conflict. Conflict management definitely needed for this group, but again, this may be in difference in different areas, so again, this may be relating to the emotional intelligence of the teacher itself, so we'll concentrate on the social management side. The importance of the skill to build bonds and transform, this is teamwork and collaboration. Then, collaborating with pairs, engaging pupils to generate more effort so one foot, building living simply. You're response time, again this might, this isn't a, doesn't have to be too strenuous within this year group of Key Stage 1, Year 1.

[ 00:10:20 ] Just relating back to key data, eye contact was good, hand gestures very little, movements around the hall very good, use of facial expression, frowning for disciplinary, but very little smiling and laughter from the teacher.

[ 00:11:08 ] So, Year One, I'm going to show you, I'm going to model to you how I want you to hold the beam.

[ 00:11:24 ] I'm not going to start until everyone's done and I'm the big guy, put it on the floor. Put it on the floor. I'm too white until everyone's not messing. Charlie, I'm right with you, put me down on the floor.

[ 00:11:45 ] Right. Now, I want the people with the cones to come to me and try to get to a better position. Come to me and pass me the carrot. So, I'm going to tell you, there's going to be one person, each pair, they're going to come to me, and they're going to pass me all the carrots, and it's going to pass me the bean bag. Okay? Then we're going to do a similar game, but it's going to be a bit of a remote change. So, I would like everyone to do the carrot. One, two, three. Okay. Teacher's performing pupils' voices of feelings. Not really required for this year. Teacher reacted to what pupils have said. Response to teacher with non-verbal communication. Again, working ways to communicate effectively. Voice of volume. Again, was loud enough for this session. Again, health and safety. Because of the beans, someone fell over.

[ 00:13:25 ] And girls have done the correct thing, the right sitting. They got acknowledged for their sitting down. Okay. Okay. Okay. Okay. Mm! Okay. Ow. Ow. OK. I haven't asked anyone to mask with a green blanket. Thank you. Them have been very mothers.

[ 00:14:15 ] No, XXX, I want you to sit on the red line over there, I don't want you to mess about with it. Right. XXX, on that red line there, Kaylin, on that red line there please, thank you. Right, you do a little bit of a relay change, it's not-

[ 00:14:40 ] Right, so, right, I'm going to say this very clearly, okay, about these things on the floor. I've just seen two pupils put them in your mouth, okay? Have you actually swallowed that? Are you sure? Pardon? Do not put these things anywhere near you. I don't see anyone having them in your hands. Certainly don't put them anywhere near your mouth. Are you sure you haven't swallowed it? So, someone tell me what would happen potentially if you swallowed this. Okay, tell me. Yeah, you would, well maybe that- No, no, I'm asking you. Potentially pupil panic wouldn't you, you're wrong. It's a small animal. Now, Charlie, Charlie, back past you. Right, we're going to do this with a relay challenge. Okay, we're going to put the cones out so you can make a petal for each team. So, I'd like one, two, three, four, you're going to sit behind this red cone here. One, two, three, four, just down this white cone. One, two, three, four, just down the white cone here. One, two, three, four, round the blue cone here. One, two, three, four, one, two, three, four.

[ 00:16:20 ] Okay, um, Teach Express for pupils due to failure, very uncontrollable group.

[ 00:16:42 ] Right, we're going to come back down to this. Right, what we're going to do, first simple relay, very easy. And then we're going to start doing, using. No, it doesn't matter. Then we're going to start using our time. What we're going to do this time. All we're going to do is run to your car, go around it. Okay, then we're back and we're going to add different challenges in using the bean bag. So I'm going to model how I want you to do it. Okay, so this is a competition element, so number 29 is being taken part. First person will run out, go around the code. Then they will come back. They're going to tag the next person as they're just getting back. They will tag them. Tag. Tag. Tag. Run. Here we go. I go to the back. I sit down. Charlie, stand up. Tag. Run. And the car will go around and back and back. Stand up and run. So that's all you're going to do for our first challenge. We're going to make it more difficult. Difficult. Difficult.

[ 00:18:34 ] And a simple relay to build up their heart rate.

[ 00:19:05 ] We're going to do it in the public, watch it, come back, put your beam back on the floor, on the tower, put that down. Run back, next person try and stand up, run and grab the beam back from there. Pick it up, run back. Then you take it, you're going to put it down. Put your beam back down there. Put it down. Next person, when you get back, next person, then you collect it. So everyone try and go. Okay, example of the teacher apparently managing their own feelings. Highlighting the anxious and angry voice was going extremely croaky. Shouting a bit too much when trying to get the group managed.

[ 00:20:10 ] I'm getting good hand-eye coordination fast.

[ 00:20:27 ] I've done it. I've done it. Yeah, 12. Four and a half. I've done it. I've done it. I've done it. Okay, this one there, this one there is getting more excited there. You're going to ease your beam back. Keep your beam up still. You're going to move up, jump. It's a very good thing. To get their attention. Attention

[ 00:20:57 ] so again silent 321 didn't effectively work.

[ 00:21:24 ] Again, just coordination throwing techniques here which is good. Teacher is keeping good eye contact, needs to kneel down towards equal eye contact to get better reaction. There you go, doing it on that one, Ryan is not happy.

[ 00:22:27 ] Again, team activity may be simplified a bit more for this year group.

[ 00:22:46 ] A solid demonstration is roughly required in this bit.

[ 00:23:24 ] Closed question, might have to ask the pupil to get that done again. The speed of the tone of voice is quickening just to get the activity completed.

[ 00:23:43 ] A more complex explanation is required in this bit. Explanation, finding it difficult to understand, again, more simple explanation required. 23 minutes of the lecture gone, of the lecture, PE lesson gone.

[ 00:24:10 ] No, I'm sorry! Right, one, two, three! No, you missed it, Gareth. Two! Stop! Yeah, it's gone a bit chaotic with this attack.

[ 00:25:16 ] Both of our teachers are still leaning around, so many are asking for the toilet, something regarding their health and safety, something that will have to be looked at.

[ 00:25:55 ] Alright, sit down. Right, why are you very pleased with you two? Look this way, why are you very pleased with you two? What did I say that you could all do? I said, 'stop hearing me', then, yeah?

[ 00:26:19 ] There's a number of people who have, as well; there's a number of people who follow their own instructions. Perfect. There's some people who haven't. Please remember, if anything happens at the bean bag, we need to be very careful, don't we? Because obviously, if we're messing with it, if we're putting it around our face and our mouth, it's got issues, hasn't it? Especially if you're throwing it, because if we're throwing one of these at someone, no one wants to hurt each other in this class.

[ 00:26:50 ] Look at your face, look at your eye. Okay, just be a bit small. Okay, I'll save the card in number 24.

[ 00:27:07 ] Lessons now finishing, again both facial hand gestures are required, loads are again telling them to walk before they get there and asking them to walk while they're running towards; some more instruction is required and clear language in Year 1 compared to Year 4.

[ 00:27:56 ] Charlie Sweetheart, can I have those beans? Is that okay, thank you ever so much, good boy, thank you. Right, go! Hands on hips, shoulders, knees, toes, head, face down a little bit. Right, we're going to walk through the score.

[ 00:28:42 ] Okay, lecture finishing in 30 minutes, 30 minutes.

#### Hope observation One.WAV

[ 00:00:02 ] Okay, this is observation number six. This is Mrs. XXX. This is Mrs. XXX. She is a year four teacher at XXX School. This is a year four group. The number of pupils 2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 23, 24, 25, 26, and 28; that's 28. On Thursday, the 11th of October at 2:20, a session yet to be described. So, at the moment, we are at 2:20. At the moment, they are doing a warm-up by running around the room. Having a nice jog.

[ 00:00:57 ] Okay, from recap of last week. So again going in towards her.

[ 00:01:09 ] Okay, so again it's changed direction.

[ 00:01:21 ] Thank you; bye for now. Next one.

[ 00:01:41 ] Okay, good one, getting into groups of four. Anyway, eye contact, looking around to see if the pupils are okay. Very exciting session. Keeping in one place at the moment, just during warm-up. Very good that she just went straight into a warm-up.

[ 00:02:15 ] And again, not real facial expression in the group. The warm-up's very entertaining so far.

[ 00:02:32 ] A voice, volume of voice is quite quiet. Suddenly to look around.

[ 00:02:46 ] The lesson is again gymnastics.

[ 00:03:06 ] And one group again, not looking around, just to see if everyone's in a group; one boy's left alone again, this is

[ 00:03:24 ] okay. Recapping last week again, this is something I'd advise to go before instead of after the cool down, because the heart rate will go down.

[ 00:03:48 ] Okay, so they're looking for counterbalancing gymnastics.

[ 00:04:00 ] Um, verbal humor is very little at the moment; voice volume is not there, but a whistle has been used to counteract that.

[ 00:04:33 ] So again, being quite direct, we gave the opportunity for pupils to have a chance to chance. Now she has sleep.

[ 00:04:54 ] One pupil is very eager; you can go straight into it; it's actually quite good to see. Some pupils are misbehaving, but she hasn't noticed us yet; she's just concentrating on one group. Her eye contact is actually very limited; hands up, thumbs up to show praise from a distance, which is good. And again, just staying in one spot at the moment, let's go through the questions of the observation. Transcript, eye contact with pupils, very good with just the individual basis, but as a whole group, quite limited. There is an injury now of a pupil, one is injured at the moment, she's asked her to move her arm. Someone's hurt. Someone has hurt their nose as well, told them to go back and just start doing a different exercise. Another pupil as well now comes over to tell another pupil. She's listening to him, again no facial expression change, whistle was blown, pupils are sitting down apart from a couple.

[ 00:06:42 ] One pupil isn't very enthusiastic to try and answer a question by making a noise.

[ 00:07:07 ] Again, the answer was given correctly, but again no praise or highlighting that the answer was correct. No praise to the pupil. The pupil now looks quite sad because of that, after waiting for four occasions. No praise to the pupil. The pupil now looks quite sad because of that, after waiting for four occasions. No praise to the pupil. The pupil now looks quite sad because of that, after waiting for four occasions.

[ 00:07:42 ] So this is utilising ITC skills.

[ 00:08:04 ] Okay so they're now getting into larger groups she's now starting with the first group and handing out iPads to have photos so they can show demonstration at the moment they are not getting the mats together

[ 00:08:32 ] Again, nice smile on her face. Something that I need to investigate actually on this study, again, this teacher has been taught at a different teacher training experience over in the Netherlands, maybe due to that reason there is elements of lack of, a low of empathy maybe, I don't know, something quite interesting. Her facial expression has not changed at one bit, there is no warmth as such, and her tone of voice has not really changed until they require some disciplinary. So again, the enthusiasm and the high tone intonation is something that I need to look at. She is not there. Very little, no humour at all, effectively used, and the lesson is on its tenth minute of approximately 40 to 45. The pupils are independently now being left alone, while she is fixing an iPad which is not working at the present moment. While she is prioritising on that. The pupils are working quite effectively by themselves.

[ 00:10:28 ] Some pupils are now, she is trying her hardest to look around, but again, while playing with the iPad, she hasn't had time to walk around and look at people's performance, the pupils's performance. The volume of the lesson is extremely loud. Because the teacher has not as yet, and this is, for this activity, two minutes in, has not as yet been able to have a look around due to the iPad being broken, some pupils are now misbehaving. The pupil has come over to ask questions. Again, no change in tone of voice, or in facial expression. She is now going round, as all the iPads have now been fixed. You need to take a photo, getting quite anxious by that, and one is misbehaving with the iPad, and the other is misbehaving with the iPad. Discipline is now being put in place.

[ 00:11:54 ] Whistle has been blown, and pupils are still talking. One pupil has told everyone to shut up. But once you have taken a picture of your pupil, further, higher whistle, three times, I should know that I will be hearing voices. Go to check. Once you have taken a picture of your pupil, further, higher whistle, three times, I should

[ 00:12:25 ] And then you're going to have a look at the pictures that you've taken of both account balances, the one on the sheet, and then you're going to see what you can improve on Jeremy May. Jeremy May, what are you going to do? Who can help Jeremy May because Jeremy May has not listened? So, one teacher wasn't listening, so instead of 'Yeah, you're going to look at Jeremy May', still not listening, look at the pictures you've taken, and the account balances, and see what you need to improve on. Again, rushing, her question is not answered. And because she wants to go around each group and support everyone, she's trying to, she's trying to rush them to get the stretches correctly. Oh God, right. One of the stretches was being done, and then she just, so she walks away to concentrate.

[ 00:13:30 ] Another one that wasn't being done correctly. She's now getting very angry at her teacher. Highlighted the picture to them. Her face is going slightly red. Yeah. She's reiterating to the teachers which pictures to go back to, so they can demonstrate. She's not physically helping to demonstrate it themselves. Right, let's go through this. Eye contact with pupils. One pupil is being questioned. Getting very, very frustrated, but not looking at the pupils.

Very little hand gestures. Movement around the hall is good, due to the fact that a lot of activities have been taking place. They've been really much left to their own devices, and I feel that this group is still quite dependent and needs some guidelines. Due to the fact that a lot of them are not being looked at by the teacher, they are misbehaving in certain ways. The teacher herself, her voice is changing. She is not changing. Only during disciplinary responses shown by the teacher to the movement of the group. Again, they are misbehaving at times. So, herself, she's shouting to a group who are actually trying, but doing it incorrectly.

[ 00:15:07 ] She's done that. She's walked away. And another group is going back to the group that is weren't listening in the first place. The teacher reacted to what the teacher said.

[ 00:15:30 ] Whistle is being blown. Pupils aren't listening. Responses shown by the teacher to the movement of the group.

[ 00:15:44 ] It wasn't misbehaving when they were talking regarding Judas spirituality. So, they're leaving the group. Very much repulsive behaviour. I think everyone seems despondent and very cynical.

[ 00:16:14 ] Okay, the answer was given. Again, no praise to that pupil. And told it to a pupil halfway through her explanation. No expression shown on face. Good answer by a pupil there, but again no praise by the pupil, er, by the teacher. And feelings the teacher expressed to pupils due to success and skill. And tells her very little praise. First time she's used the word excellence. So in two minutes, only the first piece of praise. Hence why the group are quite misbehaving. So, the first piece of praise. So, the first piece of praise. Hence why the group are quite misbehaving. So, the first piece of praise. So, the first piece of praise. And, did the teacher show apparent prejudice toward a particular group? Yes. Er, the group that did actually try, but weren't watched. And used their own innovation to design their own movements, linking with the ones shown on the sheets. Instead of being reinventing, they were told off. Could you move across? Is that OK for this place? Thank you ever so much. I don't want you to hit your head on there, that's not that far, moving a bit forward, that's perfect, well done, well done, okay. So,

[ 00:18:02 ] pupils are misbehaving still; let's just go warm-up activities, there's no actual stretches, example it's apparently managing her own feelings again, just constantly keeping busy trying to work her best with some pupils, trying her best to look around the class, see if everyone's behaving, some are positioning themselves during school's activity, moving around the class very well, specifying players of school acquisition at times, but not all the time, mainly not enough praise being shown. Chaining whole parts, self-reflection has been ticked very much, so using evidence from the ITC iPads and photographs, demonstrations delivered. correctly as well no not that great use of whistle so it's not that great use of whistle so it's not that great use of whistle so again that is changing the time and the volume

[ 00:19:13 ] of voice to get the pupils in in control 34 35 recap and cool down will be mentioned at the end okay this is emotional facets checklist this is emotional facets checklist will go through each one self-recognition first of all importance of having conscious and deliberate reflection on her own personal density your own image and stance feelings and notice again in the correct attire use of the whistle so we can no said limitations on how to keep The pupils in control 34,35 recap and cool down will be mentioned at the end. Okay this is emotional facets in control connections of course of effect importance to recognise the impacts of consequences around feelings and mood again very angry and upset at times of pupils who shouldn't be told off and on the other side some that should be told of not being recognised due to the spread and the layout of the group conscious assertive lifting palpitations during the PE lesson to be aware of personal restrictions and limitations.

[ 00:20:42 ] Again, that's quite good using the whistle expression self-worth through personal care. while delivering peers so again regarding health and safety safeguarding empathy sensitive appreciation not enough appreciation shown to pupils who've made any accomplishments sensitive to very little is sensitivity shown in facial expression not keeping eye contact with the chart who's answering the answering the question very good answer by the pupil big and no price to the pupil the list of communications send and receive information including emotional content listening engaging and connecting with others very little in this delivery and so therefore the group lost its composure as such. Sending and receiving verbal and non-verbal signals. Again, non-verbal communication has been very limited. Situation perception awareness, the importance of recognizing the process dynamics, shifting emotional trends of pupils, noticing their attention and focus.

[ 00:22:03 ] This has been not really done effectively, therefore, the focus has been very poor. So, ranking of importance of this is quite high within all groups, I suppose. But, this hasn't been done effectively. This will be very interesting recording Ms. XXX's emotional intelligence during social recognition. It's going to be very interesting to see. Importance of nurturing and constructive connections. Again the connections and progression of the athletes is something that needs to be improved as well. Social recognition overall has been limited by this teacher but the importance of this element has to be quite high surely for the year four group. In all year four groups it would be good to see her own self-reflection of what should be done and what shouldn't be done and what should be done and what should be done. for that what school she would give.

[ 00:23:05 ] Self-control and discipline, effectively handling impulse behaviour, has been materialised in this lesson. Containing composure while experiencing stressful situations. Again, she had been trying to keep calm, but she has snapped one or two times at pupils who have been misbehaving instead of telling them to kindly behave. Creativity, agility, flexibility, and adaptability ability just in situations help pupils to build their imagination that has been quite good actually. So again, using of ITC skills has been good good for problem-solving and again, but thinking outside the box as well, giving them the opportunity to work. The disadvantage of that is that they are still quite dependent on goal-directed performance, targeted action establishing importance as long-term desired goals being set. There was no learning outcomes at the start of the actual lesson, so therefore the objective of why why these pupils are partaking in this activity has not been materialised.

[ 00:24:12 ] So that's what they need to do first praise again! But unfortunately, not using their names, just telling them 'well done boys' again. Individual praise, individual names to get a better relationship, social management dealing relationships very important to cultivate and nurture relationships. Lots of disagreements with the pupils today, again this may this from reviewing this lecture lecture this PE lesson there has been a little social management schools regarding developing relationships the leadership and influence as well has been quite limited likeability the warmth presence charisma and approachability has been little in this lesson the liberty to persuade the pupils to be enthusiastic in the PE session they have done it themselves but some elements a lot of being bored and trying to entertain themselves we need that dependence and that guideline that leadership

[ 00:25:26 ] and influence change catalysts and response recognise the need to change champion action during the PE session using interpersonal skills ability to progress individuals on their performance this hasn't really happened as such again the lesson is getting louder and louder and not and a lot and not a lot of discipline Miss Carpe is really just concentrating on one group you can see the doesn't have much sense of self response so this is really important is that rather right how we interact with each other asking how that you want to keep on life and reflect on your own it really is some sort of end of get along before that reason is social fact reading communication many times because A lot of you know we talked about this before, we talked to each other or about our partner when we a faculty that helped better teaching. The Ba au says to get the solution properly and perfectly maybe rather, and I also want very close to

her when you say that aren't being done. Coping with conflicts with positive proactivity which hasn't been done, it's been a lot of threats um, and a very little positive reactive techniques again.

[ 00:26:37 ] A lot much using the the whistle to try and get control of the grid, three balloons of the whistle now, and yeah, people still, people are talking teamwork and collaboration importance of skills too. Build bonds and transform groups into teams; this has been worked quite effectively, but against some, it has been misbehaving due to the lack of management going on to the social management, um, so the catalyst and response have been quite limited, those are the emotional facets. Checklists to date tallies will be recorded accordingly after listening to the uh session again, lesson is now 27 minutes long, 27 minutes long. One of the main advantages is that there is quite a lot of physical activity being promoted, and so where the emotional intelligence is lacking in some elements, there are the coaching performance for number.

[ 00:27:52 ] 20. 24 to 35 has been quite good, so progression of skill has been introduced accordingly. The movement of all the pupils; they are constantly moving. 29 There hasn't really been a competitive environment or a game introduced as yet that will be still that was still allowed to happen; maybe if not, if it's not mentioned there hasn't been one. Positioning of teacher during the skill activity; she's still going round the class to see how everyone is getting on. Specifying, specifying praise of skill of acquisition. Notice that a pupil smacked another pupils' bottom and told them off and said 'no', again, no kind of positive reactive disciplinary. There has been some change in the whole part whole at times during the main element of these skills demonstration delivered correctly very little; no demonstration taken part by the teacher. Asked the question, answer by the teacher: her response - she's just told a pupil off while listening to listen well done, no. No mention though

[ 00:30:00 ] the first demonstration showed on how to do the plank lift; yes, you are one leg at a time and then you can have a go. Okay, so think about these pointers; have a go out of the eye patch; just do it in one time you can keep it going again. No time bound shown to do this activity; this is their. third activity again quite a lot of physical activity being introduced a lot of movement of the pupils's being done so again heart rate is quite high but um no time you know of how long they have got you

[ 00:31:02 ] I feel very interesting lesson some of the safeguarding elements is to be questioned actually because some of the misbehaviour has happened some are just lying down and not actually participating

[ 00:31:59 ] got a group got a pair to show their physical activity again told and well done but no facial expression of smiling or being happy or over exuberance of excitement due to their success we suspect plan three or four times

[ 00:32:57 ] No Individual praise, no cohesion with the group with a round of applause that could have been possible.

[ 00:33:11 ] So now they're looking at the visualisers to see what the high legs activity is. And now they're getting involved to do it. Again for year 4 this is quite a good activity to do, it will be very interesting to see who she will be delivering next. I need to look at that and how she will change her tone of voice.

[ 00:33:52 ] Again, volume of voice has been quite quiet.

[ 00:34:20 ] Yes, so the person who is holding him back, the other pupil, they see, and you can see in the picture, they are on their knees, and they've got a stool, they're on their knees, and the other pupil, she puts one foot, so her first feet are on the other pupils' back, and she can lift one of them, and that's fine too. Okay, pause it for a short while, because everything's still kind of the same. Okay, and pupil misbehaving. Oh, it's just chaotic.

[ 00:35:13 ] It's just chaotic. Well, pause it for a short while. As the next session's going on, any additional information that happens, I will press record. Accordingly, at the moment.

[ 00:35:36 ] Yeah, not, right, let me press pause. It's getting louder. Okay, started to record. Now finish that. Third and final task for this is blow over the whistles, and your pupils are still talking.

[ 00:36:04 ] Okay, it wants to show a demonstration.

[ 00:36:30 ] Again, very little praise or feedback. Some pupils tried to do a round of applause, but there was very little enthusiasm by the teacher when they did a move successfully.

[ 00:37:22 ] The pupil just got tired off and really is upset, bless her, only wanted to help.

[ 00:37:43 ] The pupil tried to jump, she's getting extremely tired off, full eye contact by the pupil and that by the teacher, quite interesting.

[ 00:38:10 ] I'm trying to put the mats away and again, management of this has been quite limited,

[ 00:38:35 ] more dependence is required by the pupils because they cannot cope with putting their mats away accordingly. The teacher is not there to kind of guide them, and so the mats are being put there sporadically while the other pupils are putting their shoes on. No call down, no recap; I don't know if that's going to be happening.

[ 00:39:20 ] Now we've got to get, oh come on, okay, so... The door is open, just waiting for the pupils to be guided back to the room, and the group is split, one half are now putting their shoes on one side of the hall, the other half are the remaining group are putting the mats away. While they're waiting, obviously chairs are going to be, I've got to stop this. No, they're going to be okay, they've sorted it. So again, a few are misbehaving, eye contact has not been made.

[ 00:40:40 ] Again, Mr. Haven on the side there

[ 00:41:06 ] again just queuing up to get into the lesson teacher again is no eye contact with the people on the mats just one mat to be put away got all the paperwork; lesson has now completed, time of 41 minutes very interesting lesson on the emotional intelligence of the teacher and the performance of the pupils due to her emotional intelligence.

#### Hope observation Two.WAV

[ 00:00:03 ] Okay, Tuesday the 7th of November 2017, this is XXX, Miss XXX, her second observation at Holyfield School. She will be teaching a Key Stage 1 group, Year Group of 2, Year 2, and this will be her second observation comparing Year 4 delivery, Key Stage 2.

[ 00:00:51 ] Lesson will start at 2:25, finishing at 3 o'clock, providing a 15-minute leeway for getting them changed; may finish at 5 to 3. So, duration of exercise and physical activity will be limited during that time frame, but will help to highlight the emotions of the teacher due to her intonation of voice, volume of voice, hand gestures, eye contact, and facial expression.

[ 00:01:35 ] I'm going to tell you a number, and you need to find pupils to get in a group of four. So if I say number two, how many of the pupils are you going to find? One, two. You're going to get together in a two, aren't you? So what I need you to do, in a minute, who knows how, jog around the room? You can show me. Can you show me how you jog? Yes, and we're not going to be really, really fast; we're not going to run into the pupils. We're just going to run and jog. So can you do that? Okay, nice warm-up. A very different tone of voice in comparison to year four. Nice introduction. No aims or objectives are being objected. She's doing a lot more participants.

[ 00:02:45 ] Okay, nice voice; more gentle voice.

[ 00:03:04 ] Maybe five is a bit too big of a number.

[ 00:03:18 ] I don't know if everyone's running. Someone's telling off. Shirt's back to front there.

[ 00:03:41 ] Again trying to get the pupils to be closer.

[ 00:04:25 ] You can praise and say 'well done' after each shot.

[ 00:04:48 ] Can you remind your friends what the individual bonuses were that you did? Can I get the pupils to demonstrate, which is good. Do you want to be a hero or a heroine? I want to be a heroine. You did one where you pounced on one leg. You did one where you pounced on that one. That one was like Superman. And now you have to jump. Damn fam.

[ 00:06:11 ] We need a mask. Who knows how we carry masks? Masks. What do you know? Even. Can you even show me what you're going to do? Yeah.

[ 00:06:42 ] So we're going to grab a mat, one at a time, and then you're going to sit on your mat. Now listen, I've got a couple of, I've got four pairs that I've already made. So when I provide your names, you can grab your mat with your mate. Again, for management, again working with pairs, and again, girl-boy and a girl-boy to make it more compatible.

[ 00:07:19 ] Again, girl-boy, very good. Again, realising that boy-boy doesn't work.

[ 00:08:10 ] Again, providing more the independent work frames which hasn't worked at all, Matt should have been already put up by a teacher, maybe due to time that could have been a constraint. It's getting a bit chaotic now, but hey ho, we'll move on. Pupil with a uniform, the PE kit is outside, I don't know what that's about; eye-to-eye contact so she's leaning down to keep eye-to-eye contact. So, we are now nine minutes in the lesson. Mats are being folded round, so the mats are being damaged maybe sitting out first and then doing the warm-up may have been worked out better. Hand gestures are not there at the moment, and things are falling down now. The pupils obviously are waiting for everyone to get a mat, and so they are now making a lot of noise. So, we're jumping off the mats and things like that, a lot of health and safety is one more group; some are not on the mat, they are now flicking the mat round, trying to roll their friends on top of it, getting quite loud and rowdy.

[ 00:10:22 ] Volume of voice needs to be a bit louder.

[ 00:10:49 ] I'm going to point to you, we're going to try and do this one first. Can you all show me that you can stand on one leg? Show me that you can stand on one leg. Right, because what you're going to do is you're going to do a show. So, girls, could you have a go? Everyone sit back down on the mat. You can find yourselves as the dance. One, two, one, my name's Margo. You have to do the dance. The first one, the very first one. These lovely ladies here are going to show you how to do the first dance. I'm going to do a sheet on your mat so you can see the first one that they're doing. Have a look. If you already have the sheet, what are they doing wrong? OK, so they're using the words wrong. It could be a little bit of a struggle. Again, it's a bit chaotic at the moment, but it's going well. Again, the shoot should have been passed on or one of the people should have grabbed it. Shoot, anyway, let's go for hand gestures. Again, very little. A lot of standing still at the moment, but not too early.

[ 00:12:16 ] What do you need to do? Sit yourself down in the mountains, let's go. Ready, one, two, one, zero. On your very first balance, where you are standing on one leg, what do you need to do with the legs that are on the floor? What should they be doing? You can tell me. What should they be doing? For this international demonstration, for this international demonstration, quite stern.

[ 00:12:53 ] Too many are talking and concentrating on the sheets. Too many are talking and concentrating on the sheets. Again, I think looking on the sheets, it was happening from yesterday. Visual aid sheets do not work with Key Stage 1. Visual aid sheets do not work with Key Stage 1. It almost has to be face-to-face, it has to be demonstrated. Visual aid sheets do not work with Key Stage 1.

[ 00:13:27 ] Again, good for no time frame, that's not being used.

[ 00:13:49 ] Womble is just gone; oh there he is, so they are now doing the exercise. One has put a sheet of paper on their hands, I don't know - are they doing freeze? Oh, I don't know. Anyway, voice intonation during disciplinary, quite stern but again hasn't worked; more of a 'thank you' to behave rather than being more stern. It's working more beneficially in previous studies. Movement around the facilities: she's doing that and working around and helping.

[ 00:14:40 ] The group is very loud, the voice is quite quiet; she needs to be quiet.

[ 00:15:10 ] The other group is very loud, the voice is quite quiet; she needs to be quiet. The other group is very loud, the voice is quite quiet; she needs to be quiet. Movements around the facility: quite limited, staying in the same place. Use of facial expression: very little smiling; wiping the side of her hair. Eye-to-eye contact: no praise - I've given a good answer. It would be really interesting to look at this teacher's emotional intelligence test scores.

[ 00:16:13 ] Again, she should just let them have a go. Okay, just let them have a go; that's fine. Verbal human, not used at all. Voice type volume needs to be a lot louder, very quiet.

[ 00:16:43 ] Again, answer was correct, but no prise. Sponsor's shamble, teachers in a Moodle group are very loud. Again, good prises there, which is good. Providing pupils with voice-over feelings, that hasn't really happened due to the visual outing. The other aspects with visual aid instruction is a lot of the pupils are not sharing a piece of paper. One's delegating the piece of paper. A responsible teacher should deliver non-verbal communication. Again, lots of moving around, and so just letting them carry on would be more beneficial. How many pupils had responses acknowledged with them? Very few. Due to the fact that they've been just delegated job roles to move forward. How often did the teacher refer back to individual contributions and success? Two to three times now. And working round groups on a regular basis.

[ 00:17:47 ] Teachers feeling expressed to pupils due to success and skill. Again, more required, and a lot of stopping of activity. Very loud. Little grab of attention of the pupils. Now just letting them get on and doing it now. Which is quite good, because at least they're moving more physical activity. Try to stop the lesson, but they're just getting on with it, which is good. Some are doing it correctly, some are doing it incorrectly. Teacher wishes to ask a question. Hasn't been providing visual contact, now they have. So again, the pupil wants to shower. She kindly goes over to see what's going on and working together quite well. Any circumstances that made the teacher anxious? Again, a lot of pupils are running around and not staying on their mat.

[ 00:18:53 ] But again, now letting them just carry on doing it is actually quite a good active lesson. Apparently managing their own feelings. A lot of the touch of hair. Parent purchases towards particular pupils, that's not applicable. But I would say all pupils need to have more say in what they wish to talk about. One pupils' now gone up to her. The teacher's now got her acknowledgements. So it's a very quick turn around and acknowledge. Just asking if they want to show. Again, very kind to do and speak to the teacher. Again, very little hand, but good demonstration. A lot of hands-on demonstration within this group. It's autonomous that she's doing that to show them. So again, moving away from the vigilante piece of paper. So more demonstration where the teacher then is on a piece of paper.

[ 00:19:50 ] Health and safety check again. More health and safety for the mats to be out. And better explanation of what's going on. Why warm-up is so important. Warm-up was decent, but again, longer required. Participation of the teacher has naturally occurred. Rather than trying to let the piece of paper do its talking, the teacher had to take part. Progression of skill, again, that hasn't really taken place. But again, that's due to the age and ability of those doing it. They are having a nice run around though. So at least they're getting some physical activity. However, no progression of skill is happening. Um. Where are we? A game environment was introduced, but none at all. Again, maybe due to the early year group. The position of teacher during skill activities. Spending too long with each pair when they're called over. So she's only, I think there's about four or five pairs that she hasn't spoken to. Chaining and pole par-par haven't been done. Demonstration delivered correctly. Yes. Recapping was done correctly. So, that's that. Probably. And we'll have a look at call down.

[ 00:21:08 ] We'll go through the emotional facets again. Her own personal identity. Dressed up in a good attire to look professional. Her image and stance were okay. But again, needs to be more confident on that side. Her own feelings and mood. Needs to be more enthusiastic. So again, very stable throughout. Again, very little tone of voice. Again, praise there, which is nice. And naturally she's just praising more. And again, her voice is not being heard. Very quiet and comparison. One goal she's now twisting the mat round. Due to the fact that they've already completed the four activities. So. As I said earlier, nearly 100 minutes. Twenty-two minutes. You are really good in this one. So. We're going to do our laps in balance. We're going to do one of the challenges. And then. Listen. Listen.

[ 00:22:14 ] Then the one that we've just done, we're going to take one minute. So. Mark over here if you're changing parts. And the other way. Make sure you are fencing around the mat. And you should be able to do the same. So. Now have. Work it out. We're going to do the same. Emotional identification, the importance of showing an ability to identify personal feelings and effectively reflecting on personal performance, again needs to work a bit more enthusiasm. Going back to number 23, prejudice, providing the same people are doing the same demonstrations because they are gymnasts, but again this leaves prejudice for the rest of the group because they are not allowed to demonstrate if you are not sitting down properly.

[ 00:23:25 ] Empathy, sensitivity, and appreciation

[ 00:23:34 ] because otherwise you're going to have accidents and we're going to have this. Okay, demonstration was shown incorrectly. So a teacher has to take control. You've got a lot of them. Stop, sit, and switch your toes. You're going to touch hands and you're going to go like this. And you need to make sure it's a bit harder for us because I've got really long arms. You don't have really long arms yet. You need to make sure the arms are straight and you're slightly lower. All right, we're going to start with the pupils. Good visual identification.

[ 00:24:15 ] Okay, service, compassion, and benevolence. Again, more praising, naturally happening to get their attention. Sense of contribution as well, the pupils are doing. That needs to be done more. One of the pupils. Again, more stopping.

[ 00:24:45 ] Again, trying to help to improve skill acquisition. Holistic communication, putting to effectively send or receive information. Again, with emotional content. Listening, engaging, and connecting. Visual aids were not positive. Receiving verbal. Non-verbal signals constructively. Again, that needs to be improved on that side. Constantly required, not that much used in this lesson. That's why the lesson is so late. Situation, perceptual awareness.

[ 00:25:23 ] Shifting emotional trends of pupils, noticing their attention. Again, focus needs to be more, a lot more in this lesson. And again, control. It's not there due to her consciousness and assertiveness, or lack of. She's now going to work with the naughty pupil, but work with them. Good lad. Self-control, discipline, importance of effectively handling impulsive behaviour. Again, stopping the session constantly. Trying to get control. Again, more management is required for this year group. Integrity and trustworthiness. Again, needs to show trustworthiness. Psychology. Again, more psychological positive emotions are required, which wasn't done here. Hence why the lesson was so loud.

[ 00:26:44 ] okay so doing a cool down stretch at the end people have just been pulled across again

[ 00:27:29 ] Ok, it should be controlled better on this circle one. Anyway, creativity, agility, flexibility, adaptability, getting adjusted to situations to help pupils. Again, because of breaking, it's quite difficult for this group.

[ 00:28:01 ] Should be a bit more simplified, where they should be standing up and then going to their knees, but there you go, I'll do it in a circle. Goal-directed performance, target performance, again assume acceptable risk but still stand on course and complete the PE session on time, have strong resilience in face of obstacles and setbacks.

[ 00:28:33 ] This is Year One, sorry, this is Year One not Year Two, Year One.

[ 00:28:42 ] Social management. .

[ 00:29:09 ] Leadership and influence, again more leadership and more is required for this year, more presence as well and charisma, trying to get more enthusiasm from other pupils because they've got to... Again, this is better management. Chancellor, catalyst, and response. Using your, again review stress. TheRYOT prisense activity were too simple for the share growth. And there's only four skills to do. . . negotiation conflict management a lot of conflict was happening a lot of stuff started in the activity maybe due to the lack of leadership within this lesson so anyway team teamwork and collaboration again try to get in pairs but again more individual activities are required for a year individual younger key stages just doing it by themselves and working in queues and things like that while the groups are waiting to put the mat down again the voice is raised on discipline let's go back to observation transcripts eye contact very limited but required hand gestured not that many

[ 00:30:46 ] but required movement around the facility spent too long that each paired so about four or five didn't have the attention of the teacher use of facial expression wasn't used tactile with pupils wasn't there but again for from successful PE lessons that was used this year group year one year one not year two non-verbal humor again presentations of the presentation of the pupil out loud automatization or that hasn't here Um It's fine the way it seems to be the other endn game quite enough characters or the other depth and it was an interesting commercial isn't it saying everyone wants Data you know, if they were anyone, and this fashion, applying that, how soon for production? Let's ask them that. Would that be interesting? So, I think unlike a lot of activities like this, it was really unpacking it, and I have teach you know, pot so good, this is boy God, it's clear boys, and they're learning, so that loss autonomy. This is a list at the coast anyways, five at so, that's very certain. But, I Party coach firefighters; they'll speak. Is clearly this is a mission for boys and girls' attractions of individual schools, so I think there is enough Vision Clouds of 아랑 always to help signposts a boy that's their then the mission. Of Personen Ã¼rmaillars verbal, human, non-applicable, wasn't there, voice volume throughout PE session again was a bit too quiet, teacher reacted to what pupils said, especially when they came up, he went to them to have a look at what they were doing which was good, teacher provided pupils with a voice of feelings, non-applicable, mainly for older key stage 3 & 4,

[ 00:32:15 ] response shown by teacher through the mood of the group again, needed to speak to them more as they started to misbehave, lots of stern discipline, feelings teacher expressed due to pupils's success in church, only one general like, generally good. Only Pupil Support. Very clear, no music,

[ 00:33:13 ] thank you. Okay, no cool down, no recapping, no demonstrations. Well, were demonstrations not done correctly because I got the teachers to do it

[ 00:33:35 ] didn't specify any pranks on specific skill movements of all pupils during activities when she just let them be, they did quite a lot, but again there was only four stretches and because of that, they start to misbehave after recapping. Of last night, the position of the teacher needs to move around more frequently to the groups because again too many misbehaved and very little or no progression of skill, which isn't it wasn't about progression of skill; it was the case of more combinations, more phases were needed to be introduced also the quantity of movements were limited only four during a 30-minute lesson. Hand gestures more required for this year group to guide them through; example teacher apparently managing their own feelings again lots of touching of their own hair anyway this is when the triangulation study takes place because a lot of what I've seen from positive lessons were not identified in this lesson, again there was no the lesson was decent but a lot of misbehaviour from that. It would be good to see the emotional intelligence from test results. To see if these facets, if these if the delivery is different due to the levels of emotional intelligence of each teacher, a lesson is finished in 35 minutes and we are done, 0, 0.



#### Jen observation One.WAV

[ 00:00:00 ] Anybody else. And I'm standing still, my feet a little bit apart. A little bit apart. Fantastic. Oh, now let's see if we can get as tall as we can. Up to the ceiling. I think if I went to my tiptoes, I could go taller. And we've gone taller too. And down to your feet. And your arms down. Well done. Let's see if we can do that again. Are we ready with our hands first? Four to go. And reach. And tiptoes. And back onto the flex of your feet. And your arms down. Wow. Give me a shake. Right, are you ready? Let's see if we can reach as wide as we can. Okay, as wide as we can. Are you ready, XXX? Just your arms. I think we can go wider. How can we make this body go wider? All my hands are out. What's on the end, XXX? Fingers. Fingers. Wow. And fingers back in. Give me a shake.

[ 00:01:36 ] I'm going to do a little yoga, I'm going to try my other leg, you need to go, get a balance, oh, oh, I had to put my foot down, but that's okay, I'm going to push it back up again, try again.

[ 00:01:56 ] OK, this is early years, so this is a reception class, this is Joe Keane on Friday the 3rd of November.

[ 00:02:25 ] Good vocabulary, real good tone of voice.

[ 00:03:01 ] OK, age of the pupils will be 4 years of age. Lesson started at 2am. Lesson number 5 and topic of lesson is dance. Moving from gymnastics, this is Mrs. Keane's first observation of two.

[ 00:03:48 ] Make it funny; she's demonstrating as well, and she's joining in, too, being funny. All of them are laughing, so humor was introduced really good 2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 26 quite a big cohort! 3, 6, 9, 12, 14, 16, 18, 21, 23, 24, 25, 26, and 27 big numbers! And supporting a pupil, individual pupil, and good eye contact with the pupils using the tambourine again. Good warm-up; really enjoying it!

[ 00:05:04 ] Really good teachers looking around seeing more on sensitivity regarding safeguarding and health and safety.

[ 00:05:31 ] What do you do when someone does something for us? One, two, three, four, five, six, seven, eight, nine, ten, Show us your back! Alina, show us yours. Wow, don't you think? Yeah. Sit down on your feet. Good girl, sit down. Alina, sit down on your back. Who's going to tell me something that is different about what they did? Different, tell me, what was different? You're a superstar! Let's give XXX a round of applause. Brilliant. Fantastic. Alina, show me your thumb if you thought Alina was the fastest. Show me your thumb if you thought Alina was the slowest. Yeah, well done, Alina. You did a slow one. And what did Josiah do? Good smiling, good visual ads, great volume of voice. The tone is very, very basic. Vocabulary, but really enthusiastic throughout! Teacher, teacher! What?

[ 00:07:01 ] Everybody got them? Wow, but they're all so XXX, like that? Oh, he was just like dynamic, she's not a them, but she's a bit very energetic sometimes. Cosmic energy for that. She does the whole vocal how I do it to her, doing the wah and then she turned it up. Now she had so many views and so much enthusiasm! And she still Yeah. I still have things coming up from my out even when a pupil was misbehaving using a lot of hand gestures.

[ 00:07:43 ] I heard her voice.

[ 00:08:27 ] Being acknowledged, and all answers that the pupils are trying to keep some make that it saying again everyone on their feet need to simplify it don't

[ 00:09:43 ] really good again she's spinning around taking demonstrations and again partaking with the pupils leading by example.

[ 00:10:04 ] A rocket! How can we do a dance move for a rocket? Oh, Sophie, what are you doing? What's your idea? Yes!

[ 00:10:22 ] And get your hands ready and we're going to go using noise as well

[ 00:10:39 ] again, tone of voice is really good, voice is international enough cheering, international discipline again, always. Price, price,

[ 00:10:57 ] very exciting and very fast and very bright. Give it a big round of applause. Tactile pupils, very good verbal humour. Can you see, Elliot? Can you see? Bouncing, OK. And Denise, bouncing fireworks. They shoot up at them a little bit slower. OK, so we're moving again.

[ 00:11:34 ] Again, you've seen noises as well to get them involved. The response is shown by teacher to mood of the group again. Get them excited. Cannot keep still. Which is really funny. So keeps on continuously keeping the movement. And again, using names to praise. Again, pupils being acknowledged in the manner that's valued to them. Trying to hit every single pupil. So at least they get their affection looked after. Reacted to what pupils said. Repeat what they said and always have praise. Again, because they're dependents.

[ 00:12:29 ] responsible teacher to teach you non-verbal communication again funny dances so they're all smiling so that's quite good that's number 15 that's all shapes it is excited it's nice how often did the teacher refer back to individual contributions I think it's true again trying to get every single to pupils

[ 00:13:13 ] feelings of the teacher expressed to pupils due to success and skill again lots of price

[ 00:13:24 ] Very stern facial expression, one of the things that I've noticed within early years key stage. Teacher managing her own feelings, again nothing really seen there, no touching of badge. Very good fireworks, again Guy Fawkes this weekend. Joining in with the dancing, everyone smiling. Health and safety a huge priority, which is good.

[ 00:14:21 ] Again, letting them, actually express the pupils, people's response, let me just have a look. Letting the pupils have their own feelings, force their own feelings has been good. Any in, out. Again, showing demonstration for ads, because their memory has forgotten them. Oh, singing.

[ 00:14:53 ] Turn it down slowly to get voice volume in the room.

[ 00:15:02 ] Keeping an eye on them all the time, even though demonstration. Oh! Again, giving them other movements as well. Going through emotional facets, again in the correct uniform. Very confident indeed, so again, her own feelings and mood are very composed. Very stern throughout demonstration and instruction. For praise. Again, really putting the smiling on, and for the pupils to demonstrate high emotion of happiness in the facial expression of the teacher. To show pride. For pupils really enjoying the sense that they can make noise. Coming to groups with personal attributes, personal strengths and weaknesses. Again, great class to teach us. And now they're all taking, some are doing their own independent stuff, but they're still moving. It's a really good lesson. Right, this time, you're going to choose. You're going to choose any time that you want to.

[ 00:16:26 ] Okay, are you ready to do that? Yeah! Yeah! Again, letting them express their own feelings, which is brilliant. Some are just skipping around and moving. It's brilliant! Empathy, sensitivity. One girl was upset. Keeping eye to eye contact. Letting her pick her pictures, so she's been given a visual aid. Very dependent. He's moving away, just to try and help everyone else instead of them coming to her. Service, compassion and benevolence. Again, helping, coaching, developing others, which has been very good. Contribution to emotional states of pupils, which has been excellent. Highly required for this year group. And again, one or two, I just try to work with the teacher. Very dependent as well. One girl is copying other people, so again, that's quite good. Slightly red in face. Situation, perception, awareness.

[ 00:17:43 ] Again, noticing their attention, some focus was very good. Giving them clear and at layman's term conversation. Right. 17 minutes of duration. And stay on your space. Off you go then. Have a practice at whichever one you want to do. A lot of doing the cuffing. Again, keeping the eyes on them and so, because they've got to stay still, she's keeping still. And she's doing demonstrations for out. Self-control and discipline. Again, maintaining compassion for out, which she used to. She's trying to smile, more smiling. Again, but she's being notified that she's being observed. Sworn elements that you have to put into account. Again, being covert. Importance of work conscious integrity. Providing principles and values for out has been touched on. And again, and this is something else as well. She's been delivering more individual, less paired activities. So they can concentrate on their own movements within lowly years. Something that I need to research in the coaching processes. Psychology and portraying passion. Definitely in the tone of voice. And definitely in letting them work on their own imagination.

[ 00:19:15 ] The importance to COVID transition contingency planning during PE lesson. Adjusting to situations to help pupils build their own imagination. Very high in this and again no right or wrong, no assessments inside, no competition involved. Again this is a nice way to reduce back down, to cool down. Lesson will only be around 20 to 25 minutes.

[ 00:19:56 ] Very good, hold the static stretch. Challenging objects are an acceptable risk, but staying on track. We complete PE session on time. Very good. Strong resilience on Facebook. Especially getting changed. Developing and getting along with others is very important to cultivate a nurturing relationship.

[ 00:20:24 ] Very good, very warm. Good feedback as well. Likeability. Good feedback as well. Likeability. Very good feedback as well. Good feedback as well. Presence, so much charisma is well required. Oh, you like fireworks? Yeah, when we did the dancing? Alice? You like the spinning? But isn't it spinning sometimes? Or should I speak too much? What happens if you speak too much? You fall down? Yeah, you fall down. It is a nice land, it's really nice land. That's good. Yeah, what did you enjoy though?

[ 00:21:10 ] Yeah, doing the dancing.

[ 00:21:16 ] Again trying to look down, keep an equal eye contact, again all praise on specific

[ 00:22:01 ] good praise for it catalyst, again focusing positive outcomes and good stress getting very little on that because of their age group, but I suppose for this age group it's just as simple as possible, but possible, but I suppose for this age group it's just as simple as possible, but possible, but I suppose for this age group it's just as simple as possible, but negotiation conflict management again letting them do their own as well, but again very basic and again nice praise, nice negotiations, huge amount of negotiation management getting a good negotiation there, and team collaboration engaging pupils generate more effort that happens, but again working on individual groups and teams again wasn't portrayed, but again that is something that's quite interesting because I don't think it works because I've seen it in lower key stages so that's good

[ 00:23:26 ] prise, thank you, that's brilliant, ok, that's 23, 24 minutes, brilliant.

#### Jen observation Two.WAV

[ 00:00:00 ] Okay, this is Wednesday the 15th of November 2017. There will be a lesson starting at 2:15 for Mrs. XXX. This is her second observation. Previously, she watched a dance activity PE session with Early Years Reception Group. Today, she will be delivering to a Key Stage 2, Year 4 lesson to be confirmed. And this is based at XXX School, Sutton Coalfield. We'll be concentrating on eye contact, hand gestures, movement around the facility, use of facial expression, tactile with pupils, and non-verbal humour. Also concentrating on verbal humour, voice intonation for instruction and demonstration, disciplinary and praise, and development. And also concentrating on volume of voice. We'll also then concentrate on the response shown by the teacher for the mood of the group. Providing pupils to voice their feelings and also reacting to what pupils have said.

[ 00:01:17 ] Also concentrating on the teacher's pupil non-verbal communication again with hand gestures, smiling, and eye contact. How many pupils had their response acknowledged in a manner that valued them? And teacher referring back to individual contributions. We'll also explore the feelings of the teacher expressed due to pupils in their skills and activity. Expressed to their failure of a skill or task and any for the teacher's feelings for any pupils misbehaving. Any circumstances that made the teacher anxious. See if there's a pattern there. This is very limited at the moment due to their own persona. Example of teacher apparently managing their own feelings. There's been a trend in that at the moment. And did the teacher show apparent prejudice towards particular pupils.

[ 00:02:17 ] See SCHEME to ensure that they were not ordering parents around to entire school as a whole. Invited teachers to join musical lessons that teach pupils to well. For the need of a cultural and system call, you know how to say we support staff. How you connect it to parents and dogs? If there is a very dangerous way to direct or neglect a lesson. Then, when teaching first-class instruction programs might be off on you. Then the third point: First Xu primer. Stand in front of the classroom. Find the currently training pupils or staff at the same time. Understand. In collaboration, a teacher's teammates. See Member In ComPal. Environment introduced to the session, position of the teacher during the skills, activity to see where they are located, specifying any praise on specific skill progression and see if there is any coaching process for example chaining, whole parts whole, self reflection. See if the demonstrations are delivered efficiently and correctly, see if there has been a recap which again will be not applicable for today so 34 will not be applicable and finally 35 cool down with static stretches on coaching performance.

[ 00:03:49 ] It's a good health and safety to be introduced. It's a good health and safety to be introduced.

[ 00:04:10 ] I'm going to walk you around again. Okay? Alright. What we're going to do is we're going to do a couple of games to start with. Move back please where you are. Thank you. We're going to do a couple of games to start with and then we'll move on to doing an activity to do with fireworks. Okay? So I'll explain that a bit more later. I expect soon you're listening. I don't expect to be talking over you. And I will not be talking over you. I will be listening. And make sure that you listen to me too. Okay? Now all the important sections are coming to you. Good. Negotiation management. Listen to each other. Listen to me. Social management. Negotiation. Okay? Good. So the first one we're going to do is called, that's resources.

[ 00:05:04 ] I'm hoping everyone is listening. I hope you're listening to my instruction out there and didn't touch them. Because there is mathematically the same amount one way and the other way. So it's completely fair. This game means that half of you will be on the cups side and half of you will be on the saucers side. A cup, this is representing a cup. This is representing a saucer. Okay? So the cup looks a bit like a cup. So also it's trying to be a bit more flat. Good. Good facial expression. Showed a bit of humour. Basically you have to try and have all of the spots being cups. If you want cups, if you want saucers too, you need to try and have all of the spots being saucers. So that means that you push that.

[ 00:06:06 ] Turn around. So that it is my weight. My team has the right to have the right amount of these. Okay. Okay. Right. So. Um. Hawk. Sun and hawk. Stand still. Easy, sun and hawk. Okay. Okay. Okay. Okay. And, William, stand up. . Okay. You are all saucers. You may. Show me your name. Saucers. . Saucers. So make your hand saucers. Everyone stand up. You are trucks. Show me your name. Good hand gestures there to clear explanation, again clear to make her to stand, clapping hands to show authorisation, again good cups and saucers activity, great way of moving and using agility, balance and coordination, so far very good eye contact, good hand gestures, movement around the facility, she's doing that effectively, very good voice volume, very good intonation of instruction.

[ 00:07:54 ] Does anyone want to share any strategies that they worked out in that first go? Erm, Todd?

[ 00:08:30 ] Very good.

[ 00:08:59 ] I figured out if somebody just turned it over, then you turned it over, and the man turned it over, and the woman turned it over. If you're down and you're trying to jump one over and the other one is trying to get down, you might ask them to get up because they know they're shooting because your head's up. They'll get up and then you get up, so then you don't have to.

[ 00:09:38 ] Right, I saw someone having a different technique that involves making a ball. You can only touch, I won't say what it was, but you can only touch one cup or saucer at a time. So what does that mean? One hand. One hand, right. On your marks, get set, go. Again, brilliant for instruction, made everyone listen. Again, good use of hand gesture as well. Brilliant eye contact all throughout. Quite stern facial expression. No dramatic enthusiasm or extreme charismatic expression on the face. But I suppose that's not needed. Doing a countdown. Yeah.

[ 00:10:48 ] Wow, something's happening.

[ 00:11:22 ] Yes, and everyone else, when you're not doing what Jamie is doing, please don't follow me on Twitter.

[ 00:12:17 ] They were responsive by the teacher for the mood of the group, some of them were complaining about pupils being excited and so that weren't listened to in the course of conflict management, so again that was reduced down quite well to purposely taking no notice of the conflict but it might be repeated again by the pupils.

[ 00:13:11 ] Subtitles by the Amara.org community

[ 00:13:47 ] Very lively class.

[ 00:14:00 ] Right then, we're going to do one last game in a moment that's going to get you into grills, okay? But before that, I want you to have a think about fireworks, maybe if you've been to a bonfire night, and I'm going to show you how to do it.

[ 00:14:28 ] That represents that type of firework. You have got to work really well as a team because if it's timed right, you're going to be going around showing other kids your moves. OK? So explain that again to me. Some of the pupils, so, um. Can you get yourself each of the groups of 12? Number 12

responses shown by teacher to the mood of the group. So the group is lying down while sitting down. So again, you get very easily distracted when you get a set of tasks. The task is done extremely quickly.

[ 00:15:39 ] Two people are just sitting out at the moment, I find it very difficult to hear this noise So I used to assist it out, might be, well there is some SEM issue, not issue, wrong right to announce it Boys together in pairs are not a good thing

[ 00:16:21 ] a little bit more of our thinking skills, a little bit more of our body language, and less voices. So that means you need to think, you need to use fingers, you need to use arms if you want, you need to move yourself. Get you some emotional intelligence.

[ 00:17:06 ] Wow! This one is very, very happy. It's the quickest, the quietest, and what looks like

[ 00:17:30 ] You can change your tone with a pupil who has been repeatedly misbehaving.

[ 00:17:47 ] One pupil is upset, rubbing his back autonomously is the smallest person.

[ 00:18:53 ] Or it could be a moving one. You can play with that too. But you all need to know it and understand it because I'm going to choose one of you to then go around the lobby, around the booth, showing that there's a big wall behind it. So every one of you needs to learn the move. You need to talk to each other and decide what that one move is.

[ 00:19:27 ] Again, they're being offered a group.

[ 00:19:40 ] Again, with the boys in groups, they do misbehave. Well, of course, there's a group that are mixed and they are working the most sensibly. If it's all girls, they're the most quietest. The two groups that are just boys are misbehaving the most.

[ 00:20:43 ] One group of boys are just not performing, so actually, the other group of boys are doing alright. But what timeline? Now, timelines have been used; let me go through sponsors, teachers providing tutors for their feelings again. They're doing that with disciplining of pupils who have cheated, but again, the tell-tale sign and could have just carried on, so she paused that, so teachers reacted in what they said teacher response by teachers of pupils's non-verbal communication very loud class this is Mrs. XXX this car pays classes which was loud get in the show the pupil is not partaking in PE due to illness is trying to help the teacher, eyes.

[ 00:22:04 ] A few people have had their responsive knowledge and value due to letting them have more independent interaction. How often did they refer back to individual contributions?

[ 00:22:44 ] One group is misbehaving. Being whispered to, to not embarrassing for the rest of the group. How often did teacher?

[ 00:23:15 ] Right, we're now sleeping fast. Now. Put your shoes on. Go about something. Go about it.

[ 00:23:39 ] An example took about apparently managing their own feelings.

[ 00:24:13 ] Did the teacher show parent prejudice to us? No, not really, but I think there has to be more of a mixed group again. Boys are really misbehaving all together, so the Ringelmann effect has hit him big time on that side.

[ 00:24:34 ] Health and safety, number 24 was very good; 25 there was a good warm-up, participation in teaching 26 was good, but less in comparison to early years. Progression of skill was decent, movement of all pupils during activity limited in the skill.

[ 00:25:25 ] Not as much as a skill and not as much in comparative to the early years. Progression of skill again quite limited because it was her own initiative so there will be some actually stretching her own abilities; Movement to older pupils during activities has been fluctuated due to more technical ability. Game and competitive environment has started in the warm-up, but again good use stress has been used due to getting them into independent work to themselves. The position of teacher has been very good, going to each group frequently. Specifying prise of skill has been good. Chaining hole part hole so they are learning new ones in each one which may not have been explained in detail to the pupils. Demonstrations delivered correctly. Well, they have been because of obviously they are doing their own.

[ 00:26:16 ] Cooldown yet to be seen, obviously, for obvious reasons, so they have yet to see the cooldown. Self recognition, quite confident, especially with a group that she hasn't taught before. Not knowing the names has been an element, but her authority has been there with a stance and her image looking professional with her attire. Recognise the impact of confidence. Consequence of her own feelings and mood. Again, she has been very composed, separating her external factors, especially the teaching of her early years; she has tried to mature and use more detailed and complex communication. Self appreciation, acceptance, and confidence again, good personal self-worth and value throughout the PE session. Coming to grips with her own personal skills, delivering this age group, but then realising that she is a good person. Profit & Research Staff 对啊 V physically an extremely hard worker as well, just the pupils are still our absolute top priority and ultimately best example for self-self. At a young age, there's a tendency to burn about a large set of dirt off debris. Always think about the pain around yourself. To put it into practice, showing the ability to identify personal feelings and again, that's been quite good;

[ 00:28:13 ] sequence you may use the three you've learned now or you can pick a different one if you want to think of a different firework, that's fine but it has to have three in it, and it must have a start, sensitivity, appreciation, and empathy. Um, a bit less empathy on their in understanding of independence, but this would be quite interesting. You want to see how it got up with this activity. Quite sensitive to the young lad who's physiologically and topically not and that's not at all enough to be in this ground; it's very quiet petite, and when he hurt himself, not stroking on the back very sensitive. Going back to her reception mindset of delivering teaching you to that age group, a bit less appreciation of their abilities knowing that they should be more capable of what they're doing at the present moment, currently. Going to put some music on to get them to dance, service, compassion, benevolence again. Less of this in comparison, in year three and I've got to find a partner again. The flow of coaching, processing needs to improve so elements like this should be improved. So elements like this should be improved. Now one person has hurt themselves,

[ 00:29:57 ] I think he's okay, I think he's just falling down, I think because he wasn't listening the shock of the session. I think because he wasn't listening the shock of the session.

[ 00:30:19 ] I think because he wasn't listening the shock of the session. Let me just pause to see if she needs okay so we're going on to um holistic communication and holistic communication listening engaging connecting with others sending receiving verbal and non-verbal sickness this has been very

effective during the lesson again that has passed on quite a effectively with the with the pupils itself um perceptual awareness process dynamic shifting emotional trends of the pupils noticing their attention of focus again focus has been difficult with this group due to behaviour the pupils but again working with groups just boys only is a constraint that's something that i will look at coaching process During this research, a situation, perception, awareness, um, perceptual awareness process, dynamic, shifting, emotional trends of pupils has worked well more independently, actually pairs have been more effective than working in larger groups.

[ 00:31:23 ] Mrs. XXX is constantly partaking in this element and it's shown that care activities or smaller groups within this key stage are very effective, indeed, has been shown in previous developments to grow and nurture constructive connections as well, setting long-term goals has worked out efficiently and having some resonance and rapport has worked when the confidence. Has grown um a lot of them are doing their own independent dancing again. A teacher staying in one place for a longer period of time and that's due to the boys that were misbehaving before, and due to the injury of the pupil she's taking care of all that area more efficiently. She's now moving more across, and he's now moving more across. And there's a nice pack for you, okay! He's been helping me so, okay! I have seen some great fireworks, I've seen some different ones, I've seen uh people working together by talking to each other, I've seen people convincing me, copying, modeling, a load of things like that. Something I do need to start seeing now is to be thinking about how you're going to start it. So usually dances start with a held position. Not missing the conversation. Remember what I said at the beginning? So it's going to talk over me when I'm still thinking. So we need a holding position.

[ 00:33:21 ] Again, using previous recapping, which is good, going on to self-management, self-control, discipline was very good, again, no impulsive behaviour, especially when someone was injured.

[ 00:33:52 ] Ability to emotionally persevere during hard times, absolutely superb on this one, especially with that severe injury, everyone's still partaking, hasn't been disrupted, and it's been quite good. Integrity trust. Trustworthiness, conscious and integrity, providing principles and values for right, especially recapping them, working in pairs, putting competitive ads in the warm-up, it's been very good. Psychology, initiative and self-energizing, portraying passion by changing the pupils's feelings, that's happened drastically, and again, good movements by the pupils, pairs have worked brilliantly. This is something else, Ringelmann effects. Working with pupils groups, what a more effective goal-directed performance, the importance to focus on long-term desired goals, try to choose challenging objectives and assume acceptable risk, that has happened very well, good resilience and good obstacles and setbacks, managing those effectively. I did a good job.

[ 00:35:05 ] Developing relationships, getting along with others, been really good with all, still not a friendship has been built as such, and that is still taking time. Some of them are not taking part, one or two. The second the teacher turns their backs on boys again, they just, ah, but these boys want to show the teacher that that's good. But when they work in larger groups, they misbehave more. Um, developing relationships get a lot of those cultivate nurturing relationships that's been worked instantly quality connections and built a good rapport. Um, could be stronger as mentioned and likeability definitely worth noting charisma yes and no because the agent trying to set initial straight rules uh but again be very approachable there you go approachable love and they're going towards the the teacher uh quite a lot.

[ 00:36:21 ] I don't know if this can be yes it can be heard just the music in the background um deliberately persuade the pupils to be infused with that part say good use of music as well, good use just giving them good stress. and positive elements to partake uh one pupil against being injured or getting upset it's a very difficult age group where for a lot of their mixed emotions are there uh negotiation and conflict management very good negotiation management a lot of conflict management during the warm-up which was quite amusing but that was balanced and brought in unity to stop the petty uh telling off by all the pupils uh builds bonds and transformed groups into teams which was effective but again due to with different genders those different results and again different interpersonal emotional

[ 00:37:42 ] pickings um but i think in General, I think it can be quite well tried again to just pass it along, you know, at first. In case there are more things like that that you need to think about, because without that, which is probably what makes it so much of a brutal decision making. But I think it's much of a walking on into your line with people that talks in our sessions uh and if we're ever going to do you, we're going to see how it almost never worked best we get back and forth just with them. It's something like a tool of parity with about

[ 00:38:14 ] okay. Going back quickly to the observation transcripts, eye contact was very very astute to keep their eyes on them all hand gestures. More the case of finger pointing instead of cries of positive thumbs off and hands up and high vibes moving around the facility was fantastic, so every teacher had a lot of sensitivity from the teacher again reflecting back to her reception tutor group again lots of being tactile with pupils, number five very good, very emotional class, a lot of perspiration as well from the pupils, lots of out of breath hand in pause.

[ 00:39:29 ] Letting the pupils have their point of view across, which is good, so letting the pupils' voice their feelings throughout.

[ 00:40:01 ] One got upset because he never had the chance to answer the question, he's now getting restless and sitting. He's lifting in a different position, it's difficult to not know the names.

[ 00:40:47 ] The teacher's reaction to what the pupils have said has been very positive. They are responsible for teaching pupils non-communicative and demonstrating with them as well. One pupil not taking part, very shy, which is not his fault due to his persona. He's been asked to sit down, his hands in pockets, quite deflated on that. But again, he's watching in the calm manner. How did the teacher refer back to individual contributions, like praise after each question? They have reiterated the question as well. Feelings the teacher expressed for the success. Again, this will be shown after this.

[ 00:41:36 ] I saw slow fireworks, tall fireworks, long dancing fireworks, really good teamwork, fantastic! So the ones that are watching and partaking, very good, so everyone's getting involved. Participation of teachers constantly good, good recapping of this week's session, good training and whole part, good coaching, processing actually. Position of teaching during skill activities was good as well.

[ 00:42:25 ] All right, so your expectations please

[ 00:42:58 ] Again, watching, nodding, good gestures there, again a bit less of the facial expressions, a lot less smiling, more inquisitive, being more cautious in what the pupils are doing, no row or shock expression on face, good dances.

[ 00:43:37 ] And again it was a bit less of the facial expressions, a lot less of the facial expressions, more inquisitive, all the pupils are watching, very disciplined, apparently managing their own feelings. Again, trying, reducible.

[ 00:44:06 ] I have a really good session on a difficult session so, quarter a boisterous group, especially the boys, but the girls are very good;

[ 00:44:31 ] marshmallow

[ 00:44:41 ] he's pretending, so it's a pupils' life humor I don't know, it's good.

[ 00:44:52 ] I'm going to do a cool down, which is very professional control, the great brown enjoyed the lesson positivity of lesson was very good and again good progression skills.

[ 00:45:15 ] Lights and that lineup

[ 00:45:22 ] there's a good time; just just hold the chest account, I to prove it. Oh,

[ 00:45:55 ] Jonathan was taking it quite an exaggeration and again boys misbehaving, whispering to the pupil who's misbehaving or exaggerating.

[ 00:46:33 ] Again, the cool down relaxation didn't really work there but it was a good attempt; might not be used for this group because again the imagination has got more variety involved. Overall, really good session, but again the behaviour of the pupils was very, very difficult.

[ 00:47:01 ] Let's see if everybody sounds great again.

### Kay observation two.WAV

[ 00:00:04 ] Tuesday, the 28th of November at XXX School, watching my 34th and final observation for a XXX

[ 00:00:30 ] age of pupils to be confirmed and key stage one topic of lesson will be apparatus; the first observation was doing was with recessions reception; will be recording observation of nonverbal communication, verbal communication, response to the school pupils's emotions, and communication teachers feelings and emotions coaching performance, and overview teacher performance emotional facets will be concentrating on self-recognition, social recognition, Self-management, and social management.

[ 00:01:48 ] To confirm key stage 2 year 5

[ 00:02:30 ] OK, they've all come in, all very eager and excited because they haven't seen the operators before. So they're going to the demonstrators and getting the pupils to demonstrate because they're independent.

[ 00:03:07 ] Some of the pupils are touching the ropes. A teacher's assistant made that comment regarding the ropes being chopped.

[ 00:03:30 ] Again, a nice round of applause, good influence getting them to provide a round of applause. Where two girls have been well done to show apparent prejudice has been taken away due to getting a boy too;

[ 00:04:00 ] I don't know if you can see this.

[ 00:04:17 ] What do you think you can do on these? Hands! Hands! Woo! Thank you! So that's it! You can do a forward roll, a back roll. You can do a carpet. You can do a handstand. But how do you pick a person at the time? One! One! One! Because we don't want anyone to be picked in the face. Okay. Again, ropes, obviously. Trying not to be cocked. This one is pretty much straight forward. Okay. Reception can't get all the way to the top of this one. But I think you might be able to do it. Again, highlights in the apparatus. Apparatus, like a climbing frame. Indoor climbing frame.

[ 00:05:09 ] Pupils getting very excited, using whistles to gain some order. Thumbs up there, so good hand gestures, a lot of finger pointing.

[ 00:05:41 ] I don't know what's going on here.

[ 00:06:04 ] I've not calculated the asking the names so he gets to know the names which is good.

[ 00:07:01 ] Some are swinging on the ropes, anyway we're looking at the teachers now in the eye contact, trying to do as much eye contact as possible

[ 00:07:22 ] again. Some are making their own inventions on the exercise by making a swing, which is good fun and teachers going around the room, which is good. So good movement around the facility. Number three, good facial expression, nice and happy; someone's reaching there, it's got everyone watching him actually crawling really the right to the top of the rope again. Walking around the teacher, good hand gestures in this one, uh, using thumbs up and pointing away; they should be, uh, max again. Health and safety, the coaching points regarding number 24. The mats are flying around a bit so that needs to be a bit more careful, especially when they're swinging when people are doing um the mats, and she hasn't noticed that's far side of the course. Um, one thing I will say is that the pupils are having a good time on this activity, so it's good. Um, tactile with pupils not at all good; fresh use of facial expression, especially when there's you know eyebrows lifted when someone. Achieves to climb a pupil with SEO again really looking at a good prise on that

[ 00:09:14 ] first intonation during instruction, again very simple, very adult-like, didn't have to speak baby talk to them at all. First intonation during disciplinary, very swift, very autocratic, not direct, not a nasty tone, it's only happened in one situation. But again, that's maybe trying to build a rapport with the pupils. Okay. Tactile, non-verbal humour has not been used, but could be. First intonation during instruction, very simple, very straight forward, first intonation in disciplinary, I've gone through these. Verbal humour used effectively, non-verbal, first volume for the room, very effective, using PE to rotate and move. The activities around, response button to shine by, teach it to the mood of the group. Again, very positive.

[ 00:10:46 ] Off you go, but no, probably use of a whistle may be done, smiling, nodding, which is good. Anyway, feelings of teachers, responses shown by the teacher to the middle group, very excited, but the best thing about it, very talkative, but less of them talk because they're still doing the activity, something that a lot of teachers have stopped them to do. Teacher providing pupils to voice their feelings, again, very limited, but that could have been done more, but again, they're allowed to talk to each other, which is good. Teachers reacted to what pupils have said. Again, no immediate Q&A, which is a shame. Well, responses by teachers to pupils from verbal communication, again, a lot of smiling.

[ 00:11:56 ] She was short in the timeline from 17 to 4 minutes per activity due to the, it could get quite mundane, so that was good tactic by the teacher because some of them kind of not taking it too seriously near the last minute. How often did the teacher refer back to individual contributions? Again, a lot of praise, a lot of thumbs up to individuals, but again, no specific help on improvements of the activity. Feelings the teacher made, this is teachers' feelings and emotions. Feelings the teacher expressed to pupils due to success in school, very positive, always smiling, which is good. Cautious on health and safety. Teacher expressed feelings to pupils due to failure. Again, not many have filed, not many have tried, not many have climbed up the rope, but again, letting them take part and have fun.

[ 00:12:57 ] So again, there's no negative elements there. Misbehaviour, no one's really misbehaving, they're all behaving really well. Teacher, who has made teachers anxious. Very quiet, so again, very quiet, nervous smile at times, due to not teaching a year group of this age. Mainly looking at reception, 4-year-olds compared to 10, 11-year-olds. Managing her own feelings and just seeing if there's, again, speaking to pupils quite a lot and a positive outcome. So taking time, listening to individuals who want to go up to speak to her. Teacher showing parent prejudice, that hasn't taken. Again, getting a lot of mixed groups. When there's mixed groups, the groups work well. And everyone's in a mixed group, so it's really good. Health and safety was very detailed at the start.

[ 00:13:55 ] Mats have been pulled away and asking the pupils to put the mats back, which is good. No warm up was taken part, so again, number 25, that needs to be taken into account. And participation of teacher, none at all, but again, walking around. Progression of skill hasn't been improved on this activity. So again, tedium has started to seep into the pupils and getting a bit bored. Game competitive environment hasn't been introduced. Something that's not introduced in early years, but will be introduced into the older age group. Position of teacher during skills activity. Again, this is not applicable because it's just a multi-use play area today, specifying praise and skill. Again, this wasn't required, so again, using certain skills. No stopping to try and get people involved.

[ 00:14:55 ] Health and safety on the climbing frame, no teachers watching. But again, due to the age group, that won't be applicable. No training, no whole part home. So where there is a lot of motivation. And good verbal communication. And good reading of the pupils's emotions. Coaching performance needs to improve. Demonstrations were delivered correctly though, number 33. By letting the teacher deliver that themselves. Recapping again wasn't applicable. But

again, good explanation of what it was. So good aims and objectives were highlighted at the start. And cool down and static stretches yet to be seen. Regarding emotional facets checklist. Concentration and self-recognition. Wearing the correct attire. Again, the image and stance needs to be a bit more motivation and a bit more positive. Speaking to the teacher assistants to gain more recognition on her own performance.

[ 00:16:02 ] Own feelings and moods. Separate external and internal factors. Again, having a tough day at school is shown. But she's not showing it to the pupils. But again, very concerned regarding health and safety. Self-appreciation, acceptance, and confidence. Comes to grips with personal attributes and personal strengths. Again, this will be measured in her emotional intelligence testing. Consciousness. Consciousness and assertiveness. Restrictions and limitations. Though still expressing self-worth and personal skill. While delivering PE lesson. Again, trying to be smart. And getting the pupils to perform. But again, no progression of skills was utilised for the pupils. An importance to showing an ability to identify one's own feelings. Effectively reflecting on personal performance at the end of the PE lesson, again emotional identification to see how she's done, again be nice to hear what she says and that would be a question asked during the interview, social recognition how recognizing the society that she's working with, i.e.

[ 00:17:14 ] the pupils of the PE lesson, important to understand emotional pupils, accurate picking up emotional cues, this was good because again some have been going a bit tired now especially on the climbing frame, she's looking around and hopefully she would press in her arm less or whistle soon. Service and compassion. And benevolence. Hasn't shown too much. But is listening to the pupils. When they do go up to a runner. Once a while.

[ 00:17:52 ] Again, health and safety with mats. I.

[ 00:18:03 ] Self-management, control, and discipline again not controlling the group regarding the rules and regulations getting that's together they are very much that needs to be worked on and so again handling her impulsive behaviour it's been good but again I could see that if she wanted the group if they were misbehaving how would they control them in track integrity and trustworthiness, again importance to work with a conscious and integrity providing principles and values. Again very little values regarding skill acquisition, improvement keeping promises that was made to the pupils and soon personal responsibility and motivation. Pupils no house boots and anything like that's required so that wasn't really needed in this group which is quite interesting to read psychology initiative and energizing again emotionally engaging. She portrayed passion, but passion wasn't highlighted at all really as the pupils got most passion positive emotions with good facial expression of happiness and smiling and good optimism for praise has been shown creativity. Agility, flexibility, and adaptability

[ 00:19:40 ] transition continues contingency planning during the PE lesson has been shown adjusting the situations to help pupils build their imagination to create, discover, and explore; that's happened quite well, actually. So, again providing the opportunity to do different jumps, working different activities again, someone now getting a bit bored because they're repeating the ropes' goal-directed performance, again choosing channel I've done that so social management developing relationships and getting along with others again nurturing relationship hasn't really happened. Too much, they've let them get on by themselves which has been good leadership and influence, important to deliver this PE session with warmth and like ability, that's worked. Presence hasn't charisma has hasn't either approachability has which is good, paying attention to focusing on the pupils's performance, getting involved and engaging during PE lesson, like little engagement by the PE teacher because they were able to independently look after themselves.

[ 00:20:47 ] Now it starts as whole sitting one place so people behind are misbehaving and the group that is in the gumballs of the under the gymnastic floor has not been. Able to take, she's now walks over there to realizing that's the situation they've heard me say that and so now she's kind of lucky, what's going on, focusing on using just good stress hasn't really happened, positive outcomes have, but again not on skill acquisition, using interpersonal skills and abilities has been happening for this lesson, negotiation, conflict management, importance of bargaining with the pupils and the family, so that's been important for the PE lesson that's been during the PE session, for mutual gains; this was this type of emotional management, use one or more classes in another, especially when coping with conflict through positive productivity reactive techniques effective dealing with difficult pupils again that hasn't really happened in this one due to the fact that hasn't been much conflict shown and teamwork and collaboration importance of the skill to build bonds and transform the teams into groups that's worked well very easy to do with this age group year five

[ 00:22:12 ] okay overall very good there this session is quite longer so again on time management hasn't really been as effective as the previous ones and due to that people now getting bored so the people now kind of eager to move on to the next Session

[ 00:22:40 ] our contact with pupils has been good and one-to-one luck in our activity, let's see if she'll blow the whistle now; she's laughing at her pupil who's climbing up the rope, this is good again, good for strength.

[ 00:23:08 ] What can you see? Some sort of icon.

[ 00:23:31 ] So we're now getting a bit bored because we've already partook in the three activities. I wonder if she's going to blow the whistle soon. 23 minutes has gone for the lesson. Our concert's still good. Good use of hand gestures. Movement around the facility has been sporadic. Tactile pupils, not at all. Use of facial expressions really good. Non-verbal humour for individual contribution, not as an overall looking quite concerned overall. Look a bit down at times, so again a real crossover of emotions.

[ 00:24:25 ] Voice intonation during instruction, very simple, effective, but again could use good terminology. Voice intonation during praise and developments on an individual basis, so again we'll see if there's a group praise at the end of the session. Again still waiting for this one, it's been about 8 minutes now for this one where she says it was either good by 6 to 7.

[ 00:25:11 ] We're getting good health and safety.

[ 00:26:29 ] I've always found that throughout the session you need to be slightly alert especially when you're calling instructions to carry on when they swap round because you use a whistle for that. The responses shown by our teachers to the mood of the group has been good, again letting them carry on with what they want to do.

[ 00:26:56 ] Alex has gone to the top again and everyone gave him a round of applause.

[ 00:27:41 ] Teacher providing pupils voice of their feelings, again providing that now which is good, especially on the mats. Teacher reacting to what's 28 minutes gone. Response by teacher to non-verbal communication, again thumbs up. A lot of thumbs up which has been good and again that's been quite effective. How many pupils have had their responses acknowledged in matter of that value done? Again, so again not as many as you would think.

[ 00:28:31 ] Where are we? Uh.

[ 00:28:41 ] Misbehaviour. Again, nothing, I can't really, nothing. I haven't had any misbehaviour which is quite good.



[ 00:28:56 ] Um. Any circumstances made the teacher anxious or angry, again mainly on the health and safety. Uh. That's been an issue. Uh. With the mats, so that's made her anxious. Uh. Very concerned look on her face. Managing her own feelings, again trying to talk to pupils on an individual basis. Uh. Teacher showed apparent prejudice towards particular pupils. Pupils. Uh. Teacher showed, no. None at all. That's a no. That's a no. That's a no. That's a no. That's a no. That's a no. That's a no. That's a no.

[ 00:30:04 ] That is a no. Every group which has been good. Specifying praise of a specific skill acquisition hasn't been achieved and no training, whole part whole or self reflection has been introduced within the training itself. Demonstration delivered correctly that was due to pupils taking part and recapping last week's session was not applicable because it's not her group but again the aims and objectives were put in place and number 35 called down will soon see if that will happen. Provide feedback of how teacher control group and individuals. Group are quite rowdy but again they keep with independently working together in groups.

[ 00:31:09 ] Enjoyment of the lessons been very good and there's been a lot of positivity in the lesson itself but very little to no progression of pupils's skill set.

[ 00:31:29 ] 31 minutes of the lesson there are let me just say the multi activities there's one beam and jumping hall. There's one beam and jumping hall. There are two ropes, another beam, and a horse that's for one mat and one climbing frame, so one, two, three, four, five, six activities, so seven six of forty-two, forty-two minutes of the activity, so it's going to last around forty-five minutes, so another fifteen, twelve minutes to go. Time is now four minutes gone and again the activity has been the tea team is now set in place with the ropes

[ 00:32:44 ] position of the teacher, duration of that is 28, 5 minutes now 5 minutes, I think 4 minutes is enough I think for each activity.

[ 00:33:13 ] Someone hasn't got a rope.

[ 00:33:31 ] Some of them are helping up on the ropes, health and safety might be questionable, but again one of the most dangerous elements was the climbing frame and that hasn't been utilised correctly, but let's look at the emotions of the teachers being used, again being health and safety on an apparatus that's not being used, it's become very distant now from the

[ 00:35:10 ] okay, the lesson is now talking to individuals.

[ 00:35:52 ] Going to the apparatus now to see

[ 00:36:29 ] The teacher is now kind of talking to the TA not concentrating on the actual lesson itself. So again very distance with the group. I bet again this is an activity that can work effectively with pupils with a year 5 group. As long as those groups are mixed. That's something that I've noticed.

[ 00:37:06 ] That could be a possible element of research. Mixing gendered groups of school pupils is more effective than working with boys and girls alone.

[ 00:37:40 ] We've done it, Soulblesser.

[ 00:37:54 ] They're enjoying it though, they are enjoying it aren't they, so that's the thing about this age group is that one of the things is, it's amazing, one, there's at least one boy in each group of girls and that makes a massive difference, so that I've recently, if you get all boys, it's a nightmare, if you get all girls, it's a nightmare, and it can just be left independently can't they, isn't that mind noise, noise is part and parcel of the fun isn't it, you know, oh girls have hurt herself there.

[ 00:38:38 ] The girl has hurt herself.

[ 00:38:55 ] Bless her, so girl was hurt again; she's been sent to the toilet to get herself sorted out to wipe her tears and probably to see her form tutor, Mrs. Paris. I will make sure, again, that the lesson is now at 40 minutes; you're better now, good girl! Well done.

[ 00:40:42 ] May have used of a whistle to tell him to start again; may be required, getting excited making high screams and pitches. The pupil would apologise, but the teacher smiled again. To be independently shown around,

[ 00:41:38 ] I think this is their last activity 41 minutes, so they're just going to play. T.A. has just held off on it because of misbehaving, of course; and they're laughing this is quite fun!

[ 00:42:14 ] Let's play baseball!

[ 00:42:52 ] Again, see if there is a cool down taking place, lesson will be approximately 50 minutes long, which is good; first time for a long time that I've seen a lesson that is actually going to be almost an hour, which is brilliant.

[ 00:43:21 ] Clubs getting a bit loud today, knowing that this is their last activity, which was highlighted by the teacher, but again due to volume of the bus, some level harder.

[ 00:43:50 ] Enjoyable and engaging; to make the lesson enjoyable and engaging, was that they were left independently by themselves. I think the noise helped the engagement. The timing could have been shortened, but it was shortened. It was a very, very, um. Easy process.

[ 00:44:24 ] I don't think the teacher was confident before the teaching this lesson, but again, more confidence has gone through. The warmth of the classroom has been quite limited, but again, being light has been one of the elements. Not having much charisma, but she is approachable. High attention in what they do, very low in what they say. Not getting physically involved in the lesson. Persuading the pupils to be enthusiastic was again not really required here, and the group and partner activity was really important. It was very good indeed. I'm going to stop recording now, and will remember as it is my last observation. If called down, it took place accordingly. Lesson at 45 minutes.

#### Lulu observation Two.WAV

[ 00:00:00 ] Observation 17: This is XXX, this is her second observation looking after a tutor group, it's a Year One, Key Stage One. Date is 1st of November 2017, that's on Wednesday, this is at XXX School. Total of 25 pupils.

[ 00:00:31 ] Wait there you have to stand still with the ball in your hand like this ok and then I'll get the girls to do it so Louise.

[ 00:00:50 ] The lecture is ball and die coordination games.

[ 00:01:07 ] The boys are picking a ball.

[ 00:01:20 ] They're doing a bit of competition.

[ 00:01:30 ] Health and safety is being processed now by moving the bench. Eye contact is continuous. Girls are now selecting a ball. The balls are sponge, hockey ball size. We'll be looking at eye contact. Hand gestures, movements around the facility, use of facial expression, and definitely tone of voice. ... .. Asking questions...

[ 00:02:42 ] Trip over. ... So, I don't want to see anybody by the equipment there's plenty of space here so I'm going to do some work on some activity as she did with year six I'm not sure okay. So you've all got a sticky ball even though I know it's not okay now the aim is oh dear me the aim is the ball cannot fall on the floor

[ 00:03:37 ] but what I wanted to do first of all is you're going to just follow some movements that I'm doing okay and then I will say some of the movements you will do yourself. So again, going back to warm-up activities, then I want you to roll the ball from your tummy down your neck and back to your toes, and then

[ 00:04:32 ] my ball was dropped but praise to go and get it.

[ 00:04:41 ] You can demonstrate in the movement.

[ 00:04:53 ] We can't all just go to the toilet then, we don't normally go to the toilet this time of day. A few of the pupils wanted to go to the toilet but could choose to nurse. I want you to roll it up to your chest. Up to your chin.

[ 00:05:31 ] No, I want you to roll it back to the future. Get all the contacts, it's been mine.

[ 00:05:43 ] Concentration on your face if you don't want it. Walk to the stage and have a go. Then, once you get back to your chest again, take it down on your upper arm.

[ 00:06:07 ] And then, bend your thighs. This is your thigh. Top of your leg.

[ 00:06:19 ] Now we'll do some of those again, and you roll it around your tummy, around your middle, around your middle, and your chest here. A bit more visual demonstration has been required here.

[ 00:06:54 ] A lot more complicated in comparison to key stage two, yes, six.

[ 00:07:07 ] Everyone, not you are using one, but you're using two hands. See, if you've been using two hands, see if you can just use one hand. Okay, right, take it up your chest. See if you can do it with one hand. On your chest. Do it with your two, one hand. Let's see if you can do it with one hand. And then up to the top of your head. Use one hand. Okay, let's see your chest. Push your arm. More, let's see, one hand. Back again. You've been very, very good here. Well done.

[ 00:08:00 ] Okay, more conversation will be taken during main element. Okay, they're starting to do more of an intense warm up now, so they've done a lot of skill. Simplified the tasks. Again, more demonstration being made by the teachers, so a lot more hands-on experience. Good eye contact by the teacher, but very little hand gestures at the moment.

[ 00:08:45 ] Many wanted to go to the toilet, again quite exciting.

[ 00:09:29 ] Again, voice, nice simple terminology, voice is very, very good indeed. Very little hand gestures, moving around the facility has been very good by the teacher. Very little use of facial expression, this is maybe due to the teacher's emotional intelligence not being used. Tactile of pupils, again, not shown as much but we'll have to wait and see. So this is why the results of their emotional intelligence will be recorded accordingly. Non-verbal humour used, voice of intonation being instructions, very clear and very stern. A lot of basic terminology being used, so again, nice easy terminology. Voice tone, there's a massive differentiation. The differentiation between disciplinary, again, a bit more gentle actually in tone of voice when disciplining a pupil. Voice intonation during praise and development.

[ 00:11:01 ] Again, the kids are really into it. Hand in the air.

[ 00:11:11 ] Again providing instructions to simplify the activity.

[ 00:11:37 ] Response shown by teacher to the mood of the group again, number 12. Response shown by teacher to the mood of the group: excited to gloomy pupils. Again, they're all getting a bit too excited, it's calming them down accordingly. What you do find is that the pupils get very, very excited very quickly at this key stage in the areas that I've recorded so far. Teacher providing pupils a voice of feelings very limited due to the age, so again, they're not having any flexibility in the actual lecture itself, the lesson itself. Teachers reacted to what pupils have said again regarding more on the sensitivity side, so it's nothing to do with the lesson specific due to the fact of people hurting or people feeling unwell or people or pupils wanting to go to the toilet or pupils falling out with other pupils.

[ 00:12:44 ] Again, this is a very good rule. Not a good duration, duration is now 23 minutes. How many people have had their responses acknowledged in a manner that valued them again, a lot of positivity, well done. And using the uses of their first names, three ways of moving around the hall with the ball we're going to drop it on the floor, okay. And I'll move these because yesterday there were six of them going around the hall like fish in a fish tank.

[ 00:13:31 ] Again, due to having a permanent partner, it makes the activity very easy to do.

[ 00:14:01 ] At least with your partner, I want you to see if you can find a way of moving around the ball with the ball for what can't happen to the ball. It can't. It can't. You can't drop it onto the floor. So think of a way of moving around the ball with the ball. Think about, you can think about how fast or how slow you move. Think of parts of your body.

[ 00:14:42 ] Again, with the pairs of the boys and girls, you find that the girls stick together well. Boys and girls stick together well. When there's two boys working together, they split up and independently boot themselves, which is quite interesting to do. Okay. So you find the girls work together well.

[ 00:15:12 ] Again, someone's just got something in their eye, looks after them, and works together. It's really good, actually. It's good.

[ 00:15:28 ] It's good. So impaired, impaired activities, the teacher would be ideal to either get a boy and girl, girl, girl. Boy, boys at this age group are being experienced now on three key stage one lessons. It does go, it does go a bit right. Girls are holding hands, where in comparison, the boys are just running around independently and pulling away from their partner. The teacher hasn't really tried to reorganise this as yet. But what they are doing is having a lot of physical activity. Teacher's feelings. So feelings the teacher expressed due to pupils, due to their success in skill. Here we go. So here's a.

[ 00:16:28 ] I like to watch Ruby and Lily. So everybody else is standing still. Ruby and Lily are going to show you what they do. You know what they do?

[ 00:17:02 ] So, again, if you go back to, uh, people had their responses acknowledged knowledge that was quite good um and teachers providing pupils to voice their own feelings I suppose that's some elements as well um going back now 19 p t feelings to teach express to pupils due to failure in the skill and test again there was no um criticism on this age group how often did the teacher refer back to individual contributions again provided demonstrations of very good success ones and the pupils followed so that's good now did the teacher show that's number 17 by the way, number 23, did the teacher show apparent prejudice towards a particular pupils' no, that's Not applicable at the moment,

[ 00:18:18 ] oh then you have

[ 00:18:29 ] I think it's been things that have just been, been used. I know a lot of some people were watching then, Caelan. I hope it's going to Caelan, you see. I hope everybody else has been using it. Got no time bound within one year, due to the case that there isn't a lot of time bound. You won't really understand time bound, bless them. Did the teacher show apparent prejudice? No, I've gone through that. Health and safety checks was good. Good warm up, good participation of the teacher, that's number 26. 27, progression of skill, that's been done effectively as well. A movement of all pupils during activities, that's been brilliant. Again, a bit of a competitive element by trying to get them to do the same activity, this will happen later on. Again, a bit of good training was introduced, number 32. Not too much though, because of the simplicity of the year group. Specifying praise of skill acquisition. There we go again, number 29. Positioning the teacher during all activities. She needs to just move around a bit more, so again it just shows that she's located in different locations. Patience. Demonstrations delivered correctly. Yes they were. And recapping last week, haven't touched on that, cool down stretches, with static stretches yet to be applied.

[ 00:20:20 ] Now, a lot of you have run in, you've just got to stop where you are and just stop the ball and put it on the floor. You haven't got to carry on running and fighting the weather, stop it. Just stop where you are and stop.

[ 00:20:49 ] We're going to have two more practices and then we'll turn it into the last one to stop the ball on the floor. We'll have to be out and do a tennis landing.

[ 00:21:27 ] Going through emotional facets checklist, self-recognition, awareness of under-cylinders. Okay. Very good. Very good self-awareness and understanding of professionalism. Image and elements like that. Connections and course of effects again. Not expressing a mood of nerves or anything like that, which is very good. Self-appreciation. A sense of confidence. Look slightly nervous. Slightly nervous at times, but again, not really that massive importance of doing this. Yeah, group. Importance during the PE to be aware of personal restrictions and limitations. Again, very good at that. Letting the pupils actually do the demonstrations instead of a self. And emotional identification. Personal feelings have not been effectively shown. She's partaking. Doesn't matter if she feels like she's looking silly. She isn't, but if she does, you know, that doesn't really matter. So again, a lot of participation.

[ 00:22:57 ] A lot of sensitivity. A lot of empathy. Physically being tactile. So trying to do the girl's hair. Once it came loose, the ribbon came loose out of her hair. Really appreciative and showing emotional silence. A bit of smiling and good things like that. I'm going to try it. With your hands. You're using two hands at a time. One hand. With your hands. Using one hand at a time. What were you using then, Mia? Was it four? You should try that. Good one. Letting them have their own opinion, which is quite good. OK.

[ 00:23:48 ] Service, compassion, and benevolence. Again, helping and aiding pupils all the time, which has been really good. um again really taking part more than what she was doing last time

[ 00:24:08 ] holistic communication as well as again including emotional content listening engaging really high element to to the actual delivery of this lesson situation perception awareness shifting emotional trends of the pupils noticing their attention focusing focus and awareness against looking at that but a lot more is required than this in comparison to year six I mean they're constantly needing it kept an eye out from just elements not just with regarding performance but mainly on health and safety as well and then asking them to change direction and aspects like that. Interpersonal development and importance are growing in nurture and constructive connections, setting the tail for long-term depth and breadth in relationships.

[ 00:25:19 ] Against self-control. Self-control. Self-discipline, handling impulsive behaviour, I've done that. Again, this is at home management, so again, she's nice and calm.

[ 00:25:47 ] That's all two star jumps.

[ 00:25:57 ] Um, trustworthiness again regarding health and safety; some just need some uh work on that, so again more not, not the teacher, the pupils, so again a lot more emphasis on health and safety is required um again lots of self-energizing as well uh showing posts of emotions, taking showing examples of how it's done, a lot of them still want to be punished by 10 stars.

[ 00:26:49 ] Ok I'm showing off which is quite funny. Going direct to performance. Long term desire guys. Drive to choose challenging objectives. Acceptable risk. Ok that was good.

[ 00:27:13 ] Maybe tired which is good to hear. Ok they're trying to get groups into five.

[ 00:27:29 ] Let's see how this goes. Again, negotiation there. Four. Four there.

[ 00:27:45 ] So.

[ 00:28:06 ] Ok, so they're doing a team thing. Let's carry on with social management. Leadership and influence. Again warmth and likeability. Definitely presence and charisma is definitely there. You have to be more approachable within this group. Especially with the questions they ask. But they are a very well behaved group. Negotiation and conflict. Change catalyst and response. Again using your interpersonal skills and abilities to progress individuals on their performance. Provoking good stress. So again positive pressure. Again with the intensity of the exercise. Stress may not be that important.

[ 00:28:57 ] Now they are trying to organise themselves in order, so again this is something you have to look at, hand in the air.

[ 00:29:19 ] Negotiation and conflict management, again very little negotiation because of the fact that they need to be provided with direct goals and rules. Again within conflict, this is quite interesting within the groups lined up in five, they have all got into a nice order. Okay. Again the teacher has not got the pupils what she did last time to put the balls in the basket, she has brought the balls in the basket, the basket was brought to them.

[ 00:30:10 ] Again more, being slightly more tactile to actually guide them to the opposite cones. More hand gestures, finger pointing on that side as well. Okay. Five. I know our groups aren't equal. Okay. But we'll just go, it's just to give you the idea of moving with the ball. Right. When I blow my whistle, Daisy and Shae and Ruby and Mia will run to the person who is lining up from here and give them the ball. Then you will go to the back. Okay. And then the person that comes to that one will go there. I think you've done this before. I have. I have. I have. I have. I have.

[ 00:31:10 ] They're making them run around, good hand-eye coordination.

[ 00:31:24 ] Okay, I'm very sinful, just running.

[ 00:31:57 ] Okay, delegating more, so more on the comp, more, again, the other elements of year one is that competition is not paramount, where they were trying to beat each other in year six, here it's very much a relax, let's try and do it and meet up with the friends, some are running, boys have been more boisterous and not really notified, the girl is upset and so therefore there's no holding hands with the teacher because she feels a bit sad, again, very tactile from the teacher.

[ 00:32:51 ] Oof, so she's hurt herself there. If there's a quick look around the room, you need to be careful because Daisy, which is running too, she can't meet the following phrase, and it's around her arm, she's got the broom coming out, so you just need to be careful, think about your speed.

[ 00:33:38 ] Again, trying to provide them with some independence, so this will be slightly touching on the negotiation side. But again, just to be careful. Due to the independence. Dependence.

[ 00:34:31 ] So, XXX, yeah, like that, yeah, that's a good one, what more, Molly? Poppy, you look right there.

[ 00:34:46 ] Again, providing that opportunity for freedom of conversation.

[ 00:35:04 ] Well done. Again, there's some very innovative thinking actually, but when one's being praised, the other gets moving. Again, one pupil who is above-overweight BMI, red in face, perspiring heavily, that's what you want to see in PE, absolutely superb. One girl's forgotten which way she's come from, because she's been spinning around, very funny. One kid just wants to get there as quickly as possible, so they're all showing different characteristics. The teacher's now got her hands on her hips, it's one of those elements of comfortability signs that she shows. One's doing hopscotch, and she's smiling, which is good, and a big final blow of the

[ 00:36:07 ] So, who's up for a challenge next? So they go to competition.

[ 00:36:29 ] Getting health and safety with footwear, which is really knowledgeable by the teacher. The time is now quarter to, so the duration of the activity. It's gone for 40 minutes, it's 36.46 on my clock. I think so, it was two minutes wasn't it, so it's 39. 39 minutes now. So 39 minutes.

[ 00:37:07 ] So you have to move with the ball in whichever way you want, but you don't have the hoop in your way. So you have to go through the hoop, Caleb, or else you can't put the ball down. You've got to go through the hoop.

[ 00:37:39 ] Okay, no demonstrations shown on here.

[ 00:38:07 ] Getting more demonstrations has to be shown on this.

[ 00:38:22 ] I'm getting simple for the demonstration, but the kids have taken that demonstration really well.

[ 00:38:52 ] Very good.

[ 00:39:05 ] You get a really good imagination from the pupils, so it's just gone quite quiet.

[ 00:39:26 ] We're running out of time, so we're going to do a piece of that corner, so can you? I'm getting called down effectively. I'm going to pick up the cone and add the output to the hoops. I want you all to make sure you've got a ball and ready to stand in your spaces. So either of you people hold the cones up for me, add the output to the hoops. The rest of you need to come and get a ball if you haven't got one already and stand in your spaces. OK, using the balls to cool down, which is good. 40 minutes, good duration of activity, physical activity. Next lectures are in 10 minutes.

[ 00:40:22 ] What did we say about space, XXX? What did we say about space?

[ 00:40:49 ] Harrison's a character.

[ 00:41:05 ] Again, choose at the end of the lecture/lesson. They are all being a bit exhausting.

[ 00:41:28 ] Again, good static step stretches as well which is good to see, good coaching and processing. Again, eye contact throughout, trying to be quieter.

[ 00:42:27 ] Again, not showing any prejudice where the boys put the balls first, the girls do it

[ 00:42:56 ] okay, so that has been shown of where the line needs to be.

[ 00:43:29 ] Harrison, would you like to come to the front with me?

[ 00:43:37 ] Okay, lecture's nearly finished, all elements have been completed, good comparison with year 5. Lecture 43, 44, 45 minutes now.

#### Mia observation One.WAV

[ 00:00:00 ] Okay, observation number nine. This is XXX, this is year six class, this is for

[ 00:00:19 ] Wednesday, the 18th of October at 11 o'clock, so this is key stage 2. This will be Miss Ingram's first observation. I'll be looking at non-verbal communication, verbal communication, school pupils's emotions, with communication, feelings and emotions from the teacher and the coaching performance themselves. It will be delivered on gymnastics. We'll be looking at the emotional facets checklist also on self-recognition, social recognition, self-management, and social management.

[ 00:01:20 ] Very good going through health and safety you. Don't want to hurt yourself, table there, yeah, watch out with the table around, watch out for the back; don't go anywhere near that. Those tables go back.

[ 00:02:08 ] Great. Don't go knocking into that, don't go knocking into that. It's not something that you normally have in the hall when you're doing PE; it's sort of a setup because there's an easy reception. So please just be careful and cautious of it. Ada? Yes. Okay, going to be careful of each other. Right, let's take that down to the lesson now. So, science, we've been thinking about healthy, being healthy, what we have to do to be healthy. Sit up. Don't want to be in here; you can go out. So, being healthy we need exercise. What happens when we exercise? We burn our thighs, we fat shift and our heart rate goes up because we inhale more oxygen. Okay, why do we breathe heavier when we exercise?

[ 00:03:10 ] Because we're moving more muscles and we're moving more muscles, and therefore we need more oxygen to get to those muscles for them to keep going. Brilliant, and how does the oxygen get around our body? Perfect, brilliant. So, we know that when we exercise that our muscles need more oxygen. We breathe more in, then the heart has to pump more to get the blood around the body so that our muscles can have the oxygen. That's why we breathe heavier and our heart rate increases. I mean, that's what we're thinking about. Brilliant, okay. So, before we start, any type of PE. We always start with a warm-up. A warm-up. Rebecca? A warm-up. A warm-up. Okay, so everyone on your feet. Okay, so for this warm-up, we will, well not when I'm warming up, we are going to use the mat.

[ 00:04:14 ] Only way we're going to use the mat; we don't need to be on the mat at the moment, you're going to move around through the space in between. Not following one around like this. No changing direction. When I start a warm-up, you have to get into that, move, and sit on a mat. Not on the red mat, but on the blue mat. Okay? Are we ready? Yeah. Okay, so good health and safety at the start. Good Q&A as well. Very little praise and positive contribution when the answers were being said. The correct answers as well. Volume of voice is good. Instruction.

[ 00:05:21 ] So who are we going with? No! Right, this time Lily you have XXX can have a health point because of the way that she was travelling around the room. She wasn't travelling like everyone else. Some of you were doing that. Okay? Some of you were jogging. Lily, can you show everybody how you were going around the room?

[ 00:05:58 ] XXX, XXX, come. Come, get your leaps

[ 00:06:33 ] again. Good elements of competitive environments introduced for 29 talking towards that if you concentrate on negotiation management, which is a part of the social management of emotional facets checklist. Quickly going on to go on, if the feelings the teacher expressed apparently managing hurt their own feelings to do this. Chewing on finger and chewing on necklace.

[ 00:07:13 ] Good motivation in the group, lots of smiling.

[ 00:07:40 ] Okay, so still doing a warm-up which is nice, good activity, providing an opportunity to do expressive ones, counting in numbers to go onto the mats, eye contact is there, showing good positive facial expression, very little hand gestures, starting to relax now, so not chewing on the necklace, again trying to get into groups.

[ 00:08:26 ] Wait! Stop! Listen! What did I say? Take away A! What number should you be starting? Two! Wait! Can you see where you get the house point? I mean, back down. Who is going to get the house point for your inventive way of having a house? She just got on her knees pretending she was a duck. What do you think we're going to do our math? What does payment mean? What amount do we start at the linear math? Well, Jess gets it out. Oh. This is the second time we've been spoken to this morning. We're not going to use the maths. Jay needs to put you in the mix. What do you want me to do? If we cannot do this perfectly today, then we'll just go back and fix it. Okay.

[ 00:10:04 ] Okay, so they're doing warm-up now, going into stretches, ten minutes into the lesson already.

[ 00:10:22 ] Okay, static stretches are being held, no dynamic stretches are being performed, so it's tricep extension stretch, a good demonstration of how to do the stretch effectively there.

[ 00:10:53 ] Quite a tiring lecture.

[ 00:11:14 ] Again, another static stretch and again it was good trying to get the contribution of the pupils to show the stretches, but again the incorrect stretches are being demonstrated here as they are all static. But the snow has started to try and move it into more dynamic movement which is good. Voice volume of the PE session is good, that's number 11. And voice intonation. I've got to say that. Voice intonation is the most effective way of instruction. It's for quite direct discipline. It's being introduced with a pupil being taken out of class and sits on the side due to several aspects of misbehaviour. Let's see if the pupil will go back in. And voice intonation. Praise in developments hasn't been seen much as yet, verbal humor has been touched on slightly, which is good.

[ 00:12:28 ] Response is shown by teacher to the mood of the group again, and the group quite excited that has been toned down due to a couple of pupils misbehaving. Teacher providing pupils to voice their feelings that has been shown quite a lot actually when a teacher reacting to what pupils have said again, when pupils are misbehaving she has reacted appropriately. Response by teacher to pupils's non-verbal communication again, pupils misbehaving, pupils slide around a lot of the pupils arguing with one another which is a bit of a shame,

[ 00:13:32 ] pupils excited about knowing. That they are going to do PE and doing gymnastics

[ 00:13:43 ] Add in more humour, verbal humour to demonstrate, and as year 6 pupils they are introduced to more sarcasm, that type of humour at this age.

[ 00:14:11 ] I'm providing geology to demonstrate.

[ 00:14:30 ] You are going to have one person and 22 pupils.

[ 00:15:09 ] Good use of facial expression for disciplinary just then, good eye contact, good non-verbal use of disciplinary with pure silence which was good use of facial intelligence. Good use of facial expressions for disciplinary with pure silence which was good use of facial

[ 00:16:05 ] So, for each of you, you see?

[ 00:16:14 ] To demonstrate what gymnast movement and how to technically do it correctly.

[ 00:16:38 ] Okay, let's look at our math lessons, our English lessons. Going back to Cross Creek Lectivity. So, it says, the body and legs are in line and as vertical as possible. Legs straight, feet together and toes pointed. Okay, arms used to support the back of the feet. So, if you are a coach, you would be looking at facial technique, these bullet points. I'm managing their own feelings. Number 22, hands gripped together.

[ 00:17:31 ] It's a good contrast actually when you looked at the other year's sixth lesson which was just an hour before. Miss Anthropos gave them several activities to do, one movement at a time.

[ 00:18:02 ] What activity has been done, number 25, unfortunately due to the description of the learning outcomes, heart rate has come back down to resting

[ 00:18:38 ] again. Humour has been introduced, which has been good; I think more humour will be quite good, thank you.

[ 00:19:08 ] Okay, more compromise has been used so negotiation management has been used so negotiation management has been touched again on social management again, looking on management again with catalyst response getting them to individually pick someone to get a partner to make it flow accordingly. Very little hand gestures at the moment moving around the facility yet to be seen, tactile pupils no facial expressions very much used to staring again controlling emotions again so going back this is first I've touched on this quite a lot; number 22 kind of staring into space just for a bit and then getting back into focus has happened a couple of times and maybe quite a bit

[ 00:20:47 ] okay again they're just doing one activity, so this could be quite long-winded if there's full activities to do and fun. Shampooed teacher to the mood of the group again; the group is quite hyper so she's turned it down, emotions to control the group more effectively as they were a bit hyper start tone disciplinary. Again, it's been quite calm; praise and developments not much, present developments as yes verbal humor use effectively that has been used quite a lot. Actually, been quite good, this group voice of the volume, voice value throughout the session, bit sporadic, good at times, one or two times, missed heard at times. She's not going around the groups to see how they go around being kneeling down to try and keep equal eye contacts with the teachers and trying to keep eye contacts with the pupil; we are still looking around the room to see if the pupils are behaving,

[ 00:22:14 ] teachers are reacting positively. What pupils have said that again more. Price may be needed response by teacher to pupils's non-verbal communication against some misbehaves, so for example, squeaking the shoes on the floor purposefully that has reacted by getting the pupil to sit out of the group. Many pupils have their responses and knowledge in a manor of great value to them again quite a few but again needed some more required a lot of good answers and again the answers were repeated by the teacher, but no well done no excellent answer for example often teacher referred back to individual contributions again we're not we're lucky that has happened if she spots some very good. Sessions' feelings expressed to pupils due to success and skill going out the violence with them; we see this back in a number 17 again when something is good, nice, and smiley goal facial expression - yeah, facial expression good plays as well.

[ 00:23:31 ] The pupils enjoying this which is nice to see that the teachers pull across alone, particularly people smile non-romance Lessons 23 minutes long. Health and safety checks have been done. Warm-up activities have been done, but stretches were incorrect. Participation of the teacher hasn't been done, but got the pupils to participate in certain moves and demonstrations. Progression of school has yet been done, that's number 27. Movement of all pupils during activities, that's been done quite effectively. But again a lot of stopping while explaining the instructions and the learning outcomes of today's PE lesson after completing the warm-up. So heart rate has gone back down. Competitive environments not as yet but that's not an important issue due to June, that's the exposition in June. Teacher during school activities always moving around to see all the pairs if they're doing it correctly.

[ 00:24:36 ] Specifying parades of school acquisition which has been good. Demonstrations delivered correctly. Yes, that has been good because she's got the more elite gymnasts to do that accordingly. Recapping last week's lesson that hasn't been done because they don't do much PE anyway. Cool down we need to look at. Right emotional facets checklist. Importance and conscious deliberate reflection on our own personal identities, your image, stance, feelings and motives. Again it's been quite good. Incorrect attire. We'll go on to these four aspects: shorter.

[ 00:25:50 ] Again, good praise there may need to be more specific on the praise connections of cause and effect again of our own feelings and mood again some conscious effort of fiddling with a necklace and putting it in a mouth hands clasped at times sometimes looking in the air just the control of our own feelings again not noticed by pupils; importance of strong self-esteem again this links to the connections of cause and effect, worth of value while delivering PE again felt slightly confident of doing some of the work personal strengths, weaknesses, and limitations during the PE session so as we make it better on a year, we need to make sure that we point our toes in an athlete; we do a lot of pointing of our toes OK. And one of the things my daughter was trying was saying she's got good toes which points the door and she's got more toys that point up to the ceiling, okay, so a good toe point down to the floor when you're doing any of the toes you're doing now,

[ 00:27:26 ] okay, so with the star this is going on to coaching performance may be going one step by step guide on each movement I think as Sarah did it four on the trunks, so again it gives constant movement so the heart rate is raising right there we go go go,

[ 00:28:02 ] emotional identification following on to self-recognition, this is the last point importance shown ability to identify own personal feelings effectively reflecting on personal performance at the end of the PE session again. Teacher delivery fairly alone demonstration but again showed some got pupils to demonstrate effectively

[ 00:28:58 ] you have Um, yeah, I think it was kind of like this.

[ 00:29:47 ] This is called the Superman hold, Superman hold, back raise, that's good, so again added humour, time 30 minutes, okay, so again this is progression, so look up and try it on the teacher's emotional facets checklist, social recognition, empathy, sensitivity, appreciation, some elements of empathy to some pupils, again attentive, quite sensitive, aware and appreciative of the emotional signals. Of the pupils, again ranking that as around 5, 6, 8 to 10, service, compassion, benevolence, again aiding and helping and coaching and developing others, again this could have been quite nice, going around each

group just to see if they're okay, one question was asked but never answered because she was going around all the classes, again she's just drifting around at the moment, now she's helping which is good to see how they're getting on which is nice.

[ 00:30:57 ] Holistic communication, receive emotional content, listening, and engaging. Again, getting the pupils to engage effectively, listening; again, that has been happening quite well, listening to the pupils effectively and connecting with others as well; again, got a good relationship. Okay. Okay. Okay. Good class in comparison to the other one, so again, talking to each other's pairs which is not required and not concentrated on their own; again, that has not been recognised by the teacher. Situation, perception, awareness, shifting emotional change of the pupils, noticing their attention, so again the aspect that I've just mentioned, and interpersonal development, growing and nurturing constructive connections, setting the tone for long-term learning. Um, depth and breadth in relationship, again, may be more required there, uh, having resonance and rapport that has been quite good, but not with all, mainly the girls, less with the boys.

[ 00:32:13 ] Self management, self control, self disciplining, impulsive behaviour, again, she has been talking about play with her necklace and holding her hands together and stroking her hands to persevere during the hard times, especially at the start. Now the session has been going it's been quite good currently sitting down at the moment so again helping to demonstrate and improve individual's performance again just to help out there which is good teaching and good coaching, their trustworthiness again a lot of that has been shown throughout the session because now they are working in pairs independently which is quite high usage delivering in year six because they are more independent, initiative, self-energizing, mentally, emotionally engaged. Which she is the teacher portraying passion by changing pupils's feelings as well so due to her emotional engagement the pupils are partaking accordingly and good positive emotions and optimism is shown throughout the lecture. Creative and agility and flexibility and adaptability has been all shown throughout just into situations to help pupils's performance.

[ 00:33:46 ] One of these so like we did the last time, one person on the mat

[ 00:34:03 ] Ability, showing very strong resilience at the start as well because a few were misbehaving. Now the groups have been split up. They are very good. Developing relationships and getting along with others. Again, that's good. They've got a strong rapport. This will be interesting when she delivers another group. Leadership and influence. Developed PE session with warmth and likeability and presence and charisma and approachability. It may need to be improved. Session on the warmth, which it's not too bad. Likeability is good. Presence is always there. Charisma. Actually, there's been quite a lot of charisma with a lot of humour.

[ 00:34:54 ] Ok, leadership and influence, important to deliver PE and warmth, I've done that, sorry. Catalyst of response, changing champion during a PE session, so again putting in some eustress onto the pupils, which has been good, a lot of negotiation and conflict management to try and control the group with house points, again a bit of an opening book on this aspect. Teamwork and collaboration, importance of the skill to build bonds and transform groups into teams; engaging pupils to generate more effort, nurturing spirit, and in the PE session during the synergy, again this has happened, but some disruption of support, so again, some pupils. We are going to have a couple of minutes just looking at one other thing, okay? Going to look at hand balance, okay? Going to take one to demonstrate for a minute. Again, voice is still good volume throughout the PE, that has picked up quite well actually, I think she may have noticed that her voice was quite quiet. Quite at times, that has been picked up.

[ 00:36:27 ] Recapping a cool down with static stretches may not be done due to the duration of the PE lesson, but quickly go through the observation checklist again. This is looking at eye contact that's been quite good and gestures very little to none; only clapping to get them in order, movement around facilities very good, textiles pupils, not much, no pats on backs or anything more, facial expressions required, nonverbal humor has been used, not that much, but a lot of number 10 has been forced volume, number 11 has been good voice intonation. General disciplinary has been good in the sense that they have had a few disciplinary procedures at the start that has now stopped. A responsible teacher to pupils's nonverbal communication has been

[ 00:37:57 ] good as well. So again, any pupils that have been upset or down, or feel uncomfortable, she has highlighted that they do not have to do certain exercises, so again good contribution there. If we look at compassion and sensitivity, appreciation and empathy, which is more towards the emotion facets checklist on the social recognition frame, choose to that I expect that to be slightly higher during the tests movement of all pupils during activities wasn't that much. Let's go back to the checklist again, thing is a teacher expressed to pupils due to success or skill then a lot of praise actually but not to the overall group but to individuals. Teacher expressed to pupils. Due to

[ 00:38:54 ] failure, but the somewhat misbehaved so again hits she has quietly spoken to, but not making a standard for physical essence cohort pitch it's best to pupils to miss behaviour and the twins to again being quite calm hasn't nice voice too much pupils pupil once ohem I wanted a demacopram system high performers had in the bottom the first day of the day and paid homage to her teachers expressed her. She went back to the original group. The movement of all pupils has been quite good actually. It's just that sometimes they stop, but again getting full activities done on a trot has meant that they've been participating more. Good progression of skill. Position of the teacher was very good. Good praise, again made not due to specific skill aspects. Good shine in the whole parts whole. And again demonstration to deliver correctly for the pupils. Good prizing at the end.

[ 00:40:11 ] Lecture is now 40 minutes. . . .

[ 00:40:28 ] .

[ 00:40:40 ] Again, praise was shown but not specifying on why that was good. Again, that's more of the coaching angle...

[ 00:41:36 ] Okay, go Delegated Good Rolls to finish off the lesson, unfortunately due to time using the hall we have to move on to another aspect, got an assembler or something so there we go. Overall good lesson, pupils enjoyed it, good show of emotional intelligence, be very interesting to find out what she thinks was the higher priority while delivering the lecture itself. 42 minutes and 12 seconds, no recapping, by the way and of course no call down.

[ 00:42:22 ] 42 minutes and 22 seconds. 42 minutes and 22 seconds.



# Mia observationTwo.WAV

[ 00:00:00 ] Observation 18: This is XXX from XXX School. It is Wednesday the 1st of November 2017. This will be her second observation delivering to be confirmed. She is doing a comparison to earlier key stage. Her first was key stage 2. We will be concentrating on eye contact, hand gestures, movement around the hall, non-verbal expression, tactile with pupils, non-verbal humour, voice intonation, full demonstration, disciplinary and practice. She is doing a comparison to earlier key stage 2. We will be concentrating on eye contact, hand gestures, movement around the hall, non-verbal expression, tactile with pupils,

[ 00:01:20 ] non-verbal expression, disciplinary and practice. She is doing a comparison to earlier key stage 2. We will be concentrating on eye contact, hand gestures, movement around the hall, non-verbal expression, tactile with pupils, non-verbal expression, disciplinary and practice. She is doing a comparison to earlier key stage 2. We will be focusing on eye contact, hand gestures, movement around the hall, non-verbal expression, titles and liferelations. She is doing a comparison to earlier key stage 2. We will be concentrating on eye contact, hand gestures, movement around the hall, non-verbal expression, tactile with pupils, non-verbal expression, detective with pupils, non-verbal expression and practice. feelings and see if they have any prejudice towards any particular pupil or pupils. We will also concentrate on health and safety, warm up again, looking if there are correct stretches, good participation to teacher, progression of skill, movement of all the pupils and again see if there is a competitive element, again may not be a priority in this one.

[ 00:02:46 ] Position of the teacher during the skills, specifying praise of skill acquisition and chaining whole part whole, see if that coaching process is put in place, demonstrating delivered correctly, recapping last week's activity that will be non-applicable due to it not being her class, number 34, that is, that will be removed for the final intervention project. Study 4 is not applicable and actually will be, go back on to that later, and 35. Cool down with static stretch, due to reception it started at 11, it is now 11:15 due to getting ready. So it takes them a long time, around 20 to 25 minutes to get ready. So it should be an interesting lecture for a teacher who has been in Key Stage 2 for a number of years, a total of 5 years, so it will be an interesting contrast.

[ 00:04:06 ] So before we do any of this, we need to do a little bit of a warm up. And I was going to do a game with you called the Bean Test, and even the other 6 pupils have played it, but then I heard all about a Mr Men game that you probably play, is that right? You play Mr Men, right? Is there somebody who thinks that they can show me, what do you have to do if I say Mr Mr Men, how to do it? So, who can give me an example? Dan. Go on Ann. If you say Mr slow, do I can walk slow? Mr slow, we have to walk slow. Okay, Skye. The bat needs to walk fast. Miss the bat means you have to walk fast. Miss the bat.

[ 00:05:01 ] No. If you say allow, here up here. Mr. Small Lies Down. Mr. Small Lies Down. He likes getting really, really, really tall. Okay. Daniel? Um, Mr. Tall. Have we got a Mr. Tall? Yes. Yes. Well, we have a new Mr. Tall, Daniel. Daniel. Wow. Okay. Have we got any more? Have we? Mr. Jelly. Mr. Wobbly, is that? Mr. Jelly. Mr. Jelly. And what do you have to do Harry? Can you show me? Can you stand up and show me what you have to do Mr. Jelly? Like that. Like a wibble wobble. Right. Okay. Don't confuse me too much. Well, can we just stick to those ones for the moment? Yeah? Can we do that? Mr. Tall. Mr. Small. Mr. Jelly. Mr. Fast. And Mr. Slow. So, where do you hear the whistle? And what do you hear? Can I shout one of those? Can you show me how you do it? Yeah? Yes. So, shall we start off then with Mr Slow? Yes. Okay. So, we've now got the pupils to partake in a warm-up. Ready? One! Two! Three! Two! .

[ 00:06:44 ] You get a lot more intonation in the voice, more exaggeration.

[ 00:07:09 ] Again, the teachers partake in more of the activity; we'll go through the observation list, number 24, making it like humour as well, which is good.

[ 00:07:59 ] Oh, it's small. Yeah. Up, down, up, down. That's it for me as well. Right. We haven't got really long in here because he said two. Yeah, that's five, six, three, and four.

[ 00:08:22 ] So, I was asked, do they have normal partners that they work with, or do they get to choose their partners in order to survive, or otherwise, they just choose and tend to sway? Right. Shall we look at our RBI partners? Yes. Can you go and sit next to your RBI partner? And if they're not there?

[ 00:08:58 ] So, again, they're taking time to put themselves in partners. Again, this could be quite interesting to contemplate about reducing the partnership, getting them to not do, get them in partners. One girl's upset.

[ 00:09:48 ] Again, trying to put them in partners, so again that was quite a difficult objective.

[ 00:10:07 ] Whispering to keep them quiet.

[ 00:10:45 ] Whispering to keep them quiet. TA's required due to sitting. Whispering to keep them quiet. Whispering to keep them quiet. Whispering to keep them quiet. And your partner is scared.

[ 00:11:23 ] I've been very tactile with these groups, trying to guide them through and to help them out with the activity. Voice intonation again use facial expression good eyes wide open to try and keep them quiet that is understood by this age group. Voice intonation tactile with pupils have to be more hands on physically. Again just simple activities so moving around the facility trying to help so they've got to try and help out each one. Again good activity set out. Voice intonation, again, use facial expression but less of an imagination, probably more of a copy and following. Voice intonation, again and again, worker heart to intelligence, I'm propriellarist, can you we meet at the yummy here? Speech Prabhu is so smart, can sing the tune. You don't need to shout because did you hear them now? Voice intonation, again and again, you can hit the bell and would not talk about them, Can you see how both of them do the same thing? How both of them are doing the same thing. How both of them are doing the same thing. Again, providing them an opportunity to do it. Helping each other out, which is really good.

[ 00:13:23 ] Teachers react to what pupils have said. Teachers react to what pupils have said. Very sympathetic and very sensitive in conversation. Really high-pitch intonation for demonstration and for praise. Good use of name tags to get to know the names. Good use of name tags to get to know the names. Good use of name tags to get to know the names. Good use of name tags to get to know the names. Good use of name tags to get to know the names.

[ 00:14:07 ] Okay. I want you to have three parts of your body touching the mat. So that could be two hands and a foot. It could be two feet and a hand. Or it could be two knees and an elbow.

[ 00:14:39 ] Okay. Again, explaining. But again a lot of pupils will find this difficult. So again more visual demonstration. So that's quite interesting to see. So for early years more physical demonstration used. Some get it. Some don't. Teacher reacted to what pupils have said.

[ 00:15:11 ] Again helping out if they can. But again there's two, four, six, eight, ten, twelve, fourteen, sixteen, eighteen, twenty, twenty-two, twenty-four, twenty-six pupils working in pairs. It's quite a difficult task to do. Larger groups. But just maybe better. We found that again boys are very reluctant to work together. But boys or girls are very, very positive when pair demonstration is put in place.

[ 00:15:56 ] Good hand gestures here of applause when someone called out to show them how often did the teacher referred back to individual success, mainly to group, and 17 feelings the teacher expressed to pupils due to success get very good as well constantly and again same

[ 00:16:47 ] get praise and getting good feedback.

[ 00:16:57 ] This baby's got two knees and an elbow. Any circumstances that made the teacher anxious or angry, no, not at all, not shown, still holding her, she's starting to hold her name badge to maybe control and manage her feelings. Again, no elements of highlighting failure of task, failing, and elements of improvement, but there is a lot, a lot of praise throughout. Okay. From both teacher and TA, did the teacher parent share prejudice towards particular pupils? Number 23, may be asking the group on two occasions to show their demonstration, but that changed. Health and safety was good, good warm-up, good participation of the teacher, but again, for demonstration, she needs to physically show instead of verbally talking, progression of skill. Movement. The movement of the pupils during the activity has been good, but again, more movement required to increase heart rate. Again, competitive environments not really required for this lesson.

[ 00:18:47 ] Um, chain hole part hole again it's just very simple, so that's been moved away, demonstration delivered quickly, that needs 33, needs more physical um demonstration made by either the teacher but when the pupils were doing it and they could copy that was very very good, very well behaved class, but not much noise at all, concentrate on the emotional facets, checklist against self-awareness, um wearing um um cautious on time but that's due to the logistics of the lesson and how they can't get ready, cause and effects again controlling our own feelings and moods very well, especially with a group that they don't know a lot of, calling guys

[ 00:20:12 ] trying to help pupils out and again they're doing it incorrectly but again no improvement was asked but again perseverance from the pupils to carry on so that's probably not an element to look into. Consciousness is still expressing itself for us, constantly being called and very dependent on the groups. Empathy and sensitivity is very high, breaking the workload in half. I'm so impressed because if I ask the S6s to do this, they'll come up with the same plans whereas you all thought outside the box and it's really fantastic. I'm so impressed. Can I show you something? Yeah, are you okay? Right then, okay. I'm here. We will have one person on that and one person back up. Then we're going to swap over, okay? So Casey just sit off the mat for a moment. Nick and Ben are in the line. Mike is off the mat for a moment. Oscar, sit off the mat for a moment. Again, individually telling them to give them their dependent mindset. Service and compassion and benevolence. Again, coaching and developing them. Developing them inside is something that is not a necessity within this age group. Recognizing the needs and desires of the pupils is very, very good indeed. Has taken time to do that. Importance to effectively send and receive information.

[ 00:22:17 ] Again, that was difficult listening and engaging because there's so much going on. Many asking questions and wanting the teacher to acknowledge their movements.

[ 00:22:41 ] The importance to recognise the process, dynamics, shifting emotions, trends, and pupils. Noticing their attention, which is very, very, really highly required. How much response is to reasonable behaviour. Again, complexity. I've got one off the mat and one on. Again, very difficult to do. Self-control and discipline. Again, controlled impulsive behaviour. Maintaining composure throughout. Very, very good indeed.

[ 00:23:23 ] Psychology initiative, portraying passion by changing pupils's constructive feelings. Again, that was very, very good as well. Creativity, agility, flexibility.

[ 00:23:43 ] Again, ability to problem-solve, which was good. I thought the box was very good indeed for this age group. That was good as well, to try and simplify the activity. Highly required. Importance to long-term goals desired. Show strong resilience, as many couldn't do the task, so that was highly noted. Someone's sitting upside down and through the legs and said hello. So again, adding more humor. A lot more humour has been introduced into this lesson. And, again, a lot more humour has been introduced into this lesson. Bientôt. And getting along with others was very important to building a really impressive constant rising throughout the group.

[ 00:24:49 ] Negotiation and confused, good negotiation just use prise just very price team work again building seems probably more individual test score required for reception ice grip really good lesson said locker and the comparatives of performance between key stage 2 and keys and early years lesson. They chewed to them getting ready to come 20 minutes, 20 minutes activity really good,

[ 00:25:43 ] very well-behaved individually got them to line up so they were able to be delegated in a simple task but had a whole ass task get to a free store yet to go on the matter.

[ 00:26:09 ] 26 minutes gone and of three quiet and more sensitively I tell you this is our service, but the so lucky to have pupils in their class that know how to follow rules and not shout out right. We're going to walk back to classroom and go sensitively we're going to get changed as quickly as we can, is that okay? Okay, let the lesson finishes in 20 minutes, 26 minutes.

#### Tom observation Two.WAV

[ 00:00:03 ] Okay, Monday the 6th of November 2017 on a Monday. This is Mr. xxx's second observation delivering to Key Stage 1 in Year 2 at XXX, Scots, and Caulfield. Previous observation was to Year 4 Key Stage 2 delivering gymnastics. Let's all start at 1:25 and there will be a 40-minute duration. We'll look at eye contact with pupils, hand gestures, and movements around the facility using facial expressions and tactile with pupils. And seeing if there's verbal and non-verbal humour. Concentrating on voice intonation for demonstrations and instructions, disciplinary actions, praise, and developments. And looking for the voice of volume throughout the session. The response is shown by teaching the mood of the group. Also, looking at the teacher providing the pupils to voice their own feelings and how the teacher reacted in a positive format.

[ 00:01:22 ] Response by the teacher to pupils's non-verbal communication. Again, any movement or misbehavior - that's number 15, that's tilting towards that side. How many pupils had their responses acknowledged in a manner that valued them? So again, that's working with, that's number 16, working alongside number 14. And how often did teacher refer back to individual contribution and success. Again, that works with number 14 and 16. Teacher's emotions and feelings. Again see how they were expressed to the pupils. During the skills and tasks activity. And also just seeing how he or she, sorry he expressed due to pupils failing their task and skill. And also how his feelings were expressed due to misbehaviour. Circumstances that made the teacher anxious or angry. That's number 21. With number 22. Teacher apparently managing their own feelings.

[ 00:02:18 ] Did the teacher show apparent prejudice towards a person. Particularly a pupil is number 23. There will be coach performance of health and safety. Warm up and participation of the teacher. See if there's a progression of skill. And movement of all the pupils during the activity. So they all get physical activity. That's number 28, 29. See if there's a competitive element to introduce a game environment. 30. Is position of the teacher throughout the skill session and demonstrations. And specify an appraisal skill acquisition. So again specify different elements of the skill to show which elements are improving. Who are improving. Concentrate on 32. Chaining whole power, whole self reflection. With demonstrations delivered correctly at number 33. Again that can be the teacher bringing someone in. Again recapping last week's lesson. That will not be applicable. That should be taken out of this transcript. Finally cool down. With static stretching at the end. That's number 35. And overall teacher performance will be commented on. There will be emotional facets and self awareness. Connections. Self appreciation. Assertiveness of themselves and social identification. There will be some social recognition on the empathy and sensitivity to the pupils. Compassion and benevolence. And holistic communication. Situation perception. Perception. Perceptual awareness will also be identified with interpersonal development.

[ 00:04:01 ] We'll be right back.

[ 00:04:25 ] Now I don't want anyone down, so I shall try and learn a little bit. We've got back four to five minutes. Now I'm really, really excited because I've never, ever taught a pupils's book before. I've got a daughter, she's six, so she's actually a unit. So we have to go ahead and tell her tonight that I've taught people at that age. But I'm really, really excited about it. So, we're going to be doing a little bit of gymnastics today. And what I'll say to you then, one of the things I want you to do is that we show. Could you sit up for a minute? That's so we show really, really good listening. Now you're coming in really early. You're carrying the sound in your mouth. I love the way you two are sitting there.

[ 00:05:06 ] Because you've got to show me good listening. So I know that they're going to be learning today. Because I can see that they're listening to you and what you're saying. What we're doing as well is fantastic. So, you're going to prepare. We're going to do a warm-up first of all. And then once we've finished that warm-up, we're going to do another warm-up. Then, we're going to go back and sit on our mats. And we're going to talk through what we're going to do today. And we're probably going to get through all of this. We're going to put a little bit of foam. And we're going to do a few gymnastic moves as well. So in a few minutes, we're going to do a warm-up where we move around the hall.

[ 00:05:37 ] So you need to be really, really aware of things around the hall that could be technically damaged. So lots of nice things. As we move around the hall, we need to look out for something that helps ourselves. The piñata. The piñata, yeah. So don't worry. This is the piñata. The piñata. Very, very well done. Oh, they're beautiful, yeah. There's only 21 of you here. I mean, quite these guys. So just be careful. Make sure you keep your eyes open when you're running. You don't want to knock your eye on the edge. You don't want to bump into anything like that. Very, very good. Couple more. The benches, yeah. So keep your benches around. Some of the backs around there. So be careful not to trip over the benches. Now, one more.

[ 00:06:45 ] Again, the tone of voice is very quiet, very sensitive in tone, very layman questions such as what the colors again let them provide their voices of their feelings

[ 00:07:29 ] psychiatric

[ 00:07:57 ] see if you can have someone give you the answer by putting their hand up and now I'm going to shout it out what do you think you'd do if I said red? Stop. You'd stop. So bring your jar which is the slow one and back you walk and red you stop and I'm going to sign those in different orders. Any questions? You could do, that's a really good example. She might get a bit more tricky should you do when we say partner on the mat? So you've got to, it's a bit on the streets and blocks so maybe you've got to run around and jog around or walk around but see if you can do that together on the mat. Again letting the teacher provide their voices and feelings even better than what I planned. Well done. Good praise for it.

[ 00:08:52 ] Going to ask a name, but never repeated the name suggestion to do that.

[ 00:09:07 ] Okay, so again, not much hand gestures there, but let's go to the voice communication. Very soft, very much layman terms, voice intonation and praise as well, really high tone, excited and enthusiastic tone on praise again,

[ 00:10:01 ] uh okay um, voice volume for us again, no it's it's actually for instruction and praise again, instruction is actually quite quiet, it's something that I've learned less stern, it works more effectively because they have to listen. Good job, Fred!

[ 00:10:45 ] Fantastic, so sit cross-legged on your mat. Can you just sit cross-legged forward? Fantastic, right, and you were brilliant at that. Really, really good. You all did the right thing. You did it really quickly. So you're using lots of different skills there, remembering, listening, you were lucky as well. Did you have any injuries for him at the end of the 24? Hmm, can't get health and safety number 24.

[ 00:11:25 ] Good facial expression, lots of smiling, a lot more smiling in comparison, a lot of hands up, more pupils putting their hands down, putting their hands up for no reason, no questions being asked. This is visual aid being used for the first time, so it's a booklet with pictures shown for year 2, so again this could be quite good to use, again this is the same material used for year 5.

[ 00:12:20 ] Responses, again a lot of praise. Responses shown by a teacher to the mood of the group, again being enthusiastic, and again he lets them be enthusiastic as well, there's no point in controlling a younger group, which is good because I've seen that before. Give them a time band, but again a time

band doesn't really work, what if you did a few minutes to a few seconds, it wouldn't matter. You're so kind of just, very good, all stocked up at the same time, you are very, very good for year 2, I'm really impressed actually.

[ 00:13:11 ] Again, a lot of reading out loud, which is good while the teacher is providing instruction; one isn't got their glasses, that's quite interesting actually visual impairment almost was interested in the 25th in traffic loss, that's good.

[ 00:14:19 ] Please ignore and stay on the radio.

[ 00:14:34 ] Hands are off and no questions being asked.

[ 00:14:58 ] Very good, read for your two six year olds.

[ 00:15:17 ] Again, he's looking around, moving around the group so we get movement of position of the teacher during skill activities which is good. Voice intonation during disciplinary non-applicable. Teacher reacting to what pupils have said, again providing a lot of praise, overreacted when they are wobbling their legs which is good.

[ 00:16:05 ] Can anyone repeat the first bullet point for me, I'm going to touch down, I'm going to follow the notes, I'm going to follow the notes, I'm going to shut up, straight back, so you'll see all three of these is a common thread, that means you do a lot of the same things for a lot of these things. Again, changing terminology so it's the same thread, it means it's simplified into terminology.

[ 00:16:37 ] You go a little bit like you're sitting in the centre there, except instead of crossing your legs, you're bringing your knees up, and then you're going to tuck your heels into the back part of your feet, and you're going to pull them up to your bottom, just like in the picture, okay? And then you're going to read that bottom line for me. Five hands on each leg. Five hands on each leg. Yes, right hand on each leg. Super reading, five hands on each leg. So if you look at the picture, and if you follow those instructions, and if you both sit on your mat, and see if you can see it. Come on boys, I'll give the actual show to one girl who wants to tell him off.

[ 00:17:32 ] Again, using simple terminology.

[ 00:17:51 ] Fantastic, okay, just kind of relax a little bit. Again, one girl's put her hands up but not being answered. Okay, so, I'm not going to get into reading. I'm going to read instructions to you. Can you have a look at the star shape? In your case, could you read and have a little go at it, come round and assess how I think it does? So, read the bullet points. Many of the pupils had their responses acknowledged and valued all the time, but a really good tone, which is good. Teachers frequently express to pupils due to skill and task. Again, that's been good. An excuse circumstances made the teacher anxious. Rephrasing his explanation. So, threading was to be changed to doing it again. So, that was good.

[ 00:18:56 ] um, any circumstance again going on as a coach and good progression of skill I can work with every single individual, good praise on an individual basis as well, which is good.

[ 00:19:21 ] These basic shapes. I think I'll be very impressed with your hand. Definitely the body. Right, we're going to look at this one. This is a bit tricky. I found this hard when I had a go. So, make sure you see. Make sure you see. So, I'm going to bring this out as fast as I can. So, this is called the strand shape. So, again, straight back. Wide legs. Look at the picture. Reach arms towards your toes. What do you notice about your toes?

[ 00:19:56 ] Chan Ho Park Hong is being done slightly, so again there's the general progression position of teach during skills activities.

[ 00:20:19 ] Okay, good pointing, going round, trying to demonstrate, get them to work on progression of skill which is good, good praise on specific skills, areas, aspects of skills.

[ 00:21:19 ] One girl is getting very upset, but it has yet to be recognised due to the fact that the boy is not sharing the sheets

[ 00:21:36 ] because they are reading they are reading out loud and taking little notice of the teacher's instruction, but they are still doing the activity so it is quite good actually. Using visual groups of three again is causing friction, and now the girl is getting upset.

[ 00:22:26 ] Very good, a specified phrase, did the teacher show any prejudice? No. Example of managing his own feeling: not really holding the facing structures of paper, touching on the emotional facets. Lessons 22 minutes long, self-awareness and understanding. Again, his image and stance and feelings and motives are all there. Again, but a lot simplified.

Very professional in attire, and again, perceptions of oneself did benefit the delivery of the PE group, again, being very professional, and again, telling off doesn't happen. Connection of cause and effect, important to recognise the impact and consequences of. Okay. Of your own feelings and mood, separating external and internal factors that can affect your own emotion, knowing how your feelings can relate to performance of PE teaching. My feelings, knowing that I was nervous at the stage, the

[ 00:25:01 ] value of delivering PE, self-esteem required, coming to groups with personal attributes, again not teaching a group before, showing some good personal strengths, great communication, again very much layman terms and very wavy tone of voice to try and express more enthusiasm throughout. The importance during the PE lesson to be aware of personal restrictions and limitations was expressed well, so again some stuttering, rewording, rephrasing sentences to make them understand more. Handouts are a good idea and that's one element of communication effectively and trying to be aware of his personal restrictions but again for some groups they find it difficult to read. Good idea for year 3. Year 2 may be slightly too young but again there was some that did quite well. Importance of showing an ability to identify personal feelings. I think explanation needs to be reduced down to about 30 seconds because it doesn't matter.

[ 00:26:27 ] Sensitivity and appreciation.

[ 00:26:36 ] Again this is very much, we'll go into this in a minute, a lot of negotiation management being used in this group. Key stage 1, high negotiation management. Sensitivity, quite sensitive, it's a sensitive group but a lot of praise as we go to some. Again a lot of empathy, appreciation has been high, compassion has been ok, aiding and helping again within this curriculum was quite, hasn't been used enough compassion because it's not required really due

to the fact that the benevolence has been quite good. Allistic communication. Communication, again with the group, listening and engaging has been very high. Situation, perceptual awareness, again shifting the motion, trends, which is good.

[ 00:27:50 ] Again, no questions, just statements are being asked to show, to gain praise and affection from the teacher, really good. Always learn that if the hands are up, it's really just to get praise. Interpersonal development, importance of growing and nurturing constructive connections, setting the tone for long term depth and breadth of the relationship, setting out constant praise right at the start, so interpersonal development works is a necessity within this group. If you are showing that you're proud and happy at the start, they work really well. Again, good demonstration, walking around the group, so again going back onto the coaching development side, very good as well. No silent demonstration or hold tight hold or anything like that, self-controlled discipline. Right, just stop for a second, everyone just sit on their mats, just sit on your mats.

[ 00:29:00 ] There's a couple of things I probably forgot to mention. When you're doing this, like you're sitting in this chair in a minute, try and use your mat a little bit closer. What I don't want to do is if you go across this way and your body's longer than your mat. If your head suddenly goes down and you get off the floor, you're not going to be able to do it. It's quite hard. So if you lie that way across your mat when you're doing it, and then hold your head in, it doesn't matter if your feet are off the mat, you need your head on the mat. Health and safety being introduced there, so that's number 24.

[ 00:29:32 ] Because again, they're quite dependent in learning health and safety elements and not using the mat appropriately due to banging on the head on a few people, a few people have done for you pupils. Creativity. Flexibility. Again, planning during the PE lesson. Again, good visual aids, good ability to provide problem solving, which is good. Thinking outside the box, so that's been good. So straight away, within a minute, I spotted a really, really good one there. Okay, and that's well done. And then what I'll get you to do is swap over. Okay, and then watch your line. So feet will then have a go. Watch your line. Aim again. Okay. Goal, direct, performance, target, action, desire, drive to choose, challenging objectives, acceptable risk. Again, that was done a bit low on risk, you may want to improve, but again, it's good. Okay.

[ 00:30:42 ] Again, one goal. I'll show you again. Okay. Work going down, equally in eye contact, which is good. Developing relationships and getting along with others. Again, having quality connections and building a strong rapport is essential with this group, because they are an emotional group. They do try and tell the teacher and other people, but it's been, because they've been working in smaller groups and not large groups, that's worked out quite effectively. Leadership and influence, importance to deliver PE and reward them like ability and charisma. That has to be of very high importance for this year group. Changing catalysts and response. Again, change for champion action for during the PE session. Using interpersonal skills to try and cater to different abilities as well. Not really required because they've been delegated to set role players, which has been good.

[ 00:31:43 ] Leadership and influence, again like we've done that catalyst and negotiation desk negotiation management, how sports has been used continuously with this group because they don't know the name of the pupils, but again good kind of almost bribery to get them performing above their expectations, which has been really good. Working in pairs has been fantastic. Now I've been looking at girls working together, boy and girl working together, and boy-boy; do find that the boy-boy, they are again it's happening again, there's only one boy-boy group and they're doing gumballs and playing around where the other groups are continuously doing the exercise. It's something that I've never it's been quite interesting to look at. Now because I'm looking at the pupil, the two boys, they're starting to partake again, only because they've been locked up, it's quite amazing. Teamwork, collaborate importance of this skill is to build bonds and transform groups into teams; engaging pupils to demonstrate and generate more effort, nurturing spirits, and PE session to develop synergy. Again, this was done as a high-scale really good sat scale up in this area, really good lesson, actually very loud,

[ 00:33:41 ] I get no telling. I'm just asking nicely, again using my stomach, this girl wanted to ask a question, it's probably a statement again.

[ 00:34:42 ] One's already doing it but again it has to be recognised because it's not sitting up right.

[ 00:34:54 ] Some have already done this and moved forward.

[ 00:35:17 ] Going back to emotional observation transcript: eye contact with pupils quite limited; um, on well actually that's been quite good because it is, it's been quite good throughout, sorry, sorry, yes. Hand gestures not that much because he's holding the instructions, the paperwork of all the gymnastic movements; um, again no hand claps that much of things like that. But again, he's rubbing his stump stomach to highlight which muscles are being used by the teachers, so again there is some slight movement, uh, hand gestures there.

[ 00:36:03 ] Women around the facility, again very good during skilled demonstration, verbal humour not really used, could be introduced. Tactile pupils, no that's not at all, but again if that's a male or female teacher. Again, losing demonstration, concentrating more on the booklet than the instructions, verbal instructions of the teacher. Good facial expressions, tactile pupils, non-verbal humour.

[ 00:36:46 ] Voice intonation during instruction, it's getting louder and louder because they've been given the handouts, they are concentrating more on that than it is on verbal. I think it's with vowel process, multiple vowel processes confusing the pupils, so again I would use silent demonstration on that side. Voice intonation during disciplinary, very pleased and thank you when pupils are misbehaving, so again it's with myself asking them to sit down and things like that, it's been working effectively this year group. Intonation during praise and development, really enthusiastic praise to all individual members. Voice intonation and small groups, which has been great, and also as a group as a whole. Verbal humour used, not really; again, voice volume throughout the session as well has been very good, it's been louder since the handouts have been handed out.

[ 00:37:48 ] Responses shown by teacher to the mood of the group, excited to gloomy for example, again they are still very enthusiastic, but again he's been trying to get them to work more. Teacher providing pupils to voice their feelings, teacher to provide pupils to voice their feelings, that has been quite one or two times actually which has been good, but again more of the case of wanting them to do what he wants anyway, so there was a suggestion about moving around the gaps in maths which was then praised, that was good. Responses shown by teacher to the mood of the group, excited to gloomy for example, again teachers non-verbal communication, reading the papers and the handouts, why not listen again that was highlighted, but again it was a very brief, you know, interruption because again they were still learning, they weren't moving around due to being naughty.

[ 00:38:54 ] Again teachers very good with eye contact, again trying to be equal, going down on his knees to get equal level of eye contact and teacher reacted to what pupils said as highlighted, very good. 16: Sorry, pupils had their responses, acknowledging them out of the praise room, absolutely good feedback, again constant praise and enthusiastic praise, finished teacher expressed to pupils due to skill and success, again Valerian 17, again very good praise, good smiling and aspects like that. Due to having a look around, when there's demonstration he concentrates first but then smiling after, managing his own feelings, I think holding the actual handout himself to support, maybe the case that he uses, he could be using more visual hand gestures and hand coordination ordering, if that was pulled away. 17.



#### Paul observation One.WAV

[ 00:00:01 ] Recalibration 19. This is XXX at Meadowview School. XXX, you're at Year 5, isn't it? Year 5, Key Stage 2. Outside playing playground. It will be ball activities. Doing an initial warm-up at the moment for two laps.

[ 00:00:41 ] 21 pupils in total. 21 pupils in total. 21 pupils in total. 21 pupils in total. Doing a good warm-up, a good couple of laps to keep them warmed. He has dropped in temperature.

[ 00:01:10 ] Again, trying to raise the heart rate due to 5 seconds. Okay, we're going to go. We're going to go fast. Again, good dynamic movement. Okay, concentrating on the emotions. Good voice volume. Making it humor. It is dangerous. What happened? Oh, my hand. You're the one. Oh, what the? How did she go down? Why didn't she go down? Why didn't she go down? You're moving. You're moving a lot.

[ 00:01:59 ] Okay, one person injured very sensitive and very calm,

[ 00:02:15 ] okay.

[ 00:02:29 ] Right number one you are in the shadows, number two you're just gonna walk around and for now, number one you're just gonna follow them as they're in shadows, okay. Teacher has to go off quickly, running, uh, leaving the group to independently work by themselves, this is quite good um to let the pupil go into two inches injury now pupils are doing a good heart arm out and figures good warm-up actually which is required um good shadow activity again so again nice humor as well being introduced which is good for this age so again a lot of smiling on the faces of the pupils. So we're playing netball which is good, hockey, and all sorts of games, a little bit like yeah marking yeah you're sticking with your first, your man or your woman, you're sticking with them and following them everywhere they go. So in a moment I'm going to shake lose the comforts, number managing their own feelings holding the tag the badge, it's something that I've noticed about three or four teachers doing so maybe something that I would introduce in the training program to remove the tag but again if it's there to control if it's there to control their emotions it might be quite good

[ 00:04:16 ] again good tig and tagging almost it's very good agility and balanced coordination abc's uh teachers we've got a smart voice um

[ 00:04:46 ] now quick change a tiny voice good humor again so you were trying to get rid of her so you were trying to get rid of her

[ 00:05:14 ] um okay really good activity i really enjoyed so um again childhood was injured has come back out he's been sensitive to sweets for him Again, a lot of fun, a lot of enjoyment from the pupils, Mr XXX standing in one spot, no demonstration, But again, not really required due to. Right, so XXX, you were the shadow this time, good work, pretty close, pretty close.

[ 00:06:07 ] In netball, in football, in hockey, in basketball, you'll need this skill, both marking and evading and escaping. If I wanted to pass to Riley now, because he's lost his shadow, he's lost his marker, I could very easily pass to Riley, couldn't I? Because of his movement. When I say I need you to move, this is what I mean. Head towards the net, yes, but sometimes just go somewhere, anywhere, to get away from a marker. If I wanted to pass to George, it'd be a very hard job because his shadow's right there marking it. You could easily bat it away or catch it and go and counter-attack. So, we're going to have a few more passing games and then we're going to think about all the things we've worked on in netball. Passing, marking, evading, and we'll have some mini-matches. But for now, we'll just do a bit of passing practice. Some balls over there, I'll be back in a second. Get into the net. All groups of roughly six. Okay, so again, very little Q&I, so limited discussion by the Q&I with the pupils.

[ 00:07:33 ] Two girls want to be on their own, this would be quite good. Delegation, no delegation, very autonomous on that decision. We immediately saw all the types of throw that we've worked on. Yes, this is a decent throw, you can get some distance on it. However, it's not accurate at all. The one type of throw, there's two types of throws we've worked on. One, which is quite a good one for getting away from markers, is the bounce pass. So if I bounce past the bat, it's quite a good one. And if you bounce past the bat, because the marker, they're expected to come in high. So if Natalia was expecting to get this, I could sort of pass underneath her. And it might catch her unsuspected. But we've practiced this, and we're not going to spend too long. The other one, oh, Matt, I've practiced one over there. The other one is the check pass. And we've done this loads and loads and loads. And it's like we do in maths and English. It's just a skill that you need. Far group, far group are more moving around, taking less notice of what the teacher's saying. Suggestion that the teacher should bring all the four groups in closer. So everyone can see, get more attention, take part.

[ 00:08:54 ] The group is listening. Again, adding more humour. So eye contact for pupils is good. Very little hand gestures. But not really required. Movement around the facility is very little at all. And use of facial expression. Again, good smiling. Good humour as well. Not very tactile. Even with this pupil who was injured. Only touched the area that he thought he was injured. But the pupil is now back playing. Non-verbal humour. Not really added on. Voice intonation during instruction and demonstration.

[ 00:09:48 ] Again, just trying to get the organisation going. So again, maybe. Equipment. Again. Stop. Two steps back. Two steps back. Good. Big long pose. Quick. Quick. Go, go, go. Good. Good. Good catch Harrison. Good. Good catch Harrison. Okay. So he's going to the group. Back to Harrison. Let's get a good cut. Well done. Stop. Like this. Okay. Watch what I'm doing. Like this. So hold it with your hand. One. Two. Good. And push out. Five. Two. Three. Very good. Perfect. Well done. Hmm. Okay. Moving to the other groups now to have a look. He's been helping a pupil with progression of specific skill. And again, good praising. On the throwing. Again, just need to iterate on the throw. That was to a pupil with SEN. Autism. Again, smiling throughout and moving around.

[ 00:11:05 ] Very good indeed. Feelings expressed to the pupils misbehavior. Hasn't really happened. Two girls were talking at the start. But again, they were quickly locked up with a very extreme change of facial expression. Which is very good. Again, he's smiling throughout the actual session. And the pupils are partaking quite well. I think due to the coldness, I think them being static, it may be the case that they need to do some moving exercises. But this is more towards coaching performance rather than emotional intelligence. But again, if they are getting cold, that could be something that needs to be looked upon. Again, it's competitive environments. That will be added in number 29. Let's go back now to number 12. A response shown by a teacher to the mood of the group.

[ 00:11:51 ] Again, they're all very happy at the moment. And when activities are slowing down and there's less enthusiasm, he starts changing the activity. Which has been good. A teacher providing pupils to voice their feelings. Needed not use the tool as yet. Very much delegating the whole session itself. A teacher reacted to what pupils have said. Again, that flows onto number 13. So again, no responses by the pupils. A response by a teacher for non-verbal communication. Again, anyone who's cold or any lack of movement or enthusiasm. They haven't been shown as yet. Number 16. How many pupils have responses acknowledged in the manner that follows them. Again, good working with individuals to improve their skills. Six passes without being tattled, without being intercepted. Six passes without being tattled.

[ 00:12:51 ] I showed you what to do and you didn't do it. We can count to six, can't we? Yeah? Yeah? Do you need a little practice? One. Two. Three. Four. Five. Six. Yay! So we're going to have this half of the pitch. The yellows will start with the ball. The reds, you're going to start by trying to intercept. If you can string six passes together, then you get a point. Go and spread out. Don't start there. Okay. So again, they're doing more of a physical activity. Do you see that? Let's go back to the emotions intelligence observation. Pupils had responses acknowledged. That was very good. A lot of good praise and again, a lot of enthusiasm on that. How often did teacher refer back to individual contributions? Again, that was also being highlighted as well.

[ 00:13:49 ] Using individual names. That's it. When they have not been listening. The font of the pupils is quite high. Feelings that teachers express to pupils due to success and skill. Again try to be specific in certain passes. Again good physical activity.

[ 00:14:17 ] This is something you can do with Key Stage 2 because it can take criticism in a certain way. Maybe not all pupils, due to different emotions. So that may be something to take into account. Some are stepping this an over. Okay, so we move on to managing this. Holding his bat. Again, feelings that teachers express to pupils due to misbehaving. Number 20, again just a change in tone and voice. More stern. Now they are listening quite well. Well, did the teacher show any prejudice towards particular people? No, he hasn't. More support and more gentle tone with the pupil with SEM. Health and safety check wasn't really checked. It was just taken part straight away. One girl hurt each other.

[ 00:15:37 ] I'm going to show you some sensitive when I go ahead, brought the person in, he's going to have a generic chat, one has been set out.

[ 00:16:10 ] Movement of pupils, let's go on to the coaching performance, warm up, good warm up actually, that was good fun, probably more dynamic stretches required, participation as a teacher, again quite enthusiastic but again not being hands-on within the actual participation itself, probably not required due to the fact that they know how to partake in the activity due to their age. Okay.

[ 00:16:49 ] Progression of skill has been improved, which is good; so simple static passes then to movement, so that's quite good, that's number 27, 28, movement of all pupils during activities, so that's been good as well. Game and competitive environment. Game and competitive environment was introduced, which was great, again some of the skills of catching, so a few bump noses and things like that have been happening. Position of teacher during skill activities, trying to move to both mini-games equally, which is good; he's now explaining to the pupil that he needs to be less angry, the pupil has got his arms crossed, he's trying to explain what he was doing and again he's trying to get back into the game. Okay.

[ 00:17:43 ] So he's disciplining just talking to the pupil, just to say that he needs to be less forceful when there's sports with both girls and boys partaking. Movement of all pupils during activities, movement of all pupils, that's just been mentioned. So position of teacher, that's been talked about. Specify as part of the game. That's done effectively, especially with the boy with SCN and also with one of the girls who was not working on her knees, chaining and whole part whole, that has been, the coaching processing has been done quite effectively. It's been with one group for a long time now, so the other group isn't being observed, only because this group is less abled, but again, probably needs to go to the other group soon because he's spent more than two minutes and no time with the other group. The ball is flat, non-applicable really, he's now walking away, leaving both groups to get some bids. Demonstration delivered correctly, again, recapping from last, so just use small demonstrations for the progression and recaps from last week's session as well was effective. Let's look at some matches. Can these reds take their bibs off? One for a yellow boots when you're wearing yellow.

[ 00:19:19 ] Just hold on to them though, just so I know. Can this group of reds come together please? Come together here, I'm going to split you between the other teams, just so it's a bit more even. One for you, one for you, one for you, one for you, one for you, one for you, one for you. Right, OK. Perfect, so you two keep your bibs on, you'll be on the red team. You two are going to get some yellow bibs, you'll be on the yellow team. You can put your red bibs, where's the red bibs bag? I don't know, I'll take them then. Yeah, well done. Again, regarding changing the bibs, needs to get more of a competitive element in, which is good. We'll move on to now facets.

[ 00:20:15 ] self-awareness in standing again in the correct attire a bit of professional look sometimes going on to cause and effect own feelings and mood again quite nervous at times but just move away humor I recognise the impact of consequences of our feelings and mood again using humor to try and deflect any issues regarding not know much on netball which is evident at times is split between the two. The two teams in half, so it's just doing a one-team turnaround, so winner stays on competition, so it's three teams in total again, trying to move the ball across again, moving a bit anyway, moving on to self-appreciation, not looking at the teacher, looking at the game again. Unfortunately, I've got to get my head around that important to show strong self-esteem again, some slight nerves, poor trades but again due to the experience of the sport and importance during the period of being out of personal restrictions, limitations again he's done that extremely well by looking at the basic skills of handball, coordination, and

[ 00:21:59 ] catching and balance coordination, etc., that's been introduced well and using good self-worth and personal care throughout the session, important shown ability to undefault personal feelings again. This is something who was in attack for the reds? If you weren't in position, we might be able to pass to you now and we'd be able to pass to you now again, trying to stop the go-to try and bring more of a tactical element; empathy, sensitivity, appreciation was shown again. A lot of humor was used so again, to try and deflect any injuries, people who are injured or upset, and during the netball show which has been good, serves compassion and benevolence again, helping and coaching very effectively because it's showing more of a self-reliance; connective, more tactical and technical elements to sports, holistic communication, listening, and engaging. Probably engagement needs a lot more. Improvements, but again noticing that the pupils didn't really require it as much, but something that I would say the teacher would need to do

[ 00:23:38 ] with you for this course as members of the college as we talk about self-control and self-controlling and kind of this is interpersonal developments, sorry. You points are sort of aja Importance of growing and nurturing connections, setting the tone for long term. Again, that has been done effectively, but again, good listening from the pupils. The girls have hurt their fingers. Again, tactile for the girls who have been injured. Good sportsmanship there. Pulled her finger back when the ball hit her, which is a shame. Anyway, going back onto self-resonance and rapport. Again, that's probably needed more by the teacher to get them more infused. But again, they're enjoying being out. Enjoying being out. Enjoying the physical activity. And there's a lot of movement as well.

[ 00:24:59 ] Again, Noah, obviously we've set her. Shouldn't use the name. Craig, come on. Pupil. More movement with feet.

[ 00:25:16 ] Not use of any knees. Teacher has to be pulled away. Because another pupil was injured. Again, so health and safety needs to be more apparent within this lesson.

[ 00:25:33 ] Pupils are being allowed to do a countdown, which is good. Self-control and discipline. Again, handling impulsive behaviour, maintaining composure while experiencing stressful situations. Again, that was good. He was very calm when there's been a lot of injuries. And a lot of contingency management on his own path was used. Something that had to be used more in key stage one. But again, this is more of a competitive physical activity element. And having a competition environment, potentially more injuries will occur. Integrity and trustworthiness are important to work and consciousness,



and integrity. Providing principles and values throughout the PE lesson. And for the lesson that has been done, keeping promises that are made. Again, no promises have been made in this year group. Again, that's another element in Key Stage Two.

[ 00:26:30 ] Importance to have the ability to mentally and emotionally engage. Again, this hasn't been really done before. Trying passion and by changing the pupils's feelings during the lesson. Again, trying to add more skills to competition was good. And again, trying to talk and highlight the importance of the movements and the skills. The skills of the game were very good indeed. Creativity, agility, and flexibility. Importance to cope the transition and contingency planning during PE. Again, that has been shown effectively, especially due to injuries. And sensitivity has been shown. Again, good praise. But again, no specific reasons of why. So again, supporting progression of pupils as well. Good defending, there's more specific. So that's good. So more praise has been highlighted. Regarding creativity, agility and flexibility and adaptability. Again, slightly adaptable will be more relaxed in the rules.

[ 00:27:28 ] So the game will flow nicely. Again, more praise has been used. Just the movement of the teacher is static. And of course, when they're static, the teachers, the pupils will become static. So it's starting to move now. I think you may have just heard me. Goal-directed performance action. Again, importance to long-term desired goals has been made. Going on to social management. Very important to have a cultivating and nurturing relationship with the pupils during the PE session. This has been good. But knowing the actual group itself because it's a tutor group. So it's slightly limited. Leadership and influence, very good. Good warmth and good likeability. Good presence as well. And good charisma. A lot of charisma is used in Key Stage 2. So again, a bit more humour. Because they get, especially verbal humour as well. They're starting to get sarcasm and other aspects as well. Again, the teacher's gone quiet. He's picked it up again.

[ 00:28:45 ] We move on to the challenge of catalyst response. Important recognises the need to change. Your champion in action during the PE session. Using your interpersonal skills, abilities and progressing individuals on their performance. Again, good stress. Yeah, there was good positive pressure actually, which is very good.

[ 00:29:06 ] Playground has been taken part. Finally, negotiation and conflict management. Again, not much negotiations were required in this. Teamwork and collaboration. High amounts of working with teams and good reports with that as well. So that's been very good.

[ 00:29:41 ] Okay, going back to emotion observation transcript lesson states 29 minutes again. Eye contact with pupils has been strong, but again more independent, so again more concentrating and locking up their skill acquisition then behaviour. Very little hand gestures were used and to guide them again due to their independence of being more capable of their age. Good movement by the pupils they did more praise on that again. He's starting to move around the hall now which is good. Anyway going to use the facial expression maybe on smiling when it's going good, so again more humor as well as being used. Tactile pupils not really due to age group again not really required to be nurtured into doing certain you know needs don't need to physically guide the pupils pat them on the back.

[ 00:30:55 ] So again he's watching the game smiling and pointing at them keep steady once again by pupils non-verbal humor effective non-verbal humor I think one this young one there, but then I see the reader that works do you get the whole kind of humor trying to capture what we're looking for. Oh happy just reiterating skills. Response shown by teacher to the mood of the group. Again very excited, enjoying the enthusiasm as well. Provided teacher providing pupils with voice and feelings. Very limited on this one which is unusual in comparison to the other key stages. But again there has been a lot more movement which is good. So is that a necessity required? That is number 13 for this key stage. That's a question mark.

[ 00:32:14 ] Again teacher is taking part again. More praise required when they've scored. Pupils getting more excited because of the music. Pupils are watching, not from the class. How many pupils have the responses acknowledged and managed and valued? Again you're looking at around over a third which has been good. More probably required. How often did teacher refer back to individual contributions? That happens quite frequently throughout the whole session. He's now partaking to try and help the group who need more help which is good. So first time again it's 32. 32 minutes, 33 minutes into the lesson it's the first time he's partaking. Feelings teacher expressed to pupils due to success has been positive. Failure, again just more humour has been used in criticism which is good. Again teacher is laughing because the team is always laughing which is good. So this is good.

[ 00:33:32 ] Example of teacher parent managing their own feelings. Again you're holding his badge. The teacher is showing apparent prejudice, not applicable. Showing anxiety, just distributing that time. But again not real much anxiety is shown. Health and safety check was quite limited especially on the warming up stage. More dynamic stretches. Probably needed especially with arms and hands and wrists. Participation of teacher took right at the end to do so. Very less hands on. But again, they are more capable, so that could be a pattern from key stage 2. He's recapping from this and this week's activities now. Call downs may not be applicable due to time. Demonstrations delivered correctly. It's very, very good. It's been used effectively. Specifying praise for skills acquisition was done effectively. Especially in game environments. Chaining and whole parts whole. Self-reflection. Coaching processing was introduced. Again, more technically as well. That's been used more on comparison than it would do in key stage 1. Recap has been done. Going to put the stuff away. Again due to time. Call downs will not take place. Overall great session. Time is 35 minutes.

#### Paul observation Two.WAV

[ 00:00:04 ] Tuesday, 21st of November, 2017, and seeing XXX's second observation. Originally delivered netball to Year 5, Key Stage 2. Second observation is to reception time of lesson will be around 10 o'clock due to the pupils being changed. Topic of lesson to be announced at number of people yet to know. Going through eye contact with the pupils, hand gestures, movement around the facility, use of facial expression, tactile responses. With pupils nonverbal humor used, we will concentrate on their observation of view by the teacher and the teacher will be able to see the pupils' facial expression, verbal communication response. To pupils, schoolchildren's emotions and communications teachers' feelings and emotions, and finally coaching performance emotional assets will be checked from self-recognition, self-social recognition, self-management, and social management.

[ 00:01:46 ] Now you start to space in the wall, not excessively, but space for yourself.

[ 00:02:13 ] And we're going to carry on that now, beautifully. Keep it pressing. Right. We're going to play a little game to warm up. We're going to start off with two rules for you to remember. When I say 'zero', you've got three seconds. And when I say 'one', you'll be walking around the hall. What do you do when I say zero? Everyone tell me. What do you say when I say one?

[ 00:02:49 ] I'm not partaking in comparison to reception.

[ 00:03:20 ] Okay, eye contact with the pupils for a limited, hand gestures. Now we're going to have a new rule, when I say two, we're going to jog, just a nice little gentle jog, not too fast, around the wall. Okay, what do we do when I say two? What do we do when I say one? Freeze, zero, freeze. What do you do when I say two? What do we do? What do we do when I say one? Right, everyone stop. You don't need to do it, just listen. When I say zero, we...? When I say one, we...? And when I say two, we...? Okay, good. One, one, well done. Again, partaking, which is making the mood of the group and not a lot of smiles, and more distraction, more looking towards me than the actual teacher. Two, well done. Some are bouncing around. Hand gestures, very little. There you go. Starting to partake now. Movement around the hall is very limited by the teacher.

[ 00:05:07 ] Good learning once I need the toilet. T8 is taking part as well. Her voice intonation is a lot more. Three is more than two. What do you do for two?

[ 00:05:33 ] Voice intonation is a lot higher for instruction and praise, needs to partake more due to the change of facial expression is constantly smiling and giggling and laughing

[ 00:06:25 ] XXX stand still for a moment What's up thank you Price has been given instructions We know that Now what we're going to do Shh So just to start off with were going to wander around balancing a bean bag on our hand just like this That's all were going to do to start off with Now make sure you're looking Yeah coming together coming together Again coming together so the closer people go closer Okay Shh So were going to be balancing a bean bag on our hands Were going to be needing to walk around carefully No shh Well be needing to walk around carefully Hands pointed upwards. If you're not looking, your wheel will drop it, so you've got to try and keep it balanced on your hand. Shh. So, everyone come.

[ 00:07:24 ] Ah, ah, no, no, no, no, no. Come and grab a bean bag. Balance it on your hand. Carefully walk up. You don't, no. I will give you a bean bag. Everyone take two steps back. Okay. So, I will be giving you a bean bag so pupils will go waiting sensibly. Like this one here. Well done. What's your name? Well done. Right. Balance it on your hand like this and go and walk, have a walk around. See if you can keep it balanced. Flat hand like that and see if you can balance it, okay? Keep walking around and wait for everyone else. Balance it on your hand. Make sure you keep it nice and balanced. Well done. Here you go. Well done. Well done. Are they alive? They are. Oh, careful. Mason, up. Mason. Flat hand. No, you don't grab it. Just a flat hand like that. Yeah? Flat hand. Good. Well done, Mason. You'll be fine. No spikes. Well done. Careful. Careful. Who's that throwing? Oh. Well done, guys. Off you go. Okay. I'm also supposed to be spying because the frog is in the air.

[ 00:08:52 ] Okay, now I'm seeing two or three people throw them, if you're throwing them you will be out and you have to sit out for five minutes, you need to balance it on your hands and walk

[ 00:09:18 ] And one minute.

[ 00:09:33 ] Again, some simple hand-eye coordination, still standing in one place, so the movement around the facility is limited, number three, and the use of facial expression is highly important. Now let's make it a little bit harder, this time, I want you to take your best hand, the hand that you hold your tense over, and I want you to turn it over, so you're balancing the beanbag on the back of your hand, this way you can't grab it, so before you move around, can I see everyone holding their beanbag on the back of their hand just like this? Good job, so the back of your hand just like that, well done. Now, slowly, carefully, see if we can do this.

[ 00:10:24 ] I'm not smiling, so well done, so I'm finding it a bit easy, again, standing in one place, first one, this volume is good for the group, everyone can hear him, response is shown by the teacher and the mood of the group, again, helping individuals.

[ 00:11:08 ] Now, a lot of teachers, pupils go around with a couple of teachers asking them questions to build a rapport. It's much easier if you walk around slowly, it's much easier if you don't talk, it's much easier if you're looking at it, so you need to look at it, look at the beanbag, not look at it, specify.

[ 00:11:40 ] Voice provides pupils' voice and feelings, that's not really appropriate, teacher reacted to what pupils have said, just really asking the teacher to look.

[ 00:12:06 ] Erm, voice teacher reacted to what pupils have said, again just a long phrase, but again staying in one position, need to start moving, a responsible teacher to pupils's non-verbal communication, some are finding it easy, so again.

[ 00:12:42 ] What's your name again? Sorry. We need to definitely make sure that she gets a high score because she's brilliant. Right, now. Now you should be looking. Last bit of balancing. Are you ready for a challenge?

[ 00:13:05 ] And you need to make sure you keep your head as still as possible. If you're looking right or you're looking down, it's going to fall off. A nice straight head. Good thing I had to do it. Okay, good for ABC. Feelings to teacher. Expressed. Ch.

[ 00:13:36 ] Again, no individual prizes yet due to not building the report, but again that should be done anyway as heard from the CI.

[ 00:14:13 ] Apparently, the teacher is managing his own feelings, keeping still.

[ 00:14:24 ] Did the teacher show any prejudices? None applicable. Good warm-up, good health and safety. Very little participation from the teacher, yet TA was there to do the jobs that he should have completed. Progression of skill has happened well, that's been very good actually. And again, individually but working in a group. It's been more productive than working alone.

[ 00:15:02 ] Pupils have moved quite a lot.

[ 00:15:10 ] There is a bit of a competition element to it as well. Movement of all pupils during activities.

[ 00:15:20 ] The hands have been set. Sacred guys, large boys, black origin. Again, trying to interact with the group, separating themselves from everyone else. I'm waiting for everyone to freeze. So first part of discipline, right? Freeze. I'm still waiting guys. Okay. Right, everyone take the bean bag and put it in their hands. All put it in their hands. Don't move.

[ 00:15:58 ] Again, probably should have done it on the floor.

[ 00:16:07 ] Trying to get them to independently work as a group of four. This won't work because they don't know how to do.

[ 00:16:22 ] 2, 1, 2, 3, 5, 6, 4, so 24, again because they're segregated, because Vlad doesn't want to be in the girl.

[ 00:16:59 ] Now, in your group of four, can you find yourself a space in the hall? Find yourself a space in the hall. Again, it's provided him with independence elements, but, again, it doesn't.

[ 00:17:17 ] And all the girls stay together, all the boys stay together. Can we get this group of four in the hall, please? Girls, come over here. And we all follow. She needs to specify.

[ 00:17:39 ] Again, needs to not do group activity. Pupils, we have mixed up our groups. There's too much pupils talking. There was one group of three, this one. Yeah.

[ 00:18:18 ] So for this game, you're going to get two hoops. You're going to get one hoop that you're going to stand in and one hoop that you're going to try and throw your bean bag in. So Mason can I throw your bean bag in for a sec? Thank you. So you're going to need to stand in your one hoop, and then your task is to try and throw the bean bag into your other hoop. So we're all going to take it in turns, and then we'll get our bean bags afterwards. So if we've got some boys to pick, here we go Mason, can you four stand up please? Everyone else stay set.

[ 00:19:40 ] You throw it into this hoop, okay? So, guys, you'll be going, standing in this hoop;

[ 00:20:01 ] few less hoops so they're just one group is waiting. Take the emotional facets; he's in the correct attire. Stunts in his confidence a bit low to that because it's just an experience in this group. In the group connection and cause and effect again trying to control his own mood which was working pretty needed lots of assistance from the teacher assistants, appreciate in acceptance and confidence. Self-esteem was quite uncomfortable; he's moving around the whole more now with the group activities because yeah because it's their only need to collect it one at a time. Consciousness restrictions and limitations those still expression self-worth and personal care while delivering their stuttering emotional identification importance of showing ability to enter personal feelings effectively reflecting on personal performance again noticing quite frequently, how to change the terminology for us so that was quite good so it shows that you need a high amount of social recognition while delivering this group; if you don't know the group itself, empathy and sensitivity more gentle tone in voice less aggressive in disciplinary service.

[ 00:21:48 ] Compassion a lot more compassion and benevolence is right; more support is required. Lots and lots of the group for ads holistic communication sending and receiving information that's a report on this teacher not grasping the simplicity of Linux terms in communication again, the tedium is setting now with the pupils; some of them are quite exciting, and some art and perceptual awareness shifting emotional trends are okay, but this is change-it-quite-frequently. Some were getting bored, some of the activities were a bit too simple than others, starting to lengthen where the hoops are, self-control and discipline. A lot of laughing at the pupils not understanding, needs to control that, quite sporadic on his facial expression through to smiling, so he's finding it hard to persevere at times, constantly looking at the clock, really not to do a time countdown, maybe just wanting the lesson to end, he's finding it very difficult, but the enjoyment of the lesson is quite good. A one pupil is hurt and he's now crying, a lot of sensitivity from his teacher assistants. Why am I seeing people moving? Now, we need to get ourselves into pairs, we need to get into twos, quickly get yourself into a pair and sit down in your pair, so sit down onto your pair.

[ 00:23:54 ] Again, mixture of girls and boys might be possible.

[ 00:24:16 ] Again, delegating job roles to the teacher, to the teacher assistant, regarding management of the lesson, so self-management, so consciousness and integrity, providing principles and values throughout the PE lessons, that was quite good, keeping promises that made to the pupils a semi-personal responsibility.

[ 00:25:05 ] And catch it for the last five minutes in our partners. Now, Elea is going to throw the beam back to me. And I'm going to try and catch it. Now, to catch, you need to have two hands ready. Show me. Everyone show me their two hands ready. Okay. You need to have two hands ready like this. And you need to make sure. Creativity, agility, and flexibility and adaptability. It needed to be more adaptable because some are more better in ability than others, especially with the balancing exercise. Again, more creative as well. It's not as important, this activity, but more activities are required.

[ 00:26:00 ] Goal directed performance, again drive to choose challenging objectives, again because of the intensity and the ability of the age group which is reception. So again more throwing and catching, praising of good, again need to specify what was good. Constantly giggling because he feels very stressed during the session. Developing relationships, getting along with others, very important to cultivate and nurture a relationship. He has tried to bring them to groups of four and then in pairs.

[ 00:27:01 ] Leadership and influence again like ability war that needs to be more than just in this one because haven't really built a rapport is still very distant, championing action during the PE session using good positive stress, so good pressure, good eustress wasn't really in in parts of this last before very easily but again for the sage, but it's not really a major focus, negotiation and conflict management, conflicts within them that hurt himself really because of coping with them situations are trying to control the group in a certain way again standing still quite a lot, team working, collaboration tried to build bonds,

husband very difficult to get everyone to the intelligence, eye contact with pupils has been quite limited and gestures have been quite limited apart from saying 'sure', should put it a finger over mouth.

[ 00:28:27 ] Movement around the facility has been very poor, so again trying to give the opportunity for everyone to see. Facial expression has been smiling and laughing at times due to the stress more than trying to get them to perform. Needs to be more tactile with pupils and there's a good comparison looking at the TO, so that's really good. TO is very sensitive where the mouth needs to be a bit more compassionate. Non-verbal humour hasn't been used. Verbal humour hasn't been used either, more for the mature people, but again you can make them laugh by doing silly falling over or something like that. Voice intonation has been very sensitive for the mature people. The pupils are doing it through instruction and praise and also through disciplinary as well which has been good.

[ 00:29:26 ] The voice volume has been suitable for this environment. Responses shown by teachers to the mood of the group have been quite composed, and so therefore the enthusiasm hasn't been dripped into the pupils. Teachers have provided pupils with voiceless feelings, there's been very little to none, reacted to what pupils have said, again just been constant praise which is a necessity, responds by teacher to pupils's non-verbal communication, someone was crying but again started to giggle and let the teacher assistant to take over, so again more sensitivities required there, that pupil is actually quite limited in what he's doing at the moment, how many pupils have had their responses acknowledged, only a few, more need to be done throughout, how often did the teacher refer back to individual contributions and success, only a few times, staying in the same area and so only being able to communicate with a handful of pupils, feelings the teacher expressed.

[ 00:30:43 ] Feelings expressed to pupils due to success and skill, only through demonstration, a little bit working with other ones as well but again still staying in that same area, so it has been prejudiced within the group number 23, again if pupils have failed, again there hasn't been any negativity, it's been actually general players, good try, but instead of saying good try, it's just generally good. Feelings expressed to the teacher. Feelings expressed to the teacher due to behaviour, again more taken over by the teacher assistant, so it's delegated more than actually taking over himself. Teacher apparently managing his own feelings, again going red, constantly laughing to try and compose himself. Regarded coaching performance, health and safety check was done, a lot of the pupils's ears who are PS have been taped up, all in correct attire and correct footwear.

[ 00:31:45 ] Warm up was good, participant of teacher number 26 has been limited, and so the pupils are not. I'm looking in comparison to the group where he has been, the group that he hasn't been - they've been back sporadically and not having any discipline. Position of the teacher during skills activity, again standing in one location, not specific on the praise of the pupil. Skill and there has been some progression of skill but again very little chatter in the whole pass hole. Recapping on last week's and will not be applicable. Demonstrations delivered were simple and effective. Cooldown will be confirmed in just a short while. One boy has just thrown in the window so again it needs to be disciplined.

[ 00:33:11 ] I

[ 00:33:25 ] Now, unless I have asked you to move, you should be standing still. Now, I don't know all of your names, so you will have to be patient. Girls, can you go like that for me? So, can I have that feet back to the gym now, or can you go like that for me? Can you go like that for me? Can you go like that for me, please? Can you go like that for me, please? Yes, for the name. So, the use of the name, they need to use a different tactic by getting everyone. Have you been asked to line up? Go back. XXX, have you been asked to line up? I don't think you have, Mason.

[ 00:34:51 ] Two boards have been left.

[ 00:35:14 ] After you go to the back of the line, now, stand up, stand up, we want here

[ 00:35:35 ] Ok, lesson's ending, good session actually, 35 minutes for reception, that's very good. Overall difficult lesson for the teacher due to not knowing the names, but also not having the opportunity to experience teaching this group, so again, putting them in groups and in pairs didn't work that well. But overall very, very good. The teacher assistant got good sensitivity and compassion, something that was missing by the teacher. End of the lesson.

[ 00:00:01 ] Okay, observation number my word number 10, this is XXX at XXX school, year group this is XXX what year group 3 year 4 so key stage 2, number of pupils to follow this is Mrs. XXX first observation and this is on the 18th Wednesday the 18th of October at 2 30 topical PE lesson is gymnastics we'll be looking at towards nonverbal and verbal communication school pupils's emotional communication on the response from the teacher teachers feelings and emotions and also coaching performance we're looking at self recognition social recognition self management and social management

[ 00:02:38 ] Okay, warm-up is taking place.

[ 00:03:26 ] Okay, so just doing the warm-up, a very good activity, doing a being activity that you may have heard. She's now reading out instructions. Good response from the pupils, from the pupils. Lots of noise.

[ 00:04:14 ] Expanding the skill of Tuck Shape there during warm-up. The teacher is taking part as well, so that's good fun. So again, leading from example.

[ 00:05:37 ] again good thing to do some stretches being very smart using the beam kidney being to do side stretches that's good and keeping eye contact and using good hand gestures finger over mouth shushing sound to keep them making the case of skipping as well which has been good fun introducing kidney beam which is leaning so again in incorporating stretches so eye contact

[ 00:06:55 ] again good warm-up this is actually first time going on to coaching performance warm-up activities number 25 is good let's quickly go through before they go on to the main activity eye contact with pupils has been good hand gestures lots of hand gestures first suture to do lots of hand gestures movement around the facility motion small two three four five six eight nine thirteen eighteen fifty sixty fifty

[ 00:08:02 ] Non-humour, non-verbal humour used.

[ 00:08:40 ] Voice intonation is structured very clear. Good tone. Again, correct name.

[ 00:09:32 ] Activity I was following you throughout the PE session; it's very good, actually loud enough, no don't need to over shout or anything like that. The response is shown by the teacher to the mood of the group, and response is shown by the teacher to the mood of the group; they are excited, turned him again down again but they're still enthusiastic. Doing the active teaching providing pupils to voice their feelings, that hasn't happened as yet well, he has actually asked them quite a few questions, and again looking at the visual aid trying to keep more eye contact on the teacher.

[ 00:10:59 ] So again, recapping, going back onto the Star Show, time of the lecture, of the lesson today is 11 minutes 13, which has been good, still got around 20, 25; this will be a short lesson because there will be two back-to-back lessons themselves. How many pupils have had their responses acknowledged in the manner that values them? Again some demonstrations were shown, about 3 or 4. Again, good visual aids to help out, health and safety check, no maths out at the moment. I'm going to go back to the lecture now. I'd advise that should happen.

[ 00:12:34 ] And regarding the game, competitive environments, that hasn't really taken place but there will be an activity now where they rotate around the room and then get to do the activities that is shown on the visual aid on the floor. Again, no mats are there. Could be an issue with self-health and safety. Channeling. Playing whole parts and self-reflection. Self-reflection is there because they've got a chance to be teachers and supporters. Specific praise on skills and acquisitions have been done regarding pointing toes and arms out and showing some demonstrations. Position of the teacher during skills activity. Going around all the groups now, one by one. Total of five groups because there are five exercises. And demonstrations delivered correctly. Again, the teacher. And also the pupils have also done that as well. Good recapping of last week's lesson. Calling down could be an issue due to time commitments. Emotional facets checklist now. So we'll be looking at self-recognition, self-awareness and understanding. Again, attire. There's no correct uniform being worn. No correct footwear. No whistle in place. Again, authoritarian. Attention from the pupils. And again, a lot of fiddling with her hands and her staff badge, which is quite interesting to show. Let's go back to the transcripts. Apologies. Example of teacher apparently managing her own feelings. This is 22. 22.

[ 00:15:05 ] Again, that was short time to do that. But let's quickly go into the emotional facets checklist. Again. Some more identity required to show elements of her delivering PA. Connections of cause and effect. Importance to recognise impacts and consequences of her own feelings and moods. Again,

holding her hands quite a lot. Very cautious. She's notifying that I'm looking over quite a lot, which is making her feel quite nervous. Every time I do look, she does get a bit red in the face. Every time I look away, her face becomes less red. Appreciations, acceptance and confidence. Importance to show strong self-esteem. She's actually shown strong self-esteem to the pupils. Again, holding her hands. Stroking her three fingers. Like wrapped around. Again, to gain some control. To control that anxiety. So consciousness and assertiveness. Personal restrictions and limitations. And still expressing self-worth through personal care while delivering. Definitely so. Importance to showing ability to identify personal feelings. Effectively reflecting on personal performance.

[ 00:16:42 ] Okay, this is a very quick activity that they do. Rotating. So again, stops the boredom. Is there enough time? That could be questionable. But again, it's quite good. Regarding social recognition, empathy, sensitivity, appreciation. Very sensitive to pupils. Good communication with the pupils. Using good cue cards, visual aids as well. As well as using non-visual, more verbal aids which is very good. Participating with the pupils to show specific skills. Service, compassion and benevolence. Again, helping and aiding and coaching the pupils constantly. Which has been good. Holistic communication. Again, send and receive information. Including emotional content. Listening. Very little listening. Because the group is very active. And so not a lot of Q&A. Which is a good thing due to the movement and physical activity being taken part of. This is the second main activity. Time is now 17 minutes and 45 seconds.

[ 00:17:56 ] So I'm shy since I don't need to say it

[ 00:18:18 ] Again, praise and an answer, excellent Autumn, well done.

[ 00:19:05 ] Maddy needs a time frame on how long they need to do the sequence, they're doing a sequence now. Right, let's go back to social recognition. Holistic communication. Including social media. Including emotional content, listening, engaging, connecting with others, very, very good. Sending and receiving verbal and non-verbal signals constructively, very good. When speaking to the pupils, again, they're going more on a face-to-face, so she's kneeling down so there's equal eye-to-eye contact. When discussing, and again, spending around 20 to 30 seconds at each one. When they do something good and show the teacher, lots of praise to the individuals. Situation perception awareness, process dynamics, shifting emotional trends of the pupils; again, if they're misbehaving, the tone of voice has changed quite dramatically, so that, again, is very good. Social recognition is scoring highly for this teacher.

[ 00:20:06 ] The importance of growing and nurturing constructive connections, again, setting the tone and long-term depth and breadth in the relationship, and working professionally with the pupils, has shown significantly. They've built instant rapport, and yet, I don't really know Mrs. Bisica as a teacher; I feel confident about asking her questions all the time. A pupil is nervous, but is said not to worry, to take part, and so they're going on again. We've got self-management, self-control, and discipline, handling the impulse of behaviour well, and maintaining composure as well, very well. Using the hands. .

[ 00:20:59 ] That's the most important piece. That's your consistency.

[ 00:21:36 ] Shh, shh.

[ 00:21:44 ] Again, because of those are quite funny, the pupils are laughing so just picking their own now, that's a very good way of getting the pupils to contribute to the lesson. We come, we'll look at that,

[ 00:22:08 ] providing people, pupils, to voice their own feelings, number 13 again, very good, hitting all the social recognition side, again self-management, again psychology, mentally, emotionally engaging with the pupils and with themselves, again positive emotions, quite optimistic but with a self-feel sometimes needs some reassurance, again looking not looking at as much now, she's caught my eye, again she's going yeah she's going red, again so there is a certain physiological elements of her feeling nervous when being locked up, directed performance, targeted action.

[ 00:23:10 ] Again, getting praise, he's really good at it actually. Developing relationships, getting along with others, very important, cultivating the true relationship with the pupils during the PE lesson. This is shown here, again trying to get the pupils involved as much as possible. Building a rapport, building good connections, excellent score on social management, social recognition, social management, and again self-management, self-recognition, the two elements that might be areas.

[ 00:23:55 ] So again, it shows that more of her trait, EI, is at a very high, because of leadership and warmth, likeability, this is leadership and influence, presence, charisma, approachability is very, very strong. Pupils go up to her all the time and the pupils are engaged in the PE lesson. Change catalyst and response, this is again in social management, championing action during the PE lesson, trying to get them to work together in pairs and trying to provide some good stress, some eustress within their actual learning outcomes. Again very high score. Negotiation and conflict management. Okay. We have a conversation and talk at normal volume, you don't need to shout to each other. And music plays around the room, you've got a big space and there's lots of pupils. It's very close to other groups.

[ 00:25:00 ] You don't need to be on top of each other, there is space to move out and spread out. Okay. You've got five minutes. Conversation. Again, nearly finishing social management side, we'll go back to the general checklist. The observation: Transcripts in just a short while, but with change of catalyst and response, just mentioned. Conflict management and negotiation management: Just trying to explain that they don't need to be that loud. Again, very good. The pupils are listening. Teamwork and collaboration: The importance of this skill. To build bonds and to transform groups into teams. Engaging pupils to generate more efforts, which they are. They're progressing, they're learning from each other. Really good lesson, actually. Nurturing the spirit and PE to develop some synergy. Again, that is worked very highly. Social management and social recognition. Very high. Self-recognition. Again, hides it well. And so she has got some good strong ability base. But her trait-based EI is very good indeed. Regarding.

[ 00:26:21 ] Let's go back to the observation transcript. Again, just watching her. Just seeing how she is as a teacher. Again, good nodding. Good use of constant use of hand gestures. Pointing. Talking with her hands. Again, good strong eye contact. Again. Starting to feel more comfortable. Because she's not clenching her hands. Which is good. Starting to do it again. Only because, again, she's. If this was a covert observation. This would be totally different. The way she's controlling her emotions. By holding her hands. And by playing with her staff badge. Wouldn't happen. The second I started watching her in more depth. And she looks up. Then she starts going red in face. And elements like that. So, still constantly smiling. She's looking around. As well the class. So, let's quickly go through the observation transcript. Eye contact very strong with pupils. Good hand gestures. Very high elements of hand gestures. Good finger pointing. Talks with her hands. Good movement around the facility. Facial expression, some elements are smiling, but again not much of a necessity for that, but again no exaggeration of being disappointed or being happy or fine thinking, amusing with facial expression. Quite interesting actually. Is that told as pupils? No, not at all. Well sometimes putting hands on backs, patting backs.

[ 00:28:32 ] getting them to do a demonstration now again showing teacher provided pupils voice their feelings and response shown by teacher to the mood of group has been constant and the teacher reacted to what people said has always been very very positive using good manners using praise as well response by teacher to pupils non-verbal communication against some misbehaving slide on the floor has been staring looking and awesome

[ 00:29:16 ] Again introducing clapping to show praise and contribution so again a lot of the pupils response is acknowledgement to the manner they value them so 16 was good how often did the teacher refer back to the individual contributions again done that quite often can use in silence or when someone is interrupting feeling the teacher express the pupils due to success and skill again a lot of praise there feeling expressed. What did you suggest To me, was it you or was it somebody else and I said can we add your name? It was you, right. Ryan asked if you could put your start position in position. Would that be good if we do it to you through my routine? Yes! So what's the rule for a start position?

[ 00:30:54 ] I'm going to pair you up with another pair, we're going to show your routine to that partner and then give you some feedback. Very good. Our teamwork and collaboration, building longer synergy from pairs into larger groups. Anyone who wants to go back to observation transcript 23, feelings the teacher expressed to pupils due to misbehaviour. Again, pupils who were misbehaving. There was no high-stringent or autocratic telling off, raise of voice or stern voice. Mainly silence was used, which was as positive. Any circumstances that the teacher, anxious or angry, that was good. The teacher apparently managing her own feelings, mentioned that several times. Did the teacher show parents prejudiced towards particular pupils? No, there hasn't been as well because she doesn't know the pupils, so everyone's on the same level.

[ 00:32:00 ] Health and safety 24, we mentioned about the maths. 25, very good warm-up, and introduced stretches into the pulse rate, participation of the teacher. Was walking around. And again, demonstration as well, there was a constant progression of skill within the actual whole session, building from pairs to groups as well, the movement of the pupils was continuous, so again, good raise of heart rate, competitive environment was introduced, not really, but again, probably not required, and position of the teacher was good, again moving around the classroom, throughout, trying to look at everyone's groups, specifying praise of skill. Thank you. Yeah, with that, we just got through a bit of the power of skill acquisition, again, looking at specific elements that were good, and elements that weren't, from demonstration as shown.

[ 00:32:56 ] Again, Shane in whole part whole, they have been introducing to do sequencing, a lot of boxes have been ticked here, demonstration delivered correctly, again, that was very good, again, if she couldn't do it, she was getting the pupils to do it. Recapped last week's lesson, was absolutely superb. Actually embedded that within the classroom. The warm-up and the cool down stretches that will have to look at that to see if that happens again, will it happen due to the um logistic, the timing of getting um one group in another group because the sports will be occupied; may be a case times now 33 minutes of physical activity and the pupils are still continuously moving which is good to see.

[ 00:33:47 ] She's spending time, one of the aspects I would say regarding coaching is probably time-bound, time-bound in the sense that there's no kind of elements of three minutes of this exercise so there's no real uh elements of people providing um duration of how long they get to concentrate and urgency is that due to the age group or for Rebecca actually teaching a young group at the moment. So again timing is it's not irrelevant to them, and so but more relevant to year four teaching group. Looking at teachers' performances again, talking again to the pupils and kneeling down so again they've got equal eye contact again a lot of demonstration helping out actually participating with the pupils as well which is good really really good lesson actually

[ 00:35:03 ] using facial expression eyes wide open to show that he's had this special insurance misbehaving which is quite good.

[ 00:35:49 ] Again, providing positive pressure on the skids, you've just been used, positive you know, positive pressure on the pupils so again, they need to They know that they are being watched and may be asked questions on how to move. The best thing about this lesson is that the pupils are constantly moving; there's not a lot of stops, starting which is a really, really good thing. Okay, I'm going to stop recording now again, just to conclude very good lesson. Loads of positives, social recognition and social management are very high. Self recognition self management may be areas to improve. Her facial expression is very good; to gain discipline but not a lot of happiness or praise. One pupil is now crying because they're not taking part again; this is where her compassion is shown, and they're spending more time with the pupil who is crying at the moment again.

[ 00:37:07 ] Eye to eye contact and again while that is going on, the pupils are still performing very well really talking gentle to the pupil who's crying, and now he's explaining what has happened, and now he's explaining, and now he's explaining what has happened, and again, due to her high compassion and benevolence, she feels that she can spend she's spending more time with the pupil who's crying again, this is showing a lot of sensitivity as well so, nothing wrong with that and again with that happening again again. She's playing with her hands and because she's playing with her hands, I think she's looking at there could be some nerves, because obviously I'm watching it's going to be quite interesting to know how significant this will do

[ 00:38:20 ] get. No cool down was prepared due to the lack of time. Quite interesting more interesting to see how many lessons have not had the appropriate cool down due to time implications. 38 minutes 48 seconds. Very good, listen.

#### Rose observation Two.WAV

[ 00:00:00 ] This is XXX observation. This is XXX's second observation. First observation was with a key stage two. Second observation was with a key stage two. She's now going to deliver to her own class which is Early Years Reception Group. This is at Holyfield School. Delivery of lesson will be dance.

[ 00:00:36 ] It is Wednesday the 8th of November. Lesson will be delivered at XXX School. There has been a delay due to the pupils getting ready. There has been a delay due to the pupils getting ready. Number of pupils: to be confirmed. Age of pupils: at the age of 4 years old. We'll be looking at non-verbal communication, non-verbal communication. Verbal communication. Response to the school pupils's emotions. Response to the school pupils's emotions. We'll also concentrate on the teacher's feelings and their own emotions. And finally, the coaching performance. We're looking at the different areas within this key stage. The emotional facets are breaking it down of all the different emotions. We'll look at self-recognition, social recognition. That is how they will look after themselves and promote themselves on self-recognition. Social recognition is again recognising. The emotions of pupils. Self-management. How they organise their own emotions. To deliver the lesson effectively. And social management. Again how they manage the pupils by using emotions and altering their feelings. Lesson will only be approximately 25 minutes. Lesson will only be approximately 25 minutes. That is the fastest they can go. They'll like the calm space. They think that's themselves in charge inside their internal world, it'll give them absolute confidence in themselves. No matter how soft the expression is,

[ 00:03:00 ] individual phrasing of names,

[ 00:03:14 ] hand gestures pointed to the ears, good demonstration, so you can physically see what's going on

[ 00:04:07 ] Again, good demonstration used

[ 00:04:32 ] Again, being sensitive when someone's down there Again, helping a pupil up

[ 00:05:13 ] Good price, you can break it Dad.

[ 00:05:28 ] Again, hand over ear just to show listening. Finger over mouth to show good visual aids.

[ 00:05:55 ] Great eye contact. Any pupils. Doesn't actually go down. One pupil is just slipping over. Keeping smiling. Hand gestures are good. Height is very high. Movement around the facility constantly moving. Good use of facial expression. But again more stern in instruction.

[ 00:06:41 ] What did I say? Bye. Subtitles by the Amara.org community

[ 00:06:51 ] Getting cracking warm-up activity. Good health and safety with first aid box present and inhalers and medicine.

[ 00:07:13 ] The first one we're going to do is a nice squat. Okay, visual aid is being used but not passed on to anyone. I'm going to show you a straight shape. Again, taking the time. Straight shape, you've got your arms up in the air, you've got a really straight pull. Completely straight. Okay, your turn. You get to show me.

[ 00:07:54 ] Okay, moving and quiet, moving around to show the demonstration to everyone. Taking one at a time.

[ 00:08:16 ] Step and so on, simplifying the activity, very simple terminology in tone, not shouting.

[ 00:08:33 ] Good praise, constant praise, using their name as well, looking at specific skill acquisition as well, so specific praise is used, verbal humour again, not used too much.

[ 00:08:56 ] Again pointing to her ear, again showing excitement.

[ 00:09:26 ] Show me your tuck shape. Let's see if you can remember those shapes. Can you show me pike? Oh come on, straight away. Well done Zach. That is a beautiful pike. Well done Sophie. You can sit down because we're doing pike checks to our model. Straight back, toes pointed, arms in front. Excellent. Show me your tuck shape. Again, chance combined. So again, Lindblom. King, progression of skill number 27. Really comfortable with responses. Again, good feelings shown by the teacher. Nice smiling. Very confident in delivering this group. Apparently managing her own feelings. Again, nothing really shown with this, which is good. I think we need to talk about the name tags.

[ 00:10:37 ] Thumbs up to price.

[ 00:10:45 ] There we go, yes, we're going. Super. Okay, so standing, and then listening. Stand normally, and listen. Right, first we're going to move around like a giant. How do some giants move around? Oh, how do some giants move around? Again, facial expression users are wrong. Aggressive giants. Oh, I'll show you a tuck shake. Moving back to progression. You're doing a good tuck shake, well done, Noah. Oh, Sam, can you show me your tuck shake? On your monitor. We don't move on our monitors with a tuck shake. You stay still. Tuck them in, Vera. Tuck them in, that's not a tuck. Look at, look at Chloe. See what Chloe's doing? Much better, well done. Good time for us, we're doing some mistakes here. Finally, I've completed the task. Again, just addressing the areas for improvement. Again, good visuals, huge hand gestures.

[ 00:12:03 ] Good stopping. Can you show me your pipe, Jake? Can you show me your pipe?

[ 00:12:21 ] Again, constant praise, feeding the teacher expressed due to behaviour. Again, questioning why they do it instead of telling off; apparently managing her own feelings, that's fine. Coaching, game competitive. Again, constant participation by the teacher. Again, good element of progression of skill and using chaining. Snapping hands. Demonstrate delivered correctly.

[ 00:12:55 ] Demonstrations delivered brilliantly. And again, recaps. Last week.

[ 00:13:19 ] Asking them nicely to go back when they've accidentally moved

[ 00:13:46 ] great progression finger over mouth to keep them quiet



[ 00:14:05 ] again don't really need to demonstrate again don't really need to demonstrate again don't really need to demonstrate so so so so so so so so so so

[ 00:14:28 ] See that's called a straddle. So, when we're playing our game and we're going round, I might say straddle, so we learn to kite, to straddle.

[ 00:14:44 ] Let's go on to the facets of self-awareness and understanding. Not wearing a PE kit again due to changing and the logistics of time. Cause and effect of self-recognition of feelings and moods. Separating external and internal factors that affect your own emotion. Knowing how your feelings can relate to the performance of the PE again. Being in the late part of the time. A bit more direct in instruction and not much charisma in the voice as I've seen in morning sessions.

[ 00:16:00 ] Self-appreciation, acceptance, and confidence. Confidence in this lesson is very good personal strength. The Libra hymns have been being shown in this and how to deliver to this year's group. One girl's hurt. One girl's hurt. Ah, but just told the OK. Girls get quite upset. But still taking part, but holding her hands still because she's hurt it. Followers will know she's doing it because me. Again, pupils are following her and smiling with them.

[ 00:16:48 ] Look at that! Shouting out.

[ 00:17:06 ] Again, demonstration going back to cognitive memory, short-term memory. Recapping on the mouse, so again going back to number 34, emotional identification was used effectively for self-recognition, do you want to add humour, empathy, sensitivity and appreciation, what sensitivity when pupils are talking.

[ 00:17:58 ] Again David told him off when he was lying on the floor because he was still doing a star subject

[ 00:18:14 ] making it more humorous and more humorous being introduced which is good to keep him more entertained, walking around the hall

[ 00:18:34 ] Interpersonal development, the importance of growing and nurturing constructive connections works effectively. Self-management, again impulsive behaviour was not introduced by the teacher, very calm, always questioning pupils who are misbehaving instead of directing a statement. Trustworthiness, importance to work in conscious integrity, providing principles and values throughout the PE lesson, keeping promises as well which worked out well. Going back to the spaces, lesson is at 19 minutes.

[ 00:19:25 ] Again videos and visualisation. Slides pointing at fingers and eyes to look and listen. Again change of facial expression when a pupil.

[ 00:19:48 ] Good simplified terminology.

[ 00:20:51 ] Ok, very simple, all individual work in a couple.

[ 00:21:17 ] get another question for this one which has been very good

[ 00:21:43 ] Self-control and discipline has been very good. Impulsive behaviour has started to bleed in with a bit more discipline showing on some of the pupils who have been misbehaving slightly. Trustworthiness has been worked out very well. Good self-energising portraying passion definitely throughout and also generally physical demonstrations throughout. Again some negotiation there with praise.

[ 00:22:16 ] Creative agility, flexibility and adaptability again that had to be done especially but the problem solving is not really required on this session because it's single.

[ 00:22:39 ] Good memories, that was really good.

[ 00:23:01 ] Individual pride as well goal-directed performance action importance and long-term goals these are specialist sequences that have worked out really well. If we move on to social management, change a catalyst response, very good, you stress again, good progression, and again using sequences, working on several skills like shouting up again, excitement, leadership, and influence has been absolutely but deliberately persuade to pupils as you see. I think it's a great negotiation tool, especially with the stickers that's worked out really well with this group, absolutely. Brilliance again, that's been used on a frequently to early years, and if I were to work on collaboration, force, and skill bond with transforming groups into teams as well.

[ 00:24:30 ] So overall, good hand gestures; not very much tactile, sometimes tactile with pupils.

[ 00:24:43 ] Over a very good lesson, good tone and voice, very direct with instructions, clear and precise, terminology very basic, and very good volume as well. Maybe need to be louder or some other sort of communication to get certain instructions while they're running around the hall, but over a very, very good session indeed. Lesson itself was 24 minutes long and I forgot how many pupils were, over 25, 28 pupils, sorry, 28 pupils were present. End of observation.

### Sal observation Two.WAV

[ 00:00:00 ] Wednesday, the 22nd of November 2017. This is at XXX School. Lesson will start at around 11:20. So in about 2-3 minutes' time. Hello. The participants will be Sarah Antrobus. It will be her second observation with Year 1. So that is Key Stage 1.

[ 00:00:42 ] The teachers had previous experience teaching at Key Stage 1 as well as Key Stage 2. So from a comparison to Year 6 which is her first observation to Key Stage 1 which is Year 1. Pupils are just coming in now so I can do a head count in a short while. Topic of lesson to be confirmed. All very neatly and tidy.

[ 00:01:19 ] 27. 27. So again, the current teacher is going to highlight that they want to be proud of their performance today. Again, all sitting very neatly and very quietly. Observations of non-behavioral verbal communication will be observed. Also, verbal communication, this is for both the teacher for the teacher's response to pupils's emotions and communications from the teacher, we'll be looking at the teacher's feelings and emotions and finally the coaching performance of the teacher as well emotional facets will be concentrating on the social their self-recognition how they actually feel and regarding their self-esteem and their self-worth. Social recognition is how they are sensitive and compassionate and communicate to others. So it's just coming now,

[ 00:02:45 ] again, very well behaved, kneeling down, keeping eye contact, being very sensitive, using the words 'sweetie', all got nice badges on.

[ 00:03:23 ] I knew that because you were going to sit right next to her. But I wonder, Harrison, could you go and find somewhere where you would have space all around you so that you wouldn't be sat next to somebody?

[ 00:03:45 ] I'm going to give you a 10 point, because you went and found a space where there was a number of delights around you for a boy and a missus. Right pupils, I think we need to start our PE lessons. There's something we call a warm-up. What do you think you can tell me? Why do we have a warm-up to start a PE lesson? Oh, loads of hands up, this is super duper! What happens if I'm not able to do a warm-up? I don't know.

[ 00:04:34 ] You get really warm. You get really warm, don't you? So Jo, we've got to get ourselves nice and warm. We've got to get our bodies ready for exercise. So, we're going to play a game which you might know. You might not know. I get a very good idea of not responding. You might have been there. I didn't know. Well, what I'm going to do, pupils, is I'm going to explain to you the instructions.

[ 00:05:36 ] I can tell you're going to be really good at this. Okay, number three. Now this one, I wonder who can guess what shape I'm going to ask you to make. If I shout out, Broadfield. You've got to give me gentle stretches, because why don't you have any stretch on your head?

[ 00:06:02 ] Making humour. Okay, first thing I need to say is observation. Verbal communication, intonation of instruction and demonstration is very clear. And again, a lot of humour, verbal humour has been used effectively.

[ 00:06:47 ] Again, praise of a pupil who's been misbehaved in the past, so we've got a profile of the pupil.

[ 00:07:06 ] Again, demonstrating because they keep forgetting short-term memory. So, voice and pricing development is really efficient, really efficient, and very sensitive. Voice introduction to disciplinary hasn't applied as yet.

[ 00:07:34 ] And what about if I play a frozen bee? You've got to try and make a statue. You've got to see who's doing it. So that evening,

[ 00:07:57 ] very dramatic and charismatic in tone and voice. The pupils; the mood of the group is very engaged at the moment.

[ 00:08:38 ] Again, good facial expressions on all of them; so again, facial expressions, not being cold, being jelly bean, good expressions.

[ 00:09:23 ] To not doing it properly, but then to go over to demonstrate

[ 00:09:41 ] Amazing facial expressions and because of the shape of the movements and the facial expression, there was a lot of non-verbal humour as well. Total engagement by all the pupils.

[ 00:10:13 ] Now today, pupils, we are going to do some work on balances and I've been told that some of you have already done some work on balances before, which I'm really, really pleased about. So, Miss Naturalist needs a picture; we'll get some maps out. And whilst I'm doing that, I wonder if you could go and sit next to...

[ 00:11:08 ] Okay, three, two, one, and stop. Oh yeah, let me try that again. Three, two, one, and stop.

[ 00:11:27 ] I'm going to clap you all back. And my turn, then your turn.

[ 00:11:53 ] Listen, my big double booked a sports hall.

[ 00:12:07 ] Sorry again, due to the disruption.

[ 00:12:36 ] Don't get the mats out for the individuals. Sorry. You've got two mats, Edwin and Dexter.

[ 00:12:58 ] My response is shown by Teacher to the mood of the group has been very good. Teacher providing pupils supportive feelings. Autonomous questions due to the case that the questions do not relate too much to the PE lesson itself. Teachers reacted to what the people said, very sensitive, will kneel down to eye level. This is just being prepped with the different mats to see if they are

[ 00:13:46 ] I can negotiate your management's been introduced

[ 00:14:17 ] Okay, so I'm rolling past now.

[ 00:14:29 ] I can't get in.

[ 00:14:44 ] Now this is quite tricky, one of them. Balance? That means put all of your weight. And can you count five without putting your other leg on the floor? One, two, three, four, five, six, seven, eight. Can I just say Harrison? What balancing I can see over here? Right, shall we?

[ 00:15:28 ] Getting very excited now. So the mood of the group is getting excited. So he's trying to control it with clapping exercises.

[ 00:16:00 ] I'm always telling the teacher off. She does part the rough and so she's just quietly said 'I'm going to watch the mat.' I'm going to watch the mat. Magnetise. Again, provide an instruction before demonstration.

[ 00:16:48 ] Whisper in the time to do some disciplinary.

[ 00:17:08 ] Again, so she's going around to try and see what balance it can do, so that's quite fun. Anyway, teacher providing pupils with voice-over fingers, again, just speaking to the pupil who wasn't giving much space on the mat, so again they're now helping. A bit of hand gestures there, a lot of hand gestures used on positive note, reacting to what pupils have said, being quite limited.

[ 00:18:14 ] Again, questioning using extreme demonstration, a visual of verbal voice intonation.

[ 00:18:29 ] A feeling teacher expressed to the pupils due to success, again, showing a lot of pride. And a lot of smiling.

[ 00:18:58 ] Again, providing some eustress as well for their ability, which has been good. Any circumstances made the teacher anxious or angry, 21. None at all. Maybe one external factor due to double bucking or overlaps. A feeling teacher expressed to the pupils due to failure. Again, because they've all got so diverse abilities, a lot are failing, but again, they're attempting.

[ 00:19:40 ] They had one foot, one hand, and then to help them, they put two hands on the ankle, and one foot to do their balance. So how many parts of the body, oh, let me just wait for everybody to sit down on their buttons, oh boy, how many parts, let me just wait for everybody to sit down on their buttons,

[ 00:20:14 ] So, did the teacher show any apparent prejudice towards any particular no-name at all? That's been really good. Health and safety has been good, great warm-up, great participation by our teacher, more demonstrations being used by the teacher, progression of skill has been introduced and movement of all pupils during activities has been taken part. Game and environment hasn't been introduced, but again with Key Stage 1, early Key Stage 1, not appropriate.

[ 00:21:11 ] Why might I ask them not to do that? Why might we not put all of our weight on our head? What might happen if we don't eat it?

[ 00:21:38 ] Chain and whole power hall has been done for very well, so it was good progression, specifying praise of skill. We each raised another answer, same answer to the question that was answered and moved on. So again, not, I mean there's a hand, two, three hands up. And again, not answering those, their attention to the question because, you know, it won't relate to the actual lesson itself.

[ 00:22:14 ] Demonstrations delivered correctly. Demonstrations are delivered, that's correct. And recapping, not applicable. Well, it was actually. Again, these, again, two exercises that they've done before. Cooldown with static stretch. Cooldown with static stretch, we'll soon see. Mutual facets, again, self-awareness is very good. Looking correct in present, enjoying teaching this year. So again, the course; so again, in the correct attire. Good stance, good image, promoting to the pupils. Connections, of course, and affecting our feelings and mood. Separating external and internal factors as well. Importance to show strong self-esteem. Again, that was shown really well with this group. And again, consciousness and assertiveness. Again, restricted limitations. So personal restrictions. Again, because there are a lot of restrictions, limitations within this group. But again, catering for their needs very effectively. Very sensitive, more sensitivity in comparison to the sixth group. More appreciation and a lack of listening and understanding. And a lot, has a lot more empathy as well. A lot more compassion. But again, not as tactile as they would do in previous years. So, again, we've gone to a lot of different groups. The more sensitive aspects of the previous groups. Maybe due to the fact that she hasn't built a long-term rapport. It's a question I need to ask, actually, within the actual study itself.

[ 00:24:16 ] Again, one was misbehaving and um, forget him to listen, he praised him instead of telling anyone. Wonderful wife, doing a passion, intelligence, and great discipline and control from the self. Then Molly is trying really hard to balance on what parts of her body again; good progression. And I use just which will go on to ensure as well, uh, trustworthiness against self-managed constant on the principles of value throughout the video lesson that was done well, keeping promises as well. So we'll see if she does provide those uh group points, house points, psychology. Again, was really useful especially on disciplinary and emotionally engaging them throughout has been very high. And it's gone very well indeed, flexible and adaptive adaptability is very good in this area, providing them with the opportunity to work themselves; but again, only working pairs is a great way, this one

[ 00:26:04 ] making more human on verbal humour, which is great. Resilience to face pupils's ability and lack of attachment issues. Getting along with others is very important to cultivate nurturing relationships as well, which has been very good. Trying to build an instant rapport, which is very good.

[ 00:26:39 ] Leadership in instant report has been very warm, likable. Presence is there. Loads of charisma, especially in verbal discrimination.

[ 00:26:56 ] Again, providing loads of acknowledgement to pupils is that section of culture. Good leadership and influence, as mentioned. Good catalysts, good useless, and positive outcomes have been used. Very much improving on the engagement. Good negotiation management, as mentioned. Used in one class than another. Definitely for this class more, especially in negotiation. But no conflict has happened. Thank you. Teamwork and co-operation, engaging pupils to generate more effort against ? due to the price.

[ 00:27:56 ] So eye contact was brilliant; hand gestures is fantastic. Using hand gestures, movement around the facility has been very good. Again, getting more views, this is brilliant to see, so really enjoying it, so becoming a lot more chatty. So number 12, show response, show music, clapping, actions.

[ 00:28:26 ] Can you come to my class, I don't need you to go to my class! Brilliant, I really enjoy the movements around the facility.

[ 00:28:57 ] Um, teachers providing pupils to voice their feelings, very good. Teacher reacted to what, again, promised in negotiation.

[ 00:29:26 ] Teacher reacted to what pupils had said, very good, very positive feedback from everything that they said. How often did the teacher refer back to individual contributions, success, very very good, spread out the demonstrations and praise brilliantly to the majority of the group, how many pupils had their responses acknowledged in a manner that they didn't get very praise, no negativity at all. Feelings the teacher expressed to the pupils for success, again very popular, but positive for misbehaviour and for failure of skill task, again constant praise. Any success that made the teacher anxious? None at all. Thank you very much.

[ 00:30:27 ] Example of teacher apparently managing their own feelings.

[ 00:30:44 ] Again did the teacher show any prejudice? No. Good health and safety. Good warm up. Participation of the teacher was high. Progression of skills was very basic.

[ 00:31:02 ] Movement for pupils was brilliant throughout, apart from the stopping of the preparation of the mats which could have been done before; but again, that's just on preparation and time management. A competitive environment wasn't applicable on this side, so that was good. The position of teachers during the school activities was fantastic. A specified school price.

[ 00:31:37 ] Mrs. XXX, I can put the mats away if you wish. Yeah, no problem at all. Because I know they've got lunchtime. Here we go. Chain, whole part whole was introduced. Which is good, good coaching. Processing. Specifying praise and acquisition. That was good. Bye bye, sweetheart. Positioning of teacher during school activity was helping all individuals and pairs.

[ 00:32:10 ] Waving as they're all going away. Bye bye. Shh. Bye bye. Bye bye. Bye bye. Bye bye. Bye bye. Specifying praise. Bye bye. Bye bye. Bye bye. No call down due to time, more than anything, as well. Recapping last week was none applicable but again good. Highlights of aims and objectives for this week and demonstrations delivered correctly using the teacher's example overall standing lesson. Again, huge differentiation between working in pairs, maximum. Individual activity worked out really, really well.

[ 00:33:01 ] 33 minutes end of activity.

### Suzy Observation Two.WAV

[ 00:00:01 ] Okay, this observation of Miss XXX at XXX School. She will be delivering to a Year 4 class, that's Key Stage 2. Number of pupils to be confirmed. This will be her second observation on Wednesday, the 8th November. Delivery of lesson will be at 1:30pm. Topic of lesson to be confirmed.

[ 00:00:43 ] Observations on eye contact with Pupil Hand Gesture. Movement around facility. Use of facial expressions on the face. and tactile with pupils non-verbal humor used as well to be investigated voice of intonation for instruction disciplinary and praise and verbal humor and non-verbal humor will be measured looking at voice volume throughout the PE session responses to the pupils will be highlighted with teachers' feelings of emotions will also be examined, and also looking at coaching performance as well emotional facets of social and self-recognition, self and social management will also be managed to link with the EIQ to test which will be completed after two observations will be done okay these are start key stage two year three and so this is the transition between key one, key stage one, key stage two, so this is quite good

[ 00:02:25 ] there we go that was very brief okay so you're doing nice and gentle waiting on me ok so they're doing. Nice and gentle warm-up at the moment. She's walking around with a lovely smile on her face. She's counting with them, getting them to exaggerate the jumps by demonstrating.

[ 00:03:25 ] Again, getting the heart rate up really high which is nice to see

[ 00:03:39 ] again, voice may need to be slightly higher numbers 2, 4, 6, 8, 10, 12, 14, 16 that is 16 pupils that is interesting again using different muscle groups walking backwards this is good, good coaching performance here by the teacher. 2, 4, 6, 8, 10, 12, 14, 16, 18 pupils, 19 pupils

[ 00:04:29 ] Again, picking up the pace of speaking due to time.

[ 00:04:44 ] Good terminology.

[ 00:04:59 ] Provided good answer then, it's now demonstrating for praise, it's a good acknowledgement. Are we ready? Very good. Your sister's partner, will you have some time to get that right? So, you can have that, literally just passing it to your partner, and then we'll do a different kind of throw. If you're working in space, you need to have some time to get that right, and then throw it in, is that okay? So, for you to set it up, you're going to practice, because you're doing it for your partner, so you're going to throw it off, and you're going to touch the door, and then you're going to throw it off. So, I'm going to come out, and I'm going to give you a ball between you.

[ 00:05:57 ] Ok, good eye contact, good voice, good sweet intonation of voice, again this is a second observation. Passing the balls on, no tie bounds, which is difficult to do with a three-group. Again trying to improve skill.

[ 00:06:55 ] Again, some can't, using hand gestures to get them to sit down, so palm and hand upside down, push down towards the floor, or responded to that hand gesture.

[ 00:07:37 ] Again, using demonstrations to simplify, again using chaining and whole parts, hold and self-effects, it's a coaching process that has been used.

[ 00:07:55 ] I can praise him for being quiet, so I can add in competitive analysis.

[ 00:08:23 ] Eye contact with the pupils. Again, trying to be equal eye contact, which is good. Voice intonation during disciplinary. Again, hasn't been any disciplinary as yet.

[ 00:08:46 ] Voice intonation during disciplinary. Again, hasn't been any disciplinary as yet. Some are finding it difficult due to the distance, maybe to simplify and go back to some reflection.

[ 00:09:08 ] Again, due to them being spread around sporadically, the balls are going all over the place. Again, due to the distance, maybe to simplify and go back to some reflection. Again, due to them being spread around sporadically, the balls are going all over the place.

[ 00:09:41 ] Ok, response shown by teacher to the mood of the group again, letting them talk, again trying to educate them regarding the technicality and also progression of skill, 27.

[ 00:10:30 ] Again, progression of skill taking place, unfortunately, they're finding it difficult to throw and catch the ball. Again, trying to negotiate with the pupils, it's like a negotiation taking place to try and get the groups to work better in harmony, but they are a bit more affected than Key Stage 1 working in partnership.

[ 00:11:02 ] Facial expression, it's quite good, again, asking them to show me some demonstration, a lot asking questions, again, this year group, year 3, constantly, constantly asking questions, it's really quite interesting. Again, the teacher is reacting to what pupils have said, smiling the face, a good smile and everyone else is smiling as well, which is good. Okay. 2.

[ 00:11:38 ] every group so they have a chance to be locked up

[ 00:12:02 ] Can you spell it with your imagination? Right, would it be easier with your right hand or your left hand? Right hand. Why would it be easier with your right hand? Because my right hand is more easy. You're used to using your right hand, aren't you? It's much easier for you to learn. Do you want to show us how you do that? How you do it? Alright then, you do choose. Whichever is easier. Ooh,

[ 00:12:37 ] Good Praise. An example of a teacher apparently managing their own feelings, playing with their tag, name badge, so that's quite a frequent occurrence, something that I won't talk about. Would it be beneficial to have it or not? I wonder if that would link back to self-awareness, understanding, but to just notice.

[ 00:13:30 ] The one who weren't listening just said their name. Constantly. Just to focus. Just to focus and try to get back on the focus. Again, letting them, good closed questions, more closed questions. A mixture of closed and open.

[ 00:14:18 ] Sponsored by Teacher Moved, talks about that, letting them talk because they are communicating effectively, regarding how many pupils had their responses acknowledged, again a lot of praise throughout, which is good, no prejudice has been shown by the teacher.

[ 00:14:58 ] feelings teacher expressed due to pupils skill again being a lot of praise health and safety number 24 that has been done effectively pupils have had their ears taped if they have got pierced ears good warm-up activity got the heart rate up quite high participation of the teacher is a mixture so it's less of ability but still some physical demonstration because of the lack of skill acquisition knowledge of the year three group

[ 00:15:41 ] I am only working here belly anything and it so you wanna look into your arm face right, come on go right down the air wanting stand up count down with your arm number 2 count to 10 anywhere facing your body okay 3

[ 00:16:15 ] 2 1 SHH right

[ 00:16:30 ] Again, not being that tactile, but in maybe the case, they're doing quite well. Delegating one's pupil, spreading her arms out, using their own initiative.

[ 00:17:09 ] Good question regarding big groups of three, retracing that to Uri, so that's quite nice. Elements of appreciation and compassion there. A gang competitive environment hasn't really been introduced. Good question.

[ 00:17:45 ] Progression of skill has been definitely improved in this, has been shown.

[ 00:18:03 ] Game, competitive no position, a teacher moving around always helping on school development. It's been really good, actually, and I just think the skill itself might be a bit too difficult, so larger balls, simple, simple activities. So there's been good stress, but again it's improving due to the location of where they are, due to the location of the pupils. So again, more on a set, organised line that's an interesting piece of research location of pupils while doing set skill activity. Channing Hyde Park Hall self-reflection introduced us at help improvement has been done for our demonstrations were shown effectively and no recapping due to obviously meeting for the first time

[ 00:19:19 ] against them. I'm highlighting no discrimination or negative terminology use when pupils of faith are involved in self-reflection and self-reflection, and self-reflection, and self-reflection, and self-reflection - good facial expressions with good positive looking during instruction if there's any errors from the Charles Franville again made it clear and eyes more wide open and a lot of positive nodding even if there's a mistake always use nodding and under technique has been constantly use which is worth effectively and the progression of the pupils has happened self-awareness understanding again in their own it's i looking professional making less and more worth that of higher value this is self recognition our feelings and moods again very confident

[ 00:20:19 ] good tone of voice good use of the intonation is where self appreciation acceptance of confidence as well use with или always is quite high within this group when it is not shown so again mistakes of demonstrations pupils laugh if you do feel this unconfident of actually Believing it, so that's just shown when people were laughing when the teacher did a mistake. Consciousness and self-deepness; the way our personal instructions and limitations those thoughts, especially self-aware, were done and trying to help simplifying the case, so instead of making it harder again, boys found it difficult to catch and brought it really close, almost two foot away, just to build their confidence up again. That's good skill progression, not so much sensitivity; letting them independently work in pairs, good praise though, good smiling

[ 00:21:40 ] 21 minutes -

[ 00:22:03 ] you see the farting group get more competitive. get more competitive get more competitive

[ 00:22:19 ] get more competitive get more competitive elements as introduced service compassion of elements as introduced service compassion of the Netherlands again helping the coaching of any skill is missed if the the Netherlands again helping the coaching of any skill is missed if the poorerism and not course again there's no criticism I've Letieco re Edwards or yourself the board has thrown and not cause again there's no good amm şöyle sad 오늘도 to picture Anne Once to go physically closer am boy father-in-law who has been in very battered to nobody??? Kurdish have the correct Attackhiel English appeared to be friendly playing as Wykor Nightyck he did 17 Iran debraces THAT MINING 2 Of which France said, public education is gebaut A 夕 & th fig he knows nothing aboutlessness in his internet activity gathering which has been well the record Bill Carpenter i told him at the time Letting everyone demonstrate individually, so again, showing their worth.

[ 00:23:12 ] Again. So close.

[ 00:23:23 ] again to speed up the transition of demonstration her voice tone is speeds up

[ 00:23:41 ] holistic communication important to send and receive information including emotional content listening and engaging again trying to get everyone engaged on demonstration which is highly used which they enjoy because they're both watching and also partaking situation perceptual awareness shifting emotional trends to pupils noticing their attention and focus again they're starting to lose focus now 2, 4, 6, 7th demonstration again just simplifying

[ 00:24:33 ] again. One pupil wasn't listening, just use the name and again listening very good class

[ 00:24:45 ] people who are able to catch and throw at a certain distance can

[ 00:24:58 ] again someone talked about how good their catching was and he highlighted that one again someone talked about self-control and discipline important to handle impulsive behaviour which has been very good very calm change of facial expression when people are not catching it but again trying to compose her facial expressions due to that reason

[ 00:25:31 ] integrity and trustworthiness again important to be conscious in it to providing principles and values for adults which they've done especially working in pairs self-energizing to self-management for herself passion and change in the pupils's feelings which has been good due to her motivation. Go and direct a performance, targeted action joint if you are closer together, closer move your hand and have a bite, it's easier. For you to close that alarm because it's funny, it makes you feel better. When you do it softly, and when you do it softly, it doesn't go so far; no, and then do it as you can see it, and then they can catch it easily. Have you done that story once? Right, you sit down down at one level and then come to the other level. Six pupils have just joined a group, obviously they had to be away for somewhere, so this side, you move back to that point. Number seven may have some other commitments, I don't know which group this teacher's going to be in; who the teachers of this course group is.

[ 00:26:45 ] She's now going to delegate to the six people what they need to do: get into pairs and start passing to each other, which is still again quite an active activity bit of tedium is now coming in, so that needs to improve. And again, hand-eye coordination, specific skill acquisition elements just apart from throwing so footwork hasn't been mentioned, body position hasn't been mentioned; but that's more on the coaching performance than on other aspects. Also, the same activity has been taking place for around 15 minutes now, so this may need to be changed. Goal-directed performance importance of focus long-term goals of sprinting leadership and influence again warmth and likeability – more. Charisma may need to be shown, but again, I suppose it isn't because they're still partaking in the same activity actually, so there has been less charisma in comparison to the younger to the younger key stages and year groups. Catalyst and response again using interpersonal skills abilities to progress individuals' good use trust, there has been some use trust again. Pulling away, throwing the ball further, making it more difficult has been a good skill, but again, the skill acquisition hasn't been introduced. Now, sometimes someone's now misbehaving, so

[ 00:28:34 ] I'm going to go down and I'm going to go around. How else might you pass the ball to your partner? Isaac, I can't remember what to do. Can't remember what to do. What's that called? I can't remember what to do. What do you do? I'm going to throw the ball with two hands and throw it like that. Okay, you throw it like that? I'm going to throw it like that. I'm going to throw it like that. I'm going to throw it like that.

[ 00:29:15 ] Now choose anyone who's going to hit. XXX? I don't think we should play this out of speed. This is more like it. Barney, do you need a ball to show you how to throw? Can I go? I'd still like to see him. He'd be good. He'd be interested in it. Okay. So, find a pitcher. No pressure. So, you now have to bounce the ball into it so it can actually hit the side. Are you using one hand or trying to do two feet? Two. One. Could you do one? Or do you want to do two feet? Could you do two feet? Try two. No. No. You're going to pass that. Very good. Good skill acquisition. You've got to remember, we are looking at a similar lesson that what she delivered to her Year 1 group.

[ 00:30:04 ] So, that's key stage one. Oh. Negotiation and conflict management. No real negotiation. Conflicts. Again, no conflict. Conflicts within this age group. But no negotiation really. It's been an element that has been touched on. Maybe we went around key stage three around the teenager, adolescence, ages, maybe something that you look at. We'll have to wait and see. So, that's something else that could be read upon. Seeing if there's more conflict. That's just on a presumption, obviously, how teenagers react. But for the teacher here, again, no conflict or no negotiation management required. Very nice, simple group to teach. Teamwork and collaboration. Importance of skill. Build bonds. Transform groups. Engage in pupils. Generate more effort. Again, working them in pairs. And this works quite effectively, actually. Working in pairs at this key start, even at the start of key stage two, has been a benefit. So, that's been quite interesting to do. Again, future projects. Working in pairs. Within PE, another subject matter. That could be an interesting future research.

[ 00:31:38 ] Okay, cooling down is very good. So, of all good emotional facets, one of the best is the one that's been touched. Highlighting, really, is self-recognition. Again, it can be known as connections, cause and effect with this age group, like all key stage two. But again, very knowledgeable by this year group, or year three, this knowing the feelings of the teacher can be recognised. So, that's good. Less sensitivity is required in this group, in comparison to Key Stage One in early years. And again, good holistic communications required because they are very much a group that likes asking questions, so it's quite high school-like there. We'll have to wait and see the actual lesson itself finishing off the observations, eye contact with pupils has been good, good hand gestures actually which has been recorded quite well for this year group, good movements around the facility by the pupils and by the teacher, which means they stay active. Again, recapping this week's activities, which is good.

[ 00:33:09 ] Do you think Foxy, we can deal with this? I mean it may be a phase two period actually, we should have selected that next year date with other teachers file a report, doing good countdown put some eustress on, which is good overall. This facial expression has been very good again, really nice facial expression, no real types are with pupils at this age group or verbal humor was used. Do some static stretching so number two thirty-five has been touched on well, I know another

[ 00:33:48 ] teacher reacted to what people said, very good, very positive right and responsible teacher to pupils's non-verbal communication again, no discipline or criticism. Was used especially when they've been moving around because they've been quite well behaved again good firm not aggressive

[ 00:34:29 ] Good health and safety feeling expressed to pupils due to failure that was a very good night scene.

[ 00:34:57 ] And the pupils have forced their own feelings thank you. Are you coming back later Yeah brilliant Are you going to be over there Yeah are you going to be over there Yes I'm in the Earthway so I'm going back to my classroom now Brilliant yeah cool I'll see you later I'll see you later Okay the lesson was 35 minutes long. I thought a very active lesson, more on skill acquisition, maybe more movement required, but a good warm-up, a good cool-down. Boxes were ticked throughout the actual session. Overall, a very good lesson. Good emotional intelligence, especially in terms of a bit more firm and direct regarding instruction. Again, nice and gentle regarding delivery of disciplinary, to build up rapport and relationship with a group that she has not talked before. Overall, a very, very good lesson. Thank you.

## Pre-trained

Answer the following questions when recording audio feedback on observations:

[illegible]



<b>Observation One (pre-trained)</b>						
Teacher (Ben)		Name of School:		Year Group: RECEPTION		
Key Stage: EYFS		Date: MEADOWVIEW		No of Pupils: 28		
Topic of PE Lesson: Lesson start at 10.42 Warm up 10.42-11.00						
<b>Early Year Foundation Stage</b>		<b>Key Stage One</b>		<b>Key Stage Two</b>		
<u>Empathy, Sensitivity &amp; Appreciation</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Self-Control and Discipline</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Self-Appreciation, Acceptance &amp; Confidence</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		
<u>Developing Relationships</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Interpersonal Development</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Creativity, Agility, Flexibility and Adaptability</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		
<u>Service, Compassion and Benevolence</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Change Catalyst and Response</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Goal Directed Performance and Targeted Action</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		
<u>Holistic Communication</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Conflict and Negotiation management</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Teamwork and Collaboration</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		
<b>Top 11 EI Coaching Tip: Quick Check</b>						
<b>Correct Attire (showing presence, preparation and confidence)</b>	<b>Body posture:</b> Not crossing arms/ hands in pockets/slouching. Positive, upright posture	<b>Talk with your hands:</b> Very little hand gesture to thumbs up, clapping, high five's, direction pointing	<b>Specify praise:</b> All pupils praised or most/some?  Any specific guidance	<b>Mixing group activities:</b> Very few/no groups are mixed Some groups All groups have a mixture of boys and girls.	<b>Do not stand still (positive movement):</b> Very little movement or standing still to Very good movement around hall: 35min+	
<b>Eye Contact: Make eye contact to empowers the pupils work ethic</b> Very little eye to excellent eye contact throughout	<b>Facial Expression:</b> Very little to very positive <b>Facial Expression:</b> enjoyment, raising eyebrows, Smiling, impressed/proud face, laughing	<b>Voice Intonation &amp; volume:</b> Unable to hear/good volume or too loud, enthusiastic/ Aggressive tone/Calm tone. Humour in the session?	<b>Feedback:</b> Not providing or providing a lot of feedback on the pupils's performance... positive reinforcement only	<b>Queuing activities:</b> Pupils are waiting their turn for a long time (+1min) or are activities are keeping pupils moving frequently throughout the session.		
<b>Additional emotional support: non-verbal communication</b>						
<b>Response to School Pupils's Emotions &amp; Communication</b>						
How are the pupils responding to the session? Tedium, happy, loud, enthusiastic? Everyone seem to be enjoying the session?	Teacher providing pupils to voice their feelings	How Teacher reacted to what pupils said	Response by teacher to pupils's non-verbal communication	How many pupils had their responses acknowledged in manner that valued them?	How often did teacher refer back to individual contributions/success?	
<b>Teachers Feelings and Emotions</b>						
Feelings the teacher expressed to pupils due to success skill/task.	Feelings to teacher expressed to pupils due to failure in skill/task	Feelings the teacher expressed to pupils due to misbehaviour	Any circumstances that made the teacher anxious or angry	Example of teacher apparently managing her own feelings (verbal or non-verbal)	Did the teacher show apparent prejudice toward a particular pupil(s)	
<b>Performance from pupils</b>						
Positioning of teacher during skill activities. Being with the pupils at all times.	Specifying praise of skill acquisition (motivation)	Did the teacher also partake in the activities?	Movement of all pupils during activities	Game/competitive environment introduced	Progression of skill (engagement)	Re-Capping last weeks and this week's activities

Provide feedback of how teacher controlled group and individuals, the enjoyment of the lesson, the positivity in the lesson, progression of pupils's skill set.

Very good volume and uses changes of pace and tone to express movement; quick and loud tone for fast movement; slow and (could be slightly more-gentle) when movement is low. TA who supporting pupil was slightly loud and was other pupils were looking at her not the teacher.

Really smart warm up[ use re-enactment on what you would do when you wake up and jump out of bed.

TA's were participating but the teacher was not during warm up. To help build relationship, join in with activity.

Did not ask individuals specific questions; ask everyone in general.

Good use of hand gesture for pupils to stop.

Picking at here nails . Looking away from pupils at times.

Asked question then moved to control a pupil. Then asked the pupils 'what you think'. Had to get them to sit down to ask questions. 'Calling out'

Skippping Millie; could have gave her a round of applause.

Very loud in voice at times; did start to take part in the sidewalk warm up.

Showing of demonstration with galloping was making pupils happy.

Timebound on each movement in warm up were too short. Less of them and longer so the pupils can enjoy the movement and improve the specific movement.

Negative reinforcement: not taking part you have to go out; ask if they are okay and bring them alongside yourself

Did start to take part later in the session.

Every sleep there was a distraction of controlling a pair of pupils.

Voicing activities out whilst music is taking part, need toto attempt to demonstrate (did mostly, not all).

More facial expression (positive) required.

Had rules on paper

Arms folded.

Constantly having to tell pupils to move away from one another.

'Sophia is the leader.'

What line is the toast, what line is the cereal. Say hands down, then ask the other question.

Demonstrated by teachers; really nice to see them partaking in the study

Got TA's to place cones; good.

Not many hive fives or hand gestures, high fives, thumbs up.

Really fun demonstration made pupils laugh. Adding in humour

Game was confusing for this group.

Feels like more shouting at some stages.

Good enthusiasm in game activity.

Asking pupils to be honest; 1minute discussion; stopping play. Enthusiasm dropped near end of activity for pupils.

Pat on the back at the end of the toast and cereal session.

Fragmented from session one to next activity (flipping activity).

PUPIL ASKED question but was quickly moved on so the activity can be arranged. More sensitivity required for the pupils' needs.

Line of pupils for pancake game. 4 groups of 7/8.

Good use of re-enactment of shuffling so the pupils are obedient with the request from the teacher.

Asking pupils to sit down without any manners (no please after sentence).

'Good idea Luke' nice praise;

So close, no praise after. Well done to Jess but why. She managed to get the beanbags in the hoop but how? Explain the way she threw the beanbag so others will follow.

Still no smiling or exaggeration of positive facial features.

Four groups 3 teachers. One group left out. No rotating to other groups stayed in same area.

Pupils at back of queue lost interest as they know they had to wait for over three minutes. Again, like the previous session, more groups, fewer pupils so there is less time to wait.

Change of tone from TA to teacher.

Did not ask how many people had an attempt of the activity.

Told pupil to stand up and explained to be quiet; never told him to sit back down so he kept on standing. Lowering self-esteem of pupil.

Did attempt to provide an evaluation at the end of the session. Need to ask for a name first, then question, otherwise everyone will attempt to answer.

Ask them to raise their hands so there is no shouting out.

#### Observation One (pre-trained)

initial of Teacher: Cath	Name of School: MEADOW VIEW	Year Group: year 5
Key Stage: KS2	Date: 29/09/2021	No of Pupils

Topic of PE Lesson: Fitness Testing

Early Year Foundation Stage	Key Stage One	Key Stage Two
<u>Empathy, Sensitivity &amp; Appreciation</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	<u>Self-Control and Discipline</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	<u>Self-Appreciation, Acceptance &amp; Confidence</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?
<u>Developing Relationships</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	<u>Interpersonal Development</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	<u>Creativity, Agility, Flexibility and Adaptability</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?
<u>Service, Compassion and Benevolence</u> How many occasions did the teacher have to use these facets of emotions?	<u>Change Catalyst and Response</u> How many occasions did the teacher have to use these facets of emotions?	<u>Goal Directed Performance and Targeted Action</u> How many occasions did the teacher have to use these facets of emotions?

Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?
<u>Holistic Communication</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	<u>Conflict and Negotiation management</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	<u>Teamwork and Collaboration</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?
<b>Top 11 EI Coaching Tip: Quick Check</b>		
<b>Correct Attire</b> (showing presence, preparation and confidence)	<b>Body posture:</b> Not crossing arms/ hands in pockets/slouching. Positive, upright posture	<b>Talk with your hands:</b> Very little hand gesture to thumbs up, clapping, high five's, direction pointing
<b>Eye Contact: Make eye contact to empowers the pupils work ethic</b> Very little eye to excellent eye contact throughout	<b>Facial Expression:</b> Very little to very positive Facial Expression: enjoyment, raising eyebrows, Smiling, impressed/proud face, laughing	<b>Voice Intonation &amp; volume:</b> Unable to hear/good volume or too loud, enthusiastic/ Aggressive tone/Calm tone. Humour in the session?
<b>Specify praise:</b> All pupils praised or most/some?  Any specific guidance	<b>Mixing group activities:</b> Very few/no groups are mixed Some groups All groups have a mixture of boys and girls.	<b>Do not stand still (positive movement):</b> Very little movement or standing still to Very good movement around hall: 35min+
<b>Feedback:</b> Not providing or providing a lot of feedback on the pupils's performance... positive reinforcement only	<b>Queuing activities:</b> Pupils are waiting their turn for a long time (+1min) or are activities are keeping pupils moving frequently throughout the session.	
<b>Additional emotional support: non-verbal communication</b>		
<b>Response to School Pupils's Emotions &amp; Communication</b>		
How are the pupils responding to the session? Tedium, happy, loud, enthusiastic? Everyone seem to be enjoying the session?	Teacher providing pupils to voice their feelings	How Teacher reacted to what pupils said
Response by teacher to pupils's non-verbal communication	How many pupils had their responses acknowledged in manner that valued them?	How often did teacher refer back to individual contributions/success?
<b>Teachers Feelings and Emotions</b>		
Feelings the teacher expressed to pupils due to success skill/task.	Feelings to teacher expressed to pupils due to failure in skill/task	Feelings the teacher expressed to pupils due to misbehaviour
Any circumstances that made the teacher anxious or angry	Example of teacher apparently managing her own feelings (verbal or non-verbal)	Did the teacher show apparent prejudice toward a particular pupil(s)
<b>Performance from pupils</b>		
Positioning of teacher during skill activities. Being with the pupils at all times.	Specifying praise of skill acquisition (motivation)	Did the teacher also partake in the activities?
Movement of all pupils during activities	Game/competitive environment introduced	Progression of skill (engagement)
Re-Capping last weeks and this week's activities		
<p>Provide feedback of how teacher controlled group and individuals, the enjoyment of the lesson, the positivity in the lesson, progression of pupils's skill set.</p> <p>Very quiet tone and Good praise on pupil who found a nice space on the floor. Told a story about carrying on with physical activity (perseverance). Encouragement and cheering, 'you can do it', tried your hardest were some answers from the pupils and were praised and acknowledged. Why are they warming up. Run on a spot and star jumps; could you include more enjoyable session. Demonstrate yourself each exercise; when forgetting involved with the class, the pupils become more enthused; even if it is just a few of the warm up activities. Include a fun scene for the session. Letting the pupils to lead the warmup session by telling the rest of the class what to do; while this is being done, locate yourself to another part of the sports hall and partake in the warm up again. Well done and thank you to the pupil. "Great job, well done sweetheart."</p> <p>The warm up had a good timeline; could be slightly longer and let another pupil lead the warm up. Like how each group was already organised prior to the session with pencils and board to write down activity. Suggest this to be completed first before warm up; HR rate is going down and muscles are relaxing. Positive praise when pupil attempted the stork test; though better technique was shown by another boy. Really nice support for the pupil who attempted first and made that it was a chance for him to improve. Provided pupils to demonstrate and take some control of the PE lesson. Excellent to do for this key stage.</p> <p>Really nice to show empathy and benevolence in the lesson. Constantly mentioned in the lesson, In the correct attire Hand raised to get the pupils's attention; really worked well. Encourage and support was the value of the session. Going around the sports hall to help each group. Praising each pupil whilst completing the activity and also praising the pupils on the encouragement they were showing their team. Specify on praise; 'well done XXXX' to 'well done on lifting your knees so high' Really enjoyed getting the ethos of PE introduced to the lesson. Especially with this age group of pupils. All in mixed groups. Excellent. No all boy/all girl cohorts.</p> <p>Groups of five meaning the pupils did not stand around too much between each activity Pupils were very confident in answering questions, showing confidence and relationship has been built with the teacher. Facial expression; some good use of pride and enthusiasm in face; some smiles throughout the session, maybe more shown at times. Good H&amp;S throughout the session. Keeping an eye on all fitness testing areas. Placing arm around pupil who was praising pupils across the sports hall. Provided positive reinforcement.</p>		

Very good cross curricular activity with the fitness testing mathematics.  
 Added humour on countdown to starting the next activity.  
 There was some participation from the teacher in the agility session at 15.01, when you were running alongside the pupil. She was smiling with you and felt motivated. More of this within each section.  
 Enjoyed the stamina activity after by running around the MUGA as many times in three minutes.

Observation One (pre-trained)					
initial of Teacher: D		Name of School:		Year Group: YEAR 1	
Key Stage: KY		Date: 28/9/2021		No of Pupils 26	
Topic of PE Lesson:					
<b>Early Year Foundation Stage</b>		<b>Key Stage One</b>		<b>Key Stage Two</b>	
<u>Empathy, Sensitivity &amp; Appreciation</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Self-Control and Discipline</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Self-Appreciation, Acceptance &amp; Confidence</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	
<u>Developing Relationships</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Interpersonal Development</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Creativity, Agility, Flexibility and Adaptability</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	
<u>Service, Compassion and Benevolence</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Change Catalyst and Response</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Goal Directed Performance and Targeted Action</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	
<u>Holistic Communication</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Conflict and Negotiation management</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Teamwork and Collaboration</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	
<b>Top 11 EI Coaching Tip: Quick Check</b>					
<b>Correct Attire (showing presence, preparation and confidence)</b>	<b>Body posture:</b> Not crossing arms/ hands in pockets/slouching. Positive, upright posture	<b>Talk with your hands:</b> Very little hand gesture to thumbs up, clapping, high five's, direction pointing	<b>Specify praise:</b> All pupils praised or most/some?  Any specific guidance	<b>Mixing group activities:</b> Very few/no groups are mixed Some groups All groups have a mixture of boys and girls.	<b>Do not stand still (positive movement):</b> Very little movement or standing still to Very good movement around hall: 35min+
<b>Eye Contact: Make eye contact to empowers the pupils work ethic</b> Very little eye to excellent eye contact throughout	<b>Facial Expression:</b> Very little to very positive Facial Expression: enjoyment, raising eyebrows, Smiling, impressed/proud face, laughing	<b>Voice Intonation &amp; volume:</b> Unable to hear/good volume or too loud, enthusiastic/ Aggressive tone/Calm tone. Humour in the session?	<b>Feedback:</b> Not providing or providing a lot of feedback on the pupils's performance... positive reinforcement only	<b>Queuing activities:</b> Pupils are waiting their turn for a long time (+1min) or are activities are keeping pupils moving frequently throughout the session.	
<b>Additional emotional support: non-verbal communication</b>					
<b>Response to School Pupils's Emotions &amp; Communication</b>					
How are the pupils responding to the session? Tedium, happy, loud, enthusiastic? Everyone seem to be enjoying the session?	Teacher providing pupils to voice their feelings	How Teacher reacted to what pupils said	Response by teacher to pupils's non-verbal communication	How many pupils had their responses acknowledged in manner that valued them?	How often did teacher refer back to individual contributions/success?
<b>Teachers Feelings and Emotions</b>					
Feelings the teacher expressed to pupils due to success skill/task.	Feelings to teacher expressed to pupils due to failure in skill/task	Feelings the teacher expressed to pupils due to misbehaviour	Any circumstances that made the teacher anxious or angry	Example of teacher apparently managing her own feelings (verbal or non-verbal)	Did the teacher show apparent prejudice toward a particular pupil(s)

Performance from pupils						
Positioning of teacher during skill activities. Being with the pupils at all times.	Specifying praise of skill acquisition (motivation)	Did the teacher also partake in the activities?	Movement of all pupils during activities	Game/competitive environment introduced	Progression of skill (engagement)	Re-Capping last weeks and this week's activities
<p>Provide feedback of how teacher controlled group and individuals, the enjoyment of the lesson, the positivity in the lesson, progression of pupils's skill set.</p> <p>CORRECT ATTIRE. 'SIMON SAYS' WARM UP ACTIVITY. EVERY HUMOROUS AND ENJOYABLE. TIMEBOUND COULD HAVE BEEN LONGER. DO NOT SHORT SESSION IF THE PUPILS ARE ACTIVE AND ENJOYING THE SESSION.</p> <p>SILENT WHEN PUPILS ARE TALKING AND TEACHER WAS POINTING TO HER EAR. FINDING THE SPACES AND POINTING TO HER EYES. MOVED AROUND AMND DEMONSTRATION TRAFFICE LIGHT GAME.</p> <p>LIP SYNCING ANSWER AND PRAISING TO SUTDENT WHO FORGOT WHAT AMBER WAS.. REMOVED LANYARD DURING WARMUP.</p> <p>HOLDING HAND OF PUPIL WHO WAS UPSET.</p> <p>HELPED PUPIL UP; TWO PUPILS NOW HOLDING EACH HAND. VERY TACTILE AND BUILDING A STRONG RELATIONSHIP.</p> <p>'TWICE NOW REUBAN'; USING TWO FINGERS TO SHOW. REALLY GOOD WARM UP SESSIONS. SIMON SAYS SHOULD BE LONGER.</p> <p>STILL GOT MAGNET EYES...LOOKING AT ME! LOVE THIS 'm 'WHAT SKILLS HAVE YOU BEEN LEARNING?' FINGER ON CHIN.</p> <p>NEXT TASK WAS CATCHING. ALL SAT DOWN; HAD TO WAIT FOR PUPILS TO KEEP QUIET. TOOK THREE MINUTES TO OUTLINE TASKS, WHICH IS OKAY.</p> <p>'WHAT WAS I DOING WITH MY EYES?' POINTING TO HER EYE. SILENT WHEN PEOPLE WERE TALKING. EVERYONE WHO WAS TALKING STOPPED.</p> <p>THROWING EXERCISE: EVERYONE HAD A BEAN BAG SO EVERYONE WAS TAKING PART. NO ONE WAS WAITING FOR A TURN TO PARTAKE. WELL DONE PRAISE FOR BEING QUIET.</p> <p>SPECIFIC PRAISE.....VERY GOOD ON HAND EYE COORDINATION. DEMONSTRATION....REALLY WELL TO SHOW TWO EXAMPLE OF PUPILS THROWING THE BEANBAG.</p> <p>HELPING PUPIL WHO NEEDED HELP. WENT DOWN TO HIS HEIGHT LEVEL. MOVED OVER TO SOME SPACE YET WAS ABLE TO LOOK AT EVERYONE ELSE, SHOWING ALL PUPILS THAT SHE IS STILL THEIR FOR THEM.</p> <p>RUDDIE; SHOWING THE CLASS TO CATCH WITH ONE HAND.</p> <p>VERY PATIENT WAS CALM WHEN TELLING BOY TO MOVE AWAY FROM BEANBAG AS HE WAS NOT LISTENING. 'WHERE SHIOUD YOU BEANBAG BE?' WHEN ANOTHER BOY WAS PLAYING WITH THEIR HANDBAG.</p> <p>ATTEMPTING TO WORK WITH EVERY PUPIL. WORKING IN SMALL GROUPS OF THREE THEN ROTATING AROUND SPORTSHALL.</p> <p>TALKING TO PUPILS AGAIN AT EQUAL HEIGHT.</p> <p>GOOD SKILL ACQUISTION BUT WHEN IS THE PHYSICAL ACTIVITY. SUGGEST LONGER PULSE RAISE OF SIMON SAYS USED THUMBS UP WHEN PUPIL PLACED BEANBAG WAS PLACED ON FLOOR WHEN ASKED.</p> <p>POSITIIVE FACIAL EXPRESSIONS; NO SELF APPRECIATION/ESTEEM ISSUES OF TEACHER. NO COPING MECHANISMS TO CONTROL EMOTIONS. LISTENING TO PUPILS SAME HEIGHT OF PUPIL TO LISTEN TO THEIR ISSUES.</p> <p>PLAYED WITH ONE PUPIL FOR A PROLONGED AMOUNT OF TIME. SWAPPING PARTNERS MAY HELP SO THE TEACHER CAN AWLK AROUND THE GROUP. PUPIL IN QUESTION MAY HAVE MLD ISSUES.</p> <p>TALKED ABOUT FEET PLACEMENT WHILST CATCHING. REALLY GOOD SKILL ACQUISITION.</p> <p>FINAL DEMONSTRATION SLIGHTLY LONGER BUT AGAIN, THIS IS THE CASE WHILST DELIVERING TO KS1 AS THEY NEED TO GET AS MUCH INFOMRATION AS POSSIBLE PROCESSED AND REASSURED.</p> <p>GROUP WAS GETTING DESPONDENT AFTER THE FINAL ACTIVITY WITH BEANBAGS FLYING EVERYWHERE. TEACHER NEEDS TO MOVE AROUND THE SPORTS HALL MORE.</p> <p>VOLUME AND TONE OF VOICE WAS CALM AND PLEASANT. THE VOLUME WAS OKAY BUT SOMETIMES SLIGHTLY QUIET RELATING TO THE NOISE OF THE GROUP AND WITH THE DOOR OPENED.</p> <p>COOL DOWN: STRETCHES AND THEN 'RELAXED KIDS' STORY. REALLY ENJOYABLE. DISAPPOINTED BOYS; SHOWING NEGATIVE EXPRESSION. BOYS BECAME QUIET.</p>						

Observation One (pre-trained)			
Teacher Emie		Name of School: MEADOW VIEW	
Key Stage: KS1		Date:27/09/2021	
		No of Pupils: 26	
Topic of PE Lesson: Balancing and gymnastics			
<b>Early Year Foundation Stage</b>		<b>Key Stage One</b>	
<u>Empathy, Sensitivity &amp; Appreciation</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Self-Control and Discipline</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	
<u>Developing Relationships</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Interpersonal Development</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	
<u>Service, Compassion and Benevolence</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Change Catalyst and Response</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	
<u>Holistic Communication</u> How many occasions did the teacher have to use these facets of emotions?		<u>Conflict and Negotiation management</u> How many occasions did the teacher have to use these facets of emotions?	
		<u>Self-Appreciation, Acceptance &amp; Confidence</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	
		<u>Creativity, Agility, Flexibility and Adaptability</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	
		<u>Goal Directed Performance and Targeted Action</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	
		<u>Teamwork and Collaboration</u> How many occasions did the teacher have to use these facets of emotions?	



Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?
<b>Top 11 EI Coaching Tip: Quick Check</b>		
<b>Correct Attire (showing presence, preparation and confidence)</b>	<b>Body posture:</b> Not crossing arms/ hands in pockets/slouching. Positive, upright posture	<b>Talk with your hands:</b> Very little hand gesture to thumbs up, clapping, high five's, direction pointing
<b>Eye Contact: Make eye contact to empowers the pupils work ethic</b> Very little eye to excellent eye contact throughout	<b>Facial Expression:</b> Very little to very positive Facial Expression: enjoyment, raising eyebrows, Smiling, impressed/proud face, laughing	<b>Voice Intonation &amp; volume:</b> Unable to hear/good volume or too loud, enthusiastic/ Aggressive tone/Calm tone. Humour in the session?
<b>Specify praise:</b> All pupils praised or most/some?  Any specific guidance	<b>Mixing group activities:</b> Very few/no groups are mixed Some groups All groups have a mixture of boys and girls.	<b>Do not stand still (positive movement):</b> Very little movement or standing still to Very good movement around hall: 35min+
<b>Feedback:</b> Not providing or providing a lot of feedback on the pupils's performance... positive reinforcement only	<b>Queuing activities:</b> Pupils are waiting their turn for a long time (+1min) or are activities are keeping pupils moving frequently throughout the session.	
<b>Additional emotional support: non-verbal communication</b>		
<b>Response to School Pupils's Emotions &amp; Communication</b>		
How are the pupils responding to the session? Tedium, happy, loud, enthusiastic? Everyone seem to be enjoying the session?	Teacher providing pupils to voice their feelings	How Teacher reacted to what pupils said
		Response by teacher to pupils's non-verbal communication
		How many pupils had their responses acknowledged in manner that valued them?
		How often did teacher refer back to individual contributions/success?
<b>Teachers Feelings and Emotions</b>		
Feelings the teacher expressed to pupils due to success skill/task.	Feelings to teacher expressed to pupils due to failure in skill/task	Feelings the teacher expressed to pupils due to misbehaviour
		Any circumstances that made the teacher anxious or angry
		Example of teacher apparently managing her own feelings (verbal or non-verbal)
		Did the teacher show apparent prejudice toward a particular pupil(s)
<b>Performance from pupils</b>		
Positioning of teacher during skill activities. Being with the pupils at all times.	Specifying praise of skill acquisition (motivation)	Did the teacher also partake in the activities?
		Movement of all pupils during activities
		Game/competitive environment introduced
		Progression of skill (engagement)
		Re-Capping last weeks and this week's activities
<b>Overview of Teachers Performance</b>		
<p>Provide feedback of how teacher controlled group and individuals, the enjoyment of the lesson, the positivity in the lesson, progression of pupils's skill set. A wonderful introduction and excellent recapping form last week. Good hand gestures when speaking to important H&amp;S.</p> <p>Asking pupils questions who are losing interest/attention. Very observant Balance (ABC) PE session</p> <p>Excellent use of ICT to introduced the session using big screen. Crossing arms to shoulders and crossing legs is a signal for the pupils to sit down and be quiet (awaiting for attention). Pace of conversation. Stopping when one or two pupils are talking (2 seconds), makes people quiet. Six apparatus: 5/6 per apparatus. Only suggest maximum of four (though the pupils were in pairs) 40 second turnaround. Introduction to lesson (re-capping):</p> <p>Making pupil help to demonstrate teamwork. Making pupil laugh and letting pupils demonstrate 1-5 pint balance. Help to make all pupils listen. Humour= raised motivation and enthusiasm. Groups all mixed gendered (excellent). Raises hand to stop pupils talking; all followed: Again, non-verbal communication.</p> <p>Letting pupil help teacher when demonstrating on each apparatus. Pupils praise: I////III//</p> <p>Walking around the sports hall supporting each group of pupils. Supporting pupils well. In correct attire.</p> <p>'Well done Oscar!' Why? Specify praise. Very good H&amp;S throughout the session. This will also make pupils who listen to praise to follow that technique</p> <p>Talking to pupil when misbehaved. Quietly called him over and whispered to him on what he should be doing and explained on his mis-behaviour. Not reducing his self-esteem by shouting at the pupil in front of the class. COVID-19 awareness halfway through session. Excellent to see but very difficult to manage for this specific session.</p> <p>More smiling and exaggerated praise (which was present at times) is required more throughout the session.</p> <p>No shouting when pupils were not listening; just said, 'I can wait all day year two.' Again, change catalyst of response.</p> <p>Focus point for balancing was re-introduced and reiterated halfway through the session.</p> <p>Smiling while waiting for the last couple of pupils finish their exercise. Pupil asked teacher question; leaned down and smiled.</p> <p>Made pupils take the stand and et them demonstrate their balances in front of the whole class; clapping. Pupils were getting bored so teacher did one more so they can move into the next week. Cool down; lie down and bring knees in. Well remembered.</p>		

<b>Observation One (pre-trained)</b>		
Teacher Faye	Name of School: Meadow View	Year Group: YEAR4
Key Stage: KS2	Date:30/09/2021	No of Pupils: 20
Topic of PE Lesson: Throwing and catching : Dodgeball		
<b>Early Year Foundation Stage</b>	<b>Key Stage One</b>	<b>Key Stage Two</b>
<u>Empathy, Sensitivity &amp; Appreciation</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively?	<u>Self-Control and Discipline</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively?	<u>Self-Appreciation, Acceptance &amp; Confidence</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively?

What did they do effectively to utilise this emotion? What did they not do (if applicable)?	What did they do effectively to utilise this emotion? What did they not do (if applicable)?	What did they do effectively to utilise this emotion? What did they not do (if applicable)?			
<u>Developing Relationships</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	<u>Interpersonal Development</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	<u>Creativity, Agility, Flexibility and Adaptability</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?			
<u>Service, Compassion and Benevolence</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	<u>Change Catalyst and Response</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	<u>Goal Directed Performance and Targeted Action</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?			
<u>Holistic Communication</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	<u>Conflict and Negotiation management</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	<u>Teamwork and Collaboration</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?			
<b>Top 11 EI Coaching Tip: Quick Check</b>					
<b>Correct Attire (showing presence, preparation and confidence)</b>	<b>Body posture:</b> Not crossing arms/ hands in pockets/slouching. Positive, upright posture	<b>Talk with your hands:</b> Very little hand gesture to thumbs up, clapping, high five's, direction pointing	<b>Specify praise:</b> All pupils praised or most/some?  Any specific guidance	<b>Mixing group activities:</b> Very few/no groups are mixed Some groups All groups have a mixture of boys and girls.	<b>Do not stand still (positive movement):</b> Very little movement or standing still to Very good movement around hall: 35min+
<b>Eye Contact: Make eye contact to empowers the pupils work ethic</b> Very little eye to excellent eye contact throughout	<b>Facial Expression:</b> Very little to very positive Facial Expression: enjoyment, raising eyebrows, Smiling, impressed/proud face, laughing	<b>Voice Intonation &amp; volume:</b> Unable to hear/good volume or too loud, enthusiastic/ Aggressive tone/Calm tone. Humour in the session?	<b>Feedback:</b> Not providing or providing a lot of feedback on the pupils's performance... positive reinforcement only	<b>Queuing activities:</b> Pupils are waiting their turn for a long time (+1min) or are activities are keeping pupils moving frequently throughout the session.	
<b>Additional emotional support: non-verbal communication</b>					
<b>Response to School Pupils's Emotions &amp; Communication</b>					
How are the pupils responding to the session? Tedium, happy, loud, enthusiastic? Everyone seem to be enjoying the session?	Teacher providing pupils to voice their feelings	How Teacher reacted to what pupils said	Response by teacher to pupils's non-verbal communication	How many pupils had their responses acknowledged in manner that valued them?	How often did teacher refer back to individual contributions/success?
<b>Teachers Feelings and Emotions</b>					
Feelings the teacher expressed to pupils due to success skill/task.	Feelings to teacher expressed to pupils due to failure in skill/task	Feelings the teacher expressed to pupils due to misbehaviour	Any circumstances that made the teacher anxious or angry	Example of teacher apparently managing her own feelings (verbal or non-verbal)	Did the teacher show apparent prejudice toward a particular pupil(s)
<b>Performance from pupils</b>					
Positioning of teacher during skill activities. Being with the pupils at all times.	Specifying praise of skill acquisition (motivation)	Did the teacher also partake in the activities?	Movement of all pupils during activities	Game/competitive environment introduced	Progression of skill (engagement)  Re-Capping last weeks and this week's activities
<b>Overview of Teachers Performance</b>					
<p>Provide feedback of how teacher controlled group and individuals, the enjoyment of the lesson, the positivity in the lesson, progression of pupils's skill set. Explaining why it is important to completed a warmup. Using the ball to tag people for warm up. Exciting and competitive warm up. Really nice to include H&amp;S as the session can physical. Please take lanyard off as it is an easy distraction of playing to control anxiety. Correct attire.</p> <p>"Slow down"; "good girl!" really nice praise. The volume and tone of voice was exciting and not too loud. Excellent.</p> <p>Try and not cross arms as it shows that you are protecting yourself. It reduces the opportunity to provide positive hand gestures such as thumbs up, high fives and small claps.</p> <p>Warm up activity really raises the HR and made them feel excited and prepared for the next session.</p> <p>like how you got them straight in to groups while setting up the first activity. Saving time and was able to demonstrate the session which helps with clearer understanding of the session. Well explained on the underarm throw and demonstrated. Suggest praising the pupil who provides a correct answer (cupping the ball: Mia).</p> <p>Really nice support when watching each group and walking around the sports hall.</p> <p>All boy groups were misbehaving at times and showing off with one another. Try and do mixed groups next time. By ten minutes of activity one the boys were sliding and tripping each other over.</p>					

Suggestion on a little contest for task one; after a few minutes, tedium was setting in and the balls were being thrown across the sports hall (especially by the boy groups)

Well done letting the pupils demonstrate and providing collaborative thought on their performance throughout the group. Try and commentate while the group are demonstrating; also include praise. Silent demonstration on second occasion.

Add activity and tasks so tedium doesn't come in. I feel that the first activity was slightly too long. Could have included a longer warm up as the pupils found this very enjoyable.

Suggest using lines on floor as zones for allowing pupils to go into. Transition for new catchers in hoops took some time. Suggest whispering to three pupils in each team telling them that they are going to be the next catchers and be ready to put a specific pupils' bib on. Do some commentating on how the game is going, adding excitement to the game.

Try and move around the sports hall while the game is going on; show positive facial expressions and provide praise to some good throws, catches and blocks. Some pupils by the third game was not taking part, tedium was setting in. Providing on going scoring so it provides urgency.

Cooldown: non completed' suggest adding one in for the next session if possible to lower heart rate.

#### Observation One (pre-trained)

Teacher: Gina	Name of School: Meadow View	Year Group: Year 4
Key Stage: KS2	Date: 30/09/2021	No of Pupils: 19

Topic of PE Lesson: Dodgeball

Early Year Foundation Stage	Key Stage One	Key Stage Two
<u>Empathy, Sensitivity &amp; Appreciation</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	<u>Self-Control and Discipline</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	<u>Self-Appreciation, Acceptance &amp; Confidence</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?
<u>Developing Relationships</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	<u>Interpersonal Development</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	<u>Creativity, Agility, Flexibility and Adaptability</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?
<u>Service, Compassion and Benevolence</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	<u>Change Catalyst and Response</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	<u>Goal Directed Performance and Targeted Action</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?
<u>Holistic Communication</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	<u>Conflict and Negotiation management</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	<u>Teamwork and Collaboration</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?

#### Top 11 EI Coaching Tip: Quick Check

<b>Correct Attire (showing presence, preparation and confidence)</b>	<b>Body posture:</b> Not crossing arms/ hands in pockets/slouching. Positive, upright posture	<b>Talk with your hands:</b> Very little hand gesture to thumbs up, clapping, high five's, direction pointing	<b>Specify praise:</b> All pupils praised or most/some?  Any specific guidance	<b>Mixing group activities:</b> Very few/no groups are mixed Some groups All groups have a mixture of boys and girls.	<b>Do not stand still (positive movement):</b> Very little movement or standing still to Very good movement around hall: 35min+
<b>Eye Contact: Make eye contact to empowers the pupils work ethic</b> Very little eye to excellent eye contact throughout	<b>Facial Expression:</b> Very little to very positive Facial Expression: enjoyment, raising eyebrows, Smiling, impressed/proud face, laughing	<b>Voice Intonation &amp; volume:</b> Unable to hear/good volume or too loud, enthusiastic/ Aggressive tone/Calm tone. Humour in the session?	<b>Feedback:</b> Not providing or providing a lot of feedback on the pupils's performance... positive reinforcement only	<b>Queuing activities:</b> Pupils are waiting their turn for a long time (+1min) or are activities are keeping pupils moving frequently throughout the session.	

#### Additional emotional support: non-verbal communication

#### Response to School Pupils's Emotions & Communication

How are the pupils responding to the session? Tedium, happy, loud,	Teacher providing pupils to voice their feelings	How Teacher reacted to what pupils said	Response by teacher to pupils's non-verbal communication	How many pupils had their responses acknowledged in	How often did teacher refer back to individual contributions/success?
--	--	---	--	---	---



enthusiastic? Everyone seem to be enjoying the session?				manner that valued them?	
<b>Teachers Feelings and Emotions</b>					
Feelings the teacher expressed to pupils due to success skill/task.	Feelings to teacher expressed to pupils due to failure in skill/task	Feelings the teacher expressed to pupils due to misbehaviour	Any circumstances that made the teacher anxious or angry	Example of teacher apparently managing her own feelings (verbal or non-verbal)	Did the teacher show apparent prejudice toward a particular pupil(s)
<b>Performance from pupils</b>					
Positioning of teacher during skill activities. Being with the pupils at all times.	Specifying praise of skill acquisition (motivation)	Did the teacher also partake in the activities?	Movement of all pupils during activities	Game/competitive environment introduced	Progression of skill (engagement) Re-Capping last weeks and this week's activities
<b>Overview of Teachers Performance</b>					
<p>Provide feedback of how teacher controlled group and individuals, the enjoyment of the lesson, the positivity in the lesson, progression of pupils's skill set. Really great idea of impersonating chocolate bars! Very humorous and made pupils want to partake. Very nice pulse raiser and good duration. If they are enjoying it, let them carry on! When finished they did sound out of breath.</p> <p>Teacher walking around the class, partaking, showing positive facial expression of smiling and good use of eyebrows raised when she was impressed to individual pupils. Excellent! Good volume in voice and excited tone.</p> <p>Letting pupils use their own initiative to make a movement of the chocolate bar. Used points for pupils who were quiet straight away. Teacher in the correct attire.</p> <p>Sat down after warmup to explain what was happening in the session; suggest to reduce this explanation down to 1min, 2 min max, so the HR does not go down and muscles relaxing to original position. Try and do a smooth transition from warm up to main activities. Could this be discussed before the lesson or before the cooldown? A lot of time trying to control the talking of the pupils. 8 minutes of explanation and demonstration of activity (20% of session completed).</p> <p>Provided a question, good answer but not the one I'm looking for, not 'hmm, no'. Provides the pupil to feel confident to provide another answer.</p> <p>Good thumbs up to praise pupil who was listening. Let themselves select their own group; excellent as this provides flexibility and teamwork (Good when teaching KS2 pupils).</p> <p>Good ratio of 3 or 4 to 1 pupils. Meaning that they will be frequently participating. Groups of all boys can become disruptive. From primary research and reflecting from previous findings, misbehaviour, showing off and not abiding by the rules take place. Try and mix girls and boys in each cohort.</p> <p>How can you make the game activity more enjoyable? Suggest adding a small competition or task of getting the ball in the hoop ten times in a row from each pupil in the group. Provides objective and greater purpose, as well as working on their skill acquisition. In addition, good team work and collaboration. (Then you added a competition in the second activity, whilst writing this suggestion; brilliant</p> <p>Really nice tone in voice when pupil made the correct answer about cupping the ball in the hands. How can you get them to not play with the ball when you talk about the next activity? Possibly popping it in their pocket or leaving it in the hoop and the group then moves away. Time line the activity; (yes, you did this in activity two, ' you have two minutes').</p> <p>With teamwork and competition (activity two), the enjoyment of the lesson lifted. Final game activity; suggest setting up activity (i.e. setting location of hoops and placing people in hoops), then explain and you can also demonstrate.</p> <p>Suggest praising individual pupils while walking around the hall while they are playing. Good praise after they stopped the game; to keep the activity going, provide praise while they are playing.</p>					

<b>Observation One (pre-trained)</b>		
Teacher Hans	Name of School: Meadow View	Year Group: YEAR 3
Key Stage: KS2	Date: 30/09/2021	No of Pupils:
Topic of PE Lesson:		
<b>Early Year Foundation Stage</b> <u>Empathy, Sensitivity &amp; Appreciation</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	<b>Key Stage One</b> <u>Self-Control and Discipline</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	<b>Key Stage Two</b> <u>Self-Appreciation, Acceptance &amp; Confidence</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?
<u>Developing Relationships</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	<u>Interpersonal Development</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	<u>Creativity, Agility, Flexibility and Adaptability</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?
<u>Service, Compassion and Benevolence</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	<u>Change Catalyst and Response</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	<u>Goal Directed Performance and Targeted Action</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?
<u>Holistic Communication</u> How many occasions did the teacher have to use these facets of emotions?	<u>Conflict and Negotiation management</u> How many occasions did the teacher have to use these facets of emotions?	<u>Teamwork and Collaboration</u> How many occasions did the teacher have to use these facets of emotions?

Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?
<b>Top 11 EI Coaching Tip: Quick Check</b>		
<b>Correct Attire (showing presence, preparation and confidence)</b>	<b>Body posture:</b> Not crossing arms/ hands in pockets/slouching. Positive, upright posture	<b>Talk with your hands:</b> Very little hand gesture to thumbs up, clapping, high five's, direction pointing
<b>Eye Contact: Make eye contact to empowers the pupils work ethic</b> Very little eye to excellent eye contact throughout	<b>Facial Expression:</b> Very little to very positive Facial Expression: enjoyment, raising eyebrows, Smiling, impressed/proud face, laughing	<b>Voice Intonation &amp; volume:</b> Unable to hear/good volume or too loud, enthusiastic/ Aggressive tone/Calm tone. Humour in the session?
<b>Specify praise:</b> All pupils praised or most/some?  Any specific guidance	<b>Mixing group activities:</b> Very few/no groups are mixed Some groups All groups have a mixture of boys and girls.	<b>Do not stand still (positive movement):</b> Very little movement or standing still to Very good movement around hall: 35min+
<b>Feedback:</b> Not providing or providing a lot of feedback on the pupils's performance... positive reinforcement only	<b>Queuing activities:</b> Pupils are waiting their turn for a long time (+1min) or are activities are keeping pupils moving frequently throughout the session.	
<b>Additional emotional support: non-verbal communication</b>		
<b>Response to School Pupils's Emotions &amp; Communication</b>		
How are the pupils responding to the session? Tedium, happy, loud, enthusiastic? Everyone seem to be enjoying the session?	Teacher providing pupils to voice their feelings	How Teacher reacted to what pupils said
		Response by teacher to pupils's non-verbal communication
		How many pupils had their responses acknowledged in manner that valued them?
		How often did teacher refer back to individual contributions/success?
<b>Teachers Feelings and Emotions</b>		
Feelings the teacher expressed to pupils due to success skill/task.	Feelings to teacher expressed to pupils due to failure in skill/task	Feelings the teacher expressed to pupils due to misbehaviour
		Any circumstances that made the teacher anxious or angry
		Example of teacher apparently managing her own feelings (verbal or non-verbal)
		Did the teacher show apparent prejudice toward a particular pupil(s)
<b>Performance from pupils</b>		
Positioning of teacher during skill activities. Being with the pupils at all times.	Specifying praise of skill acquisition (motivation)	Did the teacher also partake in the activities?
		Movement of all pupils during activities
		Game/competitive environment introduced
		Progression of skill (engagement)
		Re-Capping last weeks and this week's activities
<b>Overview of Teachers Performance</b>		
<p>Provide feedback of how teacher controlled group and individuals, the enjoyment of the lesson, the positivity in the lesson, progression of pupils's skill set. Well done taking the lanyards off. Doing some dynamic stretches, really nice gentle start; using the tone/volume of voice to relate with the intensity of exercise.</p> <p>The 3<sup>rd</sup> year pupils are still in the KS1 mentality. Pulse-raiser; jogging on the spot . sprint (nice smile on your face, showing positivity). 10 start jumps, could get them to call out the numbers. The pulse raiser could have been a lot longer.</p> <p>Love the control of getting the pupils to place the ball on their nose 'like a clown' controlled the pupils for them to bouncing the ball.</p> <p>Like how you introduced manners to the lesson when they were receiving the ball. Teacher showing manners throughout the lesson. Well done</p> <p>Showing simple demonstration of putting ball from one hand to another.</p> <p>Moving around the classroom whilst still demonstrating so everyone is able to see what they should be doing.</p> <p>To increase HR, suggest them catching the ball while hopping or lunging. Increase intensity of the lesson and makes the pupil concentrate.</p> <p>Goal orientated activity: 10 catches in a row; provides objective and reduces the number of balls being purposely dropped by the very few pupils.</p> <p>Self-appreciation: facial expression; was showing nerves, not enough smiles, looked concerned at times.</p> <p>Mix gender of pairs; this was done for most groups; two boys causing misbehaviour at times. Mixed pairs are more harmonious.</p> <p>If pupil is misbehaving, just quietly take the ball away from them and smile and explain why this is done.</p> <p>Well done doing a high five with your pupil after demonstration; non-verbal communication is strong than you voice at times. More high fives, thumbs up, small claps,. Also, greater positive expression in your face; exaggerate praising with opened mouth and raised eyebrows.</p> <p>Longevity of each session was fragmented. You discussed about hand position to the group, this could be a repetitive support talk to all the group whilst you moved around the sports hall. Pupils were coming up to you. I would provide a group of three, so you are free to move round (YES! You did this while I was writing this; excellent).</p> <p>Very eager and your control mechanism was looking at the clock frequently, holding the tennis ball and swapping it in your hands. This reduces the use of providing positive hand gestures to the pupils.</p> <p>Hungry hippos: Trying to provide a story of the rive Nile and telling the pupils that they are hippos who are very hungry, which is wonderful.</p> <p>Well done doing a practice round. Suggest taking part in the first round yourself; all simply breaking it down.</p> <p>Only 15 balls for 25 pupils, meaning some pupils do not have a go. This will bring in tedium, so attempt to bring in 30+balls into the game.</p> <p>Pupils got confused and therefore were running from the front to the balls instead of the back.</p> <p>Showing frustration with one specific pupil who has been misbehaving throughout the whole session. Well done on your patience! When you spoke tot the pupil use went equal height to discuss his behaviour. Tone calm and quiet volume which made him have to listen. Made him to sit on side later in the activity though still got him to play an activity with the ball to still be partaking in the lesson.</p> <p>Became a lot calmer and started to show more positive facial expressions during the second round of hungry hippos. Good teamwork ethos was nurtured and explained. Well done.</p> <p>Some showing lack of attention when pupils showing bouncing activity.</p> <p>Rash on neck showing physical anxiety (maybe from lanyard).</p> <p>Playing with hoodie pullies.</p> <p>For cooldown you completed some meditation, which is good but from completing a more intense activity. Suggest some stretches. Please include meditation self-happiness remedies if the next session rises the HR of the pupils. Though the pupils really absorbed into the activity.</p> <p>Suggest groups of four pupils (six groups) to play hungry hippos so pupils have more attempts of getting the ball from the hoop.</p> <p>Stay sitting for now; brilliant as they didn't follow. Good classroom management.</p>		

Observation One (pre-trained)						
Teacher: Jan		Name of School: MEADOW VIEW		Year Group: 6		
Key Stage: KS2		Date: 03/11/2021		No of Pupils: 30		
Topic of PE Lesson:						
<b>Early Year Foundation Stage</b>		<b>Key Stage One</b>		<b>Key Stage Two</b>		
<u>Empathy, Sensitivity &amp; Appreciation</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Self-Control and Discipline</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Self-Appreciation, Acceptance &amp; Confidence</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		
<u>Developing Relationships</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Interpersonal Development</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Creativity, Agility, Flexibility and Adaptability</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		
<u>Service, Compassion and Benevolence</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Change Catalyst and Response</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Goal Directed Performance and Targeted Action</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		
<u>Holistic Communication</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Conflict and Negotiation management</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Teamwork and Collaboration</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		
<b>Top 11 EI Coaching Tip: Quick Check</b>						
<b>Correct Attire (showing presence, preparation and confidence)</b>	<b>Body posture:</b> Not crossing arms/ hands in pockets/slouching. Positive, upright posture	<b>Talk with your hands:</b> Very little hand gesture to thumbs up, clapping, high five's, direction pointing	<b>Specify praise:</b> All pupils praised or most/some?  Any specific guidance	<b>Mixing group activities:</b> Very few/no groups are mixed Some groups All groups have a mixture of boys and girls.	<b>Do not stand still (positive movement):</b> Very little movement or standing still to Very good movement around hall: 35min+	
<b>Eye Contact: Make eye contact to empowers the pupils work ethic</b> Very little eye to excellent eye contact throughout	<b>Facial Expression:</b> Very little to very positive <b>Facial Expression:</b> enjoyment, raising eyebrows, Smiling, impressed/proud face, laughing	<b>Voice Intonation &amp; volume:</b> Unable to hear/good volume or too loud, enthusiastic/ Aggressive tone/Calm tone. Humour in the session?	<b>Feedback:</b> Not providing or providing a lot of feedback on the pupils's performance... positive reinforcement only	<b>Queuing activities:</b> Pupils are waiting their turn for a long time (+1min) or are activities are keeping pupils moving frequently throughout the session.		
<b>Additional emotional support: non-verbal communication</b>						
<b>Response to School Pupils's Emotions &amp; Communication</b>						
How are the pupils responding to the session? Tedium, happy, loud, enthusiastic? Everyone seem to be enjoying the session?	Teacher providing pupils to voice their feelings	How Teacher reacted to what pupils said	Response by teacher to pupils's non-verbal communication	How many pupils had their responses acknowledged in manner that valued them?	How often did teacher refer back to individual contributions/success?	
<b>Teachers Feelings and Emotions</b>						
Feelings the teacher expressed to pupils due to success skill/task.	Feelings to teacher expressed to pupils due to failure in skill/task	Feelings the teacher expressed to pupils due to misbehaviour	Any circumstances that made the teacher anxious or angry	Example of teacher apparently managing her own feelings (verbal or non-verbal)	Did the teacher show apparent prejudice toward a particular pupil(s)	
<b>Performance from pupils</b>						
Positioning of teacher during skill activities. Being with the pupils at all times.	Specifying praise of skill acquisition (motivation)	Did the teacher also partake in the activities?	Movement of all pupils during activities	Game/competitive environment introduced	Progression of skill (engagement)	Re-Capping last weeks and this week's activities

Overview of Teachers Performance			
<p>Firstly, well done wearing the correct attire. You were also not wearing a lanyard, which is good. More explanation during the TEIPPE programme. Well done delegating the pupils to set up the sports hall equipment. This increase the time to partake in the PE lesson. There was no pulse raiser and improving flexibility and the build-up of synovial fluid (dynamic/freely moveable stretching). Please include this for the next session. The TEIPPE programme will provide justification on this.</p> <p>There was a bit a talking while you were talking about the rules of the game. I was slightly confused with the rules of sabotage, but it became clearer when I watched the activity. The explanation of the rules took slightly long time. How can these rules be streamlined? TEIPPE programme will provide suggestions.</p> <p>Try and talk to the group while they are playing, provide some commentary and praise. Try and refrain from crossing your arms as it shows a defensive posture. Your tone of voice was good in places and the volume was excellent. Good use of cross curricular activity of accumulating the points scored. There was a lot of stop starting. Introduce an activity that is continuously keeping the pupils active as this will increase the enjoyment and, more importantly, keep the pupils's heart rate at an active state.</p> <p>I did enjoy the variation of rules for the second round and including humour in the session. Excellent. When the new rules were put in place, the lesson became louder with enjoyment and laughter. Brilliant to here!</p> <p>Praise: Try and attempt to provide specific praise, which is explained in the TEIPPE programme. Also, nonverbal communication with hand gestures. Please use more thumbs up, high fives and mini claps for example. Attempt to move around the hall and not stay in one location. Another suggestion is to take part yourself as this will increase the enjoyment of the pupils and also increase their tempo of performance (leading by example). Don't stop the game if they still enjoying it. Suggest to lengthen the two sabotage activities or include a third.</p> <p>Well done providing a round of applause. When providing a Q&amp;A, always praise each pupils with their answer, even if they are incorrect. For example, "Good idea with what you said, well done, but how can we improve even more?", or, "That's correct XXXX, well done."</p> <p>Your explanation for the second activity, took quite a long time. How can the pupils keep active while they are listening to the rules? Alternatively, how can you speed up the rules and regs of the game? Again, TEIPPE will provide suggestions. Could the pupils select their own teams, or could they be on their houses? This took 11 minutes to complete, which is 20% of the lesson not keeping actively fit.</p> <p>More discussion and praise required throughout, with more movement with each team. Could the group be split so half are in one side of each court (def and attack)? Again, provide commentary, praise and encouragement throughout the session. One aspect is to provide a countdown on how long they have left in the game. This will provide an urgency from both teams.</p> <p>When you provide advice and coaching ideas, this was clear and concise, letting pupils answer questions. Excellent.</p> <p>Another negative body posture is hands on hips. Utilise your hands with praise, positive communication and direction. Some pupils were showing tedium. How can every pupil partake in the game? Suggest everyone has to pass the ball to each player. In addition, to increase the number of goals, do not allow a goalkeeper. Also have a three second holding rule. This will make the session more enjoyable if more goals (or achievements) are being scored. Please include a skill acquisition activity before the game. This will enhance their throwing/catching/positioning for the game environment.</p> <p>When a pupil was upset they came to you, they were quickly moved on. Please spend a few seconds with equal eye level to express sensitivity and empathy to the pupils' needs. Provide some evaluation at the end of the session. What they enjoyed, what they wished to improve.</p>			

Observation One (pre-trained)					
Teacher Kim		Name of School: HOLLYFIELD		Year Group: 4	
Key Stage: KS2		Date: 08/11/2021		No of Pupils: 27	
Topic of PE Lesson: Dancing – Roman cross curricular					
Early Year Foundation Stage		Key Stage One		Key Stage Two	
<u>Empathy, Sensitivity &amp; Appreciation</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Self-Control and Discipline</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Self-Appreciation, Acceptance &amp; Confidence</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	
<u>Developing Relationships</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Interpersonal Development</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Creativity, Agility, Flexibility and Adaptability</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	
<u>Service, Compassion and Benevolence</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Change Catalyst and Response</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Goal Directed Performance and Targeted Action</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	
<u>Holistic Communication</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Conflict and Negotiation management</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Teamwork and Collaboration</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	
Top 11 EI Coaching Tip: Quick Check					
Correct Attire (showing presence,	Body posture: Not crossing arms/ hands in pockets/slouching.	Talk with your hands:	Specify praise: All pupils praised or most/some?	Mixing group activities:	Do not stand still (positive movement):

<b>preparation and confidence)</b>	Positive, upright posture	Very little hand gesture to thumbs up, clapping, high five's, direction pointing	Any specific guidance	Very few/no groups are mixed Some groups All groups have a mixture of boys and girls.	Very little movement or standing still to Very good movement around hall: 35min+
<b>Eye Contact: Make eye contact to empowers the pupils work ethic</b> Very little eye to excellent eye contact throughout	<b>Facial Expression:</b> Very little to very positive Facial Expression: enjoyment, raising eyebrows, Smiling, impressed/proud face, laughing	<b>Voice Intonation &amp; volume:</b> Unable to hear/good volume or too loud, enthusiastic/ Aggressive tone/Calm tone. Humour in the session?	<b>Feedback:</b> Not providing or providing a lot of feedback on the pupils's performance... positive reinforcement only	<b>Queuing activities:</b> Pupils are waiting their turn for a long time (+1min) or are activities are keeping pupils moving frequently throughout the session.	
<b>Additional emotional support: non-verbal communication</b>					
<b>Response to School Pupils's Emotions &amp; Communication</b>					
How are the pupils responding to the session? Tedium, happy, loud, enthusiastic? Everyone seem to be enjoying the session?	Teacher providing pupils to voice their feelings	How Teacher reacted to what pupils said	Response by teacher to pupils's non-verbal communication	How many pupils had their responses acknowledged in manner that valued them?	How often did teacher refer back to individual contributions/success?
<b>Teachers Feelings and Emotions</b>					
Feelings the teacher expressed to pupils due to success skill/task.	Feelings to teacher expressed to pupils due to failure in skill/task	Feelings the teacher expressed to pupils due to misbehaviour	Any circumstances that made the teacher anxious or angry	Example of teacher apparently managing her own feelings (verbal or non-verbal)	Did the teacher show apparent prejudice toward a particular pupil(s)
<b>Performance from pupils</b>					
Positioning of teacher during skill activities. Being with the pupils at all times.	Specifying praise of skill acquisition (motivation)	Did the teacher also partake in the activities?	Movement of all pupils during activities	Game/competitive environment introduced	Progression of skill (engagement)
Re-Capping last weeks and this week's activities					
<b>Overview of Teachers Performance</b>					
<p>In the correct attire and was prepared to do a warm up. Already set in pairs during classroom environment. Pre-rehearse pulse raiser which was superb. Love mirror warm up activity.</p> <p>Went straight in to warm up and provided some excellent Q&amp;A. really nice to introduce a variety of pupils to have their point of view on the importance of warm up.</p> <p>Wearing a lanyard...this is explained in the TEIPPE programme. You were gripping this tightly with your right hand. This is a coping mechanism though reduces the non-verbal communication with hand gestures. It reduces the opportunity to provide additional praise.</p> <p>Well done on specific praise during warm up. A great coaching concept of emotional intelligence.</p> <p>Well done on hand gestures when explaining the main activity by point and using numerical counting by using both oral and visual communication. Well done using a visual video of their own activity that was filmed last week. aid to provide a clear demonstration on how to do the activity. Really funny and enjoyable activity for this age group.</p> <p>When speaking to the pairs, you were level height to the pupils who were sitting down when you were discussing the session. Attempting to provide all pupils to ask questions.</p> <p>Warm up needs to be longer. If the pupils enjoy it, carry on with this section of the session. Make sure they are getting enough warm up so they are breathing heavily.</p> <p>Good hand gestures for communication but more praise required.</p> <p>A lot of talking. How can there be a continuation from warm up to main activity? Could the video be shown at the start then move on to the physical activity?</p> <p>Is there a competitive element that can be introduced in the dance game? Hands clasped tightly</p> <p>Intonation of verbal communication. Volume of voice is strong but not loud. Really like positive reinforcement and change of tone of voice when pupils are talking.</p> <p>Moving around the class. Try and move around the hall so they all keep alert of your presence. Good humour on the main activity. How can you get everyone activity moving whilst waiting for their turn? A lot of stop-starting within the activity. How can you reduce discussion and increase participation?</p> <p>Built a wonderful interaction by talking to each group, again, kneeling down with so you are equal eye level.</p> <p>Again, some verbal praise when asking question but not to all. Follow this with a thumbs up, high five, mini clap. Facial expression was good at time's but can this be exaggerated with raised eye brow's, big smiles, laughter.</p> <p>13.50: Grabbing that lanyard again! This is why you need to remove this.</p> <p>More physical activity in the session. How can you raise their heart rates and reduce discussion?</p> <p>Again, hand gestures are used strongly when discussing a scenario, but not used to provide praise.</p> <p>Suggest a guide of activities to complete before the session begins so they are actually doing physical activity in the session.</p> <p>Good teamwork and collaboration introduced in the session. Some appreciation and acceptance of your own performance, some goal directed performance utilised in the session, followed by a lot of creativity and adaptation.</p> <p>After half an hour, there was more physical movement, with a nice sound of communication around the sports hall.</p> <p>14.00: Lanard grasp again while Watching the pupils perform their move. Really nice seeing you smile and laugh with the larger group who were demonstrating their moves. Wonderful.</p> <p>Prepared warning for the group who were going to demonstrate their 'Roman' dance movement. Well done provide g a round of applause after demonstration.</p> <p>The lesson really warmed up in the last twenty minutes and everyone was enjoying themselves.</p> <p>Good smiling to show praise and encouragement. Wonderful!!!</p> <p>As the intensity of the session was low, there is no really need for a cooldown. Liked how you concluded the session with their finished dance moves and collaborated the four sub groups in to one dance movement. Could they keep marching while they are waiting for the groups to join together?</p>					

**Observation One (pre-trained)**

Teacher: Liam	Name of School: MEADOW VIEW	Year Group: 6
Key Stage: KS2	Date: 03/11/2021	No of Pupils
Topic of PE Lesson:		
<b>Early Year Foundation Stage</b> <u>Empathy, Sensitivity &amp; Appreciation</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	<b>Key Stage One</b> <u>Self-Control and Discipline</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	<b>Key Stage Two</b> <u>Self-Appreciation, Acceptance &amp; Confidence</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?
<u>Developing Relationships</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	<u>Interpersonal Development</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	<u>Creativity, Agility, Flexibility and Adaptability</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?
<u>Service, Compassion and Benevolence</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	<u>Change Catalyst and Response</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	<u>Goal Directed Performance and Targeted Action</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?
<u>Holistic Communication</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	<u>Conflict and Negotiation management</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	<u>Teamwork and Collaboration</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?
<b>Top 11 EI Coaching Tip: Quick Check</b>		
<b>Correct Attire (showing presence, preparation and confidence)</b>	<b>Body posture:</b> Not crossing arms/ hands in pockets/slouching. Positive, upright posture	<b>Talk with your hands:</b> Very little hand gesture to thumbs up, clapping, high five's, direction pointing
<b>Eye Contact: Make eye contact to empower the pupils work ethic</b> Very little eye to excellent eye contact throughout	<b>Facial Expression:</b> Very little to very positive Facial Expression: enjoyment, raising eyebrows, Smiling, impressed/proud face, laughing	<b>Voice Intonation &amp; volume:</b> Unable to hear/good volume or too loud, enthusiastic/ Aggressive tone/Calm tone. Humour in the session?
<b>Specify praise:</b> All pupils praised or most/some?  Any specific guidance	<b>Mixing group activities:</b> Very few/no groups are mixed Some groups All groups have a mixture of boys and girls.	<b>Do not stand still (positive movement):</b> Very little movement or standing still to Very good movement around hall: 35min+
<b>Feedback:</b> Not providing or providing a lot of feedback on the pupils's performance... positive reinforcement only	<b>Queuing activities:</b> Pupils are waiting their turn for a long time (+1min) or are activities are keeping pupils moving frequently throughout the session.	
<b>Additional emotional support: non-verbal communication</b>		
<b>Response to School Pupils's Emotions &amp; Communication</b>		
How are the pupils responding to the session? Tedium, happy, loud, enthusiastic? Everyone seem to be enjoying the session?	Teacher providing pupils to voice their feelings	How Teacher reacted to what pupils said
Response by teacher to pupils's non-verbal communication	How many pupils had their responses acknowledged in manner that valued them?	How often did teacher refer back to individual contributions/success?
<b>Teachers Feelings and Emotions</b>		
Feelings the teacher expressed to pupils due to success skill/task.	Feelings the teacher expressed to pupils due to failure in skill/task	Feelings the teacher expressed to pupils due to misbehaviour
Any circumstances that made the teacher anxious or angry	Example of teacher apparently managing her own feelings (verbal or non-verbal)	Did the teacher show apparent prejudice toward a particular pupil(s)
<b>Performance from pupils</b>		
Positioning of teacher during skill activities. Being with the pupils at all times.	Specifying praise of skill acquisition (motivation)	Did the teacher also partake in the activities?
Movement of all pupils during activities	Game/competitive environment introduced	Progression of skill (engagement)
Re-Capping last weeks and this week's activities		
<b>Overview of Teachers Performance</b>		
Firstly, teacher was not wearing correct attire. Please watch the TEIPPE training to explain why this is important for self-appreciation. Very good delegation and management by preparing the warmup in class and cones were arranged by the pupils. Capable at this year group.		



The warm up was very innovative and enjoyable, working on a warm up but there was a lot of stop-starting, how can you introduce a pulse raiser that provides a continuous raise of heart rate. You are wearing your lanyard. To control mechanism of stress/anxiety is to play with the lanyard which took place right at the start and during the main activity. This leads to a reduction of non-verbal communication and positive hand gestures.

Well done walking around the class and providing praise to each pupil. The warmup was lasting a nice time as the pupils were enjoying the session. Facial expression was fantastic! Always smiling and showing exaggerated praise, using raised eyebrows to show impressed surprise. Well done showing achievement by clapping when a pupil beat another with rocks, paper, scissors.

Well done on a 5 second countdown. You stopped the cooldown just as tedium was setting in. Excellent!! Love the delegation of collecting the cones. Trust and teamwork introduced. The first activity, provided wonderful praise when they got themselves in a line to demonstrate their first activity. Explain why is it important to learn the chest pass. Provide a positioning statement to explain the purpose and values of learning this specific skill.

Working group of sevens for chest pass. Can this be reduced to five and have a line of seven groups? This will reduce the waiting time for the pupil to make a pass. Well done simplifying the chest pass when one or two pupils could not complete the pass.

Very little hand gestures. Suggest to increase these to increase praise and improve motivation. For example, thumbs up, high five, small claps. Though when you provide any regulations you do 'talk with your hands' as they are flying around whilst you are talking. This is brilliant as there is both oral and visual communication to absorb.

Love, love, love the competitor element of sitting down activity. Brilliant!!! There was a lot of excitement, talking (about the activity) and smiles on the children's faces. Fantastic!

Well done including humour of saying that there was some cheating going on, with a smile on your face. Wonderful!!! "Try and not knock out XXXX with the throw!" More humour, wonderful! They understand the concept of sarcasm in year six.

Really nice praise when providing feedback of the over throw activity. Well done locating yourself in different areas after each game activity. Love the competitive energy in the group.

Well done incorporating the throwing skills to the game of bench ball.

The pupils were constantly praised and specified on why they were being praised when they were told to locate themselves in the sports hall. You explained the rules of bench ball and it was swift, clear and concise, provided opportunity for pupils to ask questions to provide reassurance.

Could the team waiting do a physical activity or can you reduce the teams to three so only one team is waiting, 10-a-side x 3 teams for example?

Well done including adaptability to the session when the game became difficult. It was lovely to see that you were smiling and laughing throughout the whole session. This positivity will emotionally build the confidence and the enjoyment to the pupils. Wonderful to see. More adaptability shown to help the other team catch up and asking the pupils how they can make the game more equal and inclusive for all.

The pupils waiting were getting bored. Suggestion, could you have two games going at the same time. Splitting the hall in two, width ways means that everyone is taking part. In addition, due to the reduced size of the sports hall.

Well done praising the pupils's teamwork and maturity and E&I(D). Wonderful!

During the second game you did keep still and reduced the praise, support and commentary to the pupils. Attempt to move around the hall whilst the game is taking place.

Again, great evaluating and suggesting ideas to reduce the number of defenders covering the catcher. Wonderful collaboration with the pupils.

Great catch from a pupil on the bench, you provide positive hand gesture of a catch. This followed by a thumbs up. This is quality non-verbal communication to portray praise.

Shown concerned look on your face when ball hit a pupil.

When a throw is caught, provide more praise with hand gestures. Your intonation is very good. Clear, exciting, positive, strong volume (not loud), and change of tone to express your personal feelings. Excellent!

To provide urgency, indicate a countdown so each pupil becomes more eager of passing the ball quickly.

Overall, lovely lesson to watch. Suggest trying to include all pupils during the session by setting out two games or reducing the groups from four to three. Constantly holding the watch due to being eager and conscience on the time, alternative coping mechanism is picking at left thumb.

Wonderful praise of their teamwork and hard work and enjoying the delivery of PE.

Observation One (pre-trained)		
PARTICIPANT: May	Name of School: MEADOW VIEW	Year Group: 5
Key Stage: KS2	Date: 29/09/2021	No of Pupils 26
Topic of PE Lesson:		
Early Year Foundation Stage	Key Stage One	Key Stage Two
<u>Empathy, Sensitivity &amp; Appreciation</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	<u>Self-Control and Discipline</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	<u>Self-Appreciation, Acceptance &amp; Confidence</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?
<u>Developing Relationships</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	<u>Interpersonal Development</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	<u>Creativity, Agility, Flexibility and Adaptability</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?
<u>Service, Compassion and Benevolence</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	<u>Change Catalyst and Response</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	<u>Goal Directed Performance and Targeted Action</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?
<u>Holistic Communication</u> How many occasions did the teacher have to use these facets of emotions?	<u>Conflict and Negotiation management</u> How many occasions did the teacher have to use these facets of emotions?	<u>Teamwork and Collaboration</u> How many occasions did the teacher have to use these facets of emotions?

Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?
<b>Top 11 EI Coaching Tip: Quick Check</b>		
<b>Correct Attire (showing presence, preparation and confidence)</b>	<b>Body posture:</b> Not crossing arms/ hands in pockets/slouching. Positive, upright posture	<b>Talk with your hands:</b> Very little hand gesture to thumbs up, clapping, high five's, direction pointing
<b>Eye Contact: Make eye contact to empowers the pupils work ethic</b> Very little eye to excellent eye contact throughout	<b>Facial Expression:</b> Very little to very positive Facial Expression: enjoyment, raising eyebrows, Smiling, impressed/proud face, laughing	<b>Voice Intonation &amp; volume:</b> Unable to hear/good volume or too loud, enthusiastic/ Aggressive tone/Calm tone. Humour in the session?
<b>Specify praise:</b> All pupils praised or most/some?  Any specific guidance	<b>Mixing group activities:</b> Very few/no groups are mixed Some groups All groups have a mixture of boys and girls.	<b>Do not stand still (positive movement):</b> Very little movement or standing still to Very good movement around hall: 35min+
<b>Feedback:</b> Not providing or providing a lot of feedback on the pupils's performance... positive reinforcement only	<b>Queuing activities:</b> Pupils are waiting their turn for a long time (+1min) or are activities are keeping pupils moving frequently throughout the session.	
<b>Additional emotional support: non-verbal communication</b>		
<b>Response to School Pupils's Emotions &amp; Communication</b>		
How are the pupils responding to the session? Tedium, happy, loud, enthusiastic? Everyone seem to be enjoying the session?	Teacher providing pupils to voice their feelings	How Teacher reacted to what pupils said
		Response by teacher to pupils's non-verbal communication
		How many pupils had their responses acknowledged in manner that valued them?
		How often did teacher refer back to individual contributions/success?
<b>Teachers Feelings and Emotions</b>		
Feelings the teacher expressed to pupils due to success skill/task.	Feelings to teacher expressed to pupils due to failure in skill/task	Feelings the teacher expressed to pupils due to misbehaviour
		Any circumstances that made the teacher anxious or angry
		Example of teacher apparently managing her own feelings (verbal or non-verbal)
		Did the teacher show apparent prejudice toward a particular pupil(s)
<b>Performance from pupils</b>		
Positioning of teacher during skill activities. Being with the pupils at all times.	Specifying praise of skill acquisition (motivation)	Did the teacher also partake in the activities?
		Movement of all pupils during activities
		Game/competitive environment introduced
		Progression of skill (engagement)
		Re-Capping last weeks and this week's activities
<p>Provide feedback of how teacher controlled group and individuals, the enjoyment of the lesson, the positivity in the lesson, progression of pupils's skill set. Delegating equipment to pupils to set up equipment for game. Attire sports kit; FOOTBALL, WALSALL FC TRAINING KIT.</p> <p>"Listen Up" "Your annoying me now" "Who's talking" Self appreciation is high; from a sporting background so feels confident in delivering the session.</p> <p>Was sitting down at the start of the session, now is standing and demonstrating game activity. Letting pupils use their initiative on how to get the balls across the end zone. Clear and concise rules and regulations. All participating in a group of just four pupils per team. Excellent. One group was practicing but A pupil asked a question but no praise to providing a question. Got captains; great for KS2; taking leadership and teamwork.</p> <p>Good urgency skills by using countdowns; got pupils to join in with the countdown.</p> <p>Made pupils explain rules, did not interrupt and let them carry on with their explanation until they finished. Praise and a round of applause followed.</p> <p>Built strong rapport with pupils. Team activity (pac man game) was split in to four in each group; more interaction in each group. Excellent for this age group. Supporting each other. Took some time to play second round; suggest a timebound countdown (you have 30 seconds to get the session going again).</p> <p>Lots of enjoyment in this game; how could they keep their BP raised when they got caught? Suggest hopping on the spot for thirty seconds after being caught. If they carry on hopping for one minute they have another life. Just an idea.</p> <p>Could you move around the court to observe the more active areas of the game, this shows they pupils awareness of your presence and your enjoyment of the activity. (ironically you then started to do this while writing this suggestion). Excellent.</p> <p>Good body posture, not playing with lanyard. Be nice to see more hand gestures (non verbal communication) such as thumbs up, small claps, high fives (if allowed) to help provide additional motivation to the pupils.</p> <p>Good use of hand gesture to explain to listen with hands cupped behind ears. Press ups were good to see, making good sense of pupils demonstrating the press up activity.</p> <p>Did use thumbs up to praise pupil who put cons/bibs in bag. Nice to see ABC's to be introduced to finish lesson. 10 second objectives is great for this age group.</p> <p>Positive reinforcement at the end to gain control of group: the quicker you get your drinks, they longer you have for break.</p>		

<b>Observation One (pre-trained)</b>		
Teacher: Nina	Name of School: MEADOW VIEW SCHOOL	Year Group: YEAR 3
Key Stage: KS2 (LOWER)	Date: 30/09/2021	No of Pupils: 26
Topic of PE Lesson:		
<b>Early Year Foundation Stage</b>	<b>Key Stage One</b>	<b>Key Stage Two</b>
<u>Empathy, Sensitivity &amp; Appreciation</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion?	<u>Self-Control and Discipline</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion?	<u>Self-Appreciation, Acceptance &amp; Confidence</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion?



What did they not do (if applicable)?		What did they not do (if applicable)?		What did they not do (if applicable)?	
<u>Developing Relationships</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Interpersonal Development</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Creativity, Agility, Flexibility and Adaptability</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	
<u>Service, Compassion and Benevolence</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Change Catalyst and Response</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Goal Directed Performance and Targeted Action</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	
<u>Holistic Communication</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Conflict and Negotiation management</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Teamwork and Collaboration</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	
<b>Top 11 EI Coaching Tip: Quick Check</b>					
<b>Correct Attire (showing presence, preparation and confidence)</b>	<b>Body posture:</b> Not crossing arms/ hands in pockets/slouching. Positive, upright posture	<b>Talk with your hands:</b> Very little hand gesture to thumbs up, clapping, high five's, direction pointing	<b>Specify praise:</b> All pupils praised or most/some?  Any specific guidance	<b>Mixing group activities:</b> Very few/no groups are mixed Some groups All groups have a mixture of boys and girls.	<b>Do not stand still (positive movement):</b> Very little movement or standing still to Very good movement around hall: 35min+
<b>Eye Contact: Make eye contact to empowers the pupils work ethic</b> Very little eye to excellent eye contact throughout	<b>Facial Expression:</b> Very little to very positive Facial Expression: enjoyment, raising eyebrows, Smiling, impressed/proud face, laughing	<b>Voice Intonation &amp; volume:</b> Unable to hear/good volume or too loud, enthusiastic/ Aggressive tone/Calm tone. Humour in the session?	<b>Feedback:</b> Not providing or providing a lot of feedback on the pupils's performance... positive reinforcement only	<b>Queuing activities:</b> Pupils are waiting their turn for a long time (+1min) or are activities are keeping pupils moving frequently throughout the session.	
<b>Additional emotional support: non-verbal communication</b>					
<b>Response to School Pupils's Emotions &amp; Communication</b>					
How are the pupils responding to the session? Tedium, happy, loud, enthusiastic? Everyone seem to be enjoying the session?	Teacher providing pupils to voice their feelings	How Teacher reacted to what pupils said	Response by teacher to pupils's non-verbal communication	How many pupils had their responses acknowledged in manner that valued them?	How often did teacher refer back to individual contributions/success?
<b>Teachers Feelings and Emotions</b>					
Feelings the teacher expressed to pupils due to success skill/task.	Feelings to teacher expressed to pupils due to failure in skill/task	Feelings the teacher expressed to pupils due to misbehaviour	Any circumstances that made the teacher anxious or angry	Example of teacher apparently managing her own feelings (verbal or non-verbal)	Did the teacher show apparent prejudice toward a particular pupil(s)
<b>Performance from pupils</b>					
Positioning of teacher during skill activities. Being with the pupils at all times.	Specifying praise of skill acquisition (motivation)	Did the teacher also partake in the activities?	Movement of all pupils during activities	Game/competitive environment introduced	Progression of skill (engagement)  Re-Capping last weeks and this week's activities
<b>Overview of Teachers Performance</b>					
Provide feedback of how teacher controlled group and individuals, the enjoyment of the lesson, the positivity in the lesson, progression of pupils's skill set. Helping pupil with shoelace at the start. Starting straight away with a warm; may be the case that you introduced the lesson in class. Simple jogging on the sport (using please and thank you; manners). Moving himself around the hall and participating/demonstrating the warmup exercises. Be nice to add a game element to the warm up, such as a simon say's or another game activity. Suggest taking lanyard off due to reduction the temptation of playing with it whilst teaching to control any anxiety/nerves. Hand expressions/communication is then reduced. Praising people who were quiet when hand was raised. Told pupil to throw the ball in the air and catch it. Please provide demonstration and explanation on positioning of feet, hand-eye coordination, posture of body. Attempt to include a game element. First to catch with one hand ten times in a row. (Challenge was then introduced with clap in between – excellent but why, explain how this will help with better concentration and reaction skills -always outline the purpose of the activity).					

Had ball in hand for comfort. Throw the ball whilst walking round to the next pupil. Attempt not to look at watch as the pupils seeing this will feel that the activity will soon end then they reduce their efforts. Very good use of facial expression with lots of smiling and positive expression.

In the correct attire. When they have a task of putting ball in bucket, provide a timeline. 'Now watch me to demonstrate then you have a go' then demonstrate.

Walking around group;

Though year three, try and attempt adaptability and flexibility in the lesson, provide cognitive development for the pupils and helps with physical literacy. Try and catch with one hand....how? Give them an idea of body positioning, hand-eye co-ordination etc. Again, provide a goal with the throwing activity. Warm up was far too short; if they are enjoying the pulse raiser, carry on with the activity.

Well done keeping an eye on the whole group whilst speaking to a pupil or doing their shoelace.

Good use of placing hand on back of pupils who are down. More hand expressions required, hands up, high five's, small claps.

Taking ball off pupils who were not holding them nicely. Calmly taking the ball away from the two pupils, no anger shown, excellent.

Self-appreciation, lesson was fragmented in places and so therefore the 'stop-starting' of arranging groups, especially in hungry hippo's. Pre-planning group prior to lesson to make the session run more smoothly. Heart rate is lowering, muscles are relaxing, tedium is coming in to the session due to the waiting of getting involved in the activity.

Praising 'Bradley' for managing the line in his team. Could be the case that you could provide the responsibility of the front pupil of the line to manage this. Tried to add humour to the hungry hippo activity; brilliant!

Included H&S for the game session; good.

When a question was asked, praise the pupil for asking and answer accordingly, with help of the pupils.

Gave an around of applause for winning team and made everyone clap.

Showed a better, more detailed demonstration so the game ran more smoothly. Before any further demonstration try and prepare the game first (balls back in the middle); due to the transition of demonstration to prepare back to play, some will forget. This is why more questions were asked due to short term memory.

Conflict was starting with one group who did not have a go. I would suggest having six lines, with four in each team, so everyone has a go. Six/seven pupils per group are too many and therefore some was not getting a go. Also more balls are required to make the game last longer (24 balls with 26 pupils). Place a cone for a marker where the front of the line should begin.

Game really warmed up by round four and five. Excellent. Suggest playing this game again

Conflict management is still required for teaching year three's as they have yet to built the maturity levels of KS2 upper pupils.

Goal directed performance, developing improvement of the skill; mentioned in skill acquisition activity.

Cool down....Did provide a relax kids book to reduce their HR though I would suggest doing some fun stretches and a bit of feedback. Many pupils were not partaking as it was not physically active. Unfortunately, did not work though this would be of benefit if the activity had high intensity.

#### Observation One (pre-trained)

Teacher Pepe	Name of School: Meadow View Infant	Year Group: Reception
Key Stage: EYFS	Date: 27/09/2021	No of Pupils 30
Topic of PE Lesson: ABC's and throwing Start time: 09.33-		
Early Year Foundation Stage	Key Stage One	Key Stage Two
<u>Empathy, Sensitivity &amp; Appreciation</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	<u>Self-Control and Discipline</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	<u>Self-Appreciation, Acceptance &amp; Confidence</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?
<u>Developing Relationships</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	<u>Interpersonal Development</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	<u>Creativity, Agility, Flexibility and Adaptability</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?
<u>Service, Compassion and Benevolence</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	<u>Change Catalyst and Response</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	<u>Goal Directed Performance and Targeted Action</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?
<u>Holistic Communication</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	<u>Conflict and Negotiation management</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	<u>Teamwork and Collaboration</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?
<b>Top 11 EI Coaching Tip: Quick Check</b>		
<b>Correct Attire (showing presence, preparation and confidence)</b>	<b>Body posture:</b> Not crossing arms/ hands in pockets/slouching. Positive, upright posture	<b>Talk with your hands:</b> Very little hand gesture to thumbs up, clapping, high five's, direction pointing
	<b>Specify praise:</b> All pupils praised or most/some?  Any specific guidance	<b>Mixing group activities:</b> Very few/no groups are mixed Some groups
		<b>Do not stand still (positive movement):</b> Very little movement or standing still to Very good movement around hall: 35min+

				All groups have a mixture of boys and girls.	
<b>Eye Contact: Make eye contact to empowers the pupils work ethic</b> Very little eye to excellent eye contact throughout	<b>Facial Expression:</b> Very little to very positive Facial Expression: enjoyment, raising eyebrows, Smiling, impressed/proud face, laughing	<b>Voice Intonation &amp; volume:</b> Unable to hear/good volume or too loud, enthusiastic/Aggressive tone/Calm tone. Humour in the session?	<b>Feedback:</b> Not providing or providing a lot of feedback on the pupils's performance... positive reinforcement only	<b>Queuing activities:</b> Pupils are waiting their turn for a long time (+1min) or are activities are keeping pupils moving frequently throughout the session.	
<b>Additional emotional support: non-verbal communication</b>					
<b>Response to School Pupils's Emotions &amp; Communication</b>					
How are the pupils responding to the session? Tedium, happy, loud, enthusiastic? Everyone seem to be enjoying the session?	Teacher providing pupils to voice their feelings	How Teacher reacted to what pupils said	Response by teacher to pupils's non-verbal communication	How many pupils had their responses acknowledged in manner that valued them?	How often did teacher refer back to individual contributions/success?
<b>Teachers Feelings and Emotions</b>					
Feelings the teacher expressed to pupils due to success skill/task.	Feelings to teacher expressed to pupils due to failure in skill/task	Feelings the teacher expressed to pupils due to misbehaviour	Any circumstances that made the teacher anxious or angry	Example of teacher apparently managing her own feelings (verbal or non-verbal)	Did the teacher show apparent prejudice toward a particular pupil(s)
<b>Performance from pupils</b>					
Positioning of teacher during skill activities. Being with the pupils at all times.	Specifying praise of skill acquisition (motivation)	Did the teacher also partake in the activities?	Movement of all pupils during activities	Game/competitive environment introduced	Progression of skill (engagement) Re-Capping last weeks and this week's activities
<b>Overview of Teachers Performance</b>					
<p>Provide feedback of how teacher controlled group and individuals, the enjoyment of the lesson, the positivity in the lesson, progression of pupils's skill set.</p> <p>Asked politely that pupils have to keep their distance. Delicate voice but excellent volume</p> <p>Pupils were out of breath during pulse raiser. Really enthusiastic</p> <p>Let Jackson show how to skip. Clapping with all class, great motivation!!</p> <p>Wearing lanyard. Always trying to smile Hold hand of pupil with learning difficulties: did not pass him onto one of the two TA's.</p> <p>Pat on your back; all pupils attempted. Had a joke with TA's about being slightly out of breath after pulse raiser.</p> <p>Cones could have been laid out by TA's whilst talking to the pupils to show closer interaction when talking about breakfast. Helps keep HR at a higher BPM</p> <p>Cereal and toast activity: some standing around for long periods of time. (4 minutes waiting)</p> <p>Well done being honest for staying still. Twins separated in group activity....remind me how that went. Stuck together throughout</p> <p>Very good use of eyebrows to help express an exciting emotion. STOP Shanni: 'Good well done,' thumbs ups! Brilliant hand gesture to express praise.</p> <p>Suggest selecting toast and cereal so the pupils are now waiting a long time to participate. SSHHHH...too much talking as you couldn't listen to what the pupil wanted.</p> <p>Asked a pupil to partake on 'what you like for breakfast' Held hands with pupils to help them cross the safe zone!</p> <p>ACTIVITY 2</p> <p>Throwing hoop activity: Spent 3 minutes to arrange teams which set some tedium. Difficult for one teacher to organise this. Did eventually have TA to help with the organisation.</p> <p>Showed demonstration to help pupils develop the throwing skills YES! Hands in air for achievement when the teacher completed her demonstrated effectively.</p> <p>BRILLIANT!, WELL DONE!! POSITIVE PRAISE THROUGHOUT BUT NOT SPECIFIC PRAISE. PRIASING AS MANY PUPILS AS POSSIBLE</p> <p>TEDIUM SET IN WHILE</p> <p>CARLY SHOWED HOW SHE THROWN OVERARM; GOOD MOVE ON TO NEXT PART OF THE THROWING ACTIVITY. CARLY GOT A BIG CLAP FROM THE CLASS.</p> <p>Teacher had laptop to take photos of pupils partaking for curriculum at 10.18. Good overarm thrown</p> <p>Constantly smiling but has now stood in the same place but was moving when bean bags were thrown too far. When kept still pupils at back of queues were misbaving. Provide suggestion during training.</p> <p>'I didn't have a go' from girl; not acknowledged.</p> <p>Some lost interest. Suggest splitting groups in to small teams so there is a better rotation of pupils having a go. Groups were 2x6; 1x7; 1x10. Maybe 6x5children and a run from the hall back to the line. Or run to the hoop. May be hard for this age group.</p> <p>Cool down of static stretches may be nice but time constraints.</p>					

<b>Observation One (pre-trained)</b>		
Teacher: Tori	Name of School: HOLLYFIELD	Year Group: Year 5
Key Stage: KS2	Date: 06/10/2021	No of Pupils: 27
Topic of PE Lesson: Gymnastics (balance and coordination) 13.35-14.20		
<b>Early Year Foundation Stage</b>	<b>Key Stage One</b>	<b>Key Stage Two</b>
<b>Empathy, Sensitivity &amp; Appreciation</b> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	<b>Self-Control and Discipline</b> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	<b>Self-Appreciation, Acceptance &amp; Confidence</b> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?

<u>Developing Relationships</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	<u>Interpersonal Development</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	<u>Creativity, Agility, Flexibility and Adaptability</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?
<u>Service, Compassion and Benevolence</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	<u>Change Catalyst and Response</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	<u>Goal Directed Performance and Targeted Action</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?
<u>Holistic Communication</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	<u>Conflict and Negotiation management</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	<u>Teamwork and Collaboration</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?
<b>Top 11 EI Coaching Tip: Quick Check</b>		
<b>Correct Attire (showing presence, preparation and confidence)</b>	<b>Body posture:</b> Not crossing arms/ hands in pockets/slouching. Positive, upright posture	<b>Talk with your hands:</b> Very little hand gesture to thumbs up, clapping, high five's, direction pointing
<b>Eye Contact: Make eye contact to empowers the pupils work ethic</b> Very little eye to excellent eye contact throughout	<b>Facial Expression:</b> Very little to very positive Facial Expression: enjoyment, raising eyebrows, Smiling, impressed/proud face, laughing	<b>Voice Intonation &amp; volume:</b> Unable to hear/good volume or too loud, enthusiastic/ Aggressive tone/Calm tone. Humour in the session?
<b>Specify praise:</b> All pupils praised or most/some?  Any specific guidance	<b>Mixing group activities:</b> Very few/no groups are mixed Some groups All groups have a mixture of boys and girls.	<b>Do not stand still (positive movement):</b> Very little movement or standing still to Very good movement around hall: 35min+
<b>Feedback:</b> Not providing or providing a lot of feedback on the pupils's performance... positive reinforcement only	<b>Queuing activities:</b> Pupils are waiting their turn for a long time (+1min) or are activities are keeping pupils moving frequently throughout the session.	
<b>Additional emotional support: non-verbal communication</b>		
<b>Response to School Pupils's Emotions &amp; Communication</b>		
How are the pupils responding to the session? Tedium, happy, loud, enthusiastic? Everyone seem to be enjoying the session?	Teacher providing pupils to voice their feelings	How Teacher reacted to what pupils said
Response by teacher to pupils's non-verbal communication	How many pupils had their responses acknowledged in manner that valued them?	How often did teacher refer back to individual contributions/success?
<b>Teachers Feelings and Emotions</b>		
Feelings the teacher expressed to pupils due to success skill/task.	Feelings to teacher expressed to pupils due to failure in skill/task	Feelings the teacher expressed to pupils due to misbehaviour
Any circumstances that made the teacher anxious or angry	Example of teacher apparently managing her own feelings (verbal or non-verbal)	Did the teacher show apparent prejudice toward a particular pupil(s)
<b>Performance from pupils</b>		
Positioning of teacher during skill activities. Being with the pupils at all times.	Specifying praise of skill acquisition (motivation)	Did the teacher also partake in the activities?
Movement of all pupils during activities	Game/competitive environment introduced	Progression of skill (engagement)
Re-Capping last weeks and this week's activities		
<b>Overview of Teachers Performance</b>		
Provide feedback of how teacher controlled group and individuals, the enjoyment of the lesson, the positivity in the lesson, progression of pupils's skill set. Provided a wonderful feedback and recap of last week. Investigating sequences of gymnastics and letting the pupils answer when they raised their hands. Due to the time constraints the tone of voice was very quick on this section. Lanyard on and lesson plan in hand; non-verbal communication. Playing with lanyard. Good clapping exercise. Warm up: 'Should be moving' in warm up. Add a game perspective and timeline. Can you tag ten people in a certain timeline. Would definitely lengthen the warm up. Pupils were having fun and were laughing, smiling, burning energy. Good girl, well done on pupil who provided correct answer. Praising as many pupils as possible. Providing responsibility to pupils; teamwork and collaboration. Leading groups due to their love of PE and knowledge in the sport. Mixed groups bar two. All boys groups do show off with one another. One group were good, the other were misbehaving. Need to wear the correct attire. Still playing with lanyard. Warm up then passing activity, then stretches but they were static, not dynamic. Volume of voice is clear and concise; perfect pitch and not too loud nor too quiet. Laughing and smiling during stretches; which is nice to see. Slightly nervous at the start with some concerned looks. Kept on looking at myself. Excellent to introduce countdown to get the pupils to the mat; showing urgency so they can get the session started quickly. Equal eye level when speaking to pupils. If there is a concern, make sure you reiterate what they say to clarify to the pupil that you heard them. Providing pupils with responsibility. Groups of four per mat maximum, so everyone has ample time to have a go on the balancing activities. Suggest make more groups with smaller number of pupils.		

Good noise in the room. Teacher keeps looking at the researcher.  
 Nice hand gestures of thumbs up. Hands on hips at times and pulling down top and rolling up sleeves; correct attire and good control of anxiety mechanism. Try and keep smiling and praising throughout the session. Excellent moving around the groups. Keeps an urgency and keeps them performing the tasks in hand.  
 Very good at not looking at the clock constantly  
 Asking pupils for their opinion of their movements and picking pupils on their top performances.  
 Slow down tempo of voice intonation.

As the lesson was going on more smiles and laughter from the teacher. This was being mirrored by the pupils and were getting more enthused.  
 Another thumbs up. Maybe other positive expression could be included in the next session; clenched fist for victorious achievement; mini clap; high fives. Lowered volume of voice to make everyone be quiet. Excellent jog. While the demonstration took place, you were smiling, exaggerated praise on your face, double thumbs up;  
 Attempted to bring in all the pupils into the purpose of the session; asking as many (if not all) the pupils a question. Attempt to also provide praise to each pupil. With agreement of opinion and praising (did this with Josh's opinion, which was fab! 'Well noticed Josh, excellent job').  
 Facial communication was strong; good eye contact, excellent use of eye brow and mouth shaping to show positive impressions and praise.  
 Adding laughter to the group when the pupils were laughing from a certain gymnastic movement, the teacher joined in, which made all the class engaged (gymnastic rolling off the mat.  
 Good use of talking with your hands later on in the session; showing hands circling to express gymnastic rolls; in addition, positive point  
 Silent 'Wow'. Brilliant facial expression.  
 Energising the group; could there be just two demonstrations than back completing the activities, then go back for the pupils to get physical again.  
 Sssh sound with finger on lips but still a smile on their face; appreciating that the laughter and the talking was from the demonstrated activity.  
 Leaning and crouching down to hear from pupils who were providing advice.  
 Cool down: non taken but due to timing of the session. Really tough.

Observation One (pre-trained)					
Teacher Rose		Name of School: MEADOWVIEW		Year Group: Reception	
Key Stage: EYFS		Date:29/09/2021		No of Pupils: 30	
Topic of PE Lesson: Throwing and catching activity					
<u>Early Year Foundation Stage</u>		<u>Key Stage One</u>		<u>Key Stage Two</u>	
<u>Empathy, Sensitivity &amp; Appreciation</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Self-Control and Discipline</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Self-Appreciation, Acceptance &amp; Confidence</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	
<u>Developing Relationships</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Interpersonal Development</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Creativity, Agility, Flexibility and Adaptability</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	
<u>Service, Compassion and Benevolence</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Change Catalyst and Response</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Goal Directed Performance and Targeted Action</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	
<u>Holistic Communication</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Conflict and Negotiation management</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Teamwork and Collaboration</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	
Top 11 EI Coaching Tip: Quick Check					
<b>Correct Attire (showing presence, preparation and confidence)</b>	<b>Body posture:</b> Not crossing arms/ hands in pockets/slouching. Positive, upright posture	<b>Talk with your hands:</b> Very little hand gesture to thumbs up, clapping, high five's, direction pointing	<b>Specify praise:</b> All pupils praised or most/some?  Any specific guidance	<b>Mixing group activities:</b> Very few/no groups are mixed Some groups All groups have a mixture of boys and girls.	<b>Do not stand still (positive movement):</b> Very little movement or standing still to Very good movement around hall: 35min+
<b>Eye Contact: Make eye contact to empowers the pupils work ethic</b> Very little eye to excellent eye contact throughout	<b>Facial Expression:</b> Very little to very positive Facial Expression: enjoyment, raising eyebrows, Smiling, impressed/proud face, laughing	<b>Voice Intonation &amp; volume:</b> Unable to hear/good volume or too loud, enthusiastic/ Aggressive tone/Calm tone. Humour in the session?	<b>Feedback:</b> Not providing or providing a lot of feedback on the pupils's performance... positive reinforcement only	<b>Queuing activities:</b> Pupils are waiting their turn for a long time (+1min) or are activities are keeping pupils moving frequently throughout the session	



Additional emotional support: non-verbal communication					
Response to School Pupils's Emotions & Communication					
How are the pupils responding to the session? Tedium, happy, loud, enthusiastic? Everyone seem to be enjoying the session?	Teacher providing pupils to voice their feelings	How Teacher reacted to what pupils said	Response by teacher to pupils's non-verbal communication	How many pupils had their responses acknowledged in manner that valued them?	How often did teacher refer back to individual contributions/success?
Teachers Feelings and Emotions					
Feelings the teacher expressed to pupils due to success skill/task.	Feelings to teacher expressed to pupils due to failure in skill/task	Feelings the teacher expressed to pupils due to misbehaviour	Any circumstances that made the teacher anxious or angry	Example of teacher apparently managing her own feelings (verbal or non-verbal)	Did the teacher show apparent prejudice toward a particular pupil(s)
Performance from pupils					
Positioning of teacher during skill activities. Being with the pupils at all times.	Specifying praise of skill acquisition (motivation)	Did the teacher also partake in the activities?	Movement of all pupils during activities	Game/competitive environment introduced	Progression of skill (engagement)
Re-Capping last weeks and this week's activities					
Overview of Teachers Performance					
<p>Provide feedback of how teacher controlled group and individuals, the enjoyment of the lesson, the positivity in the lesson, progression of pupils's skill set. Sit down with pupils to talk about the plan of the PE lesson; talk to your friends about your favourite food. Really nice ice breaker and wonderful to get the young pupils to build relation. Listen to your friends; wonderful to include healthy eating in the PE lesson.</p> <p>Before starting the warmup and including H&amp;S hazards (first one to do this, well done!). Itinerary, icebreaker and H&amp;S discussion lasted for three minutes, which is a realistic and good timeline.</p> <p>Had instructions in hands, lanyard on, attempt to remove this as there is easy temptation to play with this to help control emotions. Took lanyard off five minutes in session.</p> <p>Really like the tambourine to help stop the pupils be aware of when to move and stop in the pulse raiser.</p> <p>Wonderful demonstration and exaggerated use of hand gestures to show pulse raiser demonstration. Voice and tone is very enthusiastic and very strong volume.</p> <p>Joined in with pulse raiser and moved around the hall. Really trying to keep positive facial expressions with smiling.</p> <p>Praising people who were standing still, the praise was heard by other pupils then they kept still. Nice to see some dynamic stretches, which is very good.</p> <p>Stop and feel your heart, good anatomical education for EYFS.</p> <p>TA was getting slightly aggravated with a specific pupil. Equal tone to the instructor which means many pupils were turning their head to listen to the TA.</p> <p>Pea on a plate activity. Go and find a space; suggest guiding the pupils to a specific area; which was done to most pupils not all. Whilst playing activity, play some music.</p> <p>Supporting pupils with activity; helped to digress the skill by getting the pupils to bend leg; really nice support with and moving around the hall. Suggest providing a goal, maybe getting them to do it four times each so there is a goal orientated value to the activity.</p> <p>Rolling the ball activity; show demonstration or plan prior to session. Could get the pupils to come closer than go back to their space after seeing the demonstration. Ask them to remember where they were in the sports hall before telling them to come closer. (This was done brilliantly for the final skill task; bouncing pass).</p> <p>Really positive facial expressions throughout the session. Wearing the correct PE attire. Like the wording of challenge, please continue with this such as 'goal', 'task',</p> <p>Very good demonstration, with positive tone in voice which made the pupils listen and not play with the ball. If there is an intriguing and an exaggerated positive tone in voice, the pupils get engrossed with the objectives that are being taught or demonstrated.</p> <p>Really great support when supporting pupils with their posture. Broke it down 'chaining' to specifically work with a pupils' leg position.</p> <p>Specify praise; From 'Well done Bobby' to 'Well done bending your knees Bobby'. This will help sustain the skill due to the praise of the specific element of the skill.</p> <p>Again, demonstrations were wonderfully presented and made pupils listen to the task in hand. Would suggest get a pair to demonstrate, reinstating that the pupils grasp the passing exercise. (Though this was done during the final activity- bounce the ball in hoop). Suggest using this style of demonstration throughout the PE session).</p> <p>Ball in hoop activity was slightly short; suggest lengthening one skill or warm up and remove this session. By the time pupils get on board with the activity, it is taken away from them. Truncating all the lesson plan learning outcomes is not a necessity. If they are enjoying the part of the session and they are continuing to work on the activity, then let them carry on with the task. When they start slowing down or making their alternative rules, then move on to next activity.</p> <p>This is difficult to do, especially delivering to reception pupils, but attempt to pair the groups with boy and girls, not girl-girl, boy-boy. Higher concentration levels take place when there is a girl-boy pairing.</p>					

Observation One (pre-trained)			
initial of Teacher: Sara		Name of School: MEADOWVIEW	Year Group: year 5
Key Stage: KS2		Date:	No of Pupils 26
Topic of PE Lesson: catching and quick cricket			
Early Year Foundation Stage		Key Stage One	
<u>Empathy, Sensitivity &amp; Appreciation</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Self-Control and Discipline</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	
<u>Developing Relationships</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Interpersonal Development</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	

<u>Service, Compassion and Benevolence</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Change Catalyst and Response</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Goal Directed</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?
<u>Holistic Communication</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Conflict and Negotiation management</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Teamwork and Collaboration</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?
Top 11 EI Coaching Tip: Quick Check				
<b>Correct Attire (showing presence, preparation and confidence)</b>	<b>Body posture:</b> Not crossing arms/ hands in pockets/slouching. Positive, upright posture	<b>Talk with your hands:</b> Very little hand gesture to thumbs up, clapping, high five's, direction pointing	<b>Specify praise:</b> All pupils praised or most/some?  Any specific guidance	
<b>Eye Contact: Make eye contact to empowers the pupils work ethic</b> Very little eye to excellent eye contact throughout	<b>Facial Expression:</b> Very little to very positive Facial Expression: enjoyment, raising eyebrows, Smiling, impressed/proud face, laughing	<b>Voice Intonation &amp; volume:</b> Unable to hear/good volume or too loud, enthusiastic/ Aggressive tone/Calm tone. Humour in the session?	<b>Feedback:</b> Not providing or providing a lot of feedback on the pupils's performance... positive reinforcement only	
Additional emotional support: non-verbal communication				
Response to School Pupils's Emotions & Communication				
How are the pupils responding to the session? Tedium, happy, loud, enthusiastic? Everyone seem to be enjoying the session?	Teacher providing pupils to voice their feelings	How Teacher reacted to what pupils said	Response by teacher to pupils's non-verbal communication	
Teachers Feelings and Emotions				
Feelings the teacher expressed to pupils due to success skill/task.	Feelings to teacher expressed to pupils due to failure in skill/task	Feelings the teacher expressed to pupils due to misbehaviour	Any circumstances that made the teacher anxious or angry	
Performance from pupils				
Positioning of teacher during skill activities. Being with the pupils at all times.	Specifying praise of skill acquisition (motivation)	Did the teacher also partake in the activities?	Movement of all pupils during activities	Game/competitive environment introduced
Overview of Teachers Performance				
<p>Provide feedback of how teacher controlled group and individuals, the enjoyment of the lesson, the positivity in the lesson, progression of pupils's skill set. Immediate warm up, all in a line. Providing an exciting pulse raiser. Jumping up and down and adding some competitive element. Made everyone laugh and everyone kept quiet when teacher arm was raised.</p> <p>Pulse raiser far too short. The pupils were laughing and enjoying the activity. Keep it going. Wait until you feel or see the pupils taking less interest I the warmup activity.</p> <p>Went on to talking about throwing and catching. This could be done before the warmup exercise as the HR will lower and muscle start relaxing.</p> <p>Hands clasped when listening to pupils's answers.</p> <p>Very good use of hand communication, with precision finger and thumb touching when she speaks about the rules. Showing demonstration with the help of pupils (fab).</p> <p>Voice is perfect volume, enthusiastic and clear &amp; concise. Why completing the throwing activity, immediate recap back to the aims of the PE session.</p> <p>Correct attire. 1<sup>st</sup> group activity: Excellent to see first two groups were mixed (boys and girls) to help stop friction.</p> <p>Suggest placing hoops on floor before session. Teacher was walking around the classroom to help each group with each activity.</p> <p>Good positive praising and provided some good advice of telling one group to throw the ball chest height. When they achieved the catch then praise happened (good) but specify why, such as the catch was thrown at chest area with your hand positioned in that area. This praise will not just sustain the continuity of the skill acquisition but the other pupils will also copy the hand positioning.</p> <p>How could you make the first throwing activity more engaging; could there be how many they throw in one minute, then accumulate the five attempts in each group? Provides eagerness and competition in the lesson. Provides a good timebound for the pupils to work in which helps with the urgency. In addition, introduces cross curricular with mathematics. Helps increase HR.</p> <p>Let's pupils communicate and provide opinion. This brings out trust and relationship between teacher and pupils.</p> <p>After one skill session, the quick cricket was introduced. A long time to explain the rules which brought in tedium for a few of the pupils. This could be introduced before the session in the classroom; alternatively, drip in the rules while playing the game. Used one second silence to make pupils listen.</p> <p>Excellent. Standing for fielders. Could they stay on one leg to increase ABC whilst playing. Hopping to get the ball.</p> <p>One pupil was explaining to the rest of the group where to position themselves in the sports hall. This leadership should be acknowledged.</p> <p>Let pupils make decision to suggest ideas of running line. Quick cricket to run from the side of the hall and back.</p> <p>Good specific praise to a pupil when he kept his eye on the bowler and thrown the ball correctly. This was explained and praised by the teacher.</p> <p>Lot's of smiling from the pupils and the teacher kept a positive facial expression throughout.</p> <p>Made humorous joke on people raising on the bat (H&amp;S). Pupils did drop the bat before running. Hand raised technique was good. ADAPTABILITY;</p> <p>CHANGED RULES OF RUNNING CREASE</p> <p>SELF APPRECIATION AND CONFIDENCE OF TEACHER: VERY GOOD- NO VISUAL SIGNS OF NERVES AND GOOD BODY LANGUAGE.</p> <p>MORE HAND GESTURES REQUIRED; thumbs up, small claps (was done at times), high five (if you are allowed), pats on backs.</p> <p>Praise bowler who is being replaced; may felt that they had a poor performance even though you were attempting to give more people a go in the bowling role.</p> <p>Positioned yourself in the same location, throughout the match. Pupils behind were not recognised and tedium was setting in (pupils lying on floor)</p> <p>Really interesting to see the excitement is still there with girls vs. boys contest.</p> <p>Constant praise for individual's contribution when hitting, throwing or catching the ball.</p> <p>Throwing techniques may be re-capped (throw at chest area) as there were some over exaggerating throwing.</p> <p>Hands in pockets near the end of the session. Trv and attempt to keep your hand moving and use for positive communication.</p>				

## Study Four Post Trained Observations

<b>Observation One (post-trained)</b>						
Teacher: Amy		Name of School: Meadow View School		Year Group: Year One		
Key Stage: KS1		Date: 12/10/2021		No of Pupils: 29		
Topic of PE Lesson:						
<b>Early Year Foundation Stage</b>		<b>Key Stage One</b>		<b>Key Stage Two</b>		
<u>Empathy, Sensitivity &amp; Appreciation</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Self-Control and Discipline</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Self-Appreciation, Acceptance &amp; Confidence</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		
<u>Developing Relationships</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Interpersonal Development</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Creativity, Agility, Flexibility and Adaptability</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		
<u>Service, Compassion and Benevolence</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Change Catalyst and Response</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Goal Directed Performance and Targeted Action</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		
<u>Holistic Communication</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Conflict and Negotiation management</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Teamwork and Collaboration</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		
<b>Top 11 EI Coaching Tip: Quick Check</b>						
<b>Correct Attire (showing presence, preparation and confidence)</b>	<b>Body posture:</b> Not crossing arms/ hands in pockets/slouching. Positive, upright posture	<b>Talk with your hands:</b> Very little hand gesture to thumbs up, clapping, high five's, direction pointing	<b>Specify praise:</b> All pupils praised or most/some?  Any specific guidance	<b>Mixing group activities:</b> Very few/no groups are mixed Some groups All groups have a mixture of boys and girls.	<b>Do not stand still (positive movement):</b> Very little movement or standing still to Very good movement around hall: 35min+	
<b>Eye Contact: Make eye contact to empowers the pupils work ethic</b> Very little eye to excellent eye contact throughout	<b>Facial Expression:</b> Very little to very positive Facial Expression: enjoyment, raising eyebrows, Smiling, impressed/proud face, laughing	<b>Voice Intonation &amp; volume:</b> Unable to hear/good volume or too loud, enthusiastic/ Aggressive tone/Calm tone. Humour in the session?	<b>Feedback:</b> Not providing or providing a lot of feedback on the pupils's performance... positive reinforcement only	<b>Queuing activities:</b> Pupils are waiting their turn for a long time (+1min) or are activities are keeping pupils moving frequently throughout the session.		
<b>Additional emotional support: non-verbal communication</b>						
<b>Response to School Pupils's Emotions &amp; Communication</b>						
How are the pupils responding to the session? Tedium, happy, loud, enthusiastic? Everyone seem to be enjoying the session?	Teacher providing pupils to voice their feelings	How Teacher reacted to what pupils said	Response by teacher to pupils's non-verbal communication	How many pupils had their responses acknowledged in manner that valued them?	How often did teacher refer back to individual contributions/success?	
<b>Teachers Feelings and Emotions</b>						
Feelings the teacher expressed to pupils due to success skill/task.	Feelings to teacher expressed to pupils due to failure in skill/task	Feelings the teacher expressed to pupils due to misbehaviour	Any circumstances that made the teacher anxious or angry	Example of teacher apparently managing her own feelings (verbal or non-verbal)	Did the teacher show apparent prejudice toward a particular pupil(s)	
<b>Performance from pupils</b>						
Positioning of teacher during skill activities. Being with the pupils at all times.	Specifying praise of skill acquisition (motivation)	Did the teacher also partake in the activities?	Movement of all pupils during activities	Game/competitive environment introduced	Progression of skill (engagement)	Re-Capping last weeks and this week's activities
<b>Overview of Teachers Performance</b>						



Provide feedback of how teacher controlled group and individuals, the enjoyment of the lesson, the positivity in the lesson, progression of pupils's skill set.

Played Simon Say's to warm up the class. The teacher made it funny by starting with a little wiggle dance. Try to smile throughout the session, which is fab. Teacher and TA taking part of the activity. Well done. The pupils were smiling and finding the activity enjoyable.

Teacher trying walk around the hall to see if all the pupils are taking part.

Traffic light activity the teacher made it fun and tried to catch the pupils out. The pupils were laughing and talking, though in very good spirits and behaving well, one or two were get over excited but this is expected. Absolutely brilliant hearing the pupils being out of breath, smiling and laughing. Both Teacher and TA walking around and at time partaking in the warmup activity.

Excellent facial expressions; very positive and exaggerated positive reactions and praise.

Good use of hand gestures; thumbs up for praising pupil who was listening properly. Also pointing fingers to his eyes so the pupils look at him.

Good attempt of silent demonstration for the throwing activity. The catching activity was more strenuous and challenging, with good timelines and objectives. Throwing it five times, 5xtimes clapping, then five time withstanding on one leg. Brilliant progression which provides purpose.

Pupil achieved the objectives and ran straight to the pupils. When supporting pupils who were struggling with the multiple challenge of throwing, catching and balancing; attempt to do a whole-part-whole or chaining activity.

The pupils became more engaged with the more challenging activities; the sports hall was very motivated, lots of noise and enjoyment. By six minutes, tedium started to set in; this was noticed during the seventh minute. Good timing.

Excellent high five praise and really good facial expression while praising a pupil on their catching achievements.

Used the technique of the beanbag/ball behind them when discussing the next activity.

Just need to shut the windows (if you are allowed) to cut out playground noise.

The team activity took slightly long to set up. Try and use delegation skills so the TA can set up the next activity. This resulted in tedium raising from the pupils and heart rate lowering. The groups were slightly too long and became quite confusing for the pupils to understand the game activity. Good mix of girls and boys in each team.

Unfortunately another two groups would have been nice as there were too many pupils waiting again. Would include some music to keep them entertained. The pupils became quite bored with the session. This could be simplified and . The teacher was sounding agitated and saying 'go, go, go!' and tone was going quite quickly.

'Well done Jackson, good boy!' Why was this praised provided? Was it because of the body positioning of his catch, his hand-eye co-ordination?

Remember to specify praise.

Was very stressed after the activity. This should have been organic and let the pupils throw and run around. No chance of providing a game activity or a race. Again, difficult to do.

Pupils during the ball game were getting bored due to waiting a long time. Suggest speaking to Miss Yates explaining her structural layout of the session.

Such a shame as a lot of the TEIPPE programme was introduced to the session, especially in the warmup and cool down.

Love 'make a circle' for the cool down stretches. I would join the circle, so you do not have look behind you to see if the pupils are behaving. Ask them to do a countdown for 10 seconds. The exercises were really good fun and you were smiling throughout the activity and the pupils were laughing.

Nice finish of sleeping lions to make them all relax and able to line up when they are tapped on the shoulder. Providing them with simple, clear and concise rules.

Enjoyable lesson and very well energised warm up. Forgotten the reflective feedback from the pupils and the main game activity required some management to reduce numbers.

#### Observation One (post-trained)

Teacher: Ben Name of School: Meadow View Year Group: Reception

Key Stage: EYFS Date:19/10/2021 No of Pupils:

Topic of PE Lesson:

Early Year Foundation Stage	Key Stage One	Key Stage Two
<u>Empathy, Sensitivity &amp; Appreciation</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	<u>Self-Control and Discipline</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	<u>Self-Appreciation, Acceptance &amp; Confidence</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?
<u>Developing Relationships</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	<u>Interpersonal Development</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	<u>Creativity, Agility, Flexibility and Adaptability</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?
<u>Service, Compassion and Benevolence</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	<u>Change Catalyst and Response</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	<u>Goal Directed Performance and Targeted Action</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?
<u>Holistic Communication</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	<u>Conflict and Negotiation management</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	<u>Teamwork and Collaboration</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?

Top 11 EI Coaching Tip: Quick Check						
<b>Correct Attire (showing presence, preparation and confidence)</b>	<b>Body posture:</b> Not crossing arms/ hands in pockets/slouching. Positive, upright posture	<b>Talk with your hands:</b> Very little hand gesture to thumbs up, clapping, high five's, direction pointing	<b>Specify praise:</b> All pupils praised or most/some?  Any specific guidance	<b>Mixing group activities:</b> Very few/no groups are mixed Some groups All groups have a mixture of boys and girls.	<b>Do not stand still (positive movement):</b> Very little movement or standing still to Very good movement around hall: 35min+	
<b>Eye Contact: Make eye contact to empowers the pupils work ethic</b> Very little eye to excellent eye contact throughout	<b>Facial Expression:</b> Very little to very positive Facial Expression: enjoyment, raising eyebrows, Smiling, impressed/proud face, laughing	<b>Voice Intonation &amp; volume:</b> Unable to hear/good volume or too loud, enthusiastic/ Aggressive tone/Calm tone. Humour in the session?	<b>Feedback:</b> Not providing or providing a lot of feedback on the pupils's performance... positive reinforcement only	<b>Queuing activities:</b> Pupils are waiting their turn for a long time (+1min) or are activities are keeping pupils moving frequently throughout the session.		
<b>Additional emotional support: non-verbal communication</b>						
<b>Response to School Pupils's Emotions &amp; Communication</b>						
How are the pupils responding to the session? Tedium, happy, loud, enthusiastic? Everyone seem to be enjoying the session?	Teacher providing pupils to voice their feelings	How Teacher reacted to what pupils said	Response by teacher to pupils's non-verbal communication	How many pupils had their responses acknowledged in manner that valued them?	How often did teacher refer back to individual contributions/success?	
<b>Teachers Feelings and Emotions</b>						
Feelings the teacher expressed to pupils due to success skill/task.	Feelings to teacher expressed to pupils due to failure in skill/task	Feelings the teacher expressed to pupils due to misbehaviour	Any circumstances that made the teacher anxious or angry	Example of teacher apparently managing her own feelings (verbal or non-verbal)	Did the teacher show apparent prejudice toward a particular pupil(s)	
<b>Performance from pupils</b>						
Positioning of teacher during skill activities. Being with the pupils at all times.	Specifying praise of skill acquisition (motivation)	Did the teacher also partake in the activities?	Movement of all pupils during activities	Game/competitive environment introduced	Progression of skill (engagement)	Re-Capping last weeks and this week's activities
<b>Overview of Teachers Performance</b>						
<p>Provide feedback of how teacher controlled group and individuals, the enjoyment of the lesson, the positivity in the lesson, progression of pupils's skill set. Provided a number of pupils to have activities of carrying hoops, cones and even the lesson plan into the sports hall.</p> <p>Good countdown to provide urgency of getting the pupils in to space.</p> <p>TA attempted to tone her volume down, which was superb.</p> <p>Do all superhero's wear a cape? Really nice adding classroom activity into the PE lesson. Started at 09.32 – had a good discussion of the aims for three minutes.</p> <p>'Hulk smash' was enjoyable to see. The volume and the tone of voice was exaggerated and positive throughout! Well done. Not moving feet at the start so they can get to know all the moves. Great way of providing dynamic stretches at the start. Wonderful coaching philosophy. I suppose that they cannot hear if they are running all around the sports hall.</p> <p>Tried to ask pupils of other superheroes to include which was lovely to see. Really positive intonation. Yes! Walking around the hall and including the superheroes movements. This was a brilliant pulse raiser. You were taking part and as well as the TA's. The pupils were all smiling and enjoying the session. A lot of pupils were getting out of breath.</p> <p>The warmup lasted a long time but the pupils were really enjoying the session, so you carried on. Brilliant!!!!!!</p> <p>During the pulse raiser, attempt to provide some praise to individual pupils on their superhero movements and the pulse raising movements (galloping style). Made the pupils make a siren sound when they pretended they were a paramedic superhero. Warm up from 09.35-09.46. BRILLIANT WARM UP!!! In fact I noticed two pupils slowing down and one actually stopped (possible tedium) so this was perfect timing. Excellent effort.</p> <p>For skill activity, you physically selected all the groups and shown the pupils with hand gestures on where they had to be situated in the sports hall. Really nice mixed up. Got confused on what the activity was going to be when they were placed in to three groups. The game of rules and regs took a slightly long time. Excellent hand gestures at times, especially when explaining how to complete certain tasks. The activity was rather complexed for the reception age group. There was a lot of standing around during the line activity. Could you provide them with an idea to do this during the pulse raiser.</p> <p>When the pupils provide an answer to your questions, provide praise and thanks to build their emotional self-worth. The game didn't start until 09.57.</p> <p>Eleven minutes is slightly to long (18% of the lesson lost). How can this be reduced next time?</p> <p>When the activity got going, it became very exciting. You did attempt to reduce the team in to three so improve the rate of participation. For this specific activity, I think just get them all to partake and so they are constantly running up and down the sports hall or catching people.</p> <p>The boy who requires support was also taking part in the game, which was great to see. The pupils were talking (due to the enjoyment) and taking part really well.</p> <p>Activity Two (hoop on fire!): Good use of showing sportsperson-ship by letting the pupils applauding your demonstration. Good use of mixed groups (no all boys/all girls). Took time but meant there was more harmony during the PE session. Great use of the spacing of the sports hall.</p> <p>Well done including physical exertion on the skill acquisition. Good praise of pupils who are asking the pupils who is looking at you. Adding humour is great 'Ooh, it's a bit hot!', when you picking out the beanbags from the hoop.</p> <p>Try and place one TA at the bottom of the sports hall while the other is at the top with all the groups. You located yourself by the hoops to provide praise and encouragement. Excellent!!! Good use of hand gestures (clapping and thumbs up) and using your hands to guid them in the right direction. Brilliant communication and excellent use of EI to enthuse the pupils to carry on.</p> <p>Excellent countdown of '2minutes left' this worked excellent as the pupils started to move quicker so they all can have another go! Really nice to see the countdown as they all set quietly and were back in their groups. Lots of smiling and a few pupils were out of breath. Brilliant praise to specific pupils who threw the bags really well. Gave our praise to three pupils.</p> <p>The TA's were outstanding and were brilliantly enthusiastic.</p>						

Well done on the urgency countdown of five seconds to get them all sitting down. Great praise to a lot of pupils who located themselves in a good space. Did a wonderful cooldown. From TEIPPE programme you followed the cooldown procedure wonderfully. Well done on static stretches and provided a fantastic evaluation whilst doing the stretches. This is great knowledge from watching the TEIPPE programme. This is a great way of re-capping the session and reminding the

Lining up: Again, five second countdown worked really well and the majority (bar two pupils) were lined up beautifully.

Observation One (post-trained)					
Teacher: Cath		Name of School: MEADOW VIEW		Year Group: YR5	
Key Stage: KS2		Date: 13/10/2021		No of Pupils: 26	
Topic of PE Lesson:					
<b>Early Year Foundation Stage</b>		<b>Key Stage One</b>		<b>Key Stage Two</b>	
<u>Empathy, Sensitivity &amp; Appreciation</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Self-Control and Discipline</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Self-Appreciation, Acceptance &amp; Confidence</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	
<u>Developing Relationships</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Interpersonal Development</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Creativity, Agility, Flexibility and Adaptability</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	
<u>Service, Compassion and Benevolence</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Change Catalyst and Response</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Goal Directed Performance and Targeted Action</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	
<u>Holistic Communication</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Conflict and Negotiation management</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Teamwork and Collaboration</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	
<b>Top 11 EI Coaching Tip: Quick Check</b>					
<b>Correct Attire</b> (showing presence, preparation and confidence)	<b>Body posture:</b> Not crossing arms/ hands in pockets/slouching. Positive, upright posture	<b>Talk with your hands:</b> Very little hand gesture to thumbs up, clapping, high five's, direction pointing	<b>Specify praise:</b> All pupils praised or most/some?  Any specific guidance	<b>Mixing group activities:</b> Very few/no groups are mixed Some groups All groups have a mixture of boys and girls.	<b>Do not stand still (positive movement):</b> Very little movement or standing still to Very good movement around hall: 35min+
<b>Eye Contact: Make eye contact to empowers the pupils work ethic</b> Very little eye to excellent eye contact throughout	<b>Facial Expression:</b> Very little to very positive Facial Expression: enjoyment, raising eyebrows, Smiling, impressed/proud face, laughing	<b>Voice Intonation &amp; volume:</b> Unable to hear/good volume or too loud, enthusiastic/ Aggressive tone/Calm tone. Humour in the session?	<b>Feedback:</b> Not providing or providing a lot of feedback on the pupils's performance... positive reinforcement only	<b>Queuing activities:</b> Pupils are waiting their turn for a long time (+1min) or are activities are keeping pupils moving frequently throughout the session.	
<b>Additional emotional support: non-verbal communication</b>					
<b>Response to School Pupils's Emotions &amp; Communication</b>					
How are the pupils responding to the session? Tedium, happy, loud, enthusiastic? Everyone seem to be enjoying the session?	Teacher providing pupils to voice their feelings	How Teacher reacted to what pupils said	Response by teacher to pupils's non-verbal communication	How many pupils had their responses acknowledged in manner that valued them?	How often did teacher refer back to individual contributions/success?
<b>Teachers Feelings and Emotions</b>					
Feelings the teacher expressed to pupils due to success skill/task.	Feelings to teacher expressed to pupils due to failure in skill/task	Feelings the teacher expressed to pupils due to misbehaviour	Any circumstances that made the teacher anxious or angry	Example of teacher apparently managing her own feelings (verbal or non-verbal)	Did the teacher show apparent prejudice toward a particular pupil(s)

Performance from pupils						
Positioning of teacher during skill activities. Being with the pupils at all times.	Specifying praise of skill acquisition (motivation)	Did the teacher also partake in the activities?	Movement of all pupils during activities	Game/competitive environment introduced	Progression of skill (engagement)	Re-Capping last weeks and this week's activities
<b>Overview of Teachers Performance</b>						
<p>Provide feedback of how teacher controlled group and individuals, the enjoyment of the lesson, the positivity in the lesson, progression of pupils's skill set. Well done including a good H&amp;S with removal of jewellery and shoelace/footwear (TEIPPE). Excellent H&amp;S throughout.</p> <p>Nice silent warm up by doing some good dynamic stretches. Great job. Though, could you add a game element to the warmup, this could provide another purpose to the warm up.</p> <p>Got the pupil to move out of the class to do their shoelace. Great job.</p> <p>Pupils were getting out of breath. Excellent to hear. Got one of the pupils to lead the warmup. Quality responsibility which is ideal for this KS age group. Well done partaking the warm up while the pupil was leading/coaching the session. Really nice to see. The warmup was a good fifteen minutes and there was no tedium set in as there was a lot of variety. Excellent CV session at the end. Like how you put your arm round a girl who got stitch; got them to persevere.</p> <p>"I'm Super proud of seeing you keep on going" with thumbs up; great hand gestures. For the skill activity (one) you delegated the pupils to get in a line in their pre-prepared teams and made them set up the cones for the activity. Great delegation management.</p> <p>Incorrect answers for stamina but constantly praised the attempt to provide an answer. Good Q&amp;A with the pupils. Still out of breath whilst discussing the rules of the game activity.</p> <p>Shame about the hall size, suggest doing a walk there, run back for task one. Facial expression, try and show some smiling and positive persona to build the encouragement of the pupils.</p> <p>Groups of six meant they were waiting slightly longer for their turn. Could these groups be reduced to four pupils, meaning they could have two attempts of the activity. In task two (high knees) you did move around the hall to show other pupils that you were watching their performance. Excellent.</p> <p>More smiles and positive facial expressions were being shown, which is good. Feeling more relaxed in the session. For star jump (task three) you used 'superstar' for positive praise. Lovely to hear.</p> <p>Try and let go of the lesson plan and place this to one side. It will then provide you to deliver positive hand gestures for praise, speeding up the session and/or directing pupils (mentioned in TEIPPE programme).</p> <p>The hopping exercise was great, providing them to hip all the way to the end of the hall. Made it more intense. Excellent providing this flexibility and realising the pupils need to be stretch from their emotional reactions.</p> <p>Yes!!!!!! Well done adding a competitive element by doing a relay game. This was really good fun!!!! Kids enjoyed the game.</p> <p>Liked how you added humour when discussing the rules when tagging the team partner. Excellent recapping of stamina and speed.</p> <p>Really nice to see lots of positive motivation in the lesson and adding competitive elements.</p> <p>Love hearing the pupils feeling disappointed that the PE lesson has finished. Excellent to see this as they were out of breath and yet they were smiling throughout.</p>						

Observation One (post-trained)		
Teacher: Dani	Name of School: MEADOW VIEW	Year Group: Year 1
Key Stage: KS1	Date: 12/10/2021	No of Pupils: 28
Topic of PE Lesson:		
Early Year Foundation Stage	Key Stage One	Key Stage Two
<u>Empathy, Sensitivity &amp; Appreciation</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	<u>Self-Control and Discipline</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	<u>Self-Appreciation, Acceptance &amp; Confidence</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?
<u>Developing Relationships</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	<u>Interpersonal Development</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	<u>Creativity, Agility, Flexibility and Adaptability</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?
<u>Service, Compassion and Benevolence</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	<u>Change Catalyst and Response</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	<u>Goal Directed Performance and Targeted Action</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?
<u>Holistic Communication</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	<u>Conflict and Negotiation management</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	<u>Teamwork and Collaboration</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?
Top 11 EI Coaching Tip: Quick Check		

<b>Correct Attire</b> (showing presence, preparation and confidence)	<b>Body posture:</b> Not crossing arms/ hands in pockets/slouching. Positive, upright posture	<b>Talk with your hands:</b> Very little hand gesture to thumbs up, clapping, high five's, direction pointing	<b>Specify praise:</b> All pupils praised or most/some?  Any specific guidance	<b>Mixing group activities:</b> Very few/no groups are mixed Some groups All groups have a mixture of boys and girls.	<b>Do not stand still (positive movement):</b> Very little movement or standing still to Very good movement around hall: 35min+
<b>Eye Contact: Make eye contact to empowers the pupils work ethic</b> Very little eye to excellent eye contact throughout	<b>Facial Expression:</b> Very little to very positive Facial Expression: enjoyment, raising eyebrows, Smiling, impressed/proud face, laughing	<b>Voice Intonation &amp; volume:</b> Unable to hear/good volume or too loud, enthusiastic/ Aggressive tone/Calm tone. Humour in the session?	<b>Feedback:</b> Not providing or providing a lot of feedback on the pupils's performance... positive reinforcement only	<b>Queuing activities:</b> Pupils are waiting their turn for a long time (+1min) or are activities are keeping pupils moving frequently throughout the session.	
<b>Additional emotional support: non-verbal communication</b>					
<b>Response to School Pupils's Emotions &amp; Communication</b>					
How are the pupils responding to the session? Tedium, happy, loud, enthusiastic? Everyone seem to be enjoying the session?	Teacher providing pupils to voice their feelings	How Teacher reacted to what pupils said	Response by teacher to pupils's non-verbal communication	How many pupils had their responses acknowledged in manner that valued them?	How often did teacher refer back to individual contributions/success?
<b>Teachers Feelings and Emotions</b>					
Feelings the teacher expressed to pupils due to success skill/task.	Feelings to teacher expressed to pupils due to failure in skill/task	Feelings the teacher expressed to pupils due to misbehaviour	Any circumstances that made the teacher anxious or angry	Example of teacher apparently managing her own feelings (verbal or non-verbal)	Did the teacher show apparent prejudice toward a particular pupil(s)
<b>Performance from pupils</b>					
Positioning of teacher during skill activities. Being with the pupils at all times.	Specifying praise of skill acquisition (motivation)	Did the teacher also partake in the activities?	Movement of all pupils during activities	Game/competitive environment introduced	Progression of skill (engagement)
<b>Re-Capping last weeks and this week's activities</b>					
<b>Overview of Teachers Performance</b>					
<p>Provide feedback of how teacher controlled group and individuals, the enjoyment of the lesson, the positivity in the lesson, progression of pupils's skill set. Nothing in the teachers hand and no lanyard on. Good use of hand expressions pointing to ear to 'see if you are listening really hard'.</p> <p>Playing Simon Say's: Playing longer in the warm up as the pupils were really enjoying the warm up.</p> <p>Made a lot of humour 'wiggle your ears'.</p> <p>Tying shoes of girl: good H&amp;S.</p> <p>Providing good praise of pupil who was using their 'magnet eyes'</p> <p>Fantastic management of separating two pupils straight away when they were getting a bit too excited.</p> <p>'What do we need to look for' while pointing at your eyes. Again, wonderful hand gestures.</p> <p>Fantastic praise throughout, trying to get to every pupil.</p> <p>Traffic light exercise: added humour by saying red whilst everyone was still. Caught the TA out which was very amusing. Really nice time spent on warm up. Pupils were out of breath and smiling faces.</p> <p>I like to thank all the pupils who are playing properly. Really nice angle to provide positive reinforcement.</p> <p>Really nice praise to one of the answers, explaining that they included the term of sight, which was learned from classroom session.</p> <p>Urgency of countdown; excellent!!!!!! This made them get to the line quicker (as mentioned in the TEIPPE programme).</p> <p>Showing good demonstration; did provide two different demonstrations which was fab but be nice to see one being silent.</p> <p>Pairing up groups; great attempt to mix the pairs to girl and boy. Only three all boy groups. One was being looked after by TA; another by the windows were behaving well and the other by the door was showing off and being slightly cheeky.</p> <p>Was losing the facial expression of positive smiling at times as there was a very busy class to try and look after everyone.</p> <p>Praising pupils who was lining on the correct line. TA collected all the balls while the teacher was delivering the session, Excellent delegation!</p> <p>Game activity was absolutely brilliant; adding physical activity, only having four (or two people per team). Very little or no chance for lowering heart rate; providing excitement and purpose. The lesson was enjoyable, loud and happy.</p> <p>There were both TA and teaching on one side of the classroom; to manage and support pupils, suggest one on each side of the sports hall due to the seven groups of four.</p> <p>Well done again letting TA to help prepare groups to speed up process of activity.</p> <p>Provided static stretches; wonderful!!!</p> <p>Brilliant re-capping and evaluating the lesson. Lots of hands up from the pupils who wanted to tell what they liked. They had a really nice conversation with each other on what they enjoyed. This will make them think about and be motivated for the following PE lesson.</p> <p>The relaxing story was a good idea as the pupils were extremely hyped and they needed to be calmed down.</p> <p>Took in so much information from the TEIPPE training. The lesson was much more energised, and the pupils was really enthused.</p> <p>Brilliant delegation throughout to TA. Wonderful!</p>					

<b>Observation One (post-trained)</b>		
Teacher: Emie	Name of School: Meadow View School	Year Group: year two
Key Stage: KS1	Date: 11/10/2021	No of Pupils: 29
Topic of PE Lesson: Gymnastics		
<b>Early Year Foundation Stage</b>	<b>Key Stage One</b>	<b>Key Stage Two</b>

<u>Empathy, Sensitivity &amp; Appreciation</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Self-Control and Discipline</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Self-Appreciation, Acceptance &amp; Confidence</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	
<u>Developing Relationships</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Interpersonal Development</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Creativity, Agility, Flexibility and Adaptability</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	
<u>Service, Compassion and Benevolence</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Change Catalyst and Response</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Goal Directed Performance and Targeted Action</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	
<u>Holistic Communication</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Conflict and Negotiation management</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Teamwork and Collaboration</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	
<b>Top 11 EI Coaching Tip: Quick Check</b>					
<b>Correct Attire (showing presence, preparation and confidence)</b>	<b>Body posture:</b> Not crossing arms/ hands in pockets/slouching. Positive, upright posture	<b>Talk with your hands:</b> Very little hand gesture to thumbs up, clapping, high five's, direction pointing	<b>Specify praise:</b> All pupils praised or most/some?  Any specific guidance	<b>Mixing group activities:</b> Very few/no groups are mixed Some groups All groups have a mixture of boys and girls.	<b>Do not stand still (positive movement):</b> Very little movement or standing still to Very good movement around hall: 35min+
<b>Eye Contact: Make eye contact to empowers the pupils work ethic</b> Very little eye to excellent eye contact throughout	<b>Facial Expression:</b> Very little to very positive Facial Expression: enjoyment, raising eyebrows, Smiling, impressed/proud face, laughing	<b>Voice Intonation &amp; volume:</b> Unable to hear/good volume or too loud, enthusiastic/ Aggressive tone/Calm tone. Humour in the session?	<b>Feedback:</b> Not providing or providing a lot of feedback on the pupils's performance... positive reinforcement only	<b>Queuing activities:</b> Pupils are waiting their turn for a long time (+1min) or are activities are keeping pupils moving frequently throughout the session.	
<b>Additional emotional support: non-verbal communication</b>					
<b>Response to School Pupils's Emotions &amp; Communication</b>					
How are the pupils responding to the session? Tedium, happy, loud, enthusiastic? Everyone seem to be enjoying the session?	Teacher providing pupils to voice their feelings	How Teacher reacted to what pupils said	Response by teacher to pupils's non-verbal communication	How many pupils had their responses acknowledged in manner that valued them?	How often did teacher refer back to individual contributions/success?
<b>Teachers Feelings and Emotions</b>					
Feelings the teacher expressed to pupils due to success skill/task.	Feelings to teacher expressed to pupils due to failure in skill/task	Feelings the teacher expressed to pupils due to misbehaviour	Any circumstances that made the teacher anxious or angry	Example of teacher apparently managing her own feelings (verbal or non-verbal)	Did the teacher show apparent prejudice toward a particular pupil(s)
<b>Performance from pupils</b>					
Positioning of teacher during skill activities. Being with the pupils at all times.	Specifying praise of skill acquisition (motivation)	Did the teacher also partake in the activities?	Movement of all pupils during activities	Game/competitive environment introduced	Progression of skill (engagement)
<b>Re-Capping last weeks and this week's activities</b>					
<b>Overview of Teachers Performance</b>					
Provide feedback of how teacher controlled group and individuals, the enjoyment of the lesson, the positivity in the lesson, progression of pupils's skill set. Good hand expressions counting on the aims and objectives. Good tone of voice on Q&A; good exaggeration. Turning up volume so the pupils get audio and visual aids. Letting pupils discuss the routine on the YouTube video demonstrations. Pointing and demonstrating hand gestures to get them exciting. Could the doors be shut to stop any background noise. "Good observation skills!" Good specific praise. Group of five pupils. All mixed groups.					

Warm up, stinky crocodiles; similar to the floor is lava. Chomp your toes; some of the pupils laughed. The pupils are doing a warmup one at a time in a line. Can you use all the sports hall by making out that the mats are the crocodile pools, so they have to run around? Get everyone involved at the same time. Around 18 second waiting time and a eight second physical activity.

The warmup could have been slightly longer.

Got a pupil to demonstrate as he needed to be active when discussing next activity. Good nodding and was smiling. Was stopping the activity when only some only had oner go.

Calming pupil down by speaking to them with soft, quiet tone.

Brilliant that groups were just working in pairs. Some all-boys pairing (five). Mentioned in training that this could cause misbehave and silly behaviour. Attempted with a silent demonstration technique doing a teddy bear roll... A lot of time consumption and effort to get demonstration starting. Didn't go to plan.

Forcing hand down of pupil who wanted to ask question. Tedium setting in on some of the pupils's faces. She needed the toilet bless her.

Not enough continued energy; very stop-start activity. Stopped to discuss the progression the teddy bear roll.

Boys together were misbehaving in pairs. Were not listening when you were demonstrating. No silent demonstrating. Probably did not explain this enough in the training programme.

Need to move round hall. Boys far side of hall were just sitting on benches and should be doing egg rolls.

Tied the shoelaces of pupil. Good H&S.

Did not attempt silent demonstration on pencil roll. Again, no moving around the hall to try and keep pupils on their toes. The pencil roll only took 20seconds.

Lots of control management required today. Less smiling from the teacher and Suggest not one and two; instead, number 'one' and letter 'A'. This will help reduce conflict between the paired pupils.

A lot of stop starting throughout. How can this be reduced? Maybe you could use the visual display unit to aid the new gymnastic moves.

The pupils were rolling when you were talking is because they want to be active and not standing still.

On forward roll, no silent demonstration.

At last moving around the hall for forward roll (fourth activity). Supporting pupil on specific praise but highlight on an element that was a negative; autonomous improvement will happen if you confirm to the pupil on certain positive elements of the forward roll.

During demonstration explaining where other parts such as the core (cartwheel). Again, only two minute activity per roll maximum. Pupils were slightly agitated as they want to keep moving.

Seemed very nervous and rushed in places.

Did provide a good positive reflective feedback. Tried to introduce next week session. Excellent!!!!

Cooldown: Did a stretching exercises and some were misbehaving; once again all boy pairs.

Observation One (post-trained)					
Teacher: Faye		Name of School: Meadow View		Year Group: Year4	
Key Stage: KS2		Date: 21/10/2021		No of Pupils: 22	
Topic of PE Lesson:					
<b>Early Year Foundation Stage</b>		<b>Key Stage One</b>		<b>Key Stage Two</b>	
<u>Empathy, Sensitivity &amp; Appreciation</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Self-Control and Discipline</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Self-Appreciation, Acceptance &amp; Confidence</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	
<u>Developing Relationships</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Interpersonal Development</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Creativity, Agility, Flexibility and Adaptability</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	
<u>Service, Compassion and Benevolence</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Change Catalyst and Response</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Goal Directed Performance and Targeted Action</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	
<u>Holistic Communication</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Conflict and Negotiation management</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Teamwork and Collaboration</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	
Top 11 EI Coaching Tip: Quick Check					
<b>Correct Attire (showing presence, preparation and confidence)</b>	<b>Body posture:</b> Not crossing arms/ hands in pockets/slouching. Positive, upright posture	<b>Talk with your hands:</b> Very little hand gesture to thumbs up, clapping, high five's, direction pointing	<b>Specify praise:</b> All pupils praised or most/some?  Any specific guidance	<b>Mixing group activities:</b> Very few/no groups are mixed Some groups	<b>Do not stand still (positive movement):</b> Very little movement or standing still to Very good movement around hall: 35min+



				All groups have a mixture of boys and girls.	
<b>Eye Contact: Make eye contact to empowers the pupils work ethic</b> Very little eye to excellent eye contact throughout	<b>Facial Expression:</b> Very little to very positive Facial Expression: enjoyment, raising eyebrows, Smiling, impressed/proud face, laughing	<b>Voice Intonation &amp; volume:</b> Unable to hear/good volume or too loud, enthusiastic/ Aggressive tone/Calm tone. Humour in the session?	<b>Feedback:</b> Not providing or providing a lot of feedback on the pupils's performance... positive reinforcement only	<b>Queuing activities:</b> Pupils are waiting their turn for a long time (+1min) or are activities are keeping pupils moving frequently throughout the session.	
<b>Additional emotional support: non-verbal communication</b>					
<b>Response to School Pupils's Emotions &amp; Communication</b>					
How are the pupils responding to the session? Tedium, happy, loud, enthusiastic? Everyone seem to be enjoying the session?	Teacher providing pupils to voice their feelings	How Teacher reacted to what pupils said	Response by teacher to pupils's non-verbal communication	How many pupils had their responses acknowledged in manner that valued them?	How often did teacher refer back to individual contributions/success?
<b>Teachers Feelings and Emotions</b>					
Feelings the teacher expressed to pupils due to success skill/task.	Feelings to teacher expressed to pupils due to failure in skill/task	Feelings the teacher expressed to pupils due to misbehaviour	Any circumstances that made the teacher anxious or angry	Example of teacher apparently managing her own feelings (verbal or non-verbal)	Did the teacher show apparent prejudice toward a particular pupil(s)
<b>Performance from pupils</b>					
Positioning of teacher during skill activities. Being with the pupils at all times.	Specifying praise of skill acquisition (motivation)	Did the teacher also partake in the activities?	Movement of all pupils during activities	Game/competitive environment introduced	Progression of skill (engagement)  Re-Capping last weeks and this week's activities
<b>Overview of Teachers Performance</b>					
Provide feedback of how teacher controlled group and individuals, the enjoyment of the lesson, the positivity in the lesson, progression of pupils's skill set.					
<p>Straight into a warmup. Was the aims and objectives outlined in the classroom. Asked questions on the H&amp;S before the pulse raiser stated. Excellent. Really nice tone of voice, really positive, fantastic use of hand gestures right from the start. Clearly watched the main aspects of the TEIPPE programme.. Good demonstration examples of movements that can be made during the tig and tag with a beanbag activity. Really nice timing. Love how you controlled the pupils on letting them raise their hands to answer one of the questions. Excellent behavioural management.</p> <p>You provided some flexibility and adaptability on how they would move around the sports hall, from skipping, to running, to hopping. Good sense of freedom and provided a good amount of humour. 'Try and go around with someone you do not hang around with on the playground'. Love this as they then building bonds with other pupils within their class.</p> <p>Facial expressions were positive and a lot more smiling in comparison to the first session. This was mirrored by the pupils who were also smiling. The warmup was extended as the pupils were running around and enjoying the warmup activity. I would suggest adding another objective to the game...you did this by you taking part and trying to tag the pupils with the bean bag. The pupils's excitement raised, with cheers and jumping around. Brilliant. You were smiling throughout and laughing with the pupils. Brilliant, absolutely brilliant!! Everyone out of breath and with smile son their faces.</p> <p>Practice underarm throws, which was planned out before the lesson begun! Brilliant time management as there was a very swift transition from warm up to activity. The enjoyment was present, and the HR were at an active state. When they were getting their groups together I was going to provide an urgency five second countdown. This wasn't needed as they set up their groups themselves very quickly. The groups were mixed of boys and girls. Then they were paired. Try and get these pairs in to boy and girl. Great attempt to split the group up at the start. Provided some harmony.</p> <p>With the throwing activity, really nice demonstration and got a couple of pupils to get involved. Provide praise on their throwing and catching so they feel that they were getting the technique correct. You did try silent demonstration! Excellent. Made the pupils sit up and watch as there was no audible support! This is brilliant take of psychological coaching. Well done using the TEIPPE programme training.</p> <p>During the throwing activity, you did stop to discuss of the 'flying beanbags'. You asked the pupils why they were throwing incorrectly. Brilliant control and improving goal directed performance. Wonderful to see. Suggest providing a task, such as throwing and catching with one hand or a total of twenty throws in a group without dropping the beanbag. Really nice praise on the throwing technique of a pupil (specific praise!). Attempted to see all the groups and provide them with support and praise (excellent positive tone). Attempt to show positive facial expressions and positive hand gestures. You were clenching your fists at times, indicating some anxiety. Well done on the increase development of skill acquisition by extending the throwing distance. This provided extra excitement in the pupils. Again, try and add some competitive element to the skilled task. Well done taking part and helping out each group. Brilliant to see! Bring enthusiasm and joy to the pupils when they are playing with the teacher.</p> <p>There has to be an increase of active movements to increase the heart rate. How could you do this in you next PE lesson? "How can Evie throw this better." How can you rephrase this to continue self-belief in Evie's ability? Suggest, "What great accuracy Evie, went straight to the catcher direction. Well done! Imagine if you threw that slightly harder then it would be even more of an amazing throw. Fantastic effort Evie." Praise the elements or phases of the throw that were successful. This element of emotional intelligence will build belief and self-esteem to the pupil. Brilliant hand gestures to help explain the rules of the cookie monster game. Again, very strong tone of voice and wonderful positivity throughout the session. Again, more positive facial expressions. Wonderful praise to every pupil in class. Wonderful demonstration once again! You were once again taking part, so the pupils were getting more involved. Brilliant!! Suggest providing more balls for the activity. Hand out timelines, 'one minute to go!!' Provides urgency and increase of activity.</p> <p>After game two it became quite tedious for some of the pupils. How could you make the game more exciting? In addition, more active? Got the pupils to work together and accumulate the total of balls in the hoop. Good collaboration. Got the cookie monsters changed round so there will be different pupils learning to catch. Nice to see some clapping and positive hand gestures near the end of the session. This was well remembered as it doesn't come naturally. Great effort.</p> <p>"That was fun!" I heard from a pupil at the end of the lesson. Lovely to hear. Well done including a cool down job and walk, followed by some static stretches. "Walk as slow as a sloth and as quiet as a mouse!" Love this.</p>					



<b>Observation One (post-trained)</b>						
Teacher Gina		Name of School: Meadow View		Year Group: Year 4		
Key Stage: KS2		Date: 14/10/2021		No of Pupils: 28		
Topic of PE Lesson:						
<b>Early Year Foundation Stage</b>		<b>Key Stage One</b>		<b>Key Stage Two</b>		
<u>Empathy, Sensitivity &amp; Appreciation</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Self-Control and Discipline</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Self-Appreciation, Acceptance &amp; Confidence</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		
<u>Developing Relationships</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Interpersonal Development</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Creativity, Agility, Flexibility and Adaptability</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		
<u>Service, Compassion and Benevolence</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Change Catalyst and Response</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Goal Directed Performance and Targeted Action</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		
<u>Holistic Communication</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Conflict and Negotiation management</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Teamwork and Collaboration</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		
<b>Top 11 EI Coaching Tip: Quick Check</b>						
<b>Correct Attire (showing presence, preparation and confidence)</b>	<b>Body posture:</b> Not crossing arms/ hands in pockets/slouching. Positive, upright posture	<b>Talk with your hands:</b> Very little hand gesture to thumbs up, clapping, high five's, direction pointing	<b>Specify praise:</b> All pupils praised or most/some?  Any specific guidance	<b>Mixing group activities:</b> Very few/no groups are mixed Some groups All groups have a mixture of boys and girls.	<b>Do not stand still (positive movement):</b> Very little movement or standing still to Very good movement around hall: 35min+	
<b>Eye Contact: Make eye contact to empowers the pupils work ethic</b> Very little eye to excellent eye contact throughout	<b>Facial Expression:</b> Very little to very positive Facial Expression: enjoyment, raising eyebrows, Smiling, impressed/proud face, laughing	<b>Voice Intonation &amp; volume:</b> Unable to hear/good volume or too loud, enthusiastic/ Aggressive tone/Calm tone. Humour in the session?	<b>Feedback:</b> Not providing or providing a lot of feedback on the pupils's performance... positive reinforcement only	<b>Queuing activities:</b> Pupils are waiting their turn for a long time (+1min) or are activities are keeping pupils moving frequently throughout the session.		
<b>Additional emotional support: non-verbal communication</b>						
<b>Response to School Pupils's Emotions &amp; Communication</b>						
How are the pupils responding to the session? Tedium, happy, loud, enthusiastic? Everyone seem to be enjoying the session?	Teacher providing pupils to voice their feelings	How Teacher reacted to what pupils said	Response by teacher to pupils's non-verbal communication	How many pupils had their responses acknowledged in manner that valued them?	How often did teacher refer back to individual contributions/success?	
<b>Teachers Feelings and Emotions</b>						
Feelings the teacher expressed to pupils due to success skill/task.	Feelings to teacher expressed to pupils due to failure in skill/task	Feelings the teacher expressed to pupils due to misbehaviour	Any circumstances that made the teacher anxious or angry	Example of teacher apparently managing her own feelings (verbal or non-verbal)	Did the teacher show apparent prejudice toward a particular pupil(s)	
<b>Performance from pupils</b>						
Positioning of teacher during skill activities. Being with the pupils at all times.	Specifying praise of skill acquisition (motivation)	Did the teacher also partake in the activities?	Movement of all pupils during activities	Game/competitive environment introduced	Progression of skill (engagement)	Re-Capping last weeks and this week's activities
<b>Overview of Teachers Performance</b>						

Provide feedback of how teacher controlled group and individuals, the enjoyment of the lesson, the positivity in the lesson, progression of pupils's skill set. Voice is really positive tone of voice, excellent volume. Really nice going through the aims of the warmup explanation and moved on straight away on three 'chocolate bar' movements. Then added an extra chocolate bar movement (only took 20-30 sec). They wanted to do more; would be great if they could. If they enjoy it, carry on.

If you want everyone on the white line, walk alongside this and point towards the ground. Good praise on the good lined groups.

Excellent time transition from warm up to activity (did preparation in classroom before the PE began) so more time for the pupils to play. Only four pupils in a group...FAB!!! Everyone has more goes. Again, you are still very energised and great volume intonation. Really smart idea of providing them two bean bags to throw with. Suggest providing timeline to add urgency to the session.

Good pointing but was using a beanbag as a comfort blanket. Good point accumulation in the activity task.

Well done explaining to 'Connie' that she needs to listen in a calm voice. Very nice. All groups are mixed, no all boy/girl groups.

The ball activity the pupils were starting to misbehave slightly and so was making your volume of your voice raise higher and higher. You stopped the game too quickly to change the scoring. It only lasted for 40 seconds and averagely had two people throwing.

Good nodding when the pupil is explaining their point of adapting a different scoring system. Good interaction and flexibility.

Moving around the hall well and providing as much praise to the pupils as possible.

Good silent demonstration on explaining not to throw the ball over arm but underarm. Second spell of throwing ball activity was slightly longer. Good but would add another minute.

Cookie monster game was then introduced. Took time to set up. Good fascial expression throughout the session. Really positive and exciting and energetic. Loved how you thrown the balls out of the bucket. Loved how you got involved in the lesson and took part. Got the pupils more enthused. Game stopped on two occasions to reintroduced and recap on the rules and regulations.

Well done including a timebound to provide urgency! Excellent.

Observation One (post-trained)					
Teacher: Hans		Name of School: Meadow View		Year Group: Yr3	
Key Stage: KS2 (Prepare for KS1)		Date: 14/10/2021		No of Pupils: 23	
Topic of PE Lesson:					
Early Year Foundation Stage		Key Stage One		Key Stage Two	
<u>Empathy, Sensitivity &amp; Appreciation</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Self-Control and Discipline</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Self-Appreciation, Acceptance &amp; Confidence</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	
<u>Developing Relationships</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Interpersonal Development</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Creativity, Agility, Flexibility and Adaptability</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	
<u>Service, Compassion and Benevolence</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Change Catalyst and Response</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Goal Directed Performance and Targeted Action</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	
<u>Holistic Communication</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Conflict and Negotiation management</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Teamwork and Collaboration</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	
Top 11 EI Coaching Tip: Quick Check					
Correct Attire (showing presence, preparation and confidence)	Body posture: Not crossing arms/ hands in pockets/slouching. Positive, upright posture	Talk with your hands: Very little hand gesture to thumbs up, clapping, high five's, direction pointing	Specify praise: All pupils praised or most/some?  Any specific guidance	Mixing group activities: Very few/no groups are mixed Some groups All groups have a mixture of boys and girls.	Do not stand still (positive movement): Very little movement or standing still to Very good movement around hall: 35min+
Eye Contact: Make eye contact to empowers the pupils work ethic Very little eye to excellent eye contact throughout	Facial Expression: Very little to very positive Facial Expression: enjoyment, raising eyebrows, Smiling, impressed/proud face, laughing	Voice Intonation & volume: Unable to hear/good volume or too loud, enthusiastic/ Aggressive tone/Calm tone. Humour in the session?	Feedback: Not providing or providing a lot of feedback on the pupils's performance... positive reinforcement only	Queuing activities: Pupils are waiting their turn for a long time (+1min) or are activities are keeping pupils moving frequently throughout the session	

Additional emotional support: non-verbal communication					
Response to School Pupils's Emotions & Communication					
How are the pupils responding to the session? Tedium, happy, loud, enthusiastic? Everyone seem to be enjoying the session?	Teacher providing pupils to voice their feelings	How Teacher reacted to what pupils said	Response by teacher to pupils's non-verbal communication	How many pupils had their responses acknowledged in manner that valued them?	How often did teacher refer back to individual contributions/success?
Teachers Feelings and Emotions					
Feelings the teacher expressed to pupils due to success skill/task.	Feelings to teacher expressed to pupils due to failure in skill/task	Feelings the teacher expressed to pupils due to misbehaviour	Any circumstances that made the teacher anxious or angry	Example of teacher apparently managing her own feelings (verbal or non-verbal)	Did the teacher show apparent prejudice toward a particular pupil(s)
Performance from pupils					
Positioning of teacher during skill activities. Being with the pupils at all times.	Specifying praise of skill acquisition (motivation)	Did the teacher also partake in the activities?	Movement of all pupils during activities	Game/competitive environment introduced	Progression of skill (engagement) Re-Capping last weeks and this week's activities
<b>Overview of Teachers Performance</b>					
<p>Provide feedback of how teacher controlled group and individuals, the enjoyment of the lesson, the positivity in the lesson, progression of pupils's skill set. Your voice seemed quite down today, while facial expression was quite solemn.</p> <p>Nice dynamic stretches. Falcon in Egyptian Cinderella, good link to classroom learning. Excellent!! Good praise to one or two of the pupils during the warmup stretches.</p> <p>You were keeping very calm with some pupils misbehaving. Kept very calm. Liked how you managed to get them working out while you tied a pupil shoelaces.</p> <p>Good cross curricular activity with numeracy skills and star jumps. Really enjoyed this adding competitive edge and incorporating the 3-4 times tables. Increase counting capabilities for pupils to learn their three times table; though some boys were not playing.</p> <p>Good pulse raiser and really enjoyed the increase pace of running on the spot. This class is really tricky to teach today so I would have tried to tire them out with more running.</p> <p>You were taking deep breaths especially due to the boys at the back of the lesson.</p> <p>Good humour on trying to put them off when they are balancing the beanbag on the head.</p> <p>A lot of stop starting due to talking about the shape of the beanbag (took one minute) and pausing due to the behaviours of the boys at the bag.</p> <p>Remember the technique mentioned on TEIPPE. Drop the beanbag and take two steps forward. Meaning they can not reach behind them and therefore have attention listening to your rules.</p> <p>Let go of your beanbag! You were using this as a coping mechanism. Very little to no hand gestures were shown throughout the lesson. Just place it to one side and go back to it when demonstrating.</p> <p>Provide a timeline on how long they are going to do their first activity. What is the purpose of this throwing activity? Give them a goal/aim or value to this exercise.</p> <p>There was no physical active workout for the pupils during the activities. How can this be included?</p> <p>When pupils came over to explain what they accomplished you showed wonderful facial expressions but this is when you could also use positive hand gestures such as at thumbs up and a high five. You couldn't as you were still holding the beanbag. That was a real comfort blanket today.</p> <p>Mixed pairs....excellent!!!!!! Let's see how the behaviour and the harmony changes in the classroom now...The pupils became quiet and less beanbags were being thrown while you were demonstrating the passing activity. You also included a challenge in the passing game. Excellent. Also provided a high five. Became a really nice environment for this activity.</p> <p>You could swap round and joining another person next to you. Provide you with more interaction with other pupils.</p> <p>Well done selecting the groups of four yourself. This age group in term one will find this difficult.</p> <p>Got flustered in the beanbag throwing game. Use all the space of the sports hall so they have space of going at the back of the line.</p> <p>Showed benevolence and provided a hoop for a boy who wished to stay by himself.</p> <p>Again, went a bit quiet verbally and vocal intonation was very monotone at times. Something was obviously wrong and was clearly expressed by your emotional</p> <p>Scratching your forehead and stress rash on jawline. Bighting bottom lip. Wonderful effort for delivering such an entertaining lesson but you were very anxious.</p> <p>Good attempt to provide a cool down session. Less dynamic and more static stretches during cool down.</p> <p>How much did you watch on the TEIPPE programme? Would you like to see more of the training before delivering the next PE lesson? We can do another session if you wish?</p> <p>You were relaxed when the lesson finished. Supporting the rear of your back with your hands.</p>					

Observation One (post-trained)		
Teacher: Jan	Name of School: Meadow View	Year Group: 6
Key Stage: 2	Date: 17/11/2021	No of Pupils: 28
Topic of PE Lesson:		
Early Year Foundation Stage	Key Stage One	Key Stage Two
<u>Empathy, Sensitivity &amp; Appreciation</u> How many occasions did the teacher have to use these facets of emotions?  Did the teacher display these emotions effectively?  What did they do effectively to utilise this emotion?  What did they not do (if applicable)?	<u>Self-Control and Discipline</u> How many occasions did the teacher have to use these facets of emotions?  Did the teacher display these emotions effectively?  What did they do effectively to utilise this emotion?  What did they not do (if applicable)?	<u>Self-Appreciation, Acceptance &amp; Confidence</u> How many occasions did the teacher have to use these facets of emotions?  Did the teacher display these emotions effectively?  What did they do effectively to utilise this emotion?  What did they not do (if applicable)?

<u>Developing Relationships</u> How many occasions did the teacher have to use these facets of emotions?  Did the teacher display these emotions effectively?  What did they do effectively to utilise this emotion?  What did they not do (if applicable)?	<u>Interpersonal Development</u> How many occasions did the teacher have to use these facets of emotions?  Did the teacher display these emotions effectively?  What did they do effectively to utilise this emotion?  What did they not do (if applicable)?	<u>Creativity, Agility, Flexibility and Adaptability</u> How many occasions did the teacher have to use these facets of emotions?  Did the teacher display these emotions effectively?  What did they do effectively to utilise this emotion?  What did they not do (if applicable)?
<u>Service, Compassion and Benevolence</u> How many occasions did the teacher have to use these facets of emotions?  Did the teacher display these emotions effectively?  What did they do effectively to utilise this emotion?  What did they not do (if applicable)?	<u>Change Catalyst and Response</u> How many occasions did the teacher have to use these facets of emotions?  Did the teacher display these emotions effectively?  What did they do effectively to utilise this emotion?  What did they not do (if applicable)?	<u>Goal Directed Performance and Targeted Action</u> How many occasions did the teacher have to use these facets of emotions?  Did the teacher display these emotions effectively?  What did they do effectively to utilise this emotion?  What did they not do (if applicable)?
<u>Holistic Communication</u> How many occasions did the teacher have to use these facets of emotions?  Did the teacher display these emotions effectively?  What did they do effectively to utilise this emotion?  What did they not do (if applicable)?	<u>Conflict and Negotiation management</u> How many occasions did the teacher have to use these facets of emotions?  Did the teacher display these emotions effectively?  What did they do effectively to utilise this emotion?  What did they not do (if applicable)?	<u>Teamwork and Collaboration</u> How many occasions did the teacher have to use these facets of emotions?  Did the teacher display these emotions effectively?  What did they do effectively to utilise this emotion?  What did they not do (if applicable)?

<b>Top 11 EI Coaching Tip: Quick Check</b>					
<b>Correct Attire (showing presence, preparation and confidence) :</b>	<b>Body posture:</b>	<b>Talk with your hands:</b> (thumbs up, clapping) Very little/negative hand gesture: <5min Little use of positive hand gesture 5-15min Some use of positive hand gesture 15-25min Good positive hand gesture 25-35min Very good positive hand gesture 35min+	<b>Specify praise:</b> No praise Some praise A lot of praise All pupils praised  No specific guidance Some specific guidance A lot of specific guidance	<b>Mixing group activities:</b> Very few/no groups are mixed Some groups All groups have a mixture of boys and girls.	<b>Do not stand still (positive movement):</b>  Very little movement/still <5min Little movement around hall: 5-15min Some movement around hall: 15-25min Good movement around hall: 25-35min Very good movement around hall: 35min+
		<b>Eye Contact: Make eye contact to empowers the pupils work ethic</b>	<b>Facial Expression:</b> (smiling, showing enjoyment, raising eyebrows) Very little Facial Expression: <5min Little Facial Expression: 5-15min Some Facial Expression: 15-25min Good Facial Expression: 25-35min Very good Facial Expression: 35min+	<b>Voice Intonation &amp; volume:</b> Unable to hear Quite quiet Good volume Too loud  enthusiastic tone? Y N Aggressive tone? Y N Enthusiastic tone? Y N Calm tone when applicable? Y N  Humour in the session? Y N	

<b>Additional emotional support: non-verbal communication</b>					
<b>Response to School Pupils's Emotions &amp; Communication</b>					
How are the pupils responding to the session? Not very well. Some seem they are enjoying the session Many seem to be enjoying the session Everyone seem to be enjoying the session	1. teacher providing pupils to voice their feelings	How Teacher reacted to what pupils said	2.	3.	4.
5. Response by teacher to pupils's non-verbal communication	6. How many pupils had their responses acknowledged in manner that valued them?	7. How often did teacher refer back to individual contributions/success?	8.	9.	10.
<b>Teachers Feelings and Emotions</b>					

11. Feelings the teacher expressed to pupils due to success skill/task	12. Feelings to teacher expressed to pupils due to failure in skill/task	13. Feelings the teacher expressed to pupils due to misbehaviour	14.	15.	16.
17. Any circumstances that made the teacher anxious or angry	18. Example of teacher apparently managing her own feelings (verbal or non-verbal)	19. Did the teacher show apparent prejudice toward a particular pupil(s)	20.	21.	22.
<b>Performance from pupils</b>					
23. Health and safety check during or prior to PE lesson	24. Warm up activities (NO STATIC STRETCHES!!!)	25. Participation of teacher	26.	27.	28.
29. Progression of skill	30. Movement of all pupils during activities	31. Game/competitive environment introduced	32.	33.	34.
35. Positioning of teacher during skill activities	36. Specifying praise of skill acquisition	37. Chaining, Whole Part Whole, Self-reflection introduced to help improvement	38.	39.	40.
41. Demonstrations delivered correctly	42. Re-Capping last weeks and this week's activities	43. Cool down with static stretches	44.	45.	46.
<b>Overview of Teachers Performance</b>					
<p>Well done wearing the correct attire and wearing no lanyard. Good start. Got the group to get in a circle and it was organised very quickly. Got a warmup done. Provided an explanation and a purpose, which is excellent. Actually, partaking in the pulse raiser which was amazing, raising knees in one spot and the pupils were really enjoying this. Loved the countdown to provide them with some urgency. Some good attempt of some dynamic stretches. Well done getting the pupils involved and letting them decide an exercise. Well done partaking again in the hill climb activity and providing a 30 second target, with a good 10 second countdown.</p> <p>Wonderful use of hand gestures to make them feel relax, an mass improvement on providing praise at the start of the session. Excellent! During the star jumps a suggestion would be to praise individuals while they complete the exercise. Provides motivation and increases their self-appreciation. Completing burpee for the next session. Very were really out of breath but they all had smiles on their faces and well done providing praise to 'Maxie' and then provided group praise by saying that they were all 'fantastic'. This was fantastic!</p> <p>Body posture was very strong, no hands in pockets, no crossed arms nor hands on hips. You were really energised in your tone of voice and the volume was strong (not loud). Explained the session after cooldown, which was good as it did not take too long to explain the session. You delegated some pupils to help out to prepare the activity, which again reduced time for the pupils to wait. How could this be arranged more quickly so the active heart rate is not reduced? You were showing really positive facial expressions, with lots of smiling and laughing at funny moments. Well done trying to commentate during the session and well done providing a countdown to increase intensity, which in turn, provided an increase of their physical activity. To finish the first round, you provided a positive evaluation of their performance. Brilliant!!!</p> <p>You made the second round of the activity more intense by making sure that they have to run back to the back line if they are tagged out. Really like the adaptation and the creativity of the session. Well done looking at the H&amp;S of a pupil who shoelace was undone. Showing compassion and sensitivity. Suggest for the second round, could you locate yourself on the other side of the hall to provide praise to all pupils? Great commentary and countdown urgency once again. Suggest providing individual praise throughout the session (though you did get everyone to give themselves a round of applause).</p> <p>Specific praise when you complimented them on holding the balls and when they were ready to put the equipment away. Pick your own teams is good for this age group, remember that they have to be mixed gendered groups. Boys were picking boys; girl captains were picking girls. This was noticed and you told them to pick a girl or boy. Excellent! For the last person being picked, make them feel upbeat by stating that the 'last one picked is always the best player'.</p> <p>For the netball activity, well done splitting the players in to the attacking and defensive zones of the court so they are all spread out. Well done for reading your feedback. Good hand signals to provide support when explaining the rules and regulations. Well done providing commentary and praising the shooters when they are 'so close' to scoring. Well done going back and forth to each game. Really nice energy from yourself and this was mirrored by the pupils. Really nice tempo in both games and good movement, praise and commentary from yourself. Fabulous!! You provided specific praise during your evaluation after game one. This was really nice and provided some individual praise to pupils with a good thumbs up. Well done swapping the team rounds so quickly. Variation reduces the risk of tedium.</p> <p>You were getting slightly tired with 15 minutes to go as there were less positive facial expressions (less smiles and laughter). These came back near the end of the second game. Excellent! The noise of the pupils was loud...excellent! They were communicating, laughing, getting excited and were really tense when you provided a twenty second countdown. Again, wonderful praise on the performance of the teams and individual praise and specified why. This was superb. You utilised your EI at a very good standard. You provided the pupils to put their own point of view and what they thought what was good about their own performance. Absolutely wonderful!! Good facial expression with positive smiles and when a pupil provided their evaluations. Wonderful!! Could there be a cool down with static stretches after but I'm being picky.</p> <p>Overall, a much improved and enjoyable PE lesson, with your social awareness and management utilised strongly throughout the session. Thank you.</p>					

Observation One (post-trained)		
Teacher: Kim	Name of School: Hollyfield School	Year Group: year 4
Key Stage: KS2	Date: 20/10/2021	No of Pupils:
Topic of PE Lesson: Throwing and catching (netball)		
Early Year Foundation Stage	Key Stage One	Key Stage Two
<u>Empathy, Sensitivity &amp; Appreciation</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively?	<u>Self-Control and Discipline</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively?	<u>Self-Appreciation, Acceptance &amp; Confidence</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively?

What did they do effectively to utilise this emotion? What did they not do (if applicable)?	What did they do effectively to utilise this emotion? What did they not do (if applicable)?	What did they do effectively to utilise this emotion? What did they not do (if applicable)?
<u>Developing Relationships</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	<u>Interpersonal Development</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	<u>Creativity, Agility, Flexibility and Adaptability</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?
<u>Service, Compassion and Benevolence</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	<u>Change Catalyst and Response</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	<u>Goal Directed Performance and Targeted Action</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?
<u>Holistic Communication</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	<u>Conflict and Negotiation management</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	<u>Teamwork and Collaboration</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?
<b>Top 11 EI Coaching Tip: Quick Check</b>		
<b>Correct Attire (showing presence, preparation and confidence)</b>	<b>Body posture:</b> Not crossing arms/ hands in pockets/slouching. Positive, upright posture	<b>Talk with your hands:</b> Very little hand gesture to thumbs up, clapping, high five's, direction pointing
<b>Eye Contact: Make eye contact to empowers the pupils work ethic</b> Very little eye to excellent eye contact throughout	<b>Facial Expression:</b> Very little to very positive Facial Expression: enjoyment, raising eyebrows, Smiling, impressed/proud face, laughing	<b>Voice Intonation &amp; volume:</b> Unable to hear/good volume or too loud, enthusiastic/ Aggressive tone/Calm tone. Humour in the session?
		<b>Specify praise:</b> All pupils praised or most/some?  Any specific guidance
		<b>Mixing group activities:</b> Very few/no groups are mixed Some groups All groups have a mixture of boys and girls.
		<b>Do not stand still (positive movement):</b> Very little movement or standing still to Very good movement around hall: 35min+
		<b>Feedback:</b> Not providing or providing a lot of feedback on the pupils's performance... positive reinforcement only
		<b>Queuing activities:</b> Pupils are waiting their turn for a long time (+1min) or are activities are keeping pupils moving frequently throughout the session.
<b>Additional emotional support: non-verbal communication</b>		
<b>Response to School Pupils's Emotions &amp; Communication</b>		
How are the pupils responding to the session? Tedium, happy, loud, enthusiastic? Everyone seem to be enjoying the session?	Teacher providing pupils to voice their feelings	How Teacher reacted to what pupils said
		Response by teacher to pupils's non-verbal communication
		How many pupils had their responses acknowledged in manner that valued them?
		How often did teacher refer back to individual contributions/success?
<b>Teachers Feelings and Emotions</b>		
Feelings the teacher expressed to pupils due to success skill/task.	Feelings to teacher expressed to pupils due to failure in skill/task	Feelings the teacher expressed to pupils due to misbehaviour
		Any circumstances that made the teacher anxious or angry
		Example of teacher apparently managing her own feelings (verbal or non-verbal)
		Did the teacher show apparent prejudice toward a particular pupil(s)
<b>Performance from pupils</b>		
Positioning of teacher during skill activities. Being with the pupils at all times.	Specifying praise of skill acquisition (motivation)	Did the teacher also partake in the activities?
		Movement of all pupils during activities
		Game/competitive environment introduced
		Progression of skill (engagement)
		Re-Capping last weeks and this week's activities
<b>Overview of Teachers Performance</b>		
<p>Well done removing your lanyard and introducing a higher intense warm up activity to raise their H/R. The warmup made the pupils excited and got the pupils smiling. Good praising and getting them in to pairs and then getting them in to threes.</p> <p>Excellent hand gestures of thumbs up and wonderful praise throughout the session. Your facial expressions were really positive , lovely smiles and laughter that made the pupils mirror your positivity. Wonderful!!! Asked the pupils if they wanted to do more of the warmup...YEAHAHH!!!! The whole class including yourself loved delivering the session. The group number activity built wonderful teamwork and collaboration. The best warm I have seen this week.</p> <p>"Marching all the way through" yes! This is perfect to get the session more active and reducing the potential tedium. 'Knees higher!' brilliant intensity.</p> <p>'Why have you all stopped marching?' This was wonderful continuation of physical activity.</p> <p>Your eye contact was superb! Always looking at the group and took part with them marching, which got them to work alongside with you. Excellent.</p> <p>You reduced the groups in 60 3-4 pupils, which means that they can get more active. This was wonderful. You then went round and knelt down with each group to give them verbal and non-verbal support and encouragement. You improved on the positive hand gestures as well as using your hand to</p>		

communicate (as successfully as the previous session). You always attempted to face the group so you were also able to look around the hall to keep an eye on the rest of the class. Excellent!

Interesting for future research (Ringleman effect) groups of three's were working so much more effectively compared to the groups of four.

All groups were a mixture of girls and boys. Amazing!!

Being picky. Great effort on improving hand gestures could more be included, suggest high five

Superb one minute countdown which provided urgency throughout the whole class. This was brilliant as even the group of fours started to pick up their performance/work rate.

You supported each group wonderfully. This is a catch 22. You supported six of the seven groups (just missing one), though the cohesion was so strong.

Well done raising voice as only 2/7 groups were ready. Coercive discipline was used very sparingly and this was the case. Absolutely wonderful!!

The volume of the session was amazing. The pupils were excited and alert.

So many pupils were counting along with you. Excellent reminder on reducing volume during the main demonstration.

Cool down...brilliant!!!! This was needed as the session was quite intense and the pupils were very active in comparison to the last week. Asked the pupils to do a stretch, which was a brilliant way of providing adaptability and flexibility. Wonderful to see an evaluation during the stretching exercises. This was fab as it was a wonderful recapping exercise and provided a purpose to enjoy the PE lesson for next week.

Overall, such an enjoyable lesson and even though it was 30 minutes long, there was so much energy and enthusiasm, humour, happiness and cohesion. In addition, it was far more intense and the pupils were more physically active. Magical to watch, thank you.

Observation One (post-trained)					
Teacher: Liam		Name of School: Meadow View		Year Group: 6	
Key Stage: 2		Date: 10/11/2021		No of Pupils	
Topic of PE Lesson:					
<b>Early Year Foundation Stage</b> <u>Empathy, Sensitivity &amp; Appreciation</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<b>Key Stage One</b> <u>Self-Control and Discipline</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<b>Key Stage Two</b> <u>Self-Appreciation, Acceptance &amp; Confidence</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	
<u>Developing Relationships</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Interpersonal Development</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Creativity, Agility, Flexibility and Adaptability</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	
<u>Service, Compassion and Benevolence</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Change Catalyst and Response</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Goal Directed Performance and Targeted Action</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	
<u>Holistic Communication</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Conflict and Negotiation management</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Teamwork and Collaboration</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	
Top 11 EI Coaching Tip: Quick Check					
<b>Correct Attire</b> (showing presence, preparation and confidence)	<b>Body posture:</b> Not crossing arms/ hands in pockets/slouching. Positive, upright posture	<b>Talk with your hands:</b> Very little hand gesture to thumbs up, clapping, high five's, direction pointing	<b>Specify praise:</b> All pupils praised or most/some?  Any specific guidance	<b>Mixing group activities:</b> Very few/no groups are mixed Some groups All groups have a mixture of boys and girls.	<b>Do not stand still (positive movement):</b> Very little movement or standing still to Very good movement around hall: 35min+
<b>Eye Contact: Make eye contact to empowers the pupils work ethic</b> Very little eye to excellent eye contact throughout	<b>Facial Expression:</b> Very little to very positive Facial Expression: enjoyment, raising eyebrows, Smiling, impressed/proud face, laughing	<b>Voice Intonation &amp; volume:</b> Unable to hear/good volume or too loud, enthusiastic/ Aggressive tone/Calm tone. Humour in the session?	<b>Feedback:</b> Not providing or providing a lot of feedback on the pupils's performance... positive reinforcement only	<b>Queuing activities:</b> Pupils are waiting their turn for a long time (+1min) or are activities are keeping pupils moving frequently throughout the session.	
Additional emotional support: non-verbal communication					
Response to School Pupils's Emotions & Communication					



How are the pupils responding to the session? Tedium, happy, loud, enthusiastic? Everyone seem to be enjoying the session?	Teacher providing pupils to voice their feelings	How Teacher reacted to what pupils said	Response by teacher to pupils's non-verbal communication	How many pupils had their responses acknowledged in manner that valued them?	How often did teacher refer back to individual contributions/success?
<b>Teachers Feelings and Emotions</b>					
Feelings the teacher expressed to pupils due to success skill/task.	Feelings to teacher expressed to pupils due to failure in skill/task	Feelings the teacher expressed to pupils due to misbehaviour	Any circumstances that made the teacher anxious or angry	Example of teacher apparently managing her own feelings (verbal or non-verbal)	Did the teacher show apparent prejudice toward a particular pupil(s)
<b>Performance from pupils</b>					
Positioning of teacher during skill activities. Being with the pupils at all times.	Specifying praise of skill acquisition (motivation)	Did the teacher also partake in the activities?	Movement of all pupils during activities	Game/competitive environment introduced	Progression of skill (engagement)
<b>Overview of Teachers Performance</b>					
<p>Provide feedback of how teacher controlled group and individuals, the enjoyment of the lesson, the positivity in the lesson, progression of pupils's skill set. Yes!...No lanyard!</p> <p>The teacher was in the correct attire and was showing this to the observer. Absolutely brilliant!! You seemed to have more confidence and looked prepared for the PE lesson.</p> <p>I love, love, love pirate ships, such a wonderful activity for a pulse raiser. The pupils were getting excited even when you were explaining the rules. Your facial expressions were always positive, lots of smiling and positive energy. You were partaking by running on the spot, which was keeping the pupils enthused. The game was making the pupils smiling and really active. They were included in the decision making on additional movements. You kept them moving at all times. Absolutely amazing!!! The pupils were out of breath. Well done followed with a stretching activity straight after the pulse raiser, they were dynamic stretches! This was the best warm up I have seen during my research in terms of pre vs post trained. Thank you for such an amazing warmup session!!!!</p> <p>Suggest providing a five-ten second countdown on each stretch to give the pupils a direction.</p> <p>The tone of your voice was really enthusiastic throughout. Fantastic change of tone to control on pupil who was misbehaving.</p> <p>When talking about the rules and regulations, you provided some wonderful opportunities for the pupils to answer a number of questions.</p> <p>When a question is asked or answered provide praise to the pupil who asks partakes in the Q&amp;A. It will make them more engaged and confident in providing more questions.</p> <p>Suggestion that the TA could watch one game, while you watch the other.</p> <p>You took the advice of having two games going at once. For year six, this can be done due to their maturity levels. The pupils were more engaged and were gaining more physical activity. Excellent.</p> <p>Showed a lot of sensitivity when a pupil got hurt during the activity. Good being tactile with your arm around her when she became upset.</p> <p>Hand gestures: You utilise your hands to communicate rules, demonstrations and providing direction. One element that I suggest that could be included more often if praise. More thumbs up, more clapping, more high fives. Ironically, as I wrote this comment, you provided a thumbs up to the pupil.</p> <p>You provided lots of encouragement throughout the session, using verbal communication. Your volume of your voice was again, very strong (not loud), clear and concise.</p> <p>Suggest providing commentary whilst watching the match. Talk about the game like it is on the television. The pupils love this interaction!</p> <p>You moved around the hall more and it seems that you were really enjoying yourself in comparison to being nervous at times in your previous observation.</p> <p>You provided adaptability when a game became low scoring, which helped reduce the risk of tedium! Excellent coaching management.</p> <p>Thirty minutes in and the pupils were still out of breath. Love how you got them to include teamwork and collaboration by including each team on how they could change the rules of the game. For KS2 this is brilliant. Writing them down on flipchart paper. Innovative way to bring in cross curricular activity.</p> <p>Now having a continued physical activity would be a preferred way of delivering, the session was so intense that it was nice to have a recovery break for a few minutes. For the brainstorming activity you managed to speak to all four groups in detail, which was fabulous to see. Fantastic Goal directed emotional intelligence shown.</p> <p>Could the TA work with a couple of groups while you are talking at the other side of the hall? Some pupils were bouncing the ball which is showing tedium. Suggest placing the balls to one side and reducing the writing activity to just 6 minutes maximum, as it was at this time when some of the pupils were not partaking and wanted to get back playing the game. Activity took 10 minutes.</p> <p>Tried to interact with each pupil within each group. You were constantly using your facial expressions when talking to the groups. Equal eye level so you were crouching down.</p> <p>'Amazing ideas' and negotiated to just five rules! Wonderful praise and flexibility. Well done having mixed gendered teams. This helps with building cohesion and reduces this risk of misbehaviour, especially with all boy groups.</p> <p>Try and refrain from placing hands in pockets. TA could remove flipchart paper from hall and place to one side.</p> <p>Well done taking the ball from the hands of a pupil as he was constantly bouncing it whilst you were talking.</p> <p>The noise in the hall was loud.....which is excellent!!! The pupils were talking about the lesson and communicating within their team. It was active and fun. Loved this!</p> <p>To add extra spice for the next session, could you set up a mini league? In addition, to provide urgency, have a five second countdown to attempt o throw the ball at the bench.</p> <p>Love how you were laughing at some of the mistakes and smiles for the achievements. Even an hour in to the session, you were still moving around the sports hall, wonderful!</p>					

<b>Observation One (post-trained)</b>		
Teacher: May	Name of School: MEADOW VIEW	Year Group: YEAR 5
Key Stage: KS2	Date: 13/10/2021	No of Pupils: 28
Topic of PE Lesson: NETBALL		
<b>Early Year Foundation Stage</b>	<b>Key Stage One</b>	<b>Key Stage Two</b>



<u>Empathy, Sensitivity &amp; Appreciation</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Self-Control and Discipline</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Self-Appreciation, Acceptance &amp; Confidence</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	
<u>Developing Relationships</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Interpersonal Development</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Creativity, Agility, Flexibility and Adaptability</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	
<u>Service, Compassion and Benevolence</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Change Catalyst and Response</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Goal Directed Performance and Targeted Action</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	
<u>Holistic Communication</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Conflict and Negotiation management</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Teamwork and Collaboration</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	
<b>Top 11 EI Coaching Tip: Quick Check</b>					
<b>Correct Attire (showing presence, preparation and confidence)</b>	<b>Body posture:</b> Not crossing arms/ hands in pockets/slouching. Positive, upright posture	<b>Talk with your hands:</b> Very little hand gesture to thumbs up, clapping, high five's, direction pointing	<b>Specify praise:</b> All pupils praised or most/some?  Any specific guidance	<b>Mixing group activities:</b> Very few/no groups are mixed Some groups All groups have a mixture of boys and girls.	<b>Do not stand still (positive movement):</b> Very little movement or standing still to Very good movement around hall: 35min+
<b>Eye Contact: Make eye contact to empowers the pupils work ethic</b> Very little eye to excellent eye contact throughout	<b>Facial Expression:</b> Very little to very positive <b>Facial Expression:</b> enjoyment, raising eyebrows, Smiling, impressed/proud face, laughing	<b>Voice Intonation &amp; volume:</b> Unable to hear/good volume or too loud, enthusiastic/ Aggressive tone/Calm tone. Humour in the session?	<b>Feedback:</b> Not providing or providing a lot of feedback on the pupils's performance... positive reinforcement only	<b>Queuing activities:</b> Pupils are waiting their turn for a long time (+1min) or are activities are keeping pupils moving frequently throughout the session.	
<b>Additional emotional support: non-verbal communication</b>					
<b>Response to School Pupils's Emotions &amp; Communication</b>					
How are the pupils responding to the session? Tedium, happy, loud, enthusiastic? Everyone seem to be enjoying the session?	Teacher providing pupils to voice their feelings	How Teacher reacted to what pupils said	Response by teacher to pupils's non-verbal communication	How many pupils had their responses acknowledged in manner that valued them?	How often did teacher refer back to individual contributions/success?
<b>Teachers Feelings and Emotions</b>					
Feelings the teacher expressed to pupils due to success skill/task.	Feelings to teacher expressed to pupils due to failure in skill/task	Feelings the teacher expressed to pupils due to misbehaviour	Any circumstances that made the teacher anxious or angry	Example of teacher apparently managing her own feelings (verbal or non-verbal)	Did the teacher show apparent prejudice toward a particular pupil(s)
<b>Performance from pupils</b>					
Positioning of teacher during skill activities. Being with the pupils at all times.	Specifying praise of skill acquisition (motivation)	Did the teacher also partake in the activities?	Movement of all pupils during activities	Game/competitive environment introduced	Progression of skill (engagement)  Re-Capping last weeks and this week's activities
<b>Overview of Teachers Performance</b>					
Provide feedback of how teacher controlled group and individuals, the enjoyment of the lesson, the positivity in the lesson, progression of pupils's skill set. IF YOU WANT BONUS POINT STAND STILL; POSITIVE REINFORCEMENT GOOD TIMELINE TO PROMOTE URGENCY WELL PLAYED YELLOWS!!!! ADDING CORSS CURRICULAR WITH POINTS ACCUMILATION. EXCELLENT. PROVIDING EVERY TEAM TO PLAY. HIGHLIGHTED TO TEAM 1 BLUE THAT THEY WILL BE NEXT, SHOWING THAT THEY ASRE NOT FORGOTTEN. TEACHER WAS VERBALLY PROVIDING COMMENTRY AND TELLING THEM TO SHOOT THREE POINTERS OR PASS TO FELLOW TEAM MATES.					

SOMEONE MISSED BUT SHOWED PRAISE AND TELLING THEM UNLUCKY. GOOD ENTHUSIASM IN THE TONE OF THE VOICE. IN ADDITION, VOLUME OF TEACHER WAS STRONG BUT NOT TOO LOUD. EXCELLENT. SUGGEST MORE HAND GESTURES TO EXPRESS PRAISE AND MOTIVATION. 'FIND A SPACE DILLION!' SUPPORTING THE POSITION OF A PUPIL PLAYING THE GAME WHO HAS LESS ABILITY THAN THE OTHER PUPILS. HELPING THEM WITH THEIR SELF ESTEEM. REALLY VOCAL AND EXCITEMENT WITH FACIAL EXPRESSION WITH PEOPLE NEARLY/ACTUALLY SCORING A POINT. HOW CAN THE PUPILS WATCHING AND WAITING THEIR TURN KEEP ACTIVE DURING THE PE LESSON?

AGAIN, GOOD TIMEBOUND TO PROVIDE URGENCY FOR THE PLAYING TEAM. SUGGEST TELLING THE NON-PLAYING TEAMS TO BE PREPARED FOR THE NEXT GAME. BRILLIANT PRAISE AND POSITIVE INCENTIVE ON A PUPIL WHO SHOOK A HAND TO EVERY OPPONENT. WONDERFUL IDEA TO SHOW RESPECT IN SPORT. HOW COULD YOU GET MORE ACTIVITY FOR THE PLAYERS TO PARTAKE IN MORE GAMES? SHORTER TIME PER MATCH? PLAYING KINGS (WINNER STAYS ON AFTER TWO POINTS)? HOW CAN THEY ENTERTAIN THEMSELVES DURING THE LESSON WHEN THEY ARE NOT PLAYING. RUNNING RACE AROUND THE MUGA PERHAPS. HOW MANY LAPS EACH PERSON GETS = POINTS.

Observation One (post-trained)					
Teacher: Nina		Name of School: Meadow View		Year Group: Year3	
Key Stage: KS2 (prepared for KS1)		Date: 14/10/2021		No of Pupils: 27	
Topic of PE Lesson: Catching and throwing					
<b>Early Year Foundation Stage</b>		<b>Key Stage One</b>		<b>Key Stage Two</b>	
<u>Empathy, Sensitivity &amp; Appreciation</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Self-Control and Discipline</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Self-Appreciation, Acceptance &amp; Confidence</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	
<u>Developing Relationships</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Interpersonal Development</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Creativity, Agility, Flexibility and Adaptability</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	
<u>Service, Compassion and Benevolence</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Change Catalyst and Response</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Goal Directed Performance and Targeted Action</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	
<u>Holistic Communication</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Conflict and Negotiation management</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Teamwork and Collaboration</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	
<b>Top 11 EI Coaching Tip: Quick Check</b>					
<b>Correct Attire (showing presence, preparation and confidence)</b>	<b>Body posture:</b> Not crossing arms/ hands in pockets/slouching. Positive, upright posture	<b>Talk with your hands:</b> Very little hand gesture to thumbs up, clapping, high five's, direction pointing	<b>Specify praise:</b> All pupils praised or most/some?  Any specific guidance	<b>Mixing group activities:</b> Very few/no groups are mixed Some groups All groups have a mixture of boys and girls.	<b>Do not stand still (positive movement):</b> Very little movement or standing still to Very good movement around hall: 35min+
<b>Eye Contact: Make eye contact to empowers the pupils work ethic</b> Very little eye to excellent eye contact throughout	<b>Facial Expression:</b> Very little to very positive Facial Expression: enjoyment, raising eyebrows, Smiling, impressed/proud face, laughing	<b>Voice Intonation &amp; volume:</b> Unable to hear/good volume or too loud, enthusiastic/ Aggressive tone/Calm tone. Humour in the session?	<b>Feedback:</b> Not providing or providing a lot of feedback on the pupils's performance... positive reinforcement only	<b>Queuing activities:</b> Pupils are waiting their turn for a long time (+1min) or are activities are keeping pupils moving frequently throughout the session.	
<b>Additional emotional support: non-verbal communication</b>					
<b>Response to School Pupils's Emotions &amp; Communication</b>					

How are the pupils responding to the session? Tedium, happy, loud, enthusiastic? Everyone seem to be enjoying the session?	Teacher providing pupils to voice their feelings	How Teacher reacted to what pupils said	Response by teacher to pupils's non-verbal communication	How many pupils had their responses acknowledged in manner that valued them?	How often did teacher refer back to individual contributions/success?
<b>Teachers Feelings and Emotions</b>					
Feelings the teacher expressed to pupils due to success skill/task.	Feelings to teacher expressed to pupils due to failure in skill/task	Feelings the teacher expressed to pupils due to misbehaviour	Any circumstances that made the teacher anxious or angry	Example of teacher apparently managing her own feelings (verbal or non-verbal)	Did the teacher show apparent prejudice toward a particular pupil(s)
<b>Performance from pupils</b>					
Positioning of teacher during skill activities. Being with the pupils at all times.	Specifying praise of skill acquisition (motivation)	Did the teacher also partake in the activities?	Movement of all pupils during activities	Game/competitive environment introduced	Progression of skill (engagement)
<b>Re-Capping last weeks and this week's activities</b>					
<b>Overview of Teachers Performance</b>					
Provide feedback of how teacher controlled group and individuals, the enjoyment of the lesson, the positivity in the lesson, progression of pupils's skill set.					
Lanyard off and provided a detailed aims and objectives of the session so there was little time wasted on breaking down the PE lesson of describing on each section of the lesson plan.					
Good praise of as many pupils as possible during the warmup so you are showing everyone that you are keeping an eye on them. Really enjoyed running around; suggest carrying on until they get fed up with the pulse raiser. You then noticed that they wanted to carry on, so you played a game of Simon Say's. Excellent!!! There was a lot of laughter and good physical activity. You attempted to show positive facial expressions throughout. This made the pupils happy and talkative. They were talking about the PE lesson as they were enjoying the first part of the session so much. Excellent. You said you may play Simon say's at the end. Just carry on playing it if they are enjoying the physical activity.					
Made a game element for the first activity. Catching the bean bag with both hands 10 times, then one hand 10 times. This provides a purpose of the skill activity. Liked how you let the pupils carry on with the activity while you were passing the beanbags to other pupils. You kept on smiling throughout, walking around the sports hall and praising as many pupils as possible.					
The clapping exercise you were still showing positive facial expression, though try and increase your hand gestures. To control your anxiety, you were squeezing the beanbag in your hand, reducing the opportunity to show thumbs up, clapping hands, and high fives. Paired activity: try and split the pairs into boy and girl (reduce same sex pairing due to behavioural issues as mentioned in the TEIPPE programme). When you want to get in to pairs provide a countdown of five seconds to increase the urgency, then show where one pupil needs to go by physically going on the white line. I would add a competitive element to this as two minute into the activity the bean bags were being thrown too hard and to high.					
Teams of four; provided them with independent teamwork. I would suggest selecting the teams for them due to their maturity levels of term one, year three. Well done reducing the groups to four for the hungry hippos game. Logistics took a bit of time to sort out. To get them back in their lines provide a five seconds countdown to promote some urgency. Great idea for the game when it eventually started and the pupils loved it!! "That was fun!!!" I heard from one pupil when collecting the bean bag for the second round. Good reaction form the teacher providing a clap of approvement. First time seeing positive hand gestures. There is a lot of friction and tale telling from the group, which is inevitable for this age group. I would reiterate the rules and clarify that the final decision comes from yourself. Simplify the circumstances of praise and negative reinforcement if anyone else complains of other pupils cheating.					
One group were told to sat down due to their behaviour. The boy in the glasses was not a very nice pupil at all. Instead of standing them aside, split the group up and put an individual in a new team. You did this for the last round; excellent!!!! It means everyone got involved. Volume was very good and positive tone. More authority and clarification of the final rule is made by yourself. A liked that you did an extra game activity rather than a cooldown. It is all about enjoyment and the intensity of the lesson did not require a pulse lowing exercise.					

<b>Observation One (post-trained)</b>		
Teacher: Pepe	Name of School: MEADOWVIEW	Year Group:
Key Stage: EYFS	Date: 11/10/2021	No of Pupils
Topic of PE Lesson:		
<b>Early Year Foundation Stage</b>	<b>Key Stage One</b>	<b>Key Stage Two</b>
<u>Empathy, Sensitivity &amp; Appreciation</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	<u>Self-Control and Discipline</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	<u>Self-Appreciation, Acceptance &amp; Confidence</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?
<u>Developing Relationships</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	<u>Interpersonal Development</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	<u>Creativity, Agility, Flexibility and Adaptability</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?
<u>Service, Compassion and Benevolence</u> How many occasions did the teacher have to use these facets of emotions?	<u>Change Catalyst and Response</u> How many occasions did the teacher have to use these facets of emotions?	<u>Goal Directed Performance and Targeted Action</u> How many occasions did the teacher have to use these facets of emotions?

Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?
<u>Holistic Communication</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	<u>Conflict and Negotiation management</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	<u>Teamwork and Collaboration</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?
<b>Top 11 EI Coaching Tip: Quick Check</b>		
<b>Correct Attire (showing presence, preparation and confidence)</b>	<b>Body posture:</b> Not crossing arms/ hands in pockets/slouching. Positive, upright posture	<b>Talk with your hands:</b> Very little hand gesture to thumbs up, clapping, high five's, direction pointing
<b>Eye Contact: Make eye contact to empowers the pupils work ethic</b> Very little eye to excellent eye contact throughout	<b>Facial Expression:</b> Very little to very positive Facial Expression: enjoyment, raising eyebrows, Smiling, impressed/proud face, laughing	<b>Voice Intonation &amp; volume:</b> Unable to hear/good volume or too loud, enthusiastic/ Aggressive tone/Calm tone. Humour in the session?
<b>Specify praise:</b> All pupils praised or most/some?  Any specific guidance	<b>Mixing group activities:</b> Very few/no groups are mixed Some groups All groups have a mixture of boys and girls.	<b>Do not stand still (positive movement):</b> Very little movement or standing still to Very good movement around hall: 35min+
<b>Feedback:</b> Not providing or providing a lot of feedback on the pupils's performance... positive reinforcement only	<b>Queuing activities:</b> Pupils are waiting their turn for a long time (+1min) or are activities are keeping pupils moving frequently throughout the session.	
<b>Additional emotional support: non-verbal communication</b>		
<b>Response to School Pupils's Emotions &amp; Communication</b>		
How are the pupils responding to the session? Tedium, happy, loud, enthusiastic? Everyone seem to be enjoying the session?	Teacher providing pupils to voice their feelings	How Teacher reacted to what pupils said
Response by teacher to pupils's non-verbal communication	How many pupils had their responses acknowledged in manner that valued them?	How often did teacher refer back to individual contributions/success?
<b>Teachers Feelings and Emotions</b>		
Feelings the teacher expressed to pupils due to success skill/task.	Feelings the teacher expressed to pupils due to failure in skill/task	Feelings the teacher expressed to pupils due to misbehaviour
Any circumstances that made the teacher anxious or angry	Example of teacher apparently managing her own feelings (verbal or non-verbal)	Did the teacher show apparent prejudice toward a particular pupil(s)
<b>Performance from pupils</b>		
Positioning of teacher during skill activities. Being with the pupils at all times.	Specifying praise of skill acquisition (motivation)	Did the teacher also partake in the activities?
Movement of all pupils during activities	Game/competitive environment introduced	Progression of skill (engagement)
Re-Capping last weeks and this week's activities		
<b>Overview of Teachers Performance</b>		
<p>Provide feedback of how teacher controlled group and individuals, the enjoyment of the lesson, the positivity in the lesson, the progression of pupils's skill set. Brilliant use of hand gestures, really good verbal expression. All the pupils getting involved and had a lot of vocal interaction. Started the introduction before any warm up began so the energy can be continuous.</p> <p>Hand expressions are brilliant. Verbal tone is exaggerated and really positive.</p> <p>Specific praise was introduced (That was brilliant balancing on one foot Lara. Well done, good balancing.</p> <p>Constantly re-capping skills such as superman balance and hulk smash. Loved this.</p> <p>Got the pupils to get involved by selecting warm up ideas, such as running, jumping and slow walking.</p> <p>Always trying to smiling, great praising and attempting top praise to all the pupils.</p> <p>Hands cupped over mouth to show surprise shocked face. Hand and facial expression have improved dramatically.</p> <p>The class is loud (but controlled) and the pupils are having fun and getting tired (so was the teacher!).</p> <p>By the skipping and firefighter session, tedium was seeping in slightly but was still enjoyable. Brilliant that you noticed this and you moved on to the game activity.</p> <p>Getting TA's to set up the kit while you were talking tot the pupils to talk about the plan of the game activity.</p> <p>Brilliant cross curricular of knowing the emergency services.</p> <p>Touch your nose if you are a firefighter. Keeping them doing dynamic stretches. This was innovative and creative . Where did you find this information? Brilliant idea!!!!!!</p> <p>Brilliant energy and enthusiasm when telling the rules. Suggest streamline the explaining of the rules (3 minutes) but this is being picky on such a fabulous lesson.</p> <p>Lovely seeing you picking up a boy who has dependent needs from yourself and TA. Trying to get all teachers involved was fabulous.</p> <p>Hoody; sugesst zipping up your hoody as you were flipping it over your shoulder several times.</p> <p>The pupils were all smiling. The came in comparison to the other week was a lot more intense, less standing around. Pupils were that tired they were even sitting down when they had the chance.</p> <p>Brilliant use of eyebrow expression whilst asking the question.</p> <p>Holding hands was substituted to linking arms. Great contingency!!!</p> <p>Game two: Hoop activity; six hoops; four-five pupils per group. Everyone was going to get more goes!!! Wonderful! Good pointing to reinstate where the pupils need to run to.</p> <p>Good moving around the sports hall for game two (fire fighter throwing game).</p>		

Well done tying up a pupils' shoelace (H&S).  
 Everyone in round one had a least two goes. Brilliant!!  
 Volume of voice intonation was perfect. All other disruptions were distinguished (doors closed).

Again, specific praise (well done for stepping by the cone).  
 Near the end of the session, the specific praise was diminishing(though generic praise was perfect throughout) but by then you seemed tired as the session was extremely energetic.  
 All the pupils were smiling and talking and having fun. Providing motivation for their teammates.  
 Hand raised for compulsory silence. Form classroom to sports hall teaching.  
 Good listening Carly, finding a space; Again, back to specific praise. Excellent.  
 Cooldown; Stretches and breathing making a 'rainbow' with raising of both arms when breathing in and rainbow's out. Touching the sky as high as possible and touching the toes. Good demonstration. Went in to two angles for touching toes demonstration, especially on trying to getting them not bending the knees. This was wonderful.  
 Good balancing Carly! Where did you get these ideas from?  
 Feedback provided; asking the pupils what was the favourite part of the lesson? All whispering. Great involvement and made the pupils reflect.  
 Adding humour by asking if pupils have 'orange eyes' when selecting a group of pupils to cue to the door after the session.

#### Observation One (post-trained)

Teacher: Tina	Name of School: Hollyfield School	Year Group: year 5
Key Stage: KS2	Date: 20/10/2021	No of Pupils:
Topic of PE Lesson: Throwing and catching (netball)		

Early Year Foundation Stage	Key Stage One	Key Stage Two
<u>Empathy, Sensitivity &amp; Appreciation</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	<u>Self-Control and Discipline</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	<u>Self-Appreciation, Acceptance &amp; Confidence</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?
<u>Developing Relationships</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	<u>Interpersonal Development</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	<u>Creativity, Agility, Flexibility and Adaptability</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?
<u>Service, Compassion and Benevolence</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	<u>Change Catalyst and Response</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	<u>Goal Directed Performance and Targeted Action</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?
<u>Holistic Communication</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	<u>Conflict and Negotiation management</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	<u>Teamwork and Collaboration</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?

#### Top 11 EI Coaching Tip: Quick Check

<b>Correct Attire (showing presence, preparation and confidence)</b>	<b>Body posture:</b> Not crossing arms/ hands in pockets/slouching. Positive, upright posture	<b>Talk with your hands:</b> Very little hand gesture to thumbs up, clapping, high five's, direction pointing	<b>Specify praise:</b> All pupils praised or most/some?  Any specific guidance	<b>Mixing group activities:</b> Very few/no groups are mixed Some groups All groups have a mixture of boys and girls.	<b>Do not stand still (positive movement):</b> Very little movement or standing still to Very good movement around hall: 35min+
<b>Eye Contact: Make eye contact to empowers the pupils work ethic</b> Very little eye to excellent eye contact throughout	<b>Facial Expression:</b> Very little to very positive Facial Expression: enjoyment, raising eyebrows, Smiling, impressed/proud face, laughing	<b>Voice Intonation &amp; volume:</b> Unable to hear/good volume or too loud, enthusiastic/ Aggressive tone/Calm tone. Humour in the session?	<b>Feedback:</b> Not providing or providing a lot of feedback on the pupils's performance... positive reinforcement only	<b>Queuing activities:</b> Pupils are waiting their turn for a long time (+ 1min) or are activities are keeping pupils moving frequently throughout the session.	
<b>Additional emotional support: non-verbal communication</b>					
<b>Response to School Pupils's Emotions &amp; Communication</b>					

How are the pupils responding to the session? Tedium, happy, loud, enthusiastic? Everyone seem to be enjoying the session?	Teacher providing pupils to voice their feelings	How Teacher reacted to what pupils said	Response by teacher to pupils's non-verbal communication	How many pupils had their responses acknowledged in manner that valued them?	How often did teacher refer back to individual contributions/success?
<b>Teachers Feelings and Emotions</b>					
Feelings the teacher expressed to pupils due to success skill/task.	Feelings to teacher expressed to pupils due to failure in skill/task	Feelings the teacher expressed to pupils due to misbehaviour	Any circumstances that made the teacher anxious or angry	Example of teacher apparently managing her own feelings (verbal or non-verbal)	Did the teacher show apparent prejudice toward a particular pupil(s)
<b>Performance from pupils</b>					
Positioning of teacher during skill activities. Being with the pupils at all times.	Specifying praise of skill acquisition (motivation)	Did the teacher also partake in the activities?	Movement of all pupils during activities	Game/competitive environment introduced	Progression of skill (engagement)
<b>Re-Capping last weeks and this week's activities</b>					
<b>Overview of Teachers Performance</b>					
<p>Provide feedback of how teacher controlled group and individuals, the enjoyment of the lesson, the positivity in the lesson, progression of pupils's skill set.</p> <p>Played stuck in the mud but this lesson was outside. There was a lot more space and so the pupils were enjoying the session straight away. Definitely require a warm up as it was slightly cold. To speed up the activity, two pupils who were not partaking in the lesson, set up the cones. Excellent!!</p> <p>There was a nice duration for the pulse raiser and stopped this when the pupils were getting slightly raucous. Telling the pupils to move round so keeping an eye on all the pupils/ Due tot it being a windy day, the communication of pausing the pupils was to use a tambourine. Excellent hand gestures with one hand and strong volume in the tone of the voice (yet gentle intonation) as it was a blustery day. Had a lesson plan in hand so some positive hand gestures were restricted; such as clapping, two thumbs up.</p> <p>Very nice to see some dynamic stretches straight after the pulse raiser. Really nice to see all the pupils participating as there was a lot of praise from yourself and asked pupils to demonstrate a straight ( getting them being associated with the PE lesson). Could be picky that one pupil selected a static stretch. Attempt to do a countdown of ten dynamic stretches to provide a guideline and urgency.</p> <p>Really nice how you negotiated with the pupils on who they could work with to help them improve their passing/catching techniques. The transition between warm up and the first skill activity, was swift. Excellent! With the very few who are not getting a ball from the bag, provide a five second countdown. During the warm up chest passing, this was nice outside as there was a huge amount of space. Really nice support going around the playground supporting all the pupils; providing advice on how to deliver a chest pass.</p> <p>You were providing a lot of hand gestures, though could you place your tambourine down? As sometimes when you were provide positive praise by thumbs up, it was jingling and a few pairs stopped to look round. Some all boy groups/pairs (mentioned on TEIPPE) who were slightly misbehaving when your back was turned. Brought all the group in along the wall as it was too blistery and difficult to talk to all the pupils across the playground. Good contingency management. Hands were in pockets at times (due to it being cold) but were providing some good hand gestures (the tambourine has been put away...hooray!!). Good demonstration for bounce pass; real good attempt of constantly smiling and showing positive facial expression. IN addition, very positive tone in voice throughout the whole session. Really difficult on a cold and windy day.</p> <p>Good evaluating and feedback with the bounce pass but may need to bring the pupils closer due to the wind. Provided a good timebound of five minutes for them to carry on practicing their bounce pass. Could you have included a task/objective, such as passing twenty consecutive passes? This will provide urgency and concentration on the passing activity. Again, a couple of all boy pairing's (far side) were kicking the ball and flipping the ball from their neck. This was quickly stopped when you went over to administer their throwing techniques.</p> <p>You seemed slightly tired at the half way stage, with your talking and positive facial expression regressing. Got the pupils to negotiated and work in teams of four. Again, from TEIPPE programme, mix the groups with boys and girls. Again, in crease the tempo by including a task or objective for the group of four activity. Sat down with a pupil who was upset. Got the pupil to partake by helping out the teacher by observing the performance of the groups. During the group activity your facial expression looked concerned. Work with someone you have yet practised the skill. Good to provide an urgency five second countdown.</p> <p>How can the pupils provide more aerobic movements whilst practising their skill acquisition? Could they be running to the person they thrown it to, then that person runs to the space where they thrown the ball. Increase intensity and physical exertion. This happened with piggy-in-the-middle (PITM). Excellent!!!!!!</p> <p>Brilliant specific praise on the defence that a pupil shown during PITM. There was a plethora of praise to almost all the pupils ion the class. Absolutely amazing to do during such a busy lesson. Showed some good demonstrations. Really nice Q&amp;A session during demonstration and provided another challenge. The intensity grew and the enjoyment was shown on the pupils faces. Hands clenched due to the cold, then positive hand gestures shown and helped out with the demonstration. Great to show pupils that the teachers are participating. Excellent! Suggest some gloves during autumnal/winter outdoor PE lessons.</p> <p>Really enjoyed the pass and move paired activity. Pupils really enjoyed this! Wearing the correct attire. Enjoyed how the pairs were changed. How could there be more collaboration to be managed by the pupils? YES!!! Made them select a pair to show a demonstration. Lovely to show this style of independence to this age group. Silently taking the ball from a pupil who was not listening. Excellent! Lovely laughing and praising of the demonstration and asking pupils on their thoughts.</p> <p>No cooldown but wasn't necessary due to being skill acquisition. No big game for this session. Could there be a netball activity match to finish off?</p> <p>Your self appreciation was very strong. You seemed confident in this sporting area.</p>					

<b>Observation One (post-trained)</b>		
Teacher: Rose	Name of School: MEADOW VIEW	Year Group: RECEPTION
Key Stage: EYFS	Date: 13/10/2021	No of Pupils: 26
Topic of PE Lesson:		
Early Year Foundation Stage	Key Stage One	Key Stage Two



<u>Empathy, Sensitivity &amp; Appreciation</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Self-Control and Discipline</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Self-Appreciation, Acceptance &amp; Confidence</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	
<u>Developing Relationships</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Interpersonal Development</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Creativity, Agility, Flexibility and Adaptability</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	
<u>Service, Compassion and Benevolence</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Change Catalyst and Response</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Goal Directed Performance and Targeted Action</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	
<u>Holistic Communication</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Conflict and Negotiation management</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?		<u>Teamwork and Collaboration</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	
<b>Top 11 EI Coaching Tip: Quick Check</b>					
<b>Correct Attire (showing presence, preparation and confidence)</b>	<b>Body posture:</b> Not crossing arms/ hands in pockets/slouching. Positive, upright posture	<b>Talk with your hands:</b> Very little hand gesture to thumbs up, clapping, high five's, direction pointing	<b>Specify praise:</b> All pupils praised or most/some?  Any specific guidance	<b>Mixing group activities:</b> Very few/no groups are mixed Some groups All groups have a mixture of boys and girls.	<b>Do not stand still (positive movement):</b> Very little movement or standing still to Very good movement around hall: 35min+
<b>Eye Contact: Make eye contact to empowers the pupils work ethic</b> Very little eye to excellent eye contact throughout	<b>Facial Expression:</b> Very little to very positive <b>Facial Expression:</b> enjoyment, raising eyebrows, Smiling, impressed/proud face, laughing	<b>Voice Intonation &amp; volume:</b> Unable to hear/good volume or too loud, enthusiastic/ Aggressive tone/Calm tone. Humour in the session?	<b>Feedback:</b> Not providing or providing a lot of feedback on the pupils's performance... positive reinforcement only	<b>Queuing activities:</b> Pupils are waiting their turn for a long time (+1min) or are activities are keeping pupils moving frequently throughout the session.	
<b>Additional emotional support: non-verbal communication</b>					
<b>Response to School Pupils's Emotions &amp; Communication</b>					
How are the pupils responding to the session? Tedium, happy, loud, enthusiastic? Everyone seem to be enjoying the session?	Teacher providing pupils to voice their feelings	How Teacher reacted to what pupils said	Response by teacher to pupils's non-verbal communication	How many pupils had their responses acknowledged in manner that valued them?	How often did teacher refer back to individual contributions/success?
<b>Teachers Feelings and Emotions</b>					
Feelings the teacher expressed to pupils due to success skill/task.	Feelings to teacher expressed to pupils due to failure in skill/task	Feelings the teacher expressed to pupils due to misbehaviour	Any circumstances that made the teacher anxious or angry	Example of teacher apparently managing her own feelings (verbal or non-verbal)	Did the teacher show apparent prejudice toward a particular pupil(s)
<b>Performance from pupils</b>					
Positioning of teacher during skill activities. Being with the pupils at all times.	Specifying praise of skill acquisition (motivation)	Did the teacher also partake in the activities?	Movement of all pupils during activities	Game/competitive environment introduced	Progression of skill (engagement)
Re-Capping last weeks and this week's activities					
<b>Overview of Teachers Performance</b>					
Provide feedback of how teacher controlled group and individuals, the enjoyment of the lesson, the positivity in the lesson, progression of pupils's skill set.					
Lovely tone in the voice of the TA's at the start of the session. Good thumbs up and great facial expressions to get the attention of the pupils to provide the aims of the session. Going on to a hunt for little creatures (great way of bringing in the warm up). Letting the pupils talk to each other on what they will find in the park. Great aims and purpose is being portrayed in the session. Walking around each group of pupils to discuss what they are going to find. Brilliant interaction!					
Brilliant hand gestures to include humour, wiggly worms and spiders. The aims and objectives of the session lasted 5 minutes. Quite nice timing as long no other Q&A carries on in the session.					

During the warm up you provided great demonstration and wonderful cross curricular activity with numerous skills. The pupils were impersonating little insects with the teacher partaking throughout, so was the TA's. Excellent! The pupils were enjoying the session, and this was noticed. So, you carried on with the warm up. Fantastic

Pupil hurt his nose, you were caring and let the TA's look after the pupil. You were unfazed and carried on with the warm up. Brilliant stretching and showing positive exaggeration in your tone of voice.

Just remind to ask to raise their hand before asking a question.

Volume of TA was raising due to being agitated with the pupil who required support. She was doing such an amazing job.

During demonstration you physically moved the pupils's hands in the correct position. Good proud of having a round of applause. You got the TA's to set up the session to save time. FAB!!!

Lovely to set control with the pupils by putting the beanbags held high in the air with the cone on the floor. You set off the activity and started to play some music. Great motivation. You helped regress the skill for a pupil to just passing the bean bag from one hand to another. This is wonderful as his facial expression shown a smile of achievement. When the music stopped, the pupils stopped and looked at you. Wonderful.

Great demonstrations on the second demonstration. Showed different angles and introduced harder task for the more advanced pupils. Got pupils to then demonstrate Wonderful!

Good skill activity but I would provide a counting activity; can they do ten behind their back and then ten under their legs. Provide them with a game/objective element to the exercise.

Specific praise by explaining how they had excellent hand-eye coordination when they achieved the catch. They were carrying on with the exercise after you went. This was wonderful coaching. Great positive facial expressions and hand gestures.

Suggest providing a half way call and a countdown to provide them with some urgency on the activity. Again, with the throwing the beanbag in the cone, add a task (can the throw five time in a row for example). Again, this will improve purpose to the activity and reduce tedium in the more abled and competitive pupils. The music once again, was a nice touch and provided a warm atmosphere in the sports hall.

Your support throughout the activities was fantastic. Went round as many pupils as possible.

Suggestion: When supporting a pupil with their throwing, wait until they complete the task. If they throw the beanbag in the cone and was not successful, try and wait until they are successful. Don't move on to the other pupil.

The activity was slightly stop-start as there were a lot of skill elements introduced. How could you make the PE lesson more physically active and competitive (or game orientated)? By activity five the pupils were making their own games with the beanbag.

Telling the truth is a nice concept to add in the game activity. Well done bring a game/task into the session. Suggest bringing this activity earlier in the lesson so they have a longer period for this activity. The pupils were really enjoying this section of the lesson.

Attempted to praise all the pupils in the cohort. Well done.

Even though it was an individual activity, the boys were sticking together and started to throw the bean bags at each other. This was noticed later and you asked the TA to break them up.

Did attempt a re-cap but the pupils were talking a lot. They were still enjoying the concept of the throwing exercise game. Well done getting the pupils to discuss the activities and how to catch the beanbags. You then finished with a nice reflection with the pupils's points on what they would like next week. You used your 'big voice' which was great as they were suddenly very quiet. Coercive discipline should be used sparingly which was fabulous!!

No cool down required due to the low intensity of the PE lesson. Well done.

#### Observation One (post-trained)

Teacher: Sara	Name of School: MEADOW VIEW	Year Group: YEAR 5
Key Stage: KS2	Date: 13/10/2021	No of Pupils: 24
Topic of PE Lesson:		
Early Year Foundation Stage	Key Stage One	Key Stage Two
<u>Empathy, Sensitivity &amp; Appreciation</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	<u>Self-Control and Discipline</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	<u>Self-Appreciation, Acceptance &amp; Confidence</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?
<u>Developing Relationships</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	<u>Interpersonal Development</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	<u>Creativity, Agility, Flexibility and Adaptability</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?
<u>Service, Compassion and Benevolence</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	<u>Change Catalyst and Response</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	<u>Goal Directed Performance and Targeted Action</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?
<u>Holistic Communication</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	<u>Conflict and Negotiation management</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?	<u>Teamwork and Collaboration</u> How many occasions did the teacher have to use these facets of emotions? Did the teacher display these emotions effectively? What did they do effectively to utilise this emotion? What did they not do (if applicable)?



Top 11 EI Coaching Tip: Quick Check						
<b>Correct Attire (showing presence, preparation and confidence)</b>	<b>Body posture:</b> Not crossing arms/ hands in pockets/slouching. Positive, upright posture	<b>Talk with your hands:</b> Very little hand gesture to thumbs up, clapping, high five's, direction pointing	<b>Specify praise:</b> All pupils praised or most/some?  Any specific guidance	<b>Mixing group activities:</b> Very few/no groups are mixed Some groups All groups have a mixture of boys and girls.	<b>Do not stand still (positive movement):</b> Very little movement or standing still to Very good movement around hall: 35min+	
<b>Eye Contact: Make eye contact to empowers the pupils work ethic</b> Very little eye to excellent eye contact throughout	<b>Facial Expression:</b> Very little to very positive Facial Expression: enjoyment, raising eyebrows, Smiling, impressed/proud face, laughing	<b>Voice Intonation &amp; volume:</b> Unable to hear/good volume or too loud, enthusiastic/ Aggressive tone/Calm tone. Humour in the session?	<b>Feedback:</b> Not providing or providing a lot of feedback on the pupils's performance... positive reinforcement only	<b>Queuing activities:</b> Pupils are waiting their turn for a long time (+1min) or are activities are keeping pupils moving frequently throughout the session.		
<b>Additional emotional support: non-verbal communication</b>						
<b>Response to School Pupils's Emotions &amp; Communication</b>						
How are the pupils responding to the session? Tedium, happy, loud, enthusiastic? Everyone seem to be enjoying the session?	Teacher providing pupils to voice their feelings	How Teacher reacted to what pupils said	Response by teacher to pupils's non-verbal communication	How many pupils had their responses acknowledged in manner that valued them?	How often did teacher refer back to individual contributions/success?	
<b>Teachers Feelings and Emotions</b>						
Feelings the teacher expressed to pupils due to success skill/task.	Feelings to teacher expressed to pupils due to failure in skill/task	Feelings the teacher expressed to pupils due to misbehaviour	Any circumstances that made the teacher anxious or angry	Example of teacher apparently managing her own feelings (verbal or non-verbal)	Did the teacher show apparent prejudice toward a particular pupil(s)	
<b>Performance from pupils</b>						
Positioning of teacher during skill activities. Being with the pupils at all times.	Specifying praise of skill acquisition (motivation)	Did the teacher also partake in the activities?	Movement of all pupils during activities	Game/competitive environment introduced	Progression of skill (engagement)	Re-Capping last weeks and this week's activities
<b>Overview of Teachers Performance</b>						
<p>Provide feedback of how teacher controlled group and individuals, the enjoyment of the lesson, the positivity in the lesson, progression of pupils's skill set. Hands behind back explaining session; very informative due to the importance of the topic area of H&amp;S.</p> <p>Doing plyometric warm up exercises. This was HiTT equivalent and raising the HR wonderfully. After jumping exercises, introduced traffic lights with a cheer from the pupils. The pupils were laughing and having fun. Some were sliding on the floor and you made a joke, which everyone laughed. Loved the frog jump (pink) and march (purple) addition. They loved the noise of the marching. Made everyone laughed. Loved it!!! Tried to make everyone march in sync. Everyone out of breath. Wonderful! Start jumps (blue) pupils were smiling and talking and happy. Hoodies were being taken off by the pupils.</p> <p>Kept on looking around the hall to see if everyone was performing and behaving. Teacher was asking the pupils who were out of breath.</p> <p>Reducing game and split in to two games playing at one. Excellent explanation. TEIPPE training.</p> <p>Good demonstration on how to hold and swinging the bat. Tried to show different angles. Let's see if you will do silent demonstration.....no but still good explanation of leg and bat positioning.</p> <p>Great humour on H&amp;S of holding and running with the belt. Made the pupils listen to the rules. Great volume and positive tone in your voice.</p> <p>Mixture of girls and boys.</p> <p>Suggestion on the running of the batter in quick cricket. Run around a cone on the right hand side of the batters location. Get back before the wicket is hit by bowler.</p> <p>A lot more movement by more pupils in this session. Good. Swapping teams and playing against each other.</p> <p>Well done getting everyone standing up and not relaxing. Brilliant!!</p> <p>Praising pupil for their good sporting support.</p> <p>Really good turn around of participation of batting and field.</p> <p>You were located in a good area and made an effort to get another angle of coaching and moved to the other side of the sports hall. Kept the pupils on their toes.</p> <p>Good coaching tips on throwing the ball, explaining about communication.</p> <p>Try and provide more positive hand gestures. I like how you include a lot of flexibility and adaptability, teamwork and collaboration management of throughout the session.</p> <p>The lesson was more enjoyable for the pupils and they applied some of the rules themselves. Excellent effort.</p> <p>Not a lot of positive facial expressions and looked nervous at times. This was purely the case of trying to observe two matches at the same time. Tricky task to do. Still arms behind your arms but there were some thumbs up to see if a pupil was okay after being struck in the face with the ball.</p> <p>Good cross curricular with numeracy skills of accumulation of runs scored. Give each other a clap for their achievements.</p> <p>How can the cricket lesson become more physical and energetic? Could you do a paired batting and running activity.</p> <p>Brilliant evaluation on positive and improvements of the lesson. Really nice to help explain what could be done in the next lesson. Fantastic for this KS and maturity levels.</p> <p>Tried to provide praise to each pupil. Noticed that you let all girls ask their point of view, no boys.</p> <p>Completed a nice cool down stretch. Some static which is good, reduce the dynamic stretches (movable). Well done including this.</p> <p>The pupils wanted to do sleeping lions and so the teacher let them do this as the final activity.</p> <p>Good hand gesture of 'sshhh'</p> <p>Lot's of adaptability management in this session which is brilliant.</p>						



## Appendix 7: Pre trained and post trained feedback reports – Study four

### Pre-trained feedback reports



#### Researching the effects of Emotional Intelligence on the delivery of Primary Physical Education

##### Pre-trained Physical Feedback

Name of Teacher: Amy

Year Group/Key Stage: YEAR 1 KS1

Date of observation: 28/09/2021

##### Key findings

Introducing 'Simon Says' as a warmup was very good and the pupils thoroughly enjoyed this. The traffic lights activity was wonderful, especially when all the pupils were laughing.

You were smiling and walking around the sports hall keeping an eye of the H&S of the pupils. Excellent!

Hand raise and praising the pupils who were silent so the teacher can explain the next session showed wonderful positive reinforcement.

Provided a bean bag or ball for pupils to catch due to lack of resources. Good contingency management.

Showing throws on what shouldn't be performed by pupils, which is again supporting pupils's welfare and improving the skill acquisition. The 'throw-clap' challenge and the skill was demonstrated; this was followed by

During skill activity. Teacher was moving around hall to help each pupil and providing general praise. Please watch training presentation video one on 'specific praise' and 'silent demonstration' to enhance this discipline of sport coaching.

Really clear and enthusiastic tone in your voice at times; especially during demonstrations. 11.03am, a thumbs up! More of this communication required as it provides strong emotional praise. Speaking to pupils at eye level. Supporting pupils on how to catch bean bag; providing advice and support. This was excellent.

Nice static stretches for hamstrings and deltoids, pectorals, trapezius, obliques. Suggest providing a five second countdown for each stretch and everyone to join in. Good knowledge on cool down stretches shown. Suggest a re-cap on what you done today whilst doing stretches. Well done on breathing exercises after activity.

##### Suggestions to include for 2<sup>nd</sup> PE observation

Please refrain from wearing your lanyard. Easy temptation to play with this as a control mechanism for your emotions, less opportunity to use your hand gestures for praise and raising enthusiasm.

Suggest spreading the pupils across the hall not across a line as it provides more freedom and a sense of independence (especially for year one pupils). This will help get the warm up started earlier.

Please increase your warm up activity, 'Simon Says' (2min 30 seconds). Please try not to follow the lesson plan when this could stop the enjoyment of the PE lesson. If the pupils are keeping active, raising their heart rate and are happy playing together, keep on going with the activity.

Suggest that when you go around the pairs reiterate the hand-eye co-ordination and re-demonstrate to specific pupils who were struggling. Try and simplify the activity by asking the pair to get close and using both hands.

The power of the wonderful teacher assistants: Suggest handing out the bean bags instead of getting the pupils to take one from the bucket, with the help of the TA's. Took time to get pupils to retrieve the bean bag/ball, which introduce some tedium while waiting to play activity.

Non verbal communication is a wonderful way to use your emotional intelligence. Suggest using more hand expressions such as thumbs up, appreciative clap, high fives, victorious hand fists. In addition, more positive, exaggerated facial expressions, especially positive reactions. Raise of eyebrows, gasped expressions, and larger smiles. Non verbal communication as powerful if not more than verbal comms.

Little trick of the trade...suggest telling the pupils to place bean bag on floor and take one step forward (so bean bag is then behind them). This leaves little/no temptation of playing with ball/bag whilst listening to your next activity.

To make the catching exercise more physically active, ask the pupils to hop or balance on one leg; alternatively they can sit on their bottoms for one throw, on their knees, then stand up; rotating back to sitting on the fall, crouch, stand up; then repeat. This will help to keep the BPM at active rate.

Cool down stretches: Another trick to make a circle, ask the pupils to hold hands (if COVID regulations refrain from this, than do not read on this sentence). They can then open out their arms and then drop their arms down the side.

If you wish to take just one piece of information from this feedback, please remember this. For paired activities please refrain from having all boys. Try and have mixed gendered groups. Boys become disruptive and show off, which causes misbehaviour.

##### What's next?

The researcher will send you a hyperlink on Tuesday 5<sup>th</sup> October to the TEIPPE YouTube channel. There will be two training programmes watch. The Introduction presentation and your key stage presentation.

If possible, please watch these videos at least 72 hours before your second observation.

If you have any queries, please email Craig Strong, [craig.strong@ntu.ac.uk](mailto:craig.strong@ntu.ac.uk).

# **Researching the effects of Emotional Intelligence on the delivery of Primary Physical Education**

## Pre-trained Physical Feedback

Name of Teacher: Ben

Year Group/Key Stage: RECEPTION

Date of observation: 28/10/2021

### Key findings:

You voice had very good volume and changed the pace and tone to express movement; quick and loud tone for fast movement; slow and (sometime gentle) when the tempo of the activity lowered.

Really smart warm up on re-enactment movements when waking up and jumping out of bed. Love this!!!!

Nonverbal communication: Great use of hand gesture for pupils to stop talking.

As this study is relating to emotional intelligence, one aspect is showing self appreciation and confidence. Really liked your subtle way of controlling your nerves and anxiety by picking at your nails. Another coping mechanism was looking away from pupils at times, this was happening less as the session went on. Well done.

Got TA's to place cones; good.

Really fun demonstration for main activity which made the pupils laugh. Adding in humour help to engage with the pupils. Excellent. There was some good enthusiasm in game activity.

Line of pupils for pancake game. 4 groups of 7/8. Suggest reducing this down to six group with 4 pupils so every pupil has more involvement.

Good use of re-enactment of shuffling so the pupils are obedient with the request from the teacher.

### Suggestions to include for 2<sup>nd</sup> PE observation:

Suggest background volume for TA's who were supporting you during the session. One had the same volume and at times louder, so the pupils were looking at her not yourself when explaining the activity.

To help build a relationship during the session, actually join in with warm up activity. Great to see the TA's participating. Taking part provides an emotional legacy and improves holistic communication. Though you did do this near the end with the galloping and this made the pupils very happy.

Facial expression: Constantly show smiles, exaggerated surprised enthusiasm, using raised eyebrows, open mouthed expression. Non-verbal communication is more powerful than verbal comms to enthuse pupils to work harder and increase their heart rate.

Skiping demonstration from Millie, which was fab and praised; suggest getting the class to give her a round of applause.

With emotional body posture, suggest refraining from folding your arms. With your hands free by your side, you will naturally provide positive non-verbal communication; thumbs up, hand claps, victorious clenched fists, high fives.

### What's next?

The researcher will send you a hyperlink on Tuesday 5<sup>th</sup> October to the TEIPPE YouTube channel. There will be two training programmes watch. The Introduction presentation and your key stage presentation.

If possible, please watch these videos at least 72 hours before your second observation.

If you have any queries, please email Craig Strong, [craig.strong@ntu.ac.uk](mailto:craig.strong@ntu.ac.uk).

Many thanks for your dedication to this worthy research.

## Researching the effects of Emotional Intelligence on the delivery of Primary Physical Education

### Pre-trained Physical Feedback

Name of Teacher: Cath

Year Group/Key Stage: Year 5/KS2

Date of observation: 29/10/2021

#### Key findings:

This was a wonderful PE lesson and really enjoyed seeing how your emotional intelligence enthused and motivated the group.

Verbal communication: Your volume was quiet at times and some of the opening rules and regulations were difficult to hear. tone and

Good praise on pupil who found a nice space on the floor.

Told a story about carrying on with physical activity (perseverance). Encouragement and cheering, 'you can do it', tried your hardest were some answers from the pupils and were praised and acknowledged.

Letting the pupils to lead the warmup session by telling the rest of the class what to do; while this is being done, locate yourself to another part of the sports hall and partake in the warm up again. Well done and thank you to the pupil. "Great job, well done sweetheart."

The warm up had a good timeline; could be slightly longer and let another pupil lead the warm up.

Like how each group was already organised prior to the session with pencils and board to write down activity. Suggest this to be completed first before warm up; HR rate is going down and muscles are relaxing.

Positive praise when pupil attempted the stork test; though better technique was shown by another boy. Really nice support for the pupil who attempted first and made that it was a chance for him to improve.

Provided pupils to demonstrate and take some control of the PE lesson. Excellent to do for this key stage.

Really nice to show empathy and benevolence in the lesson. Constantly mentioned in the lesson,

In the correct attire

Hand raised to get the pupils's attention; really worked well. Encourage and support was the value of the session.

Going around the sports hall to help each group.

Praising each pupil whilst completing the activity and also praising the pupils on the encouragement they were showing their team. This was excellent

Really enjoyed having the importance and the ethos of PE introduced to the pupils, especially with this age group of pupils. Brilliant to hear.

All in mixed groups. Excellent. No all boy/all girl cohorts. Excellent!

Groups of five meaning the pupils did not stand around too much between each activity. Everyone kept active either physically or cognitively.

Pupils were very confident in answering questions, showing confidence and relationship has been built with the teacher. Wonderful to see.

Facial expression; some good use of pride and enthusiasm in face; some smiles throughout the session, maybe more cheery expression to be shown at times (but I am being very picky).

Good H&S throughout the session. Keeping an eye on all fitness testing areas.

Placing arm around pupil who was praising pupils across the sports hall. Provided positive reinforcement.

Very good cross curricular activity with the fitness testing relating to mathematics.

Added humour on countdown to starting the next activity.

There was some participation from yourself in the agility session at 15.01, when you were running alongside the pupil. The pupil was then smiling with you and felt motivated. More of this collaboration with the pupils would be wonderful.

Really enjoyed the stamina activity after by running around the MUGA as many times in three minutes.

#### Suggestions to include for 2<sup>nd</sup> PE observation:

Verbal communication: Suggest just slightly raising the volume of your voice as it was quiet at times and some of the opening rules and regulations were difficult to hear. Though this made the pupils pay attention and listen.

Specify on praise; 'well done XXXX' to 'well done on lifting your knees so high'. This is mentioned in the introduction training session.

Why are they warming up? May want to explain the importance of this. Demonstrate yourself each exercise which will help getting involved with the pupils. They do become more enthused, even if it is just a few of the warmup activities. Suggest adding a fun activity in the warmup session.

## Researching the effects of Emotional Intelligence on the delivery of Primary Physical Education

### Pre-trained Physical Feedback

Name of Teacher: Dani

Year Group/Key Stage: YEAR 1

Date of observation: 28/10/2021

#### Key findings:

Firstly, your lesson was very good and a joy to observe. You were wearing the correct attire, whilst your warm up activity, 'Simon says', was very humorous and enjoyable for the pupils.

Nonverbal communication was a wonderful way to empower and emotionally manage pupils. Your hand signals were very strong; silent when pupils are talking and teacher was pointing to her ear; asking pupils to find a space in the hall while pointing to your eyes. Excellent use of hand gestures. Another example, 'twice now Reuban'; using two fingers to show the amount of times that he was asked to behave. Brilliant!

You constantly moved around the hall and provided a demonstration during the traffic light game.

You lip syncing answers and praising to pupil who forgot what amber was. Did not make the pupil feel silly and made them feel confident to answer another question later on in the lesson.

Yes!!! Removed lanyard during warmup. This is explained in the training programme.

Holding hand of pupil who was upset. Wonderful cohesion and building relationship and sensitivity with the pupils. Again, helped pupil up; two pupils now holding each hand. Very tactile and building a strong relationship. Brilliant!!!

Still got magnet eyes...looking at me! love this!

'what skills have you been learning?' finger on chin. Constantly using hand gestures to communicate and build an emotional expression to make the pupils to attempt to answer the questions.

Next task was catching. all sat down; had to wait for pupils to keep quiet. took three minutes to outline tasks, which is okay.

Another hand gesture example.....'what was I doing with my eyes?' pointing to her eye

Silent when people were talking. everyone who was talking then stopped. Facial expression was excellent; showing disappointment but not anger.

Throwing exercise: everyone had a bean bag, so everyone was able to take part. no one was waiting for a turn to partake. Excellent!

Brilliant positive reinforcement (or catalyst of change) when praising a pupil who was talking then stopped when he saw you looking at him silently.

Praising the pupil for realising their mistake was lovely to see.

specific praise.....very good on hand eye coordination. More on this during the training session.

Demonstration....really well done showing two examples of pupils throwing the beanbag. Will discuss 'silent demonstration' in the training presentation video to enhance coaching.

Helping pupil who needed help. went down to his eye level. Moved over to some space yet was able to look at everyone else, showing all pupils that you can still see everyone's performance.

Very patient was calm when telling boy to move away from beanbag as he was not listening. 'where should your beanbag be?' when another boy was playing with their handbag.

You attempted to work with every pupil. working in small groups of three then rotating around sports hall. talking to pupils again at equal eye level height. Brilliant!

Used thumbs up when pupil placed beanbag was placed on floor when asked. Another emotionally positive hand gesture.

Amazing positive facial expressions; no self appreciation/esteem issues of teacher. No coping mechanisms evident to control emotions.

Played with one pupil for a prolonged amount of time. Swapping partners may help so you can walk around to other groups. Pupil in question may have MLD issues, hence the duration of support.

Talked about feet placement whilst catching. really good skill acquisition and specific 'chaining' element.

Final demonstration was slightly longer but then again, this is required whilst delivering to KS1 as they need to get as much information as possible processed and reassured. Volume and tone of voice was calm and pleasant. the volume was okay but sometimes slightly quiet relating to the noise of the group and with the door opened to the playground.

Cool down: stretches and then 'relaxed kids' story. This was really enjoyable. More on this during the training programme.

#### Suggestions to include for 2<sup>nd</sup> PE observation:

I would suggest that the timebound for the warmup could have been longer. If the pupils are active, laughing and enjoying the session just keep it going and reduce the duration of another task.

Just an idea for next session. There were good skill acquisition activities but there was little physical activity. Suggest longer pulse raiser during warm up or include some heart rate energiser during the throwing activities, maybe including hopping or balancing on one leg one catching; it will also make it quite amusing for the pupils.

Near the end of the session, some groups were getting despondent during the final activity with beanbags flying everywhere. Boys together are little tinkers!!! Suggest just moving around the sports hall more, even right to the of the lesson (I'm being very picky as the lesson was fab and five/six year old boys in pairs/groups do get mischievous and are easily distracted).

#### What's next?

The researcher will send you a hyperlink on Tuesday 5<sup>th</sup> October to the TEIPPE YouTube channel. There will be two training programmes watch. The Introduction presentation and your key stage presentation.

If possible, please watch these videos at least 72 hours before your second observation.

If you have any queries, please email Craig Strong, [craig.strong@ntu.ac.uk](mailto:craig.strong@ntu.ac.uk).

Many thanks for your dedication to this worthy research.

# **Researching the effects of Emotional Intelligence on the delivery of Primary Physical Education**

## Pre-trained Physical Feedback

Name of Teacher: Emie

Year Group/Key Stage: year 2 (KS1)

Date of observation: 27/10/2021

### **Key findings:**

A wonderful introduction and excellent recapping from last week followed with an introduction to lesson. Fab!

Very strong hand gestures when speaking of the importance of H&S. Again, body positioning for crossing arms to shoulders and crossing legs is a signal for the pupils to sit down and be quiet (awaiting for attention). Non-verbal communication is as important as verbal comms.

Asking pupils questions who are losing interest/attention. Very observant teaching. Excellent use of ICT to introduced the session using big screen.

Pace of conversation. Stopping when one or two pupils are talking (for 2 seconds), made the pupils quiet. Excellent

Six apparatus: 5/6 per apparatus. Only suggest maximum of four (though the pupils were in pairs) so there was a good turnaround. 40 second turnaround.)

Making pupil help to demonstrate teamwork. Taking responsibility and building strong relationship with pupil.

Making pupil laugh and letting pupils demonstrate 1-5 point balance. Help to make all pupils listen. Humour was introduced which raised motivation and enthusiasm in the group; excellent!!

Groups all mixed gendered (excellent). Discussed in opening training programme.

Raises hand to stop pupils talking; all followed: Again, wonderful non-verbal communication.

Letting pupil help teacher when demonstrating on each apparatus; brilliant interpersonal development skills introduced.

Majority of the pupils praised. Always walking around the sports hall supporting each group of pupils. Supporting pupils well.

In correct attire.

'Well done Oscar!' Why? Specify praise. Will discuss this in training programme presentation.

Talking to pupil when they misbehaved. Quietly called him over and whispered to him on what he should be doing and explained on his mis-behaviour. Not reducing his self-esteem by shouting at the pupil in front of the class. Brilliant self-control and discipline (even though I hate using the word, 'discipline').

COVID-19 awareness halfway through session. Excellent to see but very difficult to manage for this specific session and age group.

No shouting when pupils were not listening; just said, 'I can wait all day year two.' Again, change catalyst of response.

Focus point for balancing was re-introduced and reiterated halfway through the session.

Contradicts the suggestion below, but this is a good example of using positive facial expression...Smiling while waiting for the last couple of pupils finish their exercise. Pupil asked teacher question; leaned down and smiled.

Made pupils demonstrate their balances in front of the whole class; clapping followed by the whole group.

Cool down; lie down and bring knees in. Well remembered.

### **Suggestions to include for 2<sup>nd</sup> PE observation:**

One minor suggestion for the next session; more smiling and exaggerated facial expression to show praise and enjoyment (which was present at times) is required more throughout the session.

### **What's next?**

The researcher will send you a hyperlink on Tuesday 5<sup>th</sup> October to the TEIPPE YouTube channel. There will be two training programmes watch. The Introduction presentation and your key stage presentation.

If possible, please watch these videos at least 72 hours before your second observation.

If you have any queries, please email Craig Strong, [craig.strong@ntu.ac.uk](mailto:craig.strong@ntu.ac.uk).

Many thanks for your dedication to this worthy research.

# **Researching the effects of Emotional Intelligence on the delivery of Primary Physical Education**

## Pre-trained Physical Feedback

Name of Teacher: Faye

Year Group/Key Stage: YEAR4/KS2

Date of observation: 30/09/2021

### Key findings:

Well done explaining why it is important to completed a warmup. Using the ball to tag people for warm up. Exciting and competitive warm up. Really nice to include H&S as the session can physical.

Correct attire.

‘Slow down’; ‘good girl!’ really nice praise. The volume and tone of voice was exciting and not too loud. Excellent.

Try and not cross arms as it shows that you are protecting yourself. It reduces the opportunity to provide positive hand gestures such as thumbs up, high fives and small claps.

Warm up activity really raised the heart rate and made them feel excited and prepared for the next session. Could have included a longer warm up as the pupils found this very enjoyable.

I like how you got them straight in to groups while setting up the first activity. This saved time and you was able to demonstrate the session much quicker so there was a clearer understanding of the session. Well explained on the underarm throw and demonstrated. Suggest praising the pupil who provides a correct answer (cupping the ball: Mia).

Really nice support when watching each group and walking around the sports hall.

Well done letting the pupils demonstrate and providing collaborative thought on their performance throughout the group. Try and commentate while the group are demonstrating; also include praise. Silent demonstration on second occasion.

### Suggestions to include for 2<sup>nd</sup> PE observation:

If you could please take your lanyard off as it can be an easy distraction to use it for controlling anxiety. This is discussed in more detail within the training programme.

One situation that always happens in PE lessons, there were all boy groups; they started to misbehave at times and showing off with one another. By ten minutes of the activity one set of boys were sliding and tripping each other over. Suggest to have mixed boy and girl groups next time.

Suggestion on a little contest for task one; after a few minutes, tedium was setting in and the balls were being thrown across the sports hall (especially by the boy groups). How many throws they can complete in a certain time period for example.

Cooldown: non completed’ suggest adding one in for the next session if possible to lower heart rate.

Suggest using lines on floor as zones for allowing pupils to go into. Transition for new catchers in hoops took some time. Suggest whispering to three pupils in each team telling them that they are going to be the next catchers and be ready to put a specific pupils’ bib on.

To keep them motivated, provide some ‘live’ commentary during the game, which adds excitement and eagerness. The pupils are aware that you are watching all the game and keep them on their toes.

Try and move around the sports hall while the game is going on; show positive facial expressions and provide praise to some good throws, catches and blocks during the game activity at the end. Some pupils by the third game were not taking part, tedium was setting in. Providing updated scores provides urgency and excitement to the game.

### What’s next?

The researcher will send you a hyperlink on Tuesday 5<sup>th</sup> October to the TEIPPE YouTube channel. There will be two training programmes watch. The Introduction presentation and your key stage presentation.

If possible, please watch these videos at least 72 hours before your second observation.

If you have any queries, please email Craig Strong, [craig.strong@ntu.ac.uk](mailto:craig.strong@ntu.ac.uk).

Many thanks for your dedication to this worthy research.



## Researching the effects of Emotional Intelligence on the delivery of Primary Physical Education

### Pre-trained Physical Feedback

Name of Teacher: Gina

Year Group/Key Stage: year 4/KS2

Date of observation: 30/09/2021

#### Key findings:

Firstly, really great idea of impersonating chocolate bars! Very humorous and made pupils want to partake. Very nice pulse raiser and good duration. If they are enjoying it, let them carry on! When finished they did sound out of breath?

You were walking around the sports hall, partaking, showing positive facial expression of smiling and good use of eyebrows raised when she was impressed to individual pupils. Excellent.

Good volume in voice and excited tone, wearing the correct attire. Fab!

Letting pupils use their own initiative to make a movement of the chocolate bar. Brilliant for creativity and adaptability, which is needed for KS2 emotional management. Used house points (or equivalent) for pupils who were quiet straight away. Made the rest of the group become quiet.

Good thumbs up to praise pupil who was listening. Excellent use of non-verbal communication.

You let the pupils select their own group; excellent as this provides flexibility and teamwork (Good for teamwork and collaboration for KS2 pupils).

How can you make the first game activity more enjoyable? Suggest adding a small competition or task of getting the ball in the hoop ten times in a row from each pupil in the group. Provides objective and greater purpose, as well as working on their skill acquisition. In addition, good teamwork and collaboration. (Then you added a competition in the second activity, whilst writing this suggestion; brilliant!!).

Really nice tone in voice when pupil made the correct answer about cupping the ball in the hands. How can you get them to not play with the ball when you talk about the next activity? Possibly popping it in their pocket or leaving it in the hoop and the group then moves away. Timeline the activity; (yes!!! You did this in activity two, 'you have two minutes'). Excellent!

With teamwork and competition (activity two), the enjoyment of the lesson lifted. Final game activity; suggest setting up activity (i.e. setting location of hoops and placing people in hoops), then explain and you can also demonstrate. Time management

Suggest praising individual pupils while walking around the hall while they are playing. Good praise after they stopped the game; to keep the activity going, provide praise while they are playing.

#### Suggestions to include for 2<sup>nd</sup> PE observation:

After the warmup you explained what was happening in the session; suggest to complete this before the warm up so the HR does not go down and the muscles do not relax to original position. Try and do a smooth transition from warm up to the first activity. Could the aims of the session be discussed in the classroom to reduce the time lost on the sports hall? A lot of time trying to control the talking of the pupils. A total of 8 minutes of explanation if session, demonstration of activity and controlling noise levels (20% of session completed).

Good ratio of 3 or 4 per group. Meaning that they will be frequently participating. Groups of all boys can become disruptive. From primary research and reflecting from previous findings; there is a lot of misbehaviour, showing off and not abiding by the rules by all boy groups (little tinkers!). Try and mix girls and boys in each cohort.

When a pupil provides an answer refrain from saying 'hmmm, no' but outline that, 'that is a good answer but not the one I'm looking for'. This holistic communication provides the pupil to feel confident to provide another answer.

#### What's next?

The researcher will send you a hyperlink on Tuesday 5<sup>th</sup> October to the TEIPPE YouTube channel. There will be two training programmes watch. The Introduction presentation and your key stage presentation.

If possible, please watch these videos at least 72 hours before your second observation.

If you have any queries, please email Craig Strong, [craig.strong@ntu.ac.uk](mailto:craig.strong@ntu.ac.uk).

Many thanks for your dedication to this worthy research.

## Researching the effects of Emotional Intelligence on the delivery of Primary Physical Education

### Pre-trained Physical Feedback

Name of Teacher: Hans

Year Group/Key Stage: Year 3 /KS2 (will train on KS1 due to observation in term one)

Date of observation:

### Key findings:

Firstly, well done taking the lanyards off. This will be explained in the training programme.

Doing some dynamic stretches, really nice gentle start; using the tone/volume of voice to relate with the intensity of exercise. Fantastic!

The 3<sup>rd</sup> year pupils are still in the KS1 mentality, so training part two will be looking at conflict/negotiation management, self control, change of catalyst and interpersonal development emotional components.

Pulse-raiser; jogging on the spot . sprint (nice smile on your face, showing positivity). 10 start jumps, could get them to call out a countdown.

Love the control of getting the pupils to place the ball on their nose 'like a clown' controlled the pupils for them to bouncing the ball.

Like how you introduced manners to the lesson when they were receiving the ball. Teacher showing manners throughout the lesson. Well done

Showing simple demonstration of putting ball from one hand to another. Discuss more on feet positioning, hand-eye coordination, hand placement etc.

Moving around the classroom whilst still demonstrating so everyone is able to see what they should be doing. Fab!

Self-appreciation: facial expression; was showing nerves, not enough smiles, looked concerned at times. You were doing wonderfully well so please believe in yourself.

Mix gender of pairs; this was done for most groups; two boys causing misbehaviour at times. Mixed gendered pairs are more harmonious.

Little tip: If pupil is misbehaving, just quietly take the ball away from them and smile and explain why this is done.

Well done doing a high five with your pupil after demonstration; non-verbal communication is stronger than you voice at times. More high fives, thumbs up, small claps, victorious clenched fists. Also, greater positive expression on your face; exaggerate praise with opened mouth and raised eyebrows when surprised of seeing something performed well.

Longevity of each session was fragmented. You discussed about hand positioning to the group, this could be a repetitive support talk to all the group whilst you moved around the sports hall. Pupils were coming up to you. I would provide a group of three, so you are free to move round (Sorry....YES! You did this while I was writing this; excellent!!!).

Hungry hippos: Trying to provide a story of the river Nile and telling the pupils that they are hippos who are very hungry, which is wonderful.

Well done doing a practice round. Suggest taking part in the first round yourself; all simply breaking it down.

Only 15 balls for 25 pupils, meaning some pupils do not have a go. This will bring in tedium, so attempt to bring in 30+balls into the game.

Pupils got confused and therefore were running from the front to the balls instead of the back.

Showing frustration with one specific pupil who has been misbehaving throughout the whole session. Well done on your patience! When you spoke to the pupil use went equal height to discuss his behaviour. Your tone was calm and quiet volume, which made him have to listen. Made the boy to sit on side later in the activity though still got him to play an activity with the ball. Love this social management of emotional intelligence.

You became a lot calmer and started to show more positive facial expressions during the second round of hungry hippos. Good teamwork ethos was nurtured and explained. Well done.

### Suggestions to include for 2<sup>nd</sup> PE observation:

Suggest that the pulse raiser (warm up) could have been a lot longer. The pupils were enjoying this section and it only lasted for 3 minutes. Do not worry about the timeline of the lesson plan. If the pupils are enjoying a section of the lesson...carry on!

To increase HR, suggest them catching the ball while hopping or lunging. Increase intensity of the lesson and makes the pupil concentrate. Alternatively, provide a goal orientated activity: 10 catches in a row; provides objective and reduces the number of balls being purposely dropped by the very few pupils.

You did show some anxiety. One coping mechanism was frequently looking at the clock, whilst holding a tennis ball and quickly swapping it in your hands. This reduces the use of providing positive hand gestures to the pupils (as mentioned thumbs up, high fives for example). Later on in the session.....Playing you're your pull strings on your hoody.

For cooldown you completed some meditation, which is good but this would be more beneficial from completing a more intense PE session. Suggest some static stretches. Please include meditation 'self-happiness' remedies if the next session frequently keeps the HR of the pupils at a high intensity. Though the pupils really absorbed into this activity and I wanted to partake myself!!

Suggest groups of four pupils (six groups) to play hungry hippos so pupils have more attempts of getting the ball from the hoop. Also, not enough balls for everyone to be able to run to the middle hula hoop.

### What's next?

The researcher will send you a hyperlink on Tuesday 5<sup>th</sup> October to the TEIPPE YouTube channel. There will be two training programmes watch. The Introduction presentation and your key stage presentation.

If possible, please watch these videos at least 72 hours before your second observation. If you have any queries, please email Craig Strong,

[craig.strong@ntu.ac.uk](mailto:craig.strong@ntu.ac.uk).

Many thanks for your dedication to this worthy research

## Researching the effects of Emotional Intelligence on the delivery of Primary Physical Education

### Pre-trained Physical Feedback

Name of Teacher: Jan

Year Group/Key Stage: year4/KS2

Date of observation: 08/11/2021

#### Key findings:

Well done wearing the correct attire. You were also not wearing a lanyard, which is good. More explanation during the TEIPPE programme. Like the delegation management when you got the pupils to set up the sports hall equipment. This increases the time to partake in the PE lesson.

Your tone of voice was good in places and the volume was excellent. Good use of cross curricular activity of accumulating the points scored. I did enjoy the variation of rules for the second round and including humour in the session. Excellent. When the new rules were put in place, the lesson became louder with enjoyment and laughter. Brilliant to hear!

Well done providing a round of applause. When providing a Q&A, always praise each pupils with their answer, even if they are incorrect. For example, "Good idea with what you said, well done, but how can we improve even more?", or, "That's correct XXXX, well done." When you provide advice and coaching ideas, this was clear and concise, letting pupils answer questions. Excellent.

#### Suggestions to include for 2<sup>nd</sup> PE observation:

There was no pulse raiser and improving flexibility and the build-up of synovial fluid (dynamic/freely moveable stretching). Please include this for the next session. The TEIPPE programme will provide justification on this. There was a bit of talking while you were talking about the rules of the game. I was slightly confused with the rules of sabotage, but it became clearer when I watched the activity. The explanation of the rules took slightly long time. How can these rules be streamlined? TEIPPE programme will provide suggestions.

Try and talk to the group while they are playing, provide some commentary and praise. Try and refrain from crossing your arms as it shows a defensive posture. There was a lot of stop starting. Introduce an activity that is continuously keeping the pupils active as this will increase the enjoyment and, more importantly, keep the pupils's heart rate at an active state.

Praise: Try and attempt to provide specific praise, which is explained in the TEIPPE programme. Also, nonverbal communication with hand gestures. Please use more thumbs up, high fives and mini claps for example. Attempt to move around the hall and not stay in one location. Another suggestion is to take part yourself as this will increase the enjoyment of the pupils and also increase their tempo of performance (leading by example). Don't stop the game if they still enjoying it. Suggest to lengthen the two sabotage activities or include a third.

Your explanation for the second activity, took quite a long time. How can the pupils keep active while they are listening to the rules? Alternatively, how can you speed up the rules and regs of the game? Again, TEIPPE will provide suggestions. Could the pupils select their own teams, or could they be on their houses? This took 11 minutes to complete, which is 20% of the lesson not keeping actively fit.

More discussion and praise required throughout, with more movement with each team. Could the group be split so half are in one side of each court (def and attack)? Again, provide commentary, praise and encouragement throughout the session. One aspect is to provide a countdown on how long they have left in the game. This will provide an urgency from both teams.

Another negative body posture is hands on hips. Utilise your hands with praise, positive communication and direction. Some pupils were showing tedium. How can every pupil partake in the game? Suggest everyone has to pass the ball to each player before shooting. In addition, to increase the number of goals, do not allow a goalkeeper. Also have a three second rule for holding on to the ball. This will make the session more enjoyable if more goals (or achievements) are being scored.

Please include a skill acquisition activity before the game. This will enhance their throwing/ catching/ positioning for the game environment. When a pupil was upset they came to you, they were quickly moved on. Please spend a few seconds with equal eye level (crouch down) to express sensitivity and empathy to the pupils' needs.

Finally, provide some evaluation at the end of the session. What did they enjoy, what do they wish to improve or work on.

#### What's next?

You will now have a link for the TEIPPE YouTube channel. There will be two training programmes watch. The Introduction presentation and your key stage presentation.

Please watch these videos 72 hours before your second(post-trained) observation.

If you have any queries, please email Craig Strong, [craig.strong@ntu.ac.uk](mailto:craig.strong@ntu.ac.uk).

Many thanks for your dedication to this worthy research.

## Researching the effects of Emotional Intelligence on the delivery of Primary Physical Education

### Pre-trained Physical Feedback

Name of Teacher: Kim

Year Group/Key Stage: year4/KS2

Date of observation: 08/11/2021

#### Key findings:

Firstly, you were in the correct attire and prepared the warmup and pre-rehearsed the pairing in the prior session or in class, which was superb. Love the mirror warm up activity. Really nice to introduce a variety of pupils to have their point of view on the importance of warm up. Well done on your verbal communication and providing 'specific praise' during warm up. Again, this is explained during the TEIPPE programme. Excellent effort!

Well done on hand gestures for providing explanation on the regulations of the main activity. For example, pointing in directions and using numerical counting by using both oral and visual communication. Well done using a video which was filmed last week. This provided clear demonstration on how to complete the activity. Really funny and enjoyable for the pupils to watch. Fab!!

When speaking to the pairs, you were at eye level height to the pupils who were sitting down when discussing the session. You successfully talked and provided support to all pupils. Wonderful!!!! Intonation of verbal communication. Volume of voice is strong but not loud. Really like positive reinforcement and change of tone of voice when pupils are talking. Good humour on the main activity. Built a wonderful interaction by talking to each group, again, kneeling down with so you are equal eye level.

Good teamwork and collaboration introduced in the session. Some appreciation and acceptance of your own performance, some goal directed performance utilised in the session, followed by a lot of creativity and adaptation. After half an hour, there was more physical movement, with a nice sound of communication around the sports hall. The lesson really warmed up in the last twenty minutes and everyone was enjoying themselves. Good smiling to show praise and encouragement. Wonderful!!!

Really nice seeing you smile and laugh with the larger group who were demonstrating their moves. Wonderful. Warned a group of pupils that they were going to demonstrate their 'Roman' dance movement. Well done provide a round of applause after demonstration. As the intensity of the session was low, there is no really need for a cooldown. Liked how you concluded the session with their finished dance moves and collaborated the four subgroups in to one dance movement. Could they keep marching while they are waiting for the groups to join together?

#### Suggestions to include for 2<sup>nd</sup> PE observation:

Please refrain from wearing a lanyard, which is explained in more detail of the TEIPPE programme. You were gripping this tightly with your right hand on several occasions. This is a coping mechanism and reduces the opportunity to provide praise with hand gestures, such as 'high fives', 'thumbs up' or little hand claps (non-verbal communication).

Suggest to include a longer warm up as the pupils was really enjoying it. The pupils's heart rate needs to be increased slightly higher, so they are breathing more heavily. A lot of discussion from the warmup to main activity. The heart rate is going back to its recovery state. How can there be a continuation from warm up to main activity? Could the video be shown at the start then move on to the pulse raiser>physical activity?

It seems that you were nervous in certain parts of the session. You were clasping your hands very tightly as a coping mechanisms while you were observing the pupils. Suggest moving around the hall so it keeps all the pupils alert of your presence. How can you get everyone in the session moving whilst waiting for their turn? A lot of stop-starting within the activity, which reducing physical activity and increases tedium. How can you reduce discussion and increase participation?

Is there a competitive element that can be introduced in the dance game? More physical activity in the session. How can you raise their heart rates and reduce discussion? Again, hand gestures are used strongly when discussing a scenario or demonstration, but not used to provide praise. Finally, some verbal praise when asking question but not to all. Follow this with a thumbs up, high five, mini clap. Facial expression was good at times, but can this be exaggerated with raised eyebrows, big smiles, laughter?

#### What's next?

You will now have a link for the TEIPPE YouTube channel. There will be two training programmes watch. The Introduction presentation and your key stage presentation.

Please watch these videos 72 hours before your second(post-trained) observation.

If you have any queries, please email Craig Strong, [craig.strong@ntu.ac.uk](mailto:craig.strong@ntu.ac.uk).

Many thanks for your dedication to this worthy research.

## Researching the effects of Emotional Intelligence on the delivery of Primary Physical Education

### Pre-trained Physical Feedback

Name of Teacher: Liam

Year Group/Key Stage: year6/KS2

Date of observation: 03/11/2021

#### Key findings:

Firstly, you opened the PE lesson with some wonderful delegation management by preparing the aims of the warmup in class and the cones were arranged by the pupils. This year group are capable of supporting you with these tasks. The warmup was very innovative and enjoyable. Love it!

Well done walking around the class and providing praise to each pupil. The warmup was lasting a nice time as the pupils were enjoying the session. Your facial expression was fantastic! Always smiling and showing exaggerated praise. Well done showing achievement by clapping when a pupil beat another with rocks, paper, scissors. Non-verbal communication is a key element to emotionally manage pupils while delivering PE.

Well done on a 5 second countdown. You stopped the cooldown just as tedium was setting in. Excellent!! Love the delegation management by getting the pupils to collect the cones. Teamwork and collaboration introduced. The first activity provided wonderful praise when they got themselves in a line to demonstrate their first activity. Well done simplifying the chest pass when one or two pupils could not complete the pass.

Very little hand gestures, though when you provided any verbal feedback to the whole group you 'talk with your hands'! At one stage they were flying around whilst you are talking. This is brilliant, as the pupils are being communicated with both oral and visual aids. Superb!!

Love, love, love the competitor element of skill activity (all sitting down when all have completed their pass). Brilliant!!! There was a lot of excitement, talking (about the activity) and smiles on the pupils's faces. Fantastic! Well done including humour, with a smile on your face saying that there was some cheating going on from one group,. Wonderful!!! "Try and not knock out XXXX with the throw!" More humour, wonderful! They understand the concept of sarcasm in year six.

Really nice praise when providing feedback of the overthrow pass activity. Well done locating yourself in different area's after each activity. Love the competitive energy in the group. Well done incorporating the throwing skills to the game of bench ball. Fab!!! The pupils were constantly specifically praised (please see the TEIPPE training). You explained the rules of bench ball and it was swift, clear and concise, provided opportunity for pupils to ask questions to provide reassurance. Wonderful!!

Well done including adaptability to the session when the game became difficult. It was lovely to see that you were smiling and laughing throughout the whole session. This positivity will emotionally build the confidence and the enjoyment to the pupils. Wonderful to see. More adaptability shown when asking the group on how to help the other team score more points. Asking the pupils how they can make the game more equal and inclusive for all. Superb!

Well done praising the pupils's teamwork and maturity and E&I(D). Wonderful! Again, great evaluating and suggesting ideas to reduce the number of defenders covering the catcher. Wonderful collaboration with the pupils.

Great catch from a pupil on the bench, you provide positive hand gesture of a catch. This followed by a thumbs up. This is quality non-verbal communication to portray praise. A lot more of these emotional bonds would be wonderful. Your intonation is very good. Clear, exciting, positive, strong volume (not loud), and change of tone to express your personal feelings. Excellent!

Wonderful praise of their teamwork, hard work and explained how you enjoyed delivering PE. Overall, lovely lesson to watch.

#### Suggestions to include for 2<sup>nd</sup> PE observation:

You were not wearing correct attire. Please watch the TEIPPE training that explains why this is important for self-appreciation and to build your own confidence in delivering PE. Though you were excellent in delivering the subject, are you possible netball player?

In relation to the warmup, there was a lot of stop-starting, how can you introduce a pulse raiser that provides a continuous raise of heart rate? In addition, how can you include dynamic stretching? Please watch the TEIPPE core training session for explanation.

You are wearing your lanyard. To coping mechanism to reduce stress/anxiety is to play with your lanyard, which did happen at the start and during the main game activity. This will lead to a reduction of non-verbal communication and a reduction of positive hand gestures. Purpose of the PE lesson....explain why it is important to learn the chest pass. Provide a positioning statement to explain the values of learning this specific skill.

Working group of seven for chest pass. Can this be reduced to five and have seven groups? This will reduce the waiting time for the pupil to make a pass and provides continuous movement. During the bench ball game, the pupils waiting for their turn were getting bored. Suggestion, could you have two games going at the same time? Splitting the hall in two (width ways) meaning that everyone is taking part. In addition, due to the reduced size of the sports hall there will be quicker scoring games. Alternately, could the team waiting do a physical activity or can you reduce the teams to three so only one team is waiting, 10-a-side x 3 teams for example?

During the second game (35 minutes of the lesson) you did stand still and reduced praise, support and commentary to the pupils. Attempt to move around the hall while the game is taking place. When a throw is caught, provide more praise both verbally and non-verbally (hand gestures/facial expression).

To provide urgency during the game, indicate a countdown so each pupil becomes more eager of passing the ball more quickly, increasing their skill acquisition (TEIPPE training). Near the end of the lesson, you were constantly holding your watch due to being eager and conscience of the time, alternative coping mechanism was you picking at your left thumb.

#### What's next?

You will now have a link for the TEIPPE YouTube channel. There will be two training programmes watch. The Introduction presentation and your key stage presentation.

## Researching the effects of Emotional Intelligence on the delivery of Primary Physical Education

### Pre-trained Physical Feedback

Name of Teacher: May  
Year Group/Key Stage: Year5/KS2  
Date of observation: 29/09/2021

Key findings:

Firstly, your delegating of pupils setting up equipment was excellent. Wearing professional attire sports kit; WALSALL FC TRAINING KIT.

Your Self-appreciation is high; from your sporting background this is not surprising as you are confident in delivering the coaching sessions.

Got captains; great for KS2; taking leadership and teamwork, which is great. IN addition, good urgency skills by using countdowns in warm up activity; got pupils to join in with the countdown.

Made pupils explain rules, did not interrupt and let them carry on with their explanation until they finished. Praise and a round of applause followed.

Built strong rapport with pupils.

Team activity (Pac-Man game) was split in to four in each group; more interaction in each group. Excellent for this age group. Supporting each other. Took some time to play second round; suggest a timebound countdown (telling pupils to position themselves within 30 seconds to get the session going again).

Could you move around the court to observe the more active areas of the game, this shows they pupils awareness of your presence and your enjoyment of the activity. (ironically you then started to do this while writing this suggestion). Excellent!!

Good body posture, not playing with lanyard. Explained in first training video.

Good use of hand gesture to explain to listen with hands cupped behind ears. Did use thumbs up to praise pupil who put cons/bibs in bag. Used non-verbal communication at times. Excellent.

Press ups were good to see, making good sense of pupils demonstrating the press up activity.

Nice to see ABC's to be introduced to finish lesson. 10 second objectives were great for this age group.

Positive reinforcement at the end to gain control of group: the quicker you get your drinks, they longer you have for break.

Suggestions to include for 2<sup>nd</sup> PE observation:

Be nice to see more hand gestures (non verbal communication) such as thumbs up, small claps, high fives (if allowed) to help provide additional motivation to the pupils.

Lots of enjoyment in this game; though how could they keep their HR raised when they got caught? Suggest hopping on the spot for thirty seconds after being caught. If they carry on hopping for one minute they have another life. Just an idea.

What's next?

The researcher will send you a hyperlink on Tuesday 5<sup>th</sup> October to the TEIPPE YouTube channel. There will be two training programmes watch. The Introduction presentation and your key stage presentation.

If possible, please watch these videos at least 72 hours before your second observation.

If you have any queries, please email Craig Strong, [craig.strong@ntu.ac.uk](mailto:craig.strong@ntu.ac.uk).

Many thanks for your dedication to this worthy research.

## Researching the effects of Emotional Intelligence on the delivery of Primary Physical Education

### Pre-trained Physical Feedback

Name of Teacher: Nina

Year Group/Key Stage: Year 3 (Training at KS1)

Date of observation: 30/09/2021

#### Key findings:

Firstly, well done helping a pupil with their shoelaces at the start. Good H&S.

Starting straight away with a warm up; though you may wish to explain what you will be doing in the session to the class to provide them with some direction (though it may be the case that you introduced the aims and objectives in class before coming in to the sports hall).

Praising people who were quiet when your hand was raised. Excellent!

Very good use of facial expression with lots of smiling and positive expression. Nonverbal communication is so important to build emotional relationship with the pupils. Excellent to see, well done.

In the correct attire showing preparation and emotional intelligence facet of self-appreciation. Fab!

Well done keeping an eye on the whole group whilst speaking to a pupil or doing their shoelace.

Good use of placing hand on back of pupils who are down. More hand expressions required, hands up, high five's, small claps.

Taking ball off pupils who were not holding them nicely. Calmly taking the ball away from the two pupils, no anger shown, excellent.

Lesson was fragmented in places and so therefore the 'stop-starting' of arranging groups, especially in hungry hippo's. Pre-planning group prior to lesson to make the session run more smoothly. Heart rate is lowering, muscles are relaxing, tedium is coming in to the session due to the waiting of getting involved in the activity.

You tried to add humour to the hungry hippo activity; brilliant! In addition, you included H&S for the game session; good.

Gave an around of applause for winning team and made everyone clap. Brilliant.

Showed a better, more detailed demonstration in round two of hungry hippos, which made the game run more smoothly. Before any further demonstration try and prepare the game first (balls back in the middle); due to the transition of demonstration to prepare back to play, some will forget. This is why more questions were asked due to short term memory.

Conflict was starting with one group who did not have a go. I would suggest having six teams, with four in each team, so everyone has a go. Six/seven pupils per group are too many and therefore some was not getting a go. Furthermore, more balls are required to make the game last longer (24 balls with 26 pupils). Place a cone for a marker where the front of the line should begin.

Game really warmed up by round four and five. Excellent. Suggest playing this game again

Conflict management is still required for teaching year three's as they have yet to built the maturity levels of KS2 upper pupils.

Goal directed performance, developing improvement of the skill; mentioned in skill acquisition activity.

Cool down....Did provide a relax kids book to reduce their HR, though I would suggest doing some fun stretches and a bit gain some feedback of the session from the pupils. Many pupils were not partaking as the PE lesson was not physically active. Unfortunately, did not work though this would be of benefit if the last game activity had high intensity and raised the pupils's heart rate..

#### Suggestions to include for 2<sup>nd</sup> PE observation:

During the warmup, "Right let's start a simple jogging on the spot." If you could say please and thank them after completing the tasks. Moving yourself around the hall and participating/demonstrating the warmup exercises. Be nice to add a game element to the warm up, such as a Simon says or another game activity.

Suggest taking lanyard off due to reduction the temptation of playing with it whilst teaching to control any anxiety/nerves. Hand expressions/communication is then reduced.

You told the pupils to throw the ball in the air and catch it. Please provide more specific demonstrations and explanation on positioning of feet, hand-eye coordination, posture of body. Attempt to include a game element. First to catch with one hand ten times in a row. (Challenge was then introduced with clap in between – excellent but why, explain how this will help with their concentration and reaction skills -always outline the purpose of the activity).

Interesting tip, refrain from looking at your watch as the pupils seeing this will feel that the activity will soon end then they reduce their efforts. When they have a task of putting ball in bucket, provide a timeline, which will provide urgency so more time can be used for the activity.

Warm up was far too short; they were enjoying the pulse raiser, so please carry on with the activity. Do not religiously follow the lesson plan if the pupils are getting physically active, their happy, laughing and enjoying PE.

#### What's next?

The researcher will send you a hyperlink on Tuesday 5<sup>th</sup> October to the TEIPPE YouTube channel. There will be two training programmes watch. The Introduction presentation and your key stage presentation.

## Researching the effects of Emotional Intelligence on the delivery of Primary Physical Education

### Pre-trained Physical Feedback

Name of Teacher: Pepe

Year Group/Key Stage: RECEPTION/EYFS

Date of observation: 27/09/2021

#### Key findings:

Asked politely that pupils have to keep their distance. Excellent  
Delicate voice but excellent volume, very strong verbal communication. Sensitive and empathetic tone.

Pupils were out of breath during pulse raiser, which was wonderful to see and the general warm up was really enthusiastic. Excellent.

Let Jackson show how to skip. Clapping with all class, great motivation!!

Non verbal communication: You always was trying to smile throughout, which was brilliant! Non verbal communication is as important as verbal comms, to emotionally build a relationship and trust with young pupils.

Love that you were tactile and holding hands of some pupils who required additional support. You did not pass him onto one of the two TA's, showing sensitivity to the pupils' emotional needs. Further evidence when holding hands with pupils to help them cross the safe zone in breakfast game!

Liked when you got the pupils to try and pat their own back; all pupils attempted. Great!

Liked how you had a joke with TA's about being slightly out of breath after pulse raiser. Great cohesion.

Cereal and toast activity: some standing around for long periods of time. How can the rules be changed so all pupils are included and not waiting for their turn? Suggest tandem selection of toast and cereal so the pupils are not waiting a long time to participate.

Like how you introduced trust, 'Well done being honest for staying still.'

Twins separated in group activity....remind me how that went when we have a chat. They did try to stick together throughout. Future paper I wish to publish in relation to identical twins EQ.

Very good use of raising eyebrows and surprised expressions to show the pupils of your pride and positive reactions. Again, non-verbal communication.

STOP Shanni: 'Good well done', Thumbs ups! Brilliant hand gesture to express praise. Again, non-verbal communication!

SSHHHH...too much talking as you couldn't listen to what the pupil wanted. Brilliant.

Asked a pupil to partake on 'what you like for breakfast'

You were constantly smiling but near the end of the session in activity two, you were standing in the same spot of the sports hall.

Cool down of static stretches may be nice but time constraints may have stopped this from happening.

#### Suggestions to include for 2<sup>nd</sup> PE observation:

Please refrain from wearing lanyard: This will be explained during the training programme.

Suggest that the TA's could possibly put the cones out for the breakfast activity. The pupils were waiting for you to explain the game and their HR was dropping and tedium was setting in slightly.

Some pupils lost interest in activity two. Suggest splitting groups into small teams so there is a better rotation of pupils having a go. Groups were 2x6; 1x7; 1x10. Maybe 6x5children and a run from the hall back to the line. Or run to the hoop. May be hard for this age group (I'm being picky as the lesson was fab!!!).

#### What's next?

The researcher will send you a hyperlink on Tuesday 5<sup>th</sup> October to the TEIPPE YouTube channel. There will be two training programmes watch. The Introduction presentation and your key stage presentation.

If possible, please watch these videos at least 72 hours before your second observation.

If you have any queries, please email Craig Strong, [craig.strong@ntu.ac.uk](mailto:craig.strong@ntu.ac.uk).

Many thanks for your dedication to this worthy research.



## Researching the effects of Emotional Intelligence on the delivery of Primary Physical Education

### Pre-trained Physical Feedback

Name of Teacher: Tina

Year Group/Key Stage: KS2 Year5

Date of observation: 06/10/2021

### Key findings:

Firstly, the overall lesson was an absolutely wonderful and thank you for letting me observe your session.

My research is examining your emotional intelligence and how it can impact the PE lesson. There are other pedagogical suggestions that I have made in the feedback, which may help for the next session.

You did provide a wonderful recap introduction to start the lesson off. You let pupils who raise their hands to answer your questions. Due to the time constraints the tone of your voice was very quick on this section. Good clapping exercise to keep pupils controlled. Love this hand communication

Your lanyard was on and the lesson plan was in your hand; further training is on the TEIPPE YouTube channel.

Warm up: "You should be moving" in warm up. Add a game perspective and timeline. Can you tag ten people in a certain timeline.

"Well done" to a pupil who provided the correct answer. Praising as many pupils as possible. You did this wonderfully, which builds on their self esteem. You were providing responsibility to pupils; teamwork and collaboration is an emotional facet required in KS2 PE delivery. Leading groups due to their love of PE knowledge in the sport.

You did try and mix groups of girls and boys (bar two).

The TEIPPE programme explains the importance of wearing the correct attire. To help control your emotions and self-conscious appearance you were constantly pulling top down and rolling sleeves up.

Warm up then passing activity, then stretches but they were static, not dynamic. This is mentioned in the TEIPPE programme

Volume of voice is clear and concise, perfect pitch and not too loud nor too quiet. Fab!!!!

Laughing and smiling during stretches, which is nice to see. Slightly nervous at the start with some concerned looks. Kept on looking at me at the first half of the session.

Excellent to introduce countdown to get the pupils to the mat; showing urgency so they can get the session started quickly.

Equal eye level when speaking to pupils. If there is a concern, make sure you reiterate what they say to clarify to the pupil that you heard them (TEIPPE training).

Good noise in the room. Nice hand gestures of thumbs up. Hands on hips at times so please try and reduce this as it can emotionally show a feeling of negativity to the pupils.

Try and keep smiling and praising throughout the session. Excellent moving around the groups as it keeps an urgency for the pupils to perform the tasks in hand.

Very good at not looking at the clock constantly. Only noticed that you did this on three occasions. This can be a mechanism for some teachers to control their anxiety.

Asking pupils for their opinion of their movements and picking pupils on their top performances. This for KS2 is absolutely perfect. Including adaptability and flexibility in class is wonderful to see for this age group.

Your voice halfway through started to slow down in tempo. You became more confident, playing less with your sweater, lanyard and lesson plan was placed to one side.

As the lesson was going on more smiles and laughter from the teacher. This was being mirrored by the pupils and were getting more enthused. Superb!!!

Another thumbs up from yourself!! Maybe other positive hand expressions could be included to help motivate the pupils in the next session; clenched fist for victorious achievement; mini clap; high fives (non-verbal communication to produce positive EI in PE).

Lowered volume of voice to make everyone be quiet. Excellent job!!! While the demonstration took place, you were smiling, exaggerated facial expression to represent praise and a double thumbs up. Beautiful!!!!

Attempted to bring in all the pupils into the purpose of the session; asking as many (if not all) a question or an opinion. You also attempted to praise to each pupil.

Facial communication was strong; good eye contact, excellent use of eye brow and mouth shaping to show positive impressions and praise.

Adding laughter to the group when the pupils were laughing from a certain gymnastic movement, the teacher joined in, which made all the class engaged (gymnastic rolling off the mat). Adding humour is a brilliant way to get the pupils emotionally engaged.

Good use of talking with your hands later on in the session; showing hands circling to express gymnastic rolls. Silent lip sync of 'Wow' during demonstrations. Brilliant facial expression.

Energising the group; How can you alter the session so the pupils are not sitting still for long period of time? Could there be just two demonstrations than getting the pupils to complete other activities; then go back for two more groups to show demonstrations; then repeat?

'Ssshhh' sound with finger on lips but still a smile on their face; appreciating that the laughter and the talking was happening from the pupils due to them discussing the demonstrated activity.

Leaning and crouching down to hear from pupils who were providing advice.

### Suggestions to include for 2<sup>nd</sup> PE observation:

Suggest slowing down the pace of tone in your voice, which can be hard due to time constraints. Increasing the pace of voice intonation will increase your and the pupils heart rate and may provide a feeling of anxiety.

Something that everyone seems to do, shorten the warm up. I would definitely lengthen the pulse raiser activity as the pupils were having fun, laughing, smiling and burning energy. If they are enjoying the section, just keep it going until you notice their behaviour changing.

From previous research (both primary and secondary) it is suggested that all boy groups start to misbehave and start showing off with one another.

Suggest including from the TEIPPE training subjects on attire, lanyard and lesson plans in hand, silent demonstration, specific praise.

Still playing with lanyard (30 minutes in). Teacher keeps looking at the researcher. Please do not worry about what I was doing. Go out and carry on delivering your wonderful lesson!

Groups of four per mat maximum, so everyone has ample time to have a go on the balancing activities. Suggest make more groups with smaller number of pupils.

If you have any queries, please email Craig Strong, [craig.strong@ntu.ac.uk](mailto:craig.strong@ntu.ac.uk).

Many thanks for your dedication to this worthy research.

## Researching the effects of Emotional Intelligence on the delivery of Primary Physical Education

### Pre-trained Physical Feedback

Name of Teacher: Rose

Year Group/Key Stage: EYFS

Date of observation:

#### Key findings:

Firstly, you sat down with pupils to talk about the plan of the PE lesson; they 'talked to their friends about their favourite food'. Really nice ice breaker and wonderful to get the young pupils to build relationship. Listen to your friends; wonderful to include healthy eating in the PE lesson.

Before starting the warmup and including H&S hazards (first one to do this, well done!). Itinerary, icebreaker and H&S discussion lasted for three minutes, which is a realistic and good timeline.

Really like the tambourine to help stop the pupils be aware of when to move and stop in the pulse raiser.

Wonderful demonstration and exaggerated use of hand gestures to show pulse raiser demonstration. Non-verbal communication is key in delivering PE.

Voice and tone was very enthusiastic and very strong volume. You joined in with pulse raiser and moved around the hall with the pupils, building a relationship and trust with the group. You were really trying to keep positive facial expressions with smiling throughout the whole lesson. Again, non-verbal communication was wonderful.

Praising people who were standing still, the praise was heard by other pupils then they kept still. Nice to see some dynamic stretches, which was very good. Stop and feel your heart, good anatomical education for EYFS. Pea on a plate activity. Go and find a space; suggest guiding the pupils to a specific area; which was done to most pupils not all. Whilst playing activity, play some music.

Supporting pupils with activity; helped to digress the skill by getting the pupils to bend leg; really nice support with and moving around the hall. Suggest providing a goal, maybe getting them to do it four times each so there is a value of achievement to the activity.

Rolling the ball activity; show demonstration or plan prior to session. Could get the pupils to come closer than go back to their space after seeing the demonstration. Ask them to remember where they were in the sports hall before telling them to come closer. (This was done brilliantly for the final skill task; bouncing pass).

Really positive facial expressions throughout the session and wearing the correct PE attire. Like the wording of challenge, please continue with this, such as 'goal', 'task',

Very good demonstration, with positive tone in voice which made the pupils listen and not play with the ball. If there is an intriguing and an exaggerated positive tone in voice, the pupils get engrossed with the objectives that are being taught or demonstrated.

Really great support when supporting pupils with their posture. Broke it down 'chaining' to specifically work with a pupils' leg position.

Again, demonstrations were wonderfully presented and made pupils listen to the task in hand. Would suggest get a pair to demonstrate, reinstating that the pupils grasp the passing exercise. (Though this was done during the final activity- bounce the ball in hoop). Suggest using this style of demonstration throughout the PE session).

Ball in hoop activity was slightly short; suggest lengthening one skill or warm up and remove this session. By the time the pupils get on board with the activity, it is taken away from them. Truncating all the lesson plan learning is not a necessity. If they are enjoying the part of the session and they are continuing to have a higher HR and they are laughing and enjoying PE, then let them carry on with the task. When they start slowing down or making their alternative rules, then move on to next activity.

#### Suggestions to include for 2<sup>nd</sup> PE observation:

Had instructions in hands, lanyard on, attempt to remove this as there is easy temptation to play with this to help control emotions. Took lanyard off five minutes in session. This will be explained in more detail in the training programme.

One TA was getting slightly aggravated with a specific pupil. Her volume of voice was at the same level to the your own, which meant many pupils were turning their head to listen to the TA and not to you.

Specify praise; From 'Well done Bobby' to 'Well done bending your knees Bobby'. This will help sustain the skill due to the praise of the specific element of the skill.

This is difficult to do, especially delivering to reception pupils, but attempt to pair the groups with boy and girls, not girl-girl, boy-boy. Higher concentration levels take place when there is a girl-boy pairing.

#### What's next?

The researcher will send you a hyperlink on Tuesday 5<sup>th</sup> October to the TEIPPE YouTube channel. There will be two training programmes watch. The Introduction presentation and your key stage presentation.

If possible, please watch these videos at least 72 hours before your second observation.

If you have any queries, please email Craig Strong, [craig.strong@ntu.ac.uk](mailto:craig.strong@ntu.ac.uk).

Many thanks for your dedication to this worthy research.

## Researching the effects of Emotional Intelligence on the delivery of Primary Physical Education

### Pre-trained Physical Feedback

Name of Teacher: Sara

Year Group/Key Stage: Year 5 KS2

Date of observation:

#### Key findings:

Firstly, you moved straight into a warmup, providing an exciting pulse raiser. Jumping up and down and adding some competitive element. Made everyone laugh and everyone kept quiet when teacher arm was raised. Excellent!

hands clasped when listening to pupils's answers.

very good use of hand communication, with precision finger and thumb touching when she speaks about the rules. Showing demonstration with the help of pupils (fab!!).

Voice is perfect volume, enthusiastic and clear & concise. Wearing the correct attire.

1<sup>st</sup> group activity: excellent to see first two groups were mixed (boys and girls) to help stop friction. This is discussed in the opening training programme. Really nice seeing you walking around the classroom to help each group with each activity.

Positive praising and provided some good advice of telling one group to throw the ball chest height. When they achieved the catch then praise happened (good) but specify why, such as the catch was thrown at chest area with your hand positioned in that area. Again, this is discussed further in the training programme.

You let the pupils communicate and provide opinion, which brings out trust and relationship between teacher and pupil. Excellent! Used the two second of silence to make pupils listen. Wonderful!

Increasing heart rate for fielders and waiting batters. Could the fielders move to a different part of the hall for each batter?

Good specific praise to a pupil when he kept his eye on the bowler and thrown the ball correctly. this was explained and praised by the teacher. Lot's of smiling from the pupils and the teacher kept a positive facial expression throughout. Non verbal communication is key in building a positive attitude. Well done.

Made humorous joke on people swinging the bat while running around the hall (H&S). pupils did drop the bat before running. Excellent.

Adaptability shown when rules were changed of running crease. Brilliant.

self appreciation and confidence of teacher: very good- no visual signs of nerves and good body language.

#### Suggestions to include for 2<sup>nd</sup> PE observation:

Unfortunately, the warmup was far too short. the pupils were laughing and enjoying the activity, keep it going! Wait until you feel or see the pupils taking less interest in the warmup activity. Do not follow the lesson plan if the pupils are gaining good, intense physical activity, which is also enjoyable and building cohesion. Just remove one of the skill activities if need to.

Went on to talking about the aim of the session, explaining the throwing and catching exercises. This could be done before the warmup exercise as their HR will lowering and muscles start relaxing.

Suggest placing hoops on floor before session to have a nice flow from warm up to activity. Alternatively, get a TA (if available) to set this up for you.

How could you make the first throwing activity more engaging; could there be how many they throw in one minute, then accumulate the five attempts in each group? This can provide eagerness and competition in the lesson. It also provides a good timebound for the pupils to work with, which helps with the urgency of completing the task. In addition, introduces cross curricular with mathematics. Finally, it will help increase HR.

One pupil was explaining to the rest of the group where to position themselves in the sports hall. This leadership should have been acknowledged and praised.

Would be nice to see more hand gestures such as thumbs up, small claps (was done at times), high five (if you are allowed), pats on backs.

Positioned yourself in the same location, throughout the match. pupils behind were not recognised and tedium was setting in (pupils lying on floor). Suggest moving around the hall during the game.

Hands in pockets near the end of the session. Try and attempt to keep your hand gestures for positive communication.

#### What's next?

The researcher will send you a hyperlink on Tuesday 5<sup>th</sup> October to the TEIPPE YouTube channel. There will be two training programmes watch. The Introduction presentation and your key stage presentation.

If possible, please watch these videos 72 hours before your second observation.

If you have any queries, please email Craig Strong, [craig.strong@ntu.ac.uk](mailto:craig.strong@ntu.ac.uk).

Many thanks for your dedication to this worthy research.



**Researching the effects of Emotional Intelligence on the delivery of Primary Physical Education**

**Post-trained Physical Education Feedback**

Name of Teacher: Amy

Year Group/Key Stage: KS1/YR1

Date of observation: 12/10/2021

**Key findings:**

Played Simon Say's to warm up the class. The teacher made it funny by starting with a little wiggle dance. Attempted to smile throughout the session, which is fab. Teacher and TA taking part of the activity. Well done! The pupils were smiling and finding the activity very enjoyable. You were trying to walk around the hall to see if all the pupils are taking part. Excellent development from TEIPPE programme.

Traffic light activity the teacher made it fun and tried to catch the pupils out. The pupils were laughing and talking, in very good spirits and behaving well, one or two were get over excited but this is expected. Absolutely brilliant hearing the pupils being out of breath, smiling and laughing. Both Teacher and TA walking around and at times partaking in the warmup activity.

Excellent facial expressions; very positive and exaggerated positive reactions and praise. Good use of hand gestures; thumbs up for praising pupil who was listening properly. Also pointing fingers to his eyes so the pupils look at him.

Good attempt of silent demonstration for the throwing activity. The catching activity was more strenuous and challenging, with good timelines and objectives in comparison to previous session. Throwing it five times, 5times clapping, then x5 withstanding on one leg. Brilliant progression which provided purpose to the session.

Pupil achieved the objectives and ran straight to the teacher. Supporting pupils who were struggling with the multiple challenge of throwing, catching and balancing; **I would suggest working on whole-part-whole or chaining coaching styles, which I will add on to the next version of the TEIPPE programme.**

The pupils became more engaged with the more challenging activities; the sports hall was very motivated, lots of noise and enjoyment. By six minutes, tedium started to set in; this was noticed during the seventh minute. Excellent timing!!

Excellent high five praise and really good facial expression while praising a pupil on their catching achievements. Used the management technique of pupils placing the beanbag/ball behind them when discussing the next activity. Worked really well. **Just need to shut the windows (if you are allowed) to cut out playground noise (being picky!).**

The team activity took slightly longer than anticipated. Try and use delegation skills so the TA can set up the next activity. This resulted in tedium raising from the pupils and heart rate lowering. The groups were slightly large and rules became quite confusing for the pupils to understand the game activity. Good mix of girls and boys in each team.

Another two groups would have been nice as there were too many pupils waiting. Would include some music to keep them entertained. The pupils became quite bored with the session. Then you became agitated as it was not going to plan. You were picking up the speed of your tempo, telling the pupils to 'go, go, go!' attempting to pick up urgency. You became very stressed after the activity.

'Well done Jackson, good boy!' Why was this praised provided? Was it because of the body positioning of his catch, his hand-eye co-ordination? Remember to specify praise.

Pupils during the ball game were getting bored due to waiting a long time. Suggest speaking to Miss Yates explaining her structural layout of the session. Such a shame as a lot of the TEIPPE programme was introduced to the session, especially in the warmup and cool down. Well done on this

Love 'make a circle' for the cool down stretches. **Suggest joining the circle, so you do not have look behind you to see if the pupils are behaving. Ask them to do a countdown for 5-10 seconds per stretch.** The cool down exercises were really good fun and you were smiling throughout the activity and the pupils were laughing.

Nice finish of sleeping lions to make them all relax and able to line up when they are tapped on the shoulder. Providing them with simple, clear and concise rules.

Enjoyable lesson and very well energised warm up. Forgotten the reflective feedback from the pupils and the main game activity required some management to reduce tedium. A lot of emotional improvement that helped enthuse a lot of the pupils.

**What's next?**

The self-reflective questionnaire has now been emailed to you. Please complete this and return it back to me within the next two-three working days. Please send it to [craig.strong@ntu.ac.uk](mailto:craig.strong@ntu.ac.uk).

Thank you ever so much for your hard work and dedication. I hope you enjoyed the training and hopefully made you reflect on your emotional behaviour when delivering your next PE lesson.

## Researching the effects of Emotional Intelligence on the delivery of Primary Physical Education

### Post-trained Physical Education Feedback

Name of Teacher: Ben

Year Group/Key Stage: EYFS/Reception

Date of observation: 19/10/2021

#### Key findings:

Provided a number of tasks for pupils to carrying hoops, cones and even the lesson plan into the sports hall. Providing responsibility and importance to the PE lesson; wonderful!! Good (5 second) countdown to provide urgency of getting the pupils in to space. TA attempted to tone her volume down, which was superb.

“Do all superhero’s wear a cape?” Really nice adding classroom activity into the PE lesson. Started at 09.32 – had a good discussion of the aims for just three minutes. “Hulk smash” was enjoyable to see. The volume and the tone of voice was exaggerated and positive throughout! Well done. Not moving feet at the start so they can get to know all the moves. Great way of providing dynamic stretches at the start. Wonderful coaching philosophy. I would not be able to hear the different movements if they are running all around the sports hall.

Tried to ask pupils of other superheroes to include which was lovely to see. Really positive intonation in voice. Yes! Walking around the hall and including the superheroes movements. This was a brilliant pulse raiser. You were taking part and as well as the TA’s. The pupils were all smiling and enjoying the session. A lot of pupils were getting out of breath. The warmup lasted a long time, but the pupils were really enjoying the session, so you carried on. Brilliant!!!!!!

During the pulse raiser, provide some praise to individual pupils on their superhero movements during the pulse raiser (galloping style). Made the pupils make a siren sound when they pretended they were a paramedic superhero. Warm up from 09.35-09.46. BRILLIANT WARM UP!!! In fact, I noticed two pupils were slowing down and one actually stopped (possible tedium) so this was perfect timing. Excellent effort.

For skill activity, you physically selected all the groups and shown the pupils, with hand gestures, on where they had to be situated in the sports hall. Really nice mix of boys/girls. The game of rules and regs took a slightly long time.

Excellent hand gestures at times, especially when explaining how to complete certain tasks. The activity was rather complexed for the reception age group. There was a lot of standing around during the line activity. Could you provide them with an idea to do this during the pulse raiser?

When the pupils provided an answer to your questions, provide praise and thanks to build their emotional self-worth. The game didn’t start until 09.57. Eleven minutes is slightly to long (18% of the lesson lost). How can this be reduced next time?

When the activity got going, it became very exciting. You did attempt to reduce the team in to three so improve the rate of participation. For this specific activity, I suggest getting them all to partake so they are constantly running up and down the sports hall or catching people.

The boy who requires individual support was also taking part in the game, which was great to see. The pupils were talking (due to the enjoyment) and participating really well.

Activity Two (hoop on fire!): Good use of showing sportsperson-ship by letting the pupils applauding your demonstration. Good use of mixed groups (no all boys/all girls). This took time but meant there was more harmony during the PE session. Great to see all of the sports hall being used. Well done including physical exertion on the skill acquisition. Good praise to the pupils who were looking at you when you raised your hand. Adding humour is great ‘Ooh, it’s a bit hot!’, when you picking out the beanbags from the hoop whilst completing demonstration.

Try and place one TA at the bottom of the sports hall while the other is at the top with all the groups..... You located yourself by the hoops to provide praise and encouragement. Excellent!!! Good use of hand gestures (clapping and thumbs up) and using your hands to guide them in the right direction. Brilliant communication and excellent use of EI to enthuse the pupils to carry on.

Excellent countdown of ‘2minutes left’ this worked excellent as the pupils started to move quicker so they all can have another go! Really nice to see the countdown as they all set quietly and were back in their groups. Lots of smiling and a few pupils were out of breath. Brilliant praise to specific pupils who threw the bags really well. Gave out praise to three pupils on their success of throwing both beanbags in the hoop. The TA’s were outstanding and were brilliantly enthusiastic.

Cool Down: Well done on the urgency countdown of five seconds to get them all sitting down. Great praise to a lot of pupils who located themselves in a good space. Did a wonderful cooldown. From TEIPPE programme you followed the cooldown procedure wonderfully. Well done on static stretches and provided a fantastic evaluation whilst doing the stretches. This is great knowledge from watching the TEIPPE programme. This is a great way of re-capping the session and reminding the pupils of the positive elements of the PE lesson.

Lining up: Again, five second countdown worked really well and the majority (bar two pupils) were lined up beautifully.

Overall, a wonderful PE lesson to watch.

#### What’s next?

The self-reflective questionnaire has now been emailed to you. Please complete this and return it back to me within the next two-three working days. Please send it to [craig.strong@ntu.ac.uk](mailto:craig.strong@ntu.ac.uk).

Thank you ever so much for your hard work and dedication. I hope you enjoyed the training and hopefully made you reflect on your emotional behaviour when delivering your next PE lesson.

# **Researching the effects of Emotional Intelligence on the delivery of Primary Physical Education**

## Post-trained Physical Education Feedback

Name of Teacher: Cath

Year Group/Key Stage: Year5/KS2

Date of observation: 13/10/2021

### **Key findings:**

Well done including a good H&S with removal of jewellery and shoelace/footwear (TEIPPE). Excellent H&S throughout.

Nice silent warm up by doing some good dynamic stretches. Great job. Though, could you add a game element to the warmup, this could provide another purpose to the exercise?

Got the pupil to move out of the class to do their shoelace. Great job.

Pupils were getting out of breath. Excellent to hear. Got one of the pupils to lead the warmup. Quality responsibility which is ideal for this KS age group. Well done partaking the warmup while the pupil was leading/coaching the session. Really nice to see. The warmup was a good fifteen minutes and there was no tedium set in as there was a lot of variety. Excellent CV session at the end. Like how you put your arm round a girl who got stitch; got them to persevere. Wonderful EI!!!

"I'm Super proud of seeing you keep on going" with thumbs up; great hand gestures. For the skill activity (one) you delegated the pupils to get in a line in their pre-prepared teams and made them set up the cones for the activity. Great delegation management.

Incorrect answers for stamina but constantly praised them attempting to provide an answer. Good Q&A with the pupils. Pupils still out of breath whilst discussing the rules of the game activity.

Shame about the hall size, suggest doing a walk there, run back for task one. Facial expression; try and show more positive smiling and persona to build the encouragement of the pupils. Sometimes this is difficult when you are watching so many pupils partaking in group activities.

Groups of six meant they were waiting slightly longer for their turn. Could these groups be reduced to four pupils, meaning they could have two attempts of the activity? In task two (high knees) you did move around the hall to show other pupils that you were watching their performance. Excellent.

More smiles and positive facial expressions were being shown later on in the lesson, which was superb! You were feeling more relaxed in the session. For star jump (task three) you used 'superstar' for positive praise. Lovely to hear.

Try and let go of the lesson plan and place this to one side. It will then provide you to deliver positive hand gestures for praise (mentioned in TEIPPE programme).

The hopping exercise was great, providing them to hop all the way to the end of the hall. Made it more intense. It was excellent providing this flexibility and realising the pupils need to be stretched from their emotional reactions.

Yes!!!!!! Well done adding a competitive element by doing a relay game. This was really good fun!!!! Kids enjoyed the game. Liked how you added humour when discussing the rules when tagging the team partner. Excellent recapping of stamina and speed.

Really nice to see lots of positive motivation in the lesson and adding competitive elements. Love hearing the pupils feeling disappointed that the PE lesson has finished. Excellent to see this as they were out of breath and yet they were smiling throughout.

### **What's next?**

The self-reflective questionnaire has now been emailed to you. Please complete this and return it back to me within the next two-three working days. Please send it to [craig.strong@ntu.ac.uk](mailto:craig.strong@ntu.ac.uk).

Thank you ever so much for your hard work and dedication. I hope you enjoyed the training and hopefully made you reflect on your emotional behaviour when delivering your next PE lesson.

## Researching the effects of Emotional Intelligence on the delivery of Primary Physical Education

### Post-trained Physical Education Feedback

Name of Teacher: Dani

Year Group/Key Stage: YEAR 1/KS1

Date of observation: 11/10/2021

#### Key findings:

Nothing in the teacher's hand and no lanyard on. Good use of hand expressions pointing to ear to 'see if you are listening really hard'. Excellent.

Playing Simon Say's: Playing longer in the warm up as the pupils were really enjoying the warm up (TEIPPE Suggestion). Made a lot of humour 'wiggle your ears', which the pupils loved.

Tying shoes of girl: good H&S. Providing good praise of pupil who was using their 'magnet eyes'

Fantastic management of separating two pupils straight away when they were getting a bit too excited. 'What do we need to look for' while pointing at your eyes. Again, wonderful hand gestures.

Fantastic praise throughout, trying to get to every pupil. Traffic light exercise: added humour by saying red whilst everyone was still. Caught the TA out which was very amusing. Really nice time spent on warm up. Pupils were out of breath and smiling faces.

"I like to thank all the pupils who are playing properly." Really nice angle to provide positive reinforcement. Lovely praise to one of the answers, explaining that they included the term of sight, which was taught in the classroom session.

Urgency of countdown; excellent!!!!!! This made them get to the line quicker (as mentioned in the TEIPPE programme).

Showing good demonstration; did provide two different demonstrations which was fab but be nice to see one demonstration being silent. Great attempt.

Pairing up groups; great attempt to mix the pairs to girl and boy. Only three all boy groups. One was being looked after by TA; another by the windows were behaving well and the other by the door was showing off and being slightly cheeky.

Was losing the facial expression of positive smiling at times as there was a very busy class to trying to look after everyone.

Praising pupils who was lining on the correct line. TA collected all the balls while the teacher was delivering the session, Excellent delegation management! (TEIPPE Training)

Game activity was absolutely brilliant; adding physical activity, only having four (or two people per team). Very little or no chance for lowering heart rate; providing excitement and purpose. The lesson was enjoyable, loud and happy.

One suggestion: Both TA and teacher were located at one side of the classroom; to manage and support pupils, suggest one on each side of the sports hall due to the seven groups of four.

Well done again letting TA to help prepare groups to speed up process of activity.

Provided static stretches; wonderful!!!

Brilliant re-capping and evaluating the lesson. Lots of hands up from the pupils who wanted to tell what they liked. They had a really nice conversation with each other on what they enjoyed. This will make them think about the following PE lesson.

The relaxing story was a good idea as the pupils were extremely hyped and they needed to be calmed down.

Took in so much information from the TEIPPE training. The lesson was much more energised, and the pupils was really enthused.

Brilliant delegation throughout with the TA. Wonderful!

#### What's next?

There will be a self-reflective questionnaire being emailed to you in the next 72 hours. Please complete this and return it back to me within the next two-three working days. Please send it to [craig.strong@ntu.ac.uk](mailto:craig.strong@ntu.ac.uk).

Thank you ever so much for your hard work and dedication. I hope you enjoyed the training and hopefully made you reflect on your emotional behaviour when delivering your next PE lesson



## Researching the effects of Emotional Intelligence on the delivery of Primary Physical Education

### Post-trained Physical Education Feedback

Name of Teacher: Emie

Year Group/Key Stage: Year Two/KS1

Date of observation: 11/10/2021

#### Key findings:

Good and exaggerated facial and hand expressions to build enthusiasm in the class; counting on your fingers the aims and objectives of the lesson. Good tone of voice during the recapping/aims/Q&A.

You did at times have to turn up your volume whilst the pupils were discussing the routine on the YouTube video demonstrations. Good use of volume when needed. You were pointing and demonstrating hand gestures to get them exciting.

There was some demonstration of delivering specific praise to one of the pupils "Good observation skills!" Shown on TEIPPE Programme

Group of five pupils. All mixed groups. Excellent. Explained in TEIPPE programme

Warm up, stinky crocodiles; similar to the floor is lava. "Chomp your toes"; some of the pupils laughed.

Unfortunately, the pupils were doing their warmup one at a time. Could you have done this differently, so the pupils's HR is high and they getting physically active? Can make out that the mats are the crocodile pools, so they have to run around? Get everyone involved at the same time. Around 18 second waiting time per pupil to get just six seconds of physical activity. Was stopping the activity when only some only had one go.

The warmup could have been slightly longer, explained in the TEIPPE programme.

Got a pupil to demonstrate as he needed to be entertained whilst you were discussing next activity. Good head nodding and smiling while you were with this pupil. Brilliant!

There was a lot of control management in the lesson: Calming pupil down by speaking to them with soft, quiet tone. Excellent!

Brilliant that groups were just working in pairs for the second activity, so they were all partaking.

The warmup could have been slightly longer, explained in the TEIPPE programme.

Attempted with a silent demonstration technique doing a teddy bear roll... A lot of time consumption and effort to get demonstration starting. Didn't go to plan. Tedium setting in on some of the pupils's faces.

Forcing a raised arm down of a pupil who wanted to ask question. She needed the toilet; bless her. During this time you were getting very anxious and was not happy with the dynamic of the class. You seemed to have other things on your mind.

Not enough continued energy; very stop-start activity. Stopped to discuss the progression the teddy bear roll. In the TEIPPE programme it was explained to try and reduce this and provide continuous movement and physical enjoyment.

Boys together were misbehaving in pairs. We're not listening when you were demonstrating. No silent demonstration as mentioned in the TEIPPE programme. Probably did not explain this coaching technique properly in the training programme.

Need to move round hall. Boys far side of hall were just sitting on benches when they should be doing egg rolls.

Tied the shoelaces of pupil. Good H&S.

Did not attempt silent demonstration on pencil roll. Again, no moving around the hall to try and keep pupils on their toes. The pencil roll activity only took 20seconds long and was quickly rushed. As mentioned in the TEIPPE programme, if the pupils are enjoying the activity, carry on with the activity and do not worry about the lesson plan agenda. A lot of stop starting throughout. How can this be reduced? Maybe you could use the visual display unit to aid the new gymnastic moves. On forward roll, no silent demonstration.

Lots of control management required today. Less smiling from the teacher.

Tip: Suggest not making the pupils choose who one and who is two; instead, number 'one' and letter 'A'. This will help reduce conflict between the paired pupils, especially with the paired boys.

The pupils were rolling when you were talking because they want to be active and get on with the exercise. Not standing still.

Eventually you were moving around the hall for forward roll (fourth activity). Supporting pupil on specific praise but highlight on an element that was a negative; autonomous improvement will happen if you confirm to the pupil on certain positive elements of the forward roll (as mentioned in the TEIPPE programme).

During demonstration explain other parts of the anatomy that they need to concentrate on, such as the core (cartwheel). Again, only two minute activity per roll maximum. Pupils were slightly agitated as they want to keep moving.

Seemed very nervous and rushed in places. Were you worried about time? Just reduce some of the activities and let the pupils enjoy just a couple of the rolls.

Did provide a good positive reflective feedback. Tried to introduce next week session. Excellent!!!!

Cooldown: Did static stretching exercises though some were misbehaving; once again all boy pairs.

#### What's next?

There will be a self-reflective questionnaire being emailed to you in the next 72 hours. Please complete this and return it back to me within the next two-three working days. Please send it to [craig.strong@ntu.ac.uk](mailto:craig.strong@ntu.ac.uk).

Thank you ever so much for your hard work and dedication. I hope you enjoyed the training and hopefully made you reflect on your emotional behaviour when delivering your next PE lesson



## Researching the effects of Emotional Intelligence on the delivery of Primary Physical Education

### Post-trained Physical Education Feedback

Name of Teacher: Faye

Year Group/Key Stage: KS2/YR4

Date of observation: 21/10/2021

#### Key findings:

Straight into a warmup. Was the aims and objectives outlined in the classroom (please confirm this in your reflective journal). Asked questions on the H&S before the pulse raiser started. Excellent. Really nice tone of voice, really positive, fantastic use of hand gestures right from the start. Clearly watched the main aspects of the TEIPPE programme.. Good demonstration examples of movements that can be made during the tig and tag with a beanbag activity. Really nice timing. Love how you controlled the pupils on letting them raise their hands to answer one of the questions. Excellent behavioural management.

You provided some flexibility and adaptability on how they would move around the sports hall, from skipping, to running, to hopping. Good sense of freedom and provided a good amount of humour. 'Try and go around with someone you do not hang around with on the playground'. Love this as they then building bonds with other pupils within their class.

Facial expressions were positive and a lot more smiling in comparison to the first session. This was mirrored by the pupils who were also smiling. The warmup was extended as the pupils were running around and enjoying the warmup activity. I would suggest adding another objective to the game...you did this by you taking part and trying to tag the pupils with the bean bag. The pupils's excitement raised, with cheers and jumping around. Brilliant. You were smiling throughout and laughing with the pupils. Brilliant, absolutely brilliant!! Everyone out of breath and with smile son their faces.

Practice underarm throws, which was planned out before the lesson begun! Brilliant time management as there was a very swift transition from warm up to activity. The enjoyment was present, and the pupils's heart rate was at an active state. When they were getting their groups together I was going to provide an urgency five second countdown. This wasn't needed as they set up their groups themselves very quickly. The groups were mixed of boys and girls. Then they were paired. Try and get these pairs in to boy and girl. Great attempt to split the group up at the start. Provided some harmony.

With the throwing activity, really nice demonstration and got a couple of pupils to get involved. Provide praise on their throwing and catching so they feel that they were getting the technique correct. You did try silent demonstration! Excellent. Made the pupils sit up and watch as there was no audible support! This is brilliant take of psychological coaching. Well done using the TEIPPE programme training.

During the throwing activity, you did stop to discuss of the 'flying beanbags'. You asked the pupils why they were throwing incorrectly. Brilliant control and improving goal directed performance. Wonderful to see. Suggest providing a task, such as throwing and catching with one hand or a total of twenty throws in a group without dropping the beanbag. Really nice praise on the throwing technique of a pupil (specific praise!). Attempted to see all the groups and provide them with support and praise (excellent positive tone). Attempt to show positive facial expressions and positive hand gestures. You were clenching your left fist at times, indicating some anxiety. Well done on the increase development of skill acquisition by extending the throwing distance. This provided extra excitement in the pupils. Again, try and add some competitive element to the skilled task. Well done taking part and helping out each group. Brilliant to see! Bring enthusiasm and joy to the pupils when they are playing with the teacher.

There has to be an increase of active movements to increase the heart rate. How could you do this in your next PE lesson?

"How can Evie throw this better." How can you rephrase this to continue self-belief in Evie's ability? Suggest, "What great accuracy Evie, went straight to the catcher direction. Well done! Imagine if you threw that slightly harder then it would be even more of an amazing throw! Fantastic effort Evie!" Praise the elements or phases of the throw that were successful. This element of emotional intelligence will build belief and self-esteem to the pupil.

Brilliant hand gestures to help explain the rules of the cookie monster game. Again, very strong tone of voice and wonderful positivity throughout the session. Again, more positive facial expressions. Wonderful praise to every pupil in class. Wonderful demonstration once again! You were once again taking part, so the pupils were getting more involved. Brilliant!! Suggest providing more balls for the activity. Hand out timelines, 'one minute to go!!' Provides urgency and increase of activity.

After game two it became quite tedious for some of the pupils. How could you make the game more exciting? In addition, more active? Got the pupils to work together and accumulate the total of balls in the hoop. Good collaboration. Got the cookie monsters changed round so there will be different pupils learning to catch. Nice to see some clapping and positive hand gestures near the end of the session. This was well remembered as it doesn't come naturally. Great effort.

"That was fun!" I heard from a pupil at the end of the lesson. Lovely to hear. Well done including a cool down job and walk, followed by some static stretches. "Walk as slow as a sloth and as quiet as a mouse!" Love this.

Overall, a joy to watch and well done taking in a lot of the TEIPPE training. Superb!!

#### What's next?

The self-reflective questionnaire has now been emailed to you. Please complete this and return it back to me within the next two-three working days. Please send it to [craig.strong@ntu.ac.uk](mailto:craig.strong@ntu.ac.uk).

Thank you ever so much for your hard work and dedication. I hope you enjoyed the training and hopefully made you reflect on your emotional behaviour when delivering your next PE lesson.

## Researching the effects of Emotional Intelligence on the delivery of Primary Physical Education

### Post-trained Physical Education Feedback

Name of Teacher: Gina

Year Group/Key Stage: Year4/KS2

Date of observation: 14/10/2021

#### Key findings:

Voice had a real positive tone, excellent volume. Really nice going through the aims of the warmup explanation and moved on straight away on three 'chocolate bar' movements. Then added an extra chocolate bar movement (only took 20-30 sec transition). They wanted to do more; would be great if they could have carried on with the game. If they are enjoying it, carry on. You can reduce the skill activity if need be.

If you want everyone on the white line, walk alongside this and point towards the ground. Good praise on the groups that lined up correctly.

Excellent time transition from warm up to activity (did preparation in classroom before the PE began) so more time for the pupils to play. Only four pupils in a group...FAB!!! Everyone was having more attempts. Again, you are still very energised and great volume intonation. Really smart idea of providing them two bean bags to throw with. Suggest providing timeline to add urgency to the session.

Good pointing but was using a beanbag as a comfort blanket. Good point accumulation in the activity task.

Well done explaining to 'Connie' that she needs to listen in a calm voice. Very nice. All groups are mixed, no all boy/girl groups. Wonderful!!!

The ball activity the pupils were starting to misbehave slightly and so was making your volume of your voice raise higher and higher. You stopped the game too quickly to change the scoring. It only lasted for 40 seconds and averagely had two people throwing. Just remove a skill activity to lengthen out each task.

Good nodding when the pupil is explaining their point of adapting a different scoring system. Good interaction and flexibility. Moving around the hall well and providing as much praise to the pupils as possible. Brilliant!!

Good silent demonstration on explaining not to throw the ball over arm but underarm. Second spell of throwing ball activity was slightly longer. Good.

Cookie monster game was then introduced. Took time to set up. Good facial expression throughout the session. Really positive and exciting and energetic. Loved how you thrown the balls out of the bucket. Loved how you got involved in the lesson and took part. Got the pupils more enthused. Game stopped on two occasions to reintroduced and recap on the rules and regulations.

Well done including a timebound to provide urgency! Excellent.

#### What's next?

The self-reflective questionnaire has now been emailed to you. Please complete this and return it back to me within the next two-three working days. Please send it to [craig.strong@ntu.ac.uk](mailto:craig.strong@ntu.ac.uk).

Thank you ever so much for your hard work and dedication. I hope you enjoyed the training and hopefully made you reflect on your emotional behaviour when delivering your next PE lesson.

## Researching the effects of Emotional Intelligence on the delivery of Primary Physical Education

### Post-trained Physical Education Feedback

Name of Teacher: Hans

Year Group/Key Stage: Year3/KS2 (trained for KS1)

Date of observation: 14/10/2021

#### Key findings:

Your voice seemed quite down today, while facial expression was quite solemn.

Nice dynamic stretches. Falcon in Egyptian Cinderella, good link to classroom learning. Excellent!! Good praise to one or two of the pupils during the warmup stretches.

You were keeping very calm with some pupils misbehaving. Liked how you managed to get them working out while you tied a pupil shoelaces.

Good cross curricular activity with numeracy skills and star jumps. Really enjoyed this adding competitive edge and incorporating the 3-4 times tables. Increase counting capabilities for pupils to learn their three times table; though some boys were not playing.

Good pulse raiser and really enjoyed the increase pace of running on the spot. This class is really tricky to teach today so I would have tried to tire them out with more running.

You were taking deep breaths especially due to the boys at the back of the lesson.

Good humour on trying to put them off when they are balancing the beanbag on the head.

A lot of stop starting due to talking about the shape of the beanbag (took one minute) and pausing due to the behaviours of the boys at the bag.

Remember the technique mentioned on TEIPPE. Drop the beanbag and take two steps forward. Meaning they cannot reach behind them and therefore have attention listening to your rules.

You need to let go of your beanbag. You were using this as a coping mechanism. Very little to no hand gestures were shown throughout the lesson. Just place it to one side and go back to it when demonstrating.

Provide a timeline on how long they are going to do their first activity. What is the purpose of this throwing activity? Give them a goal/aim or value to this exercise.

There was no physical active workout for the pupils during the activities. How can this be included?

When pupils came over to explain what they accomplished you showed wonderful facial expressions, but this is when you could also use positive hand gestures such as at thumbs up and a high five. You couldn't as you were still holding the beanbag. That was a real comfort blanket today. Something is up.

Mixed pairs...excellent!!!!!! Let's see how the behaviour and the harmony changes in the classroom now...The pupils became quiet and less beanbags were being thrown while you were demonstrating the passing activity. You also included a challenge in the passing game. Excellent. Also provided a high five at last!). Became a really nice environment for this activity.

Well done selecting the groups of four yourself. This age group in term one will find this difficult.

Got flustered in the beanbag throwing game. Use all the space of the sports hall so they have space of going at the back of the line.

Showed benevolence and provided a hoop for a boy who wished to stay by himself.

Again, went a bit quiet verbally and vocal intonation was very monotone at times. Something was obviously wrong and was clearly expressed by your emotional persona.

Scratching your forehead and stress rash on jawline. Bighting bottom lip. Wonderful effort for delivering such an entertaining lesson but you were very anxious.

Good attempt to provide a cool down session. Less dynamic and more static stretches during cool down.

You were relieved when the lesson finished. This was notified with your body positioning; supporting your hands on the back of your hip bone and leaning back slightly.

#### What's next?

The self-reflective questionnaire has now been emailed to you. Please complete this and return it back to me within the next two-three working days. Please send it to [craig.strong@ntu.ac.uk](mailto:craig.strong@ntu.ac.uk).

Thank you ever so much for your hard work and dedication. I hope you enjoyed the training and hopefully made you reflect on your emotional behaviour when delivering your next PE lesson.

## Researching the effects of Emotional Intelligence on the delivery of Primary Physical Education

### Post-trained Physical Education Feedback

Name of Teacher: Jan

Year Group/Key Stage: KS2/YR6

Date of observation: 17/11/2021

#### Key findings:

Well done once again on wearing the correct attire and taking off your lanyard. Good start. Got the pupils to get in a circle and it was organised very quickly. Provided an explanation and a purpose for the warmup, which is excellent. Partaking in the pulse raiser which was amazing, raising knees in one spot and the pupils were really enjoying this. Loved the countdown to provide them with some urgency. Some good attempt of some dynamic stretches. Well done getting the pupils involved and letting them decide on an exercise. Well done partaking again in the hill climb activity and providing a 30 second target, with a good 10 second countdown.

Wonderful use of hand gestures to make them feel relaxed, a mass improvement on providing praise at the start of the session. Excellent! **During the star jumps a suggestion would be to praise individuals while they complete the exercise. This will provide motivation and increase their self-appreciation.** Completing burpee for the next session. They were really out of breath, but they all had smiles on their faces and well done providing praise to 'Maxie' followed by group praise by saying that they were all 'fantastic'. This was fantastic!

Body posture was very strong, no hands in pockets, no crossed arms nor hands on hips. You were really energised in your tone of voice and the volume was strong (not loud). Explained the session after cooldown, which was good as it did not take too long to explain the session. You delegated some pupils to help out to prepare the activity, which again reduced time for the pupils to wait. You were showing some really positive facial expressions, with lots of smiling and laughing at funny moments. Well done trying to commentate during the session and well done providing a countdown to increase intensity, which in turn, provided an improvement in the pupils's physical activity. To finish the first round, you provided a positive evaluation of their performance. Brilliant!!!

You made the second round of the activity more intense by making sure that they have to run back to the back line if they are tagged out. Really like the adaptation and the creativity of the session. Well done looking at the H&S of a pupil who shoelace was undone. Showing compassion and sensitivity. Suggest for the second round, could you locate yourself on the other side of the hall to provide praise to all pupils? Great commentary and countdown to provide urgency once again. Suggest providing individual praise throughout the session (though you did get everyone to give themselves a round of applause).

Specific praise when you complimented them on holding the balls and when they were ready to put the equipment away. Pick your own teams is good for this age group, remember that they have to be mixed gendered groups. Boys were picking boys; girl captains were picking girls.....This was noticed, and you told them to select a gender. Excellent! **For the last person being picked, make them feel upbeat by stating that the 'last one picked is always the best player'.**

For the netball/throw ball activity, well done splitting the players in to the attacking and defensive zones of the court so they are all spread out, which was a suggestion in your feedback. Good hand signals to provide support when explaining the rules and regulations. Well done providing commentary and praising the shooters when they are 'so close' to scoring. Well done going back and forth to each game. Really nice energy from yourself and this was mirrored by the pupils. Really nice tempo in both games and good movement, praise and commentary from yourself. Fabulous!! You provided specific praise during your evaluation after game one. This was really nice and provided some individual praise to pupils with a good thumbs up. Well done swapping the team rounds so quickly. Variation reduces the risk of tedium.

**You were getting slightly tired with 15 minutes to go as there were less positive facial expressions (less smiles and laughter).** These came back near the end of the second game. Excellent! The noise of the pupils was loud...excellent! They were communicating, laughing, getting excited and were really tense when you provided a twenty second countdown. Again, wonderful praise on the performance of the teams and individual praise and specified why. This was superb. You utilised your EI at a very good standard. You provided the pupils to put their own point of view and what they thought what was good about their own performance. Absolutely wonderful!! Good facial expression with positive smiles and when a pupil provided their evaluations. Wonderful!! **Could have provided a cool down with static stretches but I'm being picky.**

Overall, a much improved and enjoyable PE lesson, with your social awareness and management utilised strongly throughout the session. Thank you.

#### What's next?

The self-reflective questionnaire has now been emailed to you. Please complete this and return it back to me within the next two-three working days. Please send it to [craig.strong@ntu.ac.uk](mailto:craig.strong@ntu.ac.uk).

Thank you ever so much for your hard work and dedication. I hope you enjoyed the training and hopefully made you reflect on your emotional behaviour when delivering your next PE lesson.

## Researching the effects of Emotional Intelligence on the delivery of Primary Physical Education

### Post-trained Physical Education Feedback

Name of Teacher: Kim

Year Group/Key Stage: KS2/YR4

Date of observation: 15/11/2021

#### Key findings:

Well done removing your lanyard and introducing a higher intensity to your warmup to help raise the pupils's H/R. The warmup made the pupils excited, got them smiling and laughing. Very good praising throughout the start of the lesson; love the activity by getting the pupils in groups of X number. Wonderful teamwork and collaboration. Excellent hand gestures of thumbs up and wonderful praise throughout the session. Your facial expressions were really positive, lovely smiles and laughter that made the pupils mirror your positivity. Wonderful!!! Asked the pupils if they wanted to do more of the warmup..."YEEEEAAHH!!!!," they responded. The whole class including yourself loved delivering the session. The best warm I have seen this week.

"Marching all the way through" yes! This is perfect to get the session more active and reducing potential tedium. 'Knees higher!' brilliant intensity. 'Why have you all stopped marching?' This was wonderful continuation of physical activity. Your eye contact was superb! Always looking at the group and you even took part with them marching, which got them to work alongside you. Excellent!!

You reduced the groups in to 3-4 pupils, which provided more physical activity being produced by each pupil. This was wonderful! In addition, you went round and knelt down with each group to give them verbal and non-verbal support and encouragement. You improved on the positive hand gestures as well as using your hands to communicate. You always attempted to face the group that you were talking to, so you were also able to look around the hall so you could keep an eye on the rest of the class. Excellent!

Interesting for future research (Ringelmann effect): Groups of three were working so much more effectively compared to the groups of four. All groups were a mixture of girls and boys. Amazing!! Being picky....Great effort on improving hand gestures but could more be included? Suggest high five's and more clapping could be included. Superb one minute countdown which provided urgency throughout the whole class. This was brilliant as everyone started to pick up their performance/work rate.

You supported each group wonderfully. You supported six of the seven groups (just missing one), though the cohesion was so strong in this group was very good. Well done raising voice as only 2/7 groups were ready. Coercive discipline was used very sparingly. Absolutely wonderful!!

The volume and intonation of your voice was amazing. Extremely positive and made everyone in the hall wanting to do more. This made the pupils excited and so the volume of the whole session was wonderfully loud. Every pupil was talking loudly about at the task in hand. This is great as the sound portrayed passion and excitement. Wonderful!! When you got to complete the main Roman march, so many pupils were counting along with you. Excellent reminder to the pupils on reducing volume during the main demonstration.

Cool down...brilliant!!!! This was needed as the session was quite intense and the pupils were very active in comparison to the last week. Asked the pupils to do a stretch, which was a brilliant way of providing adaptability and flexibility. Wonderful to see an evaluation during the stretching exercises. This was fab as it was a wonderful recapping exercise and provided a purpose to enjoy the PE lesson for the following week. Overall, such an enjoyable lesson and even though it was 30 minutes long, there was so much energy, enthusiasm, humour, happiness and cohesion. In addition, it was far more intense, and the pupils were more physically active. Magical to watch, thank you.

#### What's next?

The self-reflective questionnaire has now been emailed to you. Please complete this and return it back to me within the next two-three working days. Please send it to [craig.strong@ntu.ac.uk](mailto:craig.strong@ntu.ac.uk).

Thank you ever so much for your hard work and dedication. I hope you enjoyed the training and hopefully made you reflect on your emotional behaviour when delivering your next PE lesson.

## Researching the effects of Emotional Intelligence on the delivery of Primary Physical Education

### Post-trained Physical Education Feedback

Name of Teacher: Liam

Year Group/Key Stage: Year5/KS2

Date of observation: 13/10/2021

#### Key findings:

Firstly, what a wonderful PE lesson! You were in the correct attire which you were very proud about. You seemed to have more confidence and looked prepared for the PE lesson. Absolutely brilliant!! I love, love, love the pirate ships pulse raiser, such a wonderful activity! The pupils were getting excited even when you were explaining the rules.

Your facial expressions were always positive, lots of smiling and positive energy. You were partaking by running on the spot, which was keeping the pupils enthused. The game was making the pupils smile and really active. They were included in the decision making on additional movements. You kept them moving at all times. Absolutely amazing!!! The pupils were out of breath. Well done following with a stretching activity straight after the pulse raiser, and they were dynamic stretches! This was the best warm up I have seen during my research in terms of pre vs post trained. Thank you for such an amazing warmup session!!!! Suggest providing a five-ten second countdown on each stretch to give the pupils a direction.

The tone of your voice was really enthusiastic throughout. Fantastic change of tone to control one pupil who was misbehaving. When talking about the rules and regulations, you provided some wonderful opportunities for the pupils to answer a number of questions. When a question is asked or answered provide praise to the pupil who partakes in the Q&A. It will make them more engaged and confident in providing more questions. Another suggestion could be that the TA could watch one game, while you watch the other.

You took the advice of having two games going at once. For year six, this can be done due to their maturity levels. The pupils were more engaged and were gaining more physical activity. Excellent! You showed a lot of sensitivity when a pupil got hurt during the activity. It was so good being tactile with your arm around her when she became upset.

Hand gestures: You utilise your hands to communicate rules, provide demonstrations and showing direction. One element that I suggest you could be included more often if praise. More thumbs up, more clapping, more high fives. Ironically, as I wrote this comment, you provided a thumbs up to the pupil. Wonderful!! You provided lots of encouragement throughout the session, using verbal communication. Your volume of your voice was again, very strong (not loud), clear and concise.

Suggest providing commentary whilst watching the match. Talk about the game like it is on the television. The pupils love this interaction! You moved around the hall more and it seems that you were really enjoying yourself in comparison to being nervous at times in your previous observation. You provided adaptability when a game became low scoring, which helped reduce the risk of tedium! Excellent coaching management.

Thirty minutes in and the pupils were still out of breath. Love how you introduced teamwork and collaboration, by asking each team on how they could change the rules of the game. For KS2 this is brilliant! Writing them down on flipchart paper: innovative way to bring in cross curricular activity. I would have preferred to see continued physical activity though the session was so intense that it was nice for the pupils to have a break for a few minutes. During the brainstorming activity you managed to speak to all four groups in detail, which was fabulous to see. Fantastic emotional intelligence shown in goal directed performance.

Could the TA work with a couple of groups while you are talking at the other side of the hall? Some pupils were bouncing the ball which is showing tedium. Suggest placing the balls to one side and reducing the writing activity to just 6 minutes maximum, as it was at this time when some of the pupils were not partaking and wanted to get back playing the game. Activity took 10 minutes but I am now being picky as it was such an amazing PE lesson. You were constantly using your facial expressions when talking to the groups. Equal eye level so you were crouching down to speak to all the pupils. Wonderful!!

'Amazing ideas' and negotiated to just five rules! Wonderful praise and including flexibility to the lesson. Well done having mixed gendered teams. This helps with building cohesion and reduces this risk of misbehaviour, especially with all boy groups. Try and refrain from placing hands in pockets. Well done taking the ball from the hands of a pupil as he was constantly bouncing it whilst you were talking. The noise in the hall was loud.....which was excellent!!! The pupils were talking about the lesson and communicating within their team. It was active and fun. Loved this!

To add extra spice for the next session, could you set up a mini league? In addition, to provide urgency, have a three second rule for each pupil has to release the ball. This will increase the pace of the game. Really lovely to see you laughing and smiling at some of the pupils's achievements. Even an hour into the session, you were still moving around the sports hall, wonderful!

#### What's next?

The self-reflective questionnaire has now been emailed to you. Please complete this and return it back to me within the next two-three working days. Please send it to [craig.strong@ntu.ac.uk](mailto:craig.strong@ntu.ac.uk).

Thank you ever so much for your hard work and dedication. I hope you enjoyed the training and hopefully made you reflect on your emotional behaviour when delivering your next PE lesson.

## Researching the effects of Emotional Intelligence on the delivery of Primary Physical Education

### Post-trained Physical Education Feedback

Name of Teacher: Nina

Year Group/Key Stage: Year3/KS2 (Trained on KS1)

Date of observation: 14/10/2021

#### Key findings:

Lanyard off and provided a detailed aims and objectives of the session so there was little time wasted on breaking down the PE lesson of describing on each section of the lesson plan. Great job.

Good attempt to praise as many pupils as possible during the warmup so you are showing everyone that you are keeping an eye on them. Really enjoyed the running activity; suggest carrying on until they get fed up with the pulse raiser. You then noticed that they wanted to carry on, so you played a game of Simon Say's. Excellent!!!

There was a lot of laughter and good physical activity. You attempted to show positive facial expressions throughout. This made the pupils happy and talkative. They were talking about the PE lesson as they were enjoying the first part of the session so much. Excellent. You said you may play Simon say's at the end. Just carry on playing it if they are enjoying the physical activity. The game wasn't played at the end.

Made a game element for the first activity. Catching the bean bag with both hands 10 times, then one hand 10 times. This provided a purpose of the skill activity. Liked how you let the pupils carry on with the activity while you were passing the beanbags to other pupils. You kept on smiling throughout, walking around the sports hall and praising as many pupils as possible. Fantastic!

The clapping exercise you were still showing positive facial expression, though try and increase your hand gestures. To control your own anxiety, you were squeezing the beanbag in your hand, reducing the opportunity to show thumbs up, clapping hands, and providing high fives.

Paired activity: try and split the pairs into boy and girl (reduce same sex pairing due to behavioural issues as mentioned in the TEIPPE programme). When you want the pupils to get into pairs, provide a countdown of five seconds to increase the urgency, then show where one pupil needs to go by physically going on the white line. I would add a competitive element to this as two minute into the activity the bean bags were being thrown too hard and to high.

Teams of four; provided them with independent teamwork. I would suggest selecting the teams for them due to their maturity levels of term one, year three.

Well done reducing the groups to four for the hungry hippo's game. Logistics took a bit of time to sort out. To get them back on their line provide a five seconds countdown to provide some urgency. Great idea for the game when it eventually started and the pupils loved it!! "That was fun!!!" I heard from one pupil when collecting the bean bag for the second round.

Good reaction from the teacher providing a clap of approval. First time seeing positive hand gestures.

There is a lot of friction and tale telling from the group, which is inevitable for this age group. I would reiterate the rules and clarify that the final decision is down to yourself. Simplify the circumstances of praise and negative reinforcement if anyone else complains of other pupils cheating.

One group were told to sat down due to their behaviour. The boy in the glasses was very mean to the rest of the pupils. Instead of standing them aside, split the group up and put each individual in a new team. You did this for the last round; excellent!!!! It means everyone still got involved in the lesson.

Volume was very good and positive intonation. More authority and clarification of rules need to be made by yourself.

A liked that you did an extra game activity rather than a cooldown. It is all about enjoyment and the intensity of the lesson did not require a pulse lowering exercise. Well done.

#### What's next?

The self-reflective questionnaire has now been emailed to you. Please complete this and return it back to me within the next two-three working days. Please send it to [craig.strong@ntu.ac.uk](mailto:craig.strong@ntu.ac.uk).

Thank you ever so much for your hard work and dedication. I hope you enjoyed the training and hopefully made you reflect on your emotional behaviour when delivering your next PE lesson.

## Researching the effects of Emotional Intelligence on the delivery of Primary Physical Education

### Post-trained Physical Education Feedback

Name of Teacher: Pepe

Year Group/Key Stage: EYFS/Reception

Date of observation: 11/10/2021

#### Key findings:

Your hand expressions are brilliant, while your verbal tone is exaggerated and really positive (explained in the TEIPPE programme).

Specific praise was introduced (“*That was brilliant balancing on one foot Lara.*”). Well done, good balancing.

Constantly re-capping skills such as superman balance and hulk smash. Loved this.

Got the pupils to get involved by selecting warm up ideas, such as running, jumping and slow walking. Always trying to smiling, great praising and attempting to praise to all the pupils. Evidence of watching the TEIPPE training programme.

Hands cupped over mouth to show surprise shocked face. Hand and facial expression have improved dramatically. Excellent!

The class is loud (but controlled) and the pupils are having fun and getting tired (so was the teacher!).

By the skipping and firefighter session, tedium was dripping in slightly but was still enjoyable. Brilliant that you noticed this, so you moved on to the game activity. Great coaching management.

Getting TA’s to set up the kit while you were talking to the pupils to talk about the plan of the game activity. Another TEIPPE tip introduced. Brilliant cross curricular of knowing the emergency services.

Touch your nose if you are a firefighter. Keeping them doing dynamic stretches. This was innovative and creative. Where did you find this information? Brilliant idea!!!!!!

Brilliant energy and enthusiasm when telling the rules. **Suggest streamlining the explanation of the rules (it was over 3 minutes) but this is being picky on such a fabulous lesson.**

Lovely seeing you picking up a boy who has dependent needs from your TA. Trying to get all teachers involved was fabulous. Delegation management and leadership skills are shown here as it expresses and builds trust to your TA.

**Hoody; suggest zipping up your hoody as you were flipping it over your shoulder several times. Now I am being picky but little bits of advice can iron out the creases of an already perfect lesson.**

The pupils were all smiling. This lesson was more physically active and pupils were not standing around. Pupils were that tired they were even sitting down when they had the chance!!!

Brilliant use of eyebrow expression whilst asking questions and receiving answers from the pupils.

Holding hands was substituted to linking arms. Great contingency!!! TA provided that idea.

Game two: Hoop activity; six hoops; four-five pupils per group. Everyone was going to get more goes to play!!! Wonderful! Good pointing hand gesture to reinstate where the pupils need to run to.

Good moving around the sports hall for game two (fire fighter throwing game). Well done tying up a pupils’ shoelace (H&S). Everyone in round one had a least two goes. Brilliant!!

Volume of voice intonation was perfect. All other disruptions were distinguished (doors closed). Perfect!

Again, specific praise to a pupil (“well done for stepping by the cone”).

**Near the end of the session, the specific praise was diminishing (though generic praise was perfect throughout) but by then you seemed tired as the session was extremely energetic.**

All the pupils were smiling and talking and having fun. Providing motivation for their teammates.

Hand raised for compulsory silence. Strategy from the classroom transferred to the sports hall. Wonderful!

“Good listening Carly, finding a space.” Again, back to specific praise. Excellent.

Cooldown; Stretches and breathing making a ‘rainbow’ with raising of both arms when breathing in and rainbow’s out. Touching the sky as high as possible and touching the toes. Good demonstration. Went in to two angles for touching toes demonstration, especially trying to get them to not bend the knees.

This was wonderful. Where did you get these ideas from?

Feedback provided; asking the pupils what was the favourite part of the lesson? All whispering. Great involvement and made the pupils reflect.

Adding humour by asking if pupils have ‘orange eyes’ when selecting a group of pupils to cue to the door after the session.

#### What’s next?

There will be a self-reflective questionnaire being emailed to you in the next 72 hours. Please complete this and return it back to me within the next two-three working days. Please send it to [craig.strong@ntu.ac.uk](mailto:craig.strong@ntu.ac.uk).

Thank you ever so much for your hard work and dedication. I hope you enjoyed the training and hopefully made you reflect on your emotional behaviour when delivering your next PE lesson



## Researching the effects of Emotional Intelligence on the delivery of Primary Physical Education

### Post-trained Physical Education Feedback

Name of Teacher: Tina

Year Group/Key Stage: KS2/YR5

Date of observation: 20/10/2021

#### Key findings:

Played stuck in the mud but this lesson was outside. There was a lot more space and so the pupils were enjoying the session straight away. Definitely require a warmup as it was slightly cold. To speed up the activity, two pupils who were not partaking in the lesson, set up the cones. Excellent management!!

There was a nice duration for the pulse raiser and stopped this when the pupils were getting slightly raucous. Telling the pupils to move round so keeping an eye on all the pupils. Due to being a windy day, the communication of pausing the pupils was to use a tambourine. Excellent hand gestures with one hand and strong volume in the tone of the voice (yet gentle intonation) as it was a blustery day. *Had a lesson plan in hand so some positive hand gestures were restricted, such as clapping, two thumbs up.*

Very nice to see some dynamic stretches straight after the pulse raiser. Really nice to see all the pupils participating as there was a lot of praise from yourself and asked pupils to demonstrate a stretch (getting them being inclusive in the PE lesson). *Could be picky as one pupil selected a static stretch. Attempt to do a countdown to ten seconds to provide a guideline and urgency.*

Really nice how you negotiated with the pupils on who they could work with to help them improve their passing/catching techniques. The transition between warm up and the first skill activity, was swift. Excellent! *With the very few who were not getting a ball from the bag quickly enough, provide a five second countdown.* During the warm up chest passing, this was nice outside as there was a huge amount of space. Really nice support going around the playground supporting all the pupils; providing advice on how to deliver a chest pass.

You were providing a lot of hand gestures, though could you place your tambourine down? Sometimes when you were provide positive praise by thumbs up, it was jingling and a few pupils stopped to look round. Some all boy groups/pairs (mentioned on TEIPPE) who were slightly misbehaving when your back was turned. Brought all the group in along the wall as it was too blistery and difficult to talk to all the pupils across the playground. Good contingency management. Hands were in pockets at times (due to it being cold) but were providing some good hand gestures (the tambourine has been put away...hooray!!). Good demonstration for bounce pass; real good attempt of constantly smiling and showing positive facial expression. In addition, very positive tone in voice throughout the whole session. Really difficult on a cold and windy day.

Good evaluating and feedback with the bounce pass but may need to bring the pupils closer due to the wind. Provided a good timebound of five minutes for them to carry on practicing their bounce pass. *Could you have included a task/objective, such as passing twenty consecutive passes? This will provide urgency and concentration on the passing activity.* Again, a couple of all boy pairing's (far side) were kicking the ball and flipping the ball from their neck. This was quickly stopped when you went over to administer their throwing techniques.

You seemed slightly tired at the halfway stage, with your talking and positive facial expression regressing. Got the pupils to negotiate and work in teams of four. Again, from TEIPPE programme, mix the groups with boys and girls. Again, increase the tempo by including a task or objective for the group of four activity. Sat down with a pupil who was upset. Got the pupil to partake by helping out the teacher by observing the performance of the groups. *During the group activity your facial expression looked concerned.* Work with someone you have yet practiced the skill. Good to provide an urgency five second countdown.

*How can the pupils provide more aerobic movements whilst practising their skill acquisition? Could they be running to the person they thrown it to, then that person runs to the space where they throw the ball. Increase intensity and physical exertion..... Hold on!?!? This is now happening with piggy-in-the-middle (PITM). Excellent!!!!!!*

Brilliant specific praise on the defence that a pupil shown during PITM. There was a plethora of praise to almost all the pupils ion the class. Absolutely amazing to do during such a busy lesson. Showed some good demonstrations. Really nice Q&A session during demonstration and provided another challenge. The intensity grew and the enjoyment was shown on the pupils faces.

Hands clenched due to the cold, then positive hand gestures shown and helped out with the demonstration. Great to show pupils that the teachers are participating. Excellent! *Suggest some gloves during autumnal/winter outdoor PE lessons.*

Really enjoyed the pass and move paired activity. Pupils really enjoyed this! You were wearing the correct attire. Enjoyed how the pairs were changed. How could there be more collaboration to be managed by the pupils? YES!!! Made them select a pair to show a demonstration. Lovely to show this style of independence to this age group. Silently taking the ball from a pupil who was not listening. Excellent! Lovely laughing and praising of the demonstration and asking pupils on their thoughts.

*No cooldown but wasn't necessary due to being skill acquisition. No big game for this session. Could there be a netball activity match to finish off? Your self appreciation was very strong. You seemed confident in this sporting area.*

#### What's next?

The self-reflective questionnaire has now been emailed to you. Please complete this and return it back to me within the next two-three working days. Please send it to [craig.strong@ntu.ac.uk](mailto:craig.strong@ntu.ac.uk).

Thank you ever so much for your hard work and dedication. I hope you enjoyed the training and hopefully made you reflect on your emotional behaviour when delivering your next PE lesson.

## Researching the effects of Emotional Intelligence on the delivery of Primary Physical Education

### Post-trained Physical Education Feedback

Name of Teacher: Rose

Year Group/Key Stage: EYFS/Reception

Date of observation: 13/10/2021

#### Key findings:

Lovely tone in the voice of the TA's at the start of the session.

Good thumbs up and great facial expressions to get the attention of the pupils to provide the aims of the session. Going on to a hunt for little creatures (great way of bringing in the warmup). Letting the pupils talk to each other on what they will find in the park. Great aims and purpose are being portrayed in the session. Walking around each group of pupils to discuss what they are going to find. Brilliant interaction!

Brilliant hand gestures to include humour, wiggly worms and spiders. The aims and objectives of the session lasted 5 minutes. Quite nice timing as long no other Q&A carries on in the session.

During the warmup you provided great demonstration and wonderful cross curricular activity with numeracy skills. The pupils were impersonating little insects with the teacher partaking throughout, so was the TA's. Excellent! The pupils were enjoying the session, and this was noticed. So, you carried on with the warmup. Fantastic!

Pupil hurt his nose, you were caring and let the TA's look after the pupil. You were unfazed and carried on with the warmup. Brilliant stretching exercises and providing positive exaggeration in your tone of voice.

**Reminder: Ask the pupils to raise their hand before asking a question.**

During demonstration you physically supported the pupils's hands in the correct position. Good having a round of applause after demonstration. You got the TA's to set up the session to save time. FAB!!!

Lovely to see control management with the pupils by letting them hold the beanbag high in the air with the cone on the floor. You set off the activity and started to play some music. Great motivation. You helped regress the skill for a pupil to just passing the bean bag from one hand to another. This is wonderful as his facial expression shown a smile of achievement. When the music stopped, the pupils stopped and looked at you. Wonderful.

Great demonstrations by yourself on the second activity. Showed different angles and introduced harder task for the more advanced pupils. Got pupils to then demonstrate. Wonderful!

Good skill activity but I would provide a counting activity; can they do ten behind their back and then ten under their legs. Provide them with a game/objective element to the exercise.

Specific praise shown when explaining how they had excellent hand-eye coordination when they achieved the catch. They were carrying on with the exercise after you went. This was wonderful coaching. Great positive facial expressions and hand gestures.

Suggest providing a halfway call and a final countdown to provide them with some urgency on the activity. Again, with the throwing the beanbag in the cone, add an objective (can they throw five times in a row for example). Again, this will improve purpose to the activity and reduce tedium for the more abled and competitive pupils. Music once again, was a nice touch and provided a warm atmosphere in the sports hall.

Your support throughout the activities was fantastic. Went round as many pupils as possible.

Suggestion: When supporting a pupil with their throwing, wait until they successfully complete the task. If they throw the beanbag in the cone and was not successful, try and wait until they are successful. Don't move on to the other pupil.

The activity was slightly stop-start as there were a lot of skill elements introduced. How could you make the PE lesson more physically active and competitive (or game orientated)? By activity five, the pupils were making their own games with the beanbag.

Telling the truth is a nice concept to add in the game activity. Well done bring a game/task into the final activity. Suggest bringing this activity earlier in the lesson, so they have a longer period for this competitive part of the session. The pupils were really enjoying this section of the lesson.

Attempted to praise all the pupils in the cohort. Well done.

Even though it was an individual activity, the boys were sticking together and started to throw the bean bags at each other. This was noticed and you asked the TA to break them up.

Did attempt a re-cap but the pupils were talking a lot. They were still enjoying the concept of the competitive throwing exercise. Well done getting the pupils to discuss the activities and how to catch the beanbags. You then finished with a nice reflection with the pupils's points on what they would like next week. You used your 'big voice' which was great as they were suddenly very quiet. Coercive discipline should be used sparingly which was fabulous!!

No cool down required due to the low intensity of the PE lesson. Pure fine skill acquisition. Well done.

#### What's next?

The self-reflective questionnaire has now been emailed to you. Please complete this and return it back to me within the next two-three working days. Please send it to [craig.strong@ntu.ac.uk](mailto:craig.strong@ntu.ac.uk).

Thank you ever so much for your hard work and dedication. I hope you enjoyed the training and hopefully made you reflect on your emotional behaviour when delivering your next PE lesson.

## Researching the effects of Emotional Intelligence on the delivery of Primary Physical Education

### Post-trained Physical Education Feedback

Name of Teacher: Sara

Year Group/Key Stage: Year5/KS2

Date of observation: 13/10/2021

#### Key findings:

Hands behind back explaining session; very formative due to the importance of the topic area of H&S.

Doing plyometric warm up exercises. This was HiTT equivalent and raising the HR wonderfully. After jumping exercises, introduced traffic lights with a cheer from the pupils. The pupils were laughing and having fun. Some were sliding on the floor and you made a joke, which everyone laughed. Loved the frog jump (pink) and march (purple) addition. They loved the noise of the marching. Made everyone smile. Loved it!!! Tried to make everyone march in sync. Everyone out of breath. Wonderful! Start jumps (blue) pupils were smiling and talking and happy. Hoodies were being taken off by the pupils as they were so energised.

Kept on looking around the hall to see if everyone was performing and behaving. Teacher was asking the pupils who were out of breath.

Reducing game and split in to two games playing at one. Excellent explanation. TEIPPE training. Good demonstration on how to hold and swinging the bat. Tried to show different angles. Let's see if you will do silent demonstration.....no, but still good explanation of leg and bat positioning.

Great humour on H&S of holding and running with the bat. Made the pupils listen to the rules. Great volume and positive tone in your voice.

Mixture of girls and boys for teams. Yes!!!

A lot more movement by the pupils in this session. Suggest swapping the teams to play against each other Swapping teams and playing against each other.

Well done getting everyone standing up and not relaxing. Brilliant!! Praising pupil for their good sporting support. Great EI. Really good turn-around of participation of batting and field.

You were located in a good area and made an effort to get another angle of coaching perspective by moving to the other side of the sports hall. Kept the pupils on their toes. Good coaching tips on throwing the ball, explaining about communication.

Try and provide more positive hand gestures. I like how you included a lot of flexibility and adaptability, teamwork and collaboration management of throughout the session. The lesson was more enjoyable for the pupils as they applied some of the rules themselves. Excellent effort.

Not a lot of positive facial expressions and looked nervous near the end of the session. This was purely the case of trying to observe two matches at the same time. Tricky task to do. Still arms behind your back but there were some thumbs up to see if a pupil was okay after being struck in the face with the ball.

Good cross curricular with numeracy skills of accumulation of runs scored. Give each other a clap for their achievements.

How can the cricket lesson become more physical and energetic? Could you do a paired batting and running activity prior to a game?

Brilliant evaluation on positive and improvements of the lesson. Really nice to help explain what could be done in the next lesson. Fantastic for this KS due to their maturity.

You attempted to provide praise to each pupil. Minor thing, you asked all girls to provide feedback of the session and no boys.

Completed a nice cool down stretch. Some static which is good, reduce the dynamic stretches (movable). Well done including this in comparison to the first lesson (TEIPPE).

The pupils wanted to do sleeping lions and so you let them do this as the final activity. More adaptability, which is fab! Good hand gesture of 'sshhh'.

Lot's of adaptability management in this session which is brilliant!!!

#### What's next?

The self-reflective questionnaire has now been emailed to you. Please complete this and return it back to me within the next two-three working days. Please send it to [craig.strong@ntu.ac.uk](mailto:craig.strong@ntu.ac.uk).

Thank you ever so much for your hard work and dedication. I hope you enjoyed the training and hopefully made you reflect on your emotional behaviour when delivering your next PE lesson.

## Appendix 8: reflective journals study four

### TEIPPE Training Programme Reflective questionnaire

#### (Study Four: The effectiveness of Emotional Intelligence in the delivery of Primary PE)

Firstly, many thanks for completing the TEIPPE programme and delivering your two PE lessons. I hope that the CPD training has helped with the development of effective teaching of primary PE.

The final step is to reflect on your training and the feedback of your two observed PE lessons. There are 18 open questions to answer. Please spend 1-2 minutes reflecting on each question, providing explanation and depth to your answers (should take around 30-35 minutes to complete). When you are happy with your answers, please send your completed questionnaire back to [craig.strong@ntu.ac.uk](mailto:craig.strong@ntu.ac.uk).

Initials:	Amy	
School:	Meadow View JMI	
Year Group/KS:	Year 1 KS1	
PE activity:	Pre trained: 28/09/21	Post trained: 12/10/21
How many days/hours did you complete your TEIPPE programme before completing your second PE lesson?	7 days	
How long did you spend on the TEIPPE training programme?	40 minutes	
Number of years teaching:	0 years 2 months	

1.	Firstly, would like to make a comment on your experience of being a participant for this research study in the impact of developing Emotional Intelligence (EI) to enhance the delivery of primary PE	Very interesting and the feedback was very useful.
2.	How did you feel before you began your first observed PE lesson? Any specific emotions and feelings that you experienced? Why did you experience these feelings? Please look at the facets of emotional intelligence to support you with this question.	Nervous due to being a relatively new teacher.
3.	During your second observed PE lesson, which of these emotions and feelings were still present? Were there any other EI characteristics experienced during this PE lesson?	Nervous and stressed
4.	What are your past experiences in delivering PE before this research? Be as truthful as possible.	Observed and took part in co-teaching PE lessons during my PGDE.
5.	Name three aspects of the "Introduction" TEIPPE programme episode that helped your delivery of the second PE lesson (comparing PE lessons in the past)?	1. Health and safety checks 2. Use of TA's during PE 3. Pupils should always be moving
6.	From the "Key Stage" TEIPPE training episode, name three aspects that supported your second observed PE lesson. How and why did these emotional techniques help with your delivery?	1. Discipline, the use of non-verbal and verbal reminders. 2. Praising pupils that listened to a verbal reminder. 3. Mix boys and girls together to avoid disruptive behaviour.
7.	Describe an awkward situation you experienced during the first PE lesson (Describe your thoughts & feelings, both physically and mentally. How did you feel emotionally and were you aware of these emotions at the time?	Felt silly when I noticed I was messing with my lanyard too much. Still did not remove it.
8.	Identify one specific strategy you would now use after working on the TEIPPE programme that could combat that awkward situation.	I have now took off my lanyard when teaching PE.
9.	Describe a situation in your first PE lesson in which you felt you were being judged and how you felt about this.  Did this judgement impact your self-esteem in a positive or negative way? Did it make you mis-manage the delivery of your PE teaching?	Having someone at the front of the hall observing felt very judged but not to the point of it affecting me in a negative way. Understood That it was for research and improvement.
10.	How did the advice from the TEIPPE programme help with your self esteem in the second session; how did you make yourself more confident in delivering the PE lesson?	The advice helped with my self-esteem by giving me ways to improve my PE lessons.
11.	Did you experience frustration or anger in the first or second PE lesson? What brought about these behaviours to make you frustrated or angry? Was it something that you were thinking about that was not related to the PE lesson?  Did the TEIPPE help your control of frustration and how did you respond differently during any conflicting situation?	I felt stressed when pupils were unable to follow instructions. I felt more stressed in the second PE lesson compared to the first.
12.	Describe a situation during the first PE session in which you did not meet your personal expectations. How did you overcome these personal standards in the second PE lesson?  Did the TEIPPE programme helped you with improving your personal expectations?	I did not meet my personal standard of not being distracted whilst teaching (the lanyard incident). I overcame this in my second lesson by removing the distraction.
13.	Describe one new insight you have about the relationship between your pupils and your effectiveness as a PE teacher after completing the TEIPPE programme? Try and compare with the first PE lesson.	Myself and the pupils have very good relationships rooted in respect.
14.	On comparative, what did you notice of the pupils's performance and behaviour in your 2 <sup>nd</sup> PE lesson? Name three positive elements.	1. Energetic and happy 2. Much better at the practiced skill 3. Better at following some instructions
15.	What did you not enjoy about the TEIPPE programme? This can be either the content, the design or both.	Being observed, but that is usually the case when I am being observed.
16.	What suggestions do you have for the new version of TEIPPE that might increase the development of EI and the teaching of PE?	Verbal feedback instead of written.
17.	How much training or CPD have you received in PE or/and in EI during your teaching qualification and your teacher training days? Outline which teaching qualification you gained (B.Ed., PGCE, Teach Direct).	Only a handful of lectures on PE during my PGDE.
18.	Any other comments are greatly appreciated to enhance the accuracy and precision of the research	Really enjoyed taking part and very appreciative of the feedback given.



Initials:	Ben	
School:	Meadow View JMI	
Year Group/KS:	Year 1 KS1	
PE activity:	Pre trained: 28/09/21	Post trained: 12/10/21
How many days/hours did you complete your TEIPPE programme before completing your second PE lesson?	7 days	
How long did you spend on the TEIPPE training programme?	40 minutes	
Number of years teaching:	0 years 2 months	

1.	Firstly, would like to make a comment on your experience of being a participant for this research study in the impact of developing Emotional Intelligence (EI) to enhance the delivery of primary PE	Very interesting and the feedback was very useful.
2.	How did you feel before you began your first observed PE lesson? Any specific emotions and feelings that you experienced? Why did you experience these feelings? Please look at the facets of emotional intelligence to support you with this question.	Nervous due to being a relatively new teacher.
3.	During your second observed PE lesson, which of these emotions and feelings were still present? Were there any other EI characteristics experienced during this PE lesson?	Nervous and stressed
4.	What are your past experiences in delivering PE before this research? Be as truthful as possible.	Observed and took part in co-teaching PE lessons during my PGDE.
5.	Name three aspects of the "Introduction" TEIPPE programme episode that helped your delivery of the second PE lesson (comparing PE lessons in the past)?	1. Health and safety checks 2. Use of TA's during PE 3. Pupils should always be moving
6.	From the "Key Stage" TEIPPE training episode, name three aspects that supported your second observed PE lesson. How and why did these emotional techniques help with your delivery?	1. Discipline, the use of non-verbal and verbal reminders. 2. Praising pupils that listened to a verbal reminder. 3. Mix boys and girls together to avoid disruptive behaviour.
7.	Describe an awkward situation you experienced during the first PE lesson (Describe your thoughts & feelings, both physically and mentally. How did you feel emotionally and were you aware of these emotions at the time?	Felt silly when I noticed I was messing with my lanyard too much. Still did not remove it.
8.	Identify one specific strategy you would now use after working on the TEIPPE programme that could combat that awkward situation.	I have now took off my lanyard when teaching PE.
9.	Describe a situation in your first PE lesson in which you felt you were being judged and how you felt about this.  Did this judgement impact your self-esteem in a positive or negative way? Did it make you mis-manage the delivery of your PE teaching?	Having someone at the front of the hall observing felt very judged but not to the point of it affecting me in a negative way. Understood That it was for research and improvement.
10.	How did the advice from the TEIPPE programme help with your self esteem in the second session; how did you make yourself more confident in delivering the PE lesson?	The advice helped with my self-esteem by giving me ways to improve my PE lessons.
11.	Did you experience frustration or anger in the first or second PE lesson? What brought about these behaviours to make you frustrated or angry? Was it something that you were thinking about that was not related to the PE lesson?  Did the TEIPPE help your control of frustration and how did you respond differently during any conflicting situation?	I felt stressed when pupils were unable to follow instructions. I felt more stressed in the second PE lesson compared to the first.
12.	Describe a situation during the first PE session in which you did not meet your personal expectations. How did you overcome these personal standards in the second PE lesson?  Did the TEIPPE programme helped you with improving your personal expectations?	I did not meet my personal standard of not being distracted whilst teaching (the lanyard incident). I overcame this in my second lesson by removing the distraction.
13.	Describe one new insight you have about the relationship between your pupils and your effectiveness as a PE teacher after completing the TEIPPE programme? Try and compare with the first PE lesson.	Myself and the pupils have very good relationships rooted in respect.
14.	On comparative, what did you notice of the pupils's performance and behaviour in your 2 <sup>nd</sup> PE lesson? Name three positive elements.	1. Energetic and happy 2. Much better at the practiced skill 3. Better at following some instructions
15.	What did you not enjoy about the TEIPPE programme? This can be either the content, the design or both.	Being observed, but that is usually the case when I am being observed.
16.	What suggestions do you have for the new version of TEIPPE that might increase the development of EI and the teaching of PE?	Verbal feedback instead of written.
17.	How much training or CPD have you received in PE or/and in EI during your teaching qualification and your teacher training days? Outline which teaching qualification you gained (B.Ed., PGCE, Teach Direct).	Only a handful of lectures on PE during my PGDE.
18.	Any other comments are greatly appreciated to enhance the accuracy and precision of the research	Really enjoyed taking part and very appreciative of the feedback given.

Initials:	Cath	
School:	MEADOW VIEW	
Year Group/KS:		
PE activity:	Pre trained:	Post trained:
How many days/hours did you complete your TEIPPE programme before completing your second PE lesson?		
How long did you spend on the TEIPPE training programme?		
Number of years teaching:		

1.	Firstly, would like to make a comment on your experience of being a participant for this research study in the impact of developing Emotional Intelligence (EI) to enhance the delivery of primary PE	
2.	How did you feel before you began your first observed PE lesson? Any specific emotions and feelings that you experienced? Why did you experience these feelings? Please look at the facets of emotional intelligence to support you with this question.	
3.	During your second observed PE lesson, which of these emotions and feelings were still present? Were there any other EI characteristics experienced during this PE lesson?	
4.	What are your past experiences in delivering PE before this research? Be as truthful as possible.	
5.	Name three aspects of the "Introduction" TEIPPE programme episode that helped your delivery of the second PE lesson (comparing PE lessons in the past)?	1. 2. 3.
6.	From the "Key Stage" TEIPPE training episode, name three aspects that supported your second observed PE lesson. How and why did these emotional techniques help with your delivery?	1. 2. 3.
7.	Describe an awkward situation you experienced during the first PE lesson (Describe your thoughts & feelings, both physically and mentally. How did you feel emotionally and were you aware of these emotions at the time?	
8.	Identify one specific strategy you would now use after working on the TEIPPE programme that could combat that awkward situation.	
9.	Describe a situation in your first PE lesson in which you felt you were being judged and how you felt about this.  Did this judgement impact your self-esteem in a positive or negative way? Did it make you mis-manage the delivery of your PE teaching?	TO BE FAIR I DIDN'T FEEL JUDGED BUT I FELT UNCOMFORTABLE BEING OBSERVED AS I DIDN'T FEEL CONFIDENT.
10.	How did the advice from the TEIPPE programme help with your self esteem in the second session; how did you make yourself more confident in delivering the PE lesson?	Positive feedback from first session increased confidence and positive suggestions to follow. Went into session feeling more confident.
11.	Did you experience frustration or anger in the first or second PE lesson? What brought about these behaviours to make you frustrated or angry? Was it something that you were thinking about that was not related to the PE lesson?  Did the TEIPPE help your control of frustration and how did you respond differently during any conflicting situation?	Felt frustrated in the first session as I felt the pupils's behaviour wasn't as good as it normally is eg time taken to respond to hand signal to stop.  Your positive feedback built my self -belief and confidence and realise the pupils were excited rather than not behaving.
12.	Describe a situation during the first PE session in which you did not meet your personal expectations. How did you overcome these personal standards in the second PE lesson?  Did the TEIPPE programme helped you with improving your personal expectations?	Forgot to include everything I planned due to nerves and felt self -conscious about getting involved.  Once again built self -confidence.
13.	Describe one new insight you have about the relationship between your pupils and your effectiveness as a PE teacher after completing the TEIPPE programme? Try and compare with the first PE lesson.	It was fantastic to have some fun with the pupils and for them to see me having fun with them. I was much more involved in the second session.
14.	On comparative, what did you notice of the pupils's performance and behaviour in your 2 <sup>nd</sup> PE lesson? Name three positive elements.	1. Response to hand signal was excellent. 2. Pupils listened and responded better. 3. Pupils were encouraging and supportive to each other.
15.	What did you not enjoy about the TEIPPE programme? This can be either the content, the design or both.	It took me out of my comfort zone.
16.	What suggestions do you have for the new version of TEIPPE that might increase the development of EI and the teaching of PE?	I think it is effective as it is.
17.	How much training or CPD have you received in PE or/and in EI during your teaching qualification and your teacher training days? Outline which teaching qualification you gained (B.Ed., PGCE, Teach Direct).	Certificate of Education No specific PE qualification
18.	Any other comments are greatly appreciated to enhance the accuracy and precision of the research	I now plan to treat my class to more PE as both the pupils and I really enjoyed it.

Initials:	Dani	
School:	Meadow View JMI	
Year Group/KS:	Year 1 KS1	
PE activity:	Pre trained: 28.9.21	Post trained: 12.10.21
How many days/hours did you complete your TEIPPE programme before completing your second PE lesson?		7 days
How long did you spend on the TEIPPE training programme?		40 minutes
Number of years teaching:	11	
1. Firstly, would like to make a comment on your experience of being a participant for this research study in the impact of developing Emotional Intelligence (EI) to enhance the delivery of primary PE		It was very interesting to have feedback on my interaction with the pupils rather than the lesson itself.
2. How did you feel before you began your first observed PE lesson? Any specific emotions and feelings that you experienced? Why did you experience these feelings? Please look at the facets of emotional intelligence to support you with this question.		Very nervous as I have not taught PE for about 7 years.
3. During your second observed PE lesson, which of these emotions and feelings were still present? Were there any other EI characteristics experienced during this PE lesson?		Slight nerves as the pupils are not use to having m as their PE teacher.
4. What are your past experiences in delivering PE before this research? Be as truthful as possible.		I taught PE during teahing practices and in the first school (2 years of teaching) In my second school we had a PE coach but I had training from the PE organisation. We were observed then had 6 weeks team teaching, then a few more observations.
5. Name three aspects of the "Introduction" TEIPPE programme episode that helped your delivery of the second PE lesson (comparing PE lessons in the past)?		1. Health and safety checks (now have shoe lace monitors) 2. Better use of TA to give out equipment, work with the pupils 3. More movement during the PE lesson.
6. From the "Key Stage" TEIPPE training episode, name three aspects that supported your second observed PE lesson. How and why did these emotional techniques help with your delivery?		1. Behavioural discipline (show disappointment not anger) so pupils understand they have done wrong but have motivation to out it right. 2. Positive praise to reward those pupils making the right choices and encourage others. 3. Asking about the enjoyment of the lesson as part of the cooldown. This will help plan next lessons
7. Describe an awkward situation you experienced during the first PE lesson (Describe your thoughts & feelings, both physically and mentally. How did you feel emotionally and were you aware of these emotions at the time?		Whilst reading the relaxing story at the end of the lesson a couple of boys were giggling and not doing as they had been asked. I felt disappointed as these boys are usually sensible during our relax kids time. I was aware of my emotions moved closer to the pupils as a non verbal cue and when behaviour continues voiced my disappointment to the pupils.
8. Identify one specific strategy you would now use after working on the TEIPPE programme that could combat that awkward situation.		Keeping the pupils moving throughout the lesson meant that the pupils needed the cool down.
9. Describe a situation in your first PE lesson in which you felt you were being judged and how you felt about this.  Did this judgement impact your self-esteem in a positive or negative way? Did it make you mis-manage the delivery of your PE teaching?		Sitting at the side of the room rather than being involved within the lesson made me feel like a was being watched. Also you observing emotional intelligence felt like you were being me as a person rather than the lesson being taught. This didn't change how I would normally teach but made me very aware that you were there.
10. How did the advice from the TEIPPE programme help with your self esteem in the second session; how did you make yourself more confident in delivering the PE lesson?		It made me feel more confident as I had lots of positive points from my first PE lesson and some advice on aspects I could make better.
11. Did you experience frustration or anger in the first or second PE lesson? What brought about these behaviours to make you frustrated or angry? Was it something that you were thinking about that was not related to the PE lesson?  Did the TEIPPE help your control of frustration and how did you respond differently during any conflicting situation?		Please see Q7.
12. Describe a situation during the first PE session in which you did not meet your personal expectations. How did you overcome these personal standards in the second PE lesson?  Did the TEIPPE programme helped you with improving your personal expectations?		The pupils's heart rates were not raised during the first observation.
13. Describe one new insight you have about the relationship between your pupils and your effectiveness as a PE teacher after completing the TEIPPE programme? Try and compare with the first PE lesson.		I really enjoyed teaching PE and like to talk about what they enjoyed at the end of the lesson.
14. On comparative, what did you notice of the pupils's performance and behaviour in your 2 <sup>nd</sup> PE lesson? Name three positive elements.		1. More movements 2. Enjoyment (very energetic) 3. Enjoyed sharing what they enjoyed.
15. What did you not enjoy about the TEIPPE programme? This can be either the content, the design or both.		Watching my emotional state rather than the content of the lesson.
16. What suggestions do you have for the new version of TEIPPE that might increase the development of EI and the teaching of PE?		Verbal feedback (if COVID allows)
17. How much training or CPD have you received in PE or/and in EI during your teaching qualification and your teacher training days? Outline which teaching qualification you gained (B.Ed., PGCE, Teach Direct).		BA Hons with QTS (Art specialist) PE training from PE coach.
18. Any other comments are greatly appreciated to enhance the accuracy and precision of the research		Thank you ☺



Initials:	Emie	
School:	MV JMI	
Year Group/KS:	Year 2 KS1	
PE activity: Balancing	Pre trained:	Post trained:
How many days/hours did you complete your TEIPPE programme before completing your second PE lesson?		1 day before second PE lesson
How long did you spend on the TEIPPE training programme?		2 videos – roughly 40 minutes
Number of years teaching:	6 years	

1.	Firstly, would like to make a comment on your experience of being a participant for this research study in the impact of developing Emotional Intelligence (EI) to enhance the delivery of primary PE	Interesting to hear my feedback including my hand gestures and facial expressions in certain scenarios. Enjoyed hearing ways to develop my EI and pupils's perception, within my PE teaching.
2.	How did you feel before you began your first observed PE lesson? Any specific emotions and feelings that you experienced? Why did you experience these feelings? Please look at the facets of emotional intelligence to support you with this question.	Before any observation, I feel nervous. I had the same feeling for PE as it's a lesson I only teach one a week and even more so that I teach a class I don't teach so I am still learning names and their personalities.
3.	During your second observed PE lesson, which of these emotions and feelings were still present? Were there any other EI characteristics experienced during this PE lesson?	Challenging pupils's behaviour. Is a different challenge compared to the classroom as the pupils understand the expectations more than in the hall. I could feel myself becoming tense as the pupils were not always listening. Usual classroom expectations reminded when we entered the classroom and a discussion about our classroom behaviour is the same around school.
4.	What are your past experiences in delivering PE before this research? Be as truthful as possible.	I have taught PE for the last 6 years of teaching (normally only my class until this year)
5.	Name three aspects of the "Introduction" TEIPPE programme episode that helped your delivery of the second PE lesson (comparing PE lessons in the past)?	1. Being specific with praise. I tend to say well done, or great job, great effort. I will be more specific in future lessons. E.g. Well done with your two point balance and focusing on a spot. 2. Not standing still- I don't tend to do this anyway, but after hearing it on the introduction I am making sure I join in as much as possible to keep the pupils motivated. 3. Reduce the queuing. I had groups of 5/6 in the first lesson and changed this to pairs and then smaller groups of 4 in the second lesson
6.	From the "Key Stage" TEIPPE training episode, name three aspects that supported your second observed PE lesson. How and why did these emotional techniques help with your delivery?	1. Praising pupils to control misbehaviour- asking a pupil to be my partner or demonstrate to make sure they are concentrating or on task. 2. Improving Subject knowledge- I was running out of warm up ideas so googled a known PE teacher and used a warm up to put into my lessons – stinky swamp with crocodiles. 3.
7.	Describe an awkward situation you experienced during the first PE lesson (Describe your thoughts & feelings, both physically and mentally. How did you feel emotionally and were you aware of these emotions at the time?	Time is a problem with my class as I have to make sure the other class get the same time so I'm constantly clock watching to make sure I'm back in time to switch groups. I felt anxious I would run over so wanted activities to be over before they probably could have been. Time table issue that can't e resolved whilst we are doing PE mixed with our phonics (December tests so may change after)
8.	Identify one specific strategy you would now use after working on the TEIPPE programme that could combat that awkward situation.	Less activities to reduce anxious feelings.
9.	Describe a situation in your first PE lesson in which you felt you were being judged and how you felt about this.  Did this judgement impact your self-esteem in a positive or negative way? Did it make you mis-manage the delivery of your PE teaching?	
10.	How did the advice from the TEIPPE programme help with your self esteem in the second session; how did you make yourself more confident in delivering the PE lesson?	Hand gestures exaggerated, use of praise being more specific and joining in to show the pupils modelling/gage their engagement.
11.	Did you experience frustration or anger in the first or second PE lesson? What brought about these behaviours to make you frustrated or angry? Was it something that you were thinking about that was not related to the PE lesson?  Did the TEIPPE help your control of frustration and how did you respond differently during any conflicting situation?	Behaviour was challenging in the second PE lesson – pupils were very excited and the warm up created an even bigger excitement. I felt anxious that the pupils were slipping on mats so I kept on repeating myself about no sliding. The bigger crash mats would have been better to use (heavier to move when I'm by myself with no LSA so may have to look into this)  I used the TEIPPE programme to remind myself of letting the pupils warm up so they were ready for the lesson.
12.	Describe a situation during the first PE session in which you did not meet your personal expectations. How did you overcome these personal standards in the second PE lesson?  Did the TEIPPE programme helped you with improving your personal expectations?	Joining in more – I made sure in the second lesson I modelled and demonstrated more.  Teacher moving around*
13.	Describe one new insight you have about the relationship between your pupils and your effectiveness as a PE teacher after completing the TEIPPE programme? Try and compare with the first PE lesson.	When I model and join in, the pupils enjoy this as they commented to the next class before their lesson how Miss Barratt can do a Teddy bear roll and a cartwheel. Very nice to see them like that.
14.	On comparative, what did you notice of the pupils's performance and behaviour in your 2 <sup>nd</sup> PE lesson? Name three positive elements.	1. More engaged in the lesson 2. More excitement towards the lesson 3. Eager to try the new rolls
15.	What did you not enjoy about the TEIPPE programme? This can be either the content, the design or both.	N/A- I have enjoyed being a part of this.
16.	What suggestions do you have for the new version of TEIPPE that might increase the development of EI and the teaching of PE?	Mixed groups of pupils – I can't do this due to safe guarding issues and can't single out pupils so may be a suggestion to make this possible if it can be within the class.

17.	How much training or CPD have you received in PE or/and in EI during your teaching qualification and your teacher training days? Outline which teaching qualification you gained (B.Ed., PGCE, Teach Direct).	Only during my NQT year (7 years ago) for roughly 3 lessons over the year training. PGCE in Primary Education
18.	Any other comments are greatly appreciated to enhance the accuracy and precision of the research	Great project to be a part of, have enjoyed receiving all feedback comments and will start to embed them into my PE lessons. Thank you.

Initials:	Faye	
School:	Meadow View JMI	
Year Group/KS:	4/KS2	
PE activity: throw & catch	Pre trained: 30.09.21	Post trained: 21.10.21
How many days/hours did you complete your TEIPPE programme before completing your second PE lesson?	10 days	
How long did you spend on the TEIPPE training programme?	1 hour	
Number of years teaching:	13	

1.	Firstly, would like to make a comment on your experience of being a participant for this research study in the impact of developing Emotional Intelligence (EI) to enhance the delivery of primary PE	
2.	How did you feel before you began your first observed PE lesson? Any specific emotions and feelings that you experienced? Why did you experience these feelings? Please look at the facets of emotional intelligence to support you with this question.	I felt apprehensive, anxious and less confident as I hadn't taught a PE lesson for a long time. I also felt conscious of time and my lack of confidence.
3.	During your second observed PE lesson, which of these emotions and feelings were still present? Were there any other EI characteristics experienced during this PE lesson?	I still felt conscious and anxious about getting everything I had learnt into the session. However, I felt happier and more confident in this session.
4.	What are your past experiences in delivering PE before this research? Be as truthful as possible.	I used to be a PE subject leader and taught PE quite a lot in my early career before pressure built in teaching reading, writing and maths and these subjects took over and PPA became our PE session.
5.	Name three aspects of the "Introduction" TEIPPE programme episode that helped your delivery of the second PE lesson (comparing PE lessons in the past)?	1. Joining in with the pupils 2. Facial expressions and body language 3. Making groups of pupils with an equal mix of boys and girls
6.	From the "Key Stage" TEIPPE training episode, name three aspects that supported your second observed PE lesson. How and why did these emotional techniques help with your delivery?	1. Silent demonstration 2. Praise 3. Allowing more time for each part of the lesson.
7.	Describe an awkward situation you experienced during the first PE lesson (Describe your thoughts & feelings, both physically and mentally. How did you feel emotionally and were you aware of these emotions at the time?)	The awkward situation was seeing the lack of equipment, groupings and also the amount of time. It made me feel anxious and I felt incapable of showing of the pupils that I can actually teach things other than maths and English! I felt annoyed with the groupings as they weren't listening.
8.	Identify one specific strategy you would now use after working on the TEIPPE programme that could combat that awkward situation.	I put the pupils in to teams and groups before we started the lesson and explained each stage of the lesson before we entered the hall.
9.	Describe a situation in your first PE lesson in which you felt you were being judged and how you felt about this.  Did this judgement impact your self-esteem in a positive or negative way? Did it make you mis-manage the delivery of your PE teaching?	Getting the pupils to listen. I was embarrassed and thought 'they aren't like this in the classroom'. It made me feel like I had gone backwards in my career. I then rushed through the lesson as I just wanted to get out of the situation!
10.	How did the advice from the TEIPPE programme help with your self esteem in the second session; how did you make yourself more confident in delivering the PE lesson?	I gave myself time and slowed things down. I helped myself by grouping the pupils beforehand and by joining in, the pupils developed a stronger relationship with me. This made me happy and confident because the pupils were happy and enjoying themselves.
11.	Did you experience frustration or anger in the first or second PE lesson? What brought about these behaviours to make you frustrated or angry? Was it something that you were thinking about that was not related to the PE lesson?  Did the TEIPPE help your control of frustration and how did you respond differently during any conflicting situation?	The only frustration I had was in the first lesson as I was short on time and the equipment had disappeared! For the second lesson I made sure there was plenty of time and stored the equipment in a different way.
12.	Describe a situation during the first PE session in which you did not meet your personal expectations. How did you overcome these personal standards in the second PE lesson?  Did the TEIPPE programme helped you with improving your personal expectations?	I thought I could have done better due to my past experience but it seemed I was a little out of practice! After I completed the second session, I felt better as it was a lesson which reminded me of how I taught lessons in the past and the TEIPPE programme refreshed my memory.
13.	Describe one new insight you have about the relationship between your pupils and your effectiveness as a PE teacher after completing the TEIPPE programme? Try and compare with the first PE lesson.	The pupils can see that I'm not just a teacher who teaches them to read and write and do sums. They actually opened up and relaxed more when I was getting involved. I also noticed I have some very competitive and domineering pupils.
14.	On comparative, what did you notice of the pupils's performance and behaviour in your 2 <sup>nd</sup> PE lesson? Name three positive elements.	1. They were more supportive of each other. 2. They listened more. 3. They focused on the skill being taught.
15.	What did you not enjoy about the TEIPPE programme? This can be either the content, the design or both.	I didn't enjoy being observed as I am quite self-conscious of my reactions towards situations.
16.	What suggestions do you have for the new version of TEIPPE that might increase the development of EI and the teaching of PE?	Watching someone else teaching PE with the EI incorporated. The chance to observe my class whilst someone else teaches them PE.
17.	How much training or CPD have you received in PE or/and in EI during your teaching qualification and your teacher training days? Outline which teaching qualification you gained (B.Ed., PGCE, Teach Direct).	I gained a BA in Primary English with QTS. We would have an hour per week in a half term block once a year during training. We also went to teach PE in another school and taught it during teaching experience. Since training I've not had much CPD apart from the things I did as a subject lead for PE.
18.	Any other comments are greatly appreciated to enhance the accuracy and precision of the research	

Initials:	Gina		
School:	Meadow View JMI		
Year Group/KS:	Year 4 LKS2		
PE activity:	Pre trained: throwing/catching	Post trained:	throwing/catching
How many days/hours did you complete your TEIPPE programme before completing your second PE lesson?		5 days	
How long did you spend on the TEIPPE training programme?			
Number of years teaching:	12years		

1.	Firstly, would like to make a comment on your experience of being a participant for this research study in the impact of developing Emotional Intelligence (EI) to enhance the delivery of primary PE	Makes you think a lot more about your responses, both verbal and non-verbal, when teaching.
2.	How did you feel before you began your first observed PE lesson? Any specific emotions and feelings that you experienced? Why did you experience these feelings? Please look at the facets of emotional intelligence to support you with this question.	Nervous and anxious. This is usual for any observation but possibly exacerbated due to limited observations recently due to covid restrictions and also having not formally taught PE for a number of years.
3.	During your second observed PE lesson, which of these emotions and feelings were still present? Were there any other EI characteristics experienced during this PE lesson?	Although still present, I feel I made more of a concerted effort to control them a little more during the second observation. I was more conscious of how my body language and tone of voice could be received by the pupils.
4.	What are your past experiences in delivering PE before this research? Be as truthful as possible.	Although I was PE co-ordinator for 10 years, aside from swimming (taught for a maximum of a term in some year groups) and extra PE sessions for year 6 during the summer term, I haven't formally taught PE for around 7 years.
5.	Name three aspects of the "Introduction" TEIPPE programme episode that helped your delivery of the second PE lesson (comparing PE lessons in the past)?	1. warm up should be fun and all pupils participating – nothing static. 2. physically demonstrate activities yourself as well as using the pupils. Seeing it can have more impact than explaining it to them. 3. Join in with the pupils.
6.	From the "Key Stage" TEIPPE training episode, name three aspects that supported your second observed PE lesson. How and why did these emotional techniques help with your delivery?	1. remembering to keep smiling and that I am allowed to enjoy the session myself. If I'm not enjoying myself, how can the pupils... 2. countdown reminders – encouraged the pupils, especially with the competitive edge of the session. 3. putting the pupils into mixed groups before entering the hall ensured that no activity time was lost and that any issues with groupings had been sorted before entering the hall so all focus was on the task at hand and not who was/wasn't in their group.
7.	Describe an awkward situation you experienced during the first PE lesson (Describe your thoughts & feelings, both physically and mentally. How did you feel emotionally and were you aware of these emotions at the time?	The pupils didn't complete the end game as I had intended. This was due to me being conscious of time and not explaining as well as I could/ not physically demonstrating what I was looking for. This resulted in frustration, embarrassment and disappointment. I know that this would have made me more agitated and rushed in my speech as well as I am likely to have become hot and red in the face.
8.	Identify one specific strategy you would now use after working on the TEIPPE programme that could combat that awkward situation.	
9.	Describe a situation in your first PE lesson in which you felt you were being judged and how you felt about this.  Did this judgement impact your self-esteem in a positive or negative way? Did it make you mis-manage the delivery of your PE teaching?	Whenever anyone is observing (formally or informally) is an additional adult, I feel a level of judgement. This will always make me overthink things and question what I am doing/ have done. Usually when I overthink a situation it can have a negative impact on my delivery.
10.	How did the advice from the TEIPPE programme help with your self esteem in the second session; how did you make yourself more confident in delivering the PE lesson?	Confidence and self esteem will always be something to personally work on.
11.	Did you experience frustration or anger in the first or second PE lesson? What brought about these behaviours to make you frustrated or angry? Was it something that you were thinking about that was not related to the PE lesson?  Did the TEIPPE help your control of frustration and how did you respond differently during any conflicting situation?	Frustration was felt in both the first and second sessions, predominately in the first. Using ideas and suggestions from TEIPPE made me think more reflectively as to how to limit these opportunities to develop in the second session.
12.	Describe a situation during the first PE session in which you did not meet your personal expectations. How did you overcome these personal standards in the second PE lesson?  Did the TEIPPE programme helped you with improving your personal expectations?	Listening of the pupils to instructions and the lesson input. This was overcome in the second lesson by doing this section in the classroom before moving to the hall to complete the main part of the lesson.  The TEIPPE programme gave me the opportunity to reflect more effectively on my own expectations and delivery.
13.	Describe one new insight you have about the relationship between your pupils and your effectiveness as a PE teacher after completing the TEIPPE programme? Try and compare with the first PE lesson.	The willingness to participate and enjoyment increased. Having used classroom time to explain what the purpose of the session was and the expectations allowed the pupils to start their activities immediately. This allowed 'classroom' expectations for the input avoiding the number of times having to stop to ensure pupils were listening or paying attention.
14.	On comparative, what did you notice of the pupils's performance and behaviour in your 2 <sup>nd</sup> PE lesson? Name three positive elements.	1. more engaged 2. followed instructions better 3. more competitive enjoyment
15.	What did you not enjoy about the TEIPPE programme? This can be either the content, the design or both.	Personally just trying to fit everything in was a bit of a challenge but not one directly linked to the programme.
16.	What suggestions do you have for the new version of TEIPPE that might increase the development of EI and the teaching of PE?	

17.	How much training or CPD have you received in PE or/and in EI during your teaching qualification and your teacher training days? Outline which teaching qualification you gained (B.Ed., PGCE, Teach Direct).	During my PGCE, I had 2 days worth of training for PE. I have attended some CPD due to my role as PE subject leader, however, few of these have been linked directly to the teaching of PE.
18.	Any other comments are greatly appreciated to enhance the accuracy and precision of the research	

Initials:	Hans	
School:	Meadow View JMI	
Year Group/KS:	Year 3	
PE activity:	Pre trained:	Post trained:
How many days/hours did you complete your TEIPPE programme before completing your second PE lesson?		4 days
How long did you spend on the TEIPPE training programme?		40 minutes
Number of years teaching:	2	

1.	Firstly, would like to make a comment on your experience of being a participant for this research study in the impact of developing Emotional Intelligence (EI) to enhance the delivery of primary PE	I really enjoyed taking part in the research study; not only was the training useful but it was fascinating to recognise my own emotional cues.
2.	How did you feel before you began your first observed PE lesson? Any specific emotions and feelings that you experienced? Why did you experience these feelings? Please look at the facets of emotional intelligence to support you with this question.	Before I started my first PE lesson, I felt nervous because I hadn't taught PE for a long time and is probably one of the subjects I am least confident in.
3.	During your second observed PE lesson, which of these emotions and feelings were still present? Were there any other EI characteristics experienced during this PE lesson?	Again, I felt nervous at the start but I felt more confident in what to include in my lesson observation. Due to personal reasons, I was feeling more negative emotions which ultimately had an effect on my lesson observation.
4.	What are your past experiences in delivering PE before this research? Be as truthful as possible.	Due to rarely teaching PE, I haven't had many experiences but when I have, I feel like I've always been 'winging it'.
5.	Name three aspects of the "Introduction" TEIPPE programme episode that helped your delivery of the second PE lesson (comparing PE lessons in the past)?	1. No static stretches 2. Specify praise 3. reduce queuing (having smaller groups)
6.	From the "Key Stage" TEIPPE training episode, name three aspects that supported your second observed PE lesson. How and why did these emotional techniques help with your delivery?	1. trying to use non-verbal praise (high fives)  2. Improving subject knowledge (researching properly before teaching) 3. encouraging effect group working  These techniques helped me feel more in control of my lesson and what I was teaching.
7.	Describe an awkward situation you experienced during the first PE lesson (Describe your thoughts & feelings, both physically and mentally. How did you feel emotionally and were you aware of these emotions at the time?	I felt awkward about the timing of the PE lesson, I was not entirely sure on how long each section should be. I felt almost panic and worry, as I did not know if I was taking too long or rushing. I feel like I was aware of my emotions but did not know how to control them.
8.	Identify one specific strategy you would now use after working on the TEIPPE programme that could combat that awkward situation.	Definitely researching and improving my subject knowledge, but also reflecting on my emotions and being more positive in my body language so it isn't being conveyed to the pupils.
9.	Describe a situation in your first PE lesson in which you felt you were being judged and how you felt about this.  Did this judgement impact your self-esteem in a positive or negative way? Did it make you mis-manage the delivery of your PE teaching?	When the pupils were playing the main game 'hungry hippos'. I was aware not all the pupils were actively taking part.  Probably had a negative effect, which made me want to end the game earlier.
10.	How did the advice from the TEIPPE programme help with your self esteem in the second session; how did you make yourself more confident in delivering the PE lesson?	It made me more confident with how many should be in a group and who I should be grouping together. I felt more confident and in control.
11.	Did you experience frustration or anger in the first or second PE lesson? What brought about these behaviours to make you frustrated or angry? Was it something that you were thinking about that was not related to the PE lesson?  Did the TEIPPE help your control of frustration and how did you respond differently during any conflicting situation?	In the second PE lesson, a few pupils were misbehaving at the back. Usually, I would try and sort the situation but due to personal reasons, I didn't feel like I had the strength to confront the situation which left me feeling frustrated.
12.	Describe a situation during the first PE session in which you did not meet your personal expectations. How did you overcome these personal standards in the second PE lesson?  Did the TEIPPE programme helped you with improving your personal expectations?	Probably in the warm-up, I wasn't completely sure what I should be doing other than 'star jumps' which made me feel unconfident. In the second, from the feedback and the training, I was more sure in what I should be doing.
13.	Describe one new insight you have about the relationship between your pupils and your effectiveness as a PE teacher after completing the TEIPPE programme? Try and compare with the first PE lesson.	I think I need to use more non-verbal cues like high fives and facial expressions as praise, this is something I didn't really include in the first PE lesson.
14.	On comparative, what did you notice of the pupils's performance and behaviour in your 2 <sup>nd</sup> PE lesson? Name three positive elements.	1. The pupils were more confident in the task 2. It seemed more fair, every pupil got a few chance to have a go 3. They liked to have the non-verbal cues (high fives) so wanted to impress
15.	What did you not enjoy about the TEIPPE programme? This can be either the content, the design or both.	One thing would be mix-gendered grouping. Due to safeguarding reasoning, this could not always be implemented into lessons.
16.	What suggestions do you have for the new version of TEIPPE that might increase the development of EI and the teaching of PE?	Maybe considering differentiation and ability levels and how they should be grouped.
17.	How much training or CPD have you received in PE or/and in EI during your teaching qualification and your teacher training days? Outline which teaching qualification you gained (B.Ed., PGCE, Teach Direct).	PGCE- We had x2, 1 hour sessions on teaching PE.
18.	Any other comments are greatly appreciated to enhance the accuracy and precision of the research	This research was really interesting and helpful and has made me feel more in control when teaching PE. It is a shame that PE isn't typically taught by the class teachers as the pupils enjoyed seeing me teach outside the classroom.



Initials:	Jan	
School:	MV	
Year Group/KS:		
PE activity:	Pre trained:	Post trained:
How many days/hours did you complete your TEIPPE programme before completing your second PE lesson?		
How long did you spend on the TEIPPE training programme?		
Number of years teaching:		

1.	Firstly, would like to make a comment on your experience of being a participant for this research study in the impact of developing Emotional Intelligence (EI) to enhance the delivery of primary PE	Pleasantly surprised at how much improvement there was over the two sessions.
2.	How did you feel before you began your first observed PE lesson? Any specific emotions and feelings that you experienced? Why did you experience these feelings? Please look at the facets of emotional intelligence to support you with this question.	I felt nervous and anxious as I hadn't taught a PE lesson in 5+ years
3.	During your second observed PE lesson, which of these emotions and feelings were still present? Were there any other EI characteristics experienced during this PE lesson?	Neither emotions present. I felt quite confident delivering the lesson.
4.	What are your past experiences in delivering PE before this research? Be as truthful as possible.	Honestly can't remember. I didn't like teaching it.
5.	Name three aspects of the "Introduction" TEIPPE programme episode that helped your delivery of the second PE lesson (comparing PE lessons in the past)?	1. Having a warm up session and pulse raiser 2. Reflecting and the end of the lesson (what went well) 3. all the coaching tips.
6.	From the "Key Stage" TEIPPE training episode, name three aspects that supported your second observed PE lesson. How and why did these emotional techniques help with your delivery?	1. Teamwork and collaboration 2. encouraging creativity in lessons 3. building pupils's morale
7.	Describe an awkward situation you experienced during the first PE lesson (Describe your thoughts & feelings, both physically and mentally. How did you feel emotionally and were you aware of these emotions at the time?	Struggling to answer this one – the whole first lesson was quite awkward for me.
8.	Identify one specific strategy you would now use after working on the TEIPPE programme that could combat that awkward situation.	Using more praise with pupils, taking part more, getting the pupils to come up with the ideas.
9.	Describe a situation in your first PE lesson in which you felt you were being judged and how you felt about this.  Did this judgement impact your self-esteem in a positive or negative way? Did it make you mis-manage the delivery of your PE teaching?	I felt like this throughout the lesson, especially as I felt the lesson wasn't going very well. It impacted my self esteem in a negative way.
10.	How did the advice from the TEIPPE programme help with your self esteem in the second session; how did you make yourself more confident in delivering the PE lesson?	The advice helped with my self esteem when during the lesson when I saw that it was having a positive affect with the pupils.
11.	Did you experience frustration or anger in the first or second PE lesson? What brought about these behaviours to make you frustrated or angry? Was it something that you were thinking about that was not related to the PE lesson?  Did the TEIPPE help your control of frustration and how did you respond differently during any conflicting situation?	No frustration or anger, I felt a bit deflated when the first lesson didn't really go the way I wanted it to.
12.	Describe a situation during the first PE session in which you did not meet your personal expectations. How did you overcome these personal standards in the second PE lesson?  Did the TEIPPE programme helped you with improving your personal expectations?	The main game didn't seem to work with its current rules and I think pupils were getting a bit fed up with it. Changing the rules up in the second lesson meant that it was much more enjoyable for everybody.
13.	Describe one new insight you have about the relationship between your pupils and your effectiveness as a PE teacher after completing the TEIPPE programme? Try and compare with the first PE lesson.	I have learned how pupils react very well to positive reinforcement and positive body language. Pupils were more enthusiastic if I joined in.
14.	On comparative, what did you notice of the pupils's performance and behaviour in your 2 <sup>nd</sup> PE lesson? Name three positive elements.	1. More involvement 2. more engagement 3. Happier pupils
15.	What did you not enjoy about the TEIPPE programme? This can be either the content, the design or both.	As someone who doesn't normally teach PE, it was quite challenging to complete. It was hard to find time to complete all the work and videos in a school day.
16.	What suggestions do you have for the new version of TEIPPE that might increase the development of EI and the teaching of PE?	
17.	How much training or CPD have you received in PE or/and in EI during your teaching qualification and your teacher training days? Outline which teaching qualification you gained (B.Ed., PGCE, Teach Direct).	PGCE – No extra PE training.
18.	Any other comments are greatly appreciated to enhance the accuracy and precision of the research	



Initials:	Kim	
School:	Hollyfield	
Year Group/KS:	4	
PE activity:	Pre trained: dance	Post trained: dance
How many days/hours did you complete your TEIPPE programme before completing your second PE lesson?		3
How long did you spend on the TEIPPE training programme?		1 hour
Number of years teaching:	20	

19.	Firstly, would like to make a comment on your experience of being a participant for this research study in the impact of developing Emotional Intelligence (EI) to enhance the delivery of primary PE	I really enjoyed taking part. As a teacher who is less confident in delivering PE as I rarely teach the subject, I found the training really helpful in providing ways to make small changes leading to big improvements in the lesson.
20.	How did you feel before you began your first observed PE lesson? Any specific emotions and feelings that you experienced? Why did you experience these feelings? Please look at the facets of emotional intelligence to support you with this question.	I felt very anxious and nervous and also quite self-conscious about being watched in a subject I am so much less confident in. I felt like this as I am aware that my subject knowledge is not as good as in other subjects I regularly teach. I felt unsure about how the pupils would respond to me in comparison to their regular teacher. Maybe they wouldn't enjoy the lessons as much etc. I didn't feel confident in methods of crowd control in such a practical lesson. I don't want to resort to shouting to get their attention for example.
21.	During your second observed PE lesson, which of these emotions and feelings were still present? Were there any other EI characteristics experienced during this PE lesson?	I still felt a little nervous about being watched. This is how I feel in any subject and situation as I want to do well. However, I felt much more confident about the things I could do and change in my lesson to make it as good as possible for the pupils. The suggested changes were really small manageable ideas that cumulated to have a big impact on the lesson. I enjoyed the lesson with the pupils as I could see that they were really enjoying it, and experienced much less anxiety and worry.
22.	What are your past experiences in delivering PE before this research? Be as truthful as possible.	I have not taught PE on a regular basis since I went part time 12 years ago. On reflection my lessons may not have been as active as they could have been in the past. I don't think I would have focussed enough importance on the warm up and cool down part of the lesson as the main task /skills being taught eat into this time. I don't think PE is a subject I particularly enjoyed teaching.
23.	Name three aspects of the "Introduction" TEIPPE programme episode that helped your delivery of the second PE lesson (comparing PE lessons in the past)?	<ol style="list-style-type: none"> <li>1. To remove my lanyard and use my expressions to encourage the pupils more</li> <li>2. To have the pupils constantly moving throughout the lesson and to make sure the warm up does actually warm the pupils up properly and that their heart rates are high enough.</li> <li>3. To ask pupils to evaluate their performances while holding their stretches in the cool down I thought this was a really nice way to reduce the pupils's heart rate and encourage them to consider what they did well and what they would like to improve.</li> </ol>
24.	From the "Key Stage" TEIPPE training episode, name three aspects that supported your second observed PE lesson. How and why did these emotional techniques help with your delivery?	<ol style="list-style-type: none"> <li>1. that warm ups should be dynamic moves and not static stretches</li> <li>2. not to stand still but join in and move around with the pupils. I do this much more when I am not being watched and probably held back in my 1<sup>st</sup> observation due to feeling nervous.</li> <li>3. the suggestion of smaller, mixed gender grouping and the benefits attached to having smaller groups to improve engagement and participation</li> </ol>
25.	Describe an awkward situation you experienced during the first PE lesson (Describe your thoughts & feelings, both physically and mentally. How did you feel emotionally and were you aware of these emotions at the time?)	Not really knowing what the pupils's dance routine from the previous lesson should have looked like and relying on them to show me. (they were not sure either!) I experienced a bit of panic that everything was going to go wrong. I was worried that the lesson would lose pace and the pupils would lose interest if I spent too long trying to work out where they should be standing etc. Physically this made me feel quite tense and my heart rate increased. I get quite flushed in awkward situations (sigh).
26.	Identify one specific strategy you would now use after working on the TEIPPE programme that could combat that awkward situation.	Smaller group work is much easier to manage and allows the pupils to be moving for much more of the lesson. This would also have been easier to manage as they would be more likely to know what their individual roles were within the routine.
27.	Describe a situation in your first PE lesson in which you felt you were being judged and how you felt about this.  Did this judgement impact your self-esteem in a positive or negative way? Did it make you mis-manage the delivery of your PE teaching?	I felt I was being judged throughout the whole lesson. It is hard to pick out a specific moment. It always impacts my self esteem when I don't feel totally confident with the lesson. I always presume the person watching will always know more about it than me and that they would do a better job at it than me. I am very self-critical and will feel deflated and embarrassed about things that have not gone well or that I am unsure of how to do.
28.	How did the advice from the TEIPPE programme help with your self esteem in the second session; how did you make yourself more confident in delivering the PE lesson?	If I am given a set of criteria that makes a 'good' lesson, I feel so much more confident that my lesson was good if I include these things. Knowing that it is OK to make the warm up longer if needed to make sure the pupils are properly warmed up takes the worry away of 'What if my warm up goes on too long?' Knowing that smaller mixed groups works better gives me confidence to organise it this way. Tips about how to cool the class down and to get them involved with ideas for the stretches and so on all combine to make me feel like I am doing a good job delivering the lesson. This then improves my self esteem and I found myself enjoying the

	<p>lesson with the pupils and spending less time analysing my delivery in my head.</p> <p>I was frustrated by some of the behaviour in the first lesson. Some of the groups were having disagreements. One boy was barely joining in. A few of the pupils were not following instructions which meant I had to stop the lesson a few times which disrupted the flow.</p> <p>In the second lesson I don't recall a feeling of anger or frustration. Apart from with 1 pupil who told me her foot was hurting every single minute!</p>
<p>29. Did you experience frustration or anger in the first or second PE lesson? What brought about these behaviours to make you frustrated or angry? Was it something that you were thinking about that was not related to the PE lesson?</p> <p>Did the TEIPPE help your control of frustration and how did you respond differently during any conflicting situation?</p>	<p>I did not feel I met my expectations of pupil behaviour. They were not as engaged as a whole class as I would have liked.</p> <p>By implementing the changes described above, I felt that overall pupil behaviour and engagement was much better and in turn, the pupils' enjoyment of the lesson increased.</p>
<p>30. Describe a situation during the first PE session in which you did not meet your personal expectations. How did you overcome these personal standards in the second PE lesson?</p> <p>Did the TEIPPE programme helped you with improving your personal expectations?</p>	<p>The pupils really enjoy seeing their teacher getting involved in the lesson and doing the actions with them. I could see that they liked seeing me do the stretches with them in the cool down, especially the J special! (If I am totally honest, I am much less reserved when I am not being watched and will always get stuck in making a fool of myself. I tend to hold back in front of other adults)</p> <p>Because I was more relaxed in the second lesson, the pupils were too. As the second lesson involved much more physical activity and less listening to instruction, they all participated better and it felt like we were all 'in it together' We were all smiling more and having fun.</p>
<p>31. Describe one new insight you have about the relationship between your pupils and your effectiveness as a PE teacher after completing the TEIPPE programme? Try and compare with the first PE lesson.</p>	<p>1. more engagement and participation</p> <p>2. increased enjoyment</p> <p>3. better quality physical activity. The pupils had definitely did more and moved in the second lesson, even though it was shorter.</p>
<p>32. On comparative, what did you notice of the pupils's performance and behaviour in your 2<sup>nd</sup> PE lesson? Name three positive elements.</p>	<p>I liked the fact that the changes suggested were small, simple and manageable to implement. They didn't feel overwhelming at all. They were almost like quick wins to make a big difference which is great for a busy teacher. Often training involves a complete overhaul of your systems and practise which then just seems too daunting. As I watched the training I found that my notes were basically a list of little changes which I could easily do and so were not off-putting in any way.</p>
<p>33. What did you not enjoy about the TEIPPE programme? This can be either the content, the design or both.</p>	<p>I found that in parts of the PPT it jumped quickly to a new page and I hadn't managed to note down or read what was on the screen. I think this was when it went to section 3 on one of them and you hadn't talked through all the points on the screen so I had to go back and try to pause on the page.</p> <p>I would have liked the facets of EI to be explained in more detail so I understood them better. You mentioned them and named some of them but I don't really know what they are still.</p> <p>Some of the suggestions in the program relating to how to structure the lesson through setting goal, set tasks to build up to a goal, provide imagery, execute and evaluate, I found difficult to apply to the dance lesson. I could understand it in the context you explained for a long jump but couldn't transfer it to my dance lesson. This may be due to my lack of experience in teaching PE.</p>
<p>34. What suggestions do you have for the new version of TEIPPE that might increase the development of EI and the teaching of PE?</p>	<p>Very little. I can recall a PE training years ago but I do not know what the training taught me. This could be because it was just so long ago and I may not have ever implemented the training if I wasn't teaching PE lessons.</p> <p>I think I have done some training on our own personality traits at some point in the past but again, I can barely recall what I learnt about myself. I think I am an emotionally intelligent person (I hope) although I am not able to talk about it from a more academic point of view based on research etc.</p>
<p>35. How much training or CPD have you received in PE or/and in EI during your teaching qualification and your teacher training days? Outline which teaching qualification you gained (B.Ed., PGCE, Teach Direct).</p>	<p>Thank you for watching my lessons and for the support you provided. I genuinely found it useful in improving my confidence in delivering PE.</p>
<p>36. Any other comments are greatly appreciated to enhance the accuracy and precision of the research</p>	

Initials:	Liam		
School:	Meadow View		
Year Group/KS:	6		
PE activity: Handball	Pre trained:	Post trained:	
How many days/hours did you complete your TEIPPE programme before completing your second PE lesson?			
How long did you spend on the TEIPPE training programme?			
Number of years teaching:	8		

1.	Firstly, would like to make a comment on your experience of being a participant for this research study in the impact of developing Emotional Intelligence (EI) to enhance the delivery of primary PE	I do feel this has been useful, however as I do not teach PE (due to being part time and PE being taught by sports coach) I do feel that the training process took quite a lot of my time, considering I won't be using it in the near future. I felt the training videos were quite long (watching both took almost an hour) and could be shortened. Again, this feedback form is very detailed and has taken a long time. As you will be aware, we are very time poor in school!
2.	How did you feel before you began your first observed PE lesson? Any specific emotions and feelings that you experienced? Why did you experience these feelings? Please look at the facets of emotional intelligence to support you with this question.	Nervous – I haven't taught PE since joining Meadow View as it is taught by a specialist PE coach. Worried that the pupils would not enjoy the lesson as they are used to being taught by a specialist.
3.	During your second observed PE lesson, which of these emotions and feelings were still present? Were there any other EI characteristics experienced during this PE lesson?	I still felt slightly nervous, this time because I felt I had more things to consider from my feedback.
4.	What are your past experiences in delivering PE before this research? Be as truthful as possible.	I have always felt it is my biggest weakness in terms of subject area. At my previous school however I worked with a PE specialist one term each year for ongoing coaching and this did help improve my confidence. Since joining MV however I have not taught PE so feel very out of practice.
5.	Name three aspects of the "Introduction" TEIPPE programme episode that helped your delivery of the second PE lesson (comparing PE lessons in the past)?	1. warm up tips 2. top tips such as reducing queuing 3.
6.	From the "Key Stage" TEIPPE training episode, name three aspects that supported your second observed PE lesson. How and why did these emotional techniques help with your delivery?	1. how to build self appreciation e.g. wearing correct attire, finding micro-teaching sessions online 2. ways to build teamwork and collaboration 3. ways to introduce creativity and adaptability into lesson
7.	Describe an awkward situation you experienced during the first PE lesson (Describe your thoughts & feelings, both physically and mentally. How did you feel emotionally and were you aware of these emotions at the time?	
8.	Identify one specific strategy you would now use after working on the TEIPPE programme that could combat that awkward situation.	
9.	Describe a situation in your first PE lesson in which you felt you were being judged and how you felt about this.  Did this judgement impact your self-esteem in a positive or negative way? Did it make you mis-manage the delivery of your PE teaching?	I felt like I was being judged for all of the lesson really, as it was being observed. It didn't really make me change how I delivered the lesson as I am used to be observed, however I did feel as though the lesson was being judged.
10.	How did the advice from the TEIPPE programme help with your self esteem in the second session; how did you make yourself more confident in delivering the PE lesson?	I wore correct attire which certainly made the pupils feel that I was more engaged in the lesson and more enthused about PE. They actually asked me if I would join in their games today which was nice.
11.	Did you experience frustration or anger in the first or second PE lesson? What brought about these behaviours to make you frustrated or angry? Was it something that you were thinking about that was not related to the PE lesson?  Did the TEIPPE help your control of frustration and how did you respond differently during any conflicting situation?	Not really. I didn't feel angry or frustrated. I enjoyed the opportunity to teach the lesson.
12.	Describe a situation during the first PE session in which you did not meet your personal expectations. How did you overcome these personal standards in the second PE lesson?  Did the TEIPPE programme helped you with improving your personal expectations?	I felt as though my time management was poor and the last activity was rushed. In the second lesson, I planned the timings out more in my mind and gave pupils more time countdowns.
13.	Describe one new insight you have about the relationship between your pupils and your effectiveness as a PE teacher after completing the TEIPPE programme? Try and compare with the first PE lesson.	My own attitude to PE and sport is communicated by attire, body language and actions and this has an impact on the pupils's attitude to the lesson.
14.	On comparative, what did you notice of the pupils's performance and behaviour in your 2 <sup>nd</sup> PE lesson? Name three positive elements.	1. Much better behaviour from one particular pupil for who behaviour is better. Less time waiting around so less time to be off task. 2. pupils collaborated well. 3. pupils seemed to really enjoy the warm up which was much less 'stop start' compared to the first lesson. They were also more active throughout the lesson.
15.	What did you not enjoy about the TEIPPE programme? This can be either the content, the design or both.	I enjoyed being given feedback on the lesson – it was overall very positive and written in a way that showed awareness of my lack of confidence in the subject.
16.	What suggestions do you have for the new version of TEIPPE that might increase the development of EI and the teaching of PE?	The training video and this feedback form are quite time consuming and I feel I have had to rush.
17.	How much training or CPD have you received in PE or/and in EI during your teaching qualification and your teacher training days?	In previous school I had training 1:1 with a PE coach for one term per year as a minimum. Since joining Meadow View, I have had no PE training.

	Outline which teaching qualification you gained (B.Ed., PGCE, Teach Direct).	I completed a PGDipEd which involved one PE day – no other training was given other than during teaching practices.
18.	Any other comments are greatly appreciated to enhance the accuracy and precision of the research	

Initials:	Nina	
School:	Meadow View JMI	
Year Group/KS:	Year 3 / KS2	
PE activity:	Pre trained:	Post trained:
How many days/hours did you complete your TEIPPE programme before completing your second PE lesson?		72 hours
How long did you spend on the TEIPPE training programme?		1 hour
Number of years teaching:	1 <sup>st</sup> Year	

1.	Firstly, would like to make a comment on your experience of being a participant for this research study in the impact of developing Emotional Intelligence (EI) to enhance the delivery of primary PE	Although I have never taught PE before (apart from one lesson as a pupil teacher). I thoroughly enjoyed the experience. Both the feedback and the training was very insightful and has developed my understanding and importance of emotional intelligence when delivering PE lessons.
2.	How did you feel before you began your first observed PE lesson? Any specific emotions and feelings that you experienced? Why did you experience these feelings? Please look at the facets of emotional intelligence to support you with this question.	Before the first observation, I felt a little nervous. I believe I felt this due to my little experience of teaching PE, and as it is my first year of teaching. At the time of the first observation, it was only my fourth week with my first class.
3.	During your second observed PE lesson, which of these emotions and feelings were still present? Were there any other EI characteristics experienced during this PE lesson?	During the second observation, I still felt nervous, as I was concerned about behaviour. I also felt more confident in my ability to deliver a better PE lesson than the first due to the feedback from both Craig and the pupils.
4.	What are your past experiences in delivering PE before this research? Be as truthful as possible.	Before this research, I had only taught one PE lesson, which was done during my pupil year and with a smaller group of pupils due to the national lockdown.
5.	Name three aspects of the "Introduction" TEIPPE programme episode that helped your delivery of the second PE lesson (comparing PE lessons in the past)?	1. Warm up – make it enjoyable, and if pupils are enjoying it then do not end it too early. 2. Talking with your hands – using body emphasised body language when giving instructions 3. Making there are only four pupils in each group
6.	From the "Key Stage" TEIPPE training episode, name three aspects that supported your second observed PE lesson. How and why did these emotional techniques help with your delivery?	1. Intonation of voice 2. Facial expressions 3. Sensitive discipline These emotional techniques helped me deliver my lesson to a better standard, especially when dealing with tem conflicts. In my second session, there were multiple conflicts between pupils, where one team were asked to sit out. I then tried to make sure those pupils were included in a different way for the next round.
7.	Describe an awkward situation you experienced during the first PE lesson (Describe your thoughts & feelings, both physically and mentally. How did you feel emotionally and were you aware of these emotions at the time?	During the first PE lesson, when explaining the main game (hungry hippos), I could see the pupils struggling to understand the game. I felt this was due to both my instructions and the attention of the pupils. I was concerned as I did not want to make my instructions too long as pupils would lose focus. The longer it took me explain the instructions to the pupils, the more nervous / agitated I became. During this time, I could feel my temperate rising and starting to sweat.
8.	Identify one specific strategy you would now use after working on the TEIPPE programme that could combat that awkward situation.	I would explain the game clearly before the start of the lesson, when pupils first enter the hall and sitting down. At this point, pupils are calm and do not have any materials in their hands that would distract them.
9.	Describe a situation in your first PE lesson in which you felt you were being judged and how you felt about this.  Did this judgement impact your self-esteem in a positive or negative way? Did it make you mis-manage the delivery of your PE teaching?	During the end of the first PE lesson, I attempted to read a short story as a way for the pupils to calm down. This did not go as planned and the pupils paid little attention. I finished the story early and expressed my disappointment to the pupils. I believe I could have handled this situation better and changed the cool down activity to suit the pupils.
10.	How did the advice from the TEIPPE programme help with your self esteem in the second session; how did you make yourself more confident in delivering the PE lesson?	The feedback and TEIPPE programme helped me feel more confident during the second session. The programme made me think about the tone of my voice more and my body language during all aspects of the lesson.
11.	Did you experience frustration or anger in the first or second PE lesson? What brought about these behaviours to make you frustrated or angry? Was it something that you were thinking about that was not related to the PE lesson?  Did the TEIPPE help your control of frustration and how did you respond differently during any conflicting situation?	I felt frustration during the second session due to two of the teams continuously arguing about the amount of beanbags they had during the game. Knowing I was being observed made me feel more pressure during this situation and affected how I dealt with it. Due to the pressure, I felt and put on myself, and not anticipating the situation, I believe I did not use the programme to properly deal with the situation.
12.	Describe a situation during the first PE session in which you did not meet your personal expectations. How did you overcome these personal standards in the second PE lesson?  Did the TEIPPE programme helped you with improving your personal expectations?	I did not meet personal expectations during the warm down of my first PE session. Instead of adapting to suit the pupils's needs, I showed frustration and cut the warm down activity short. For the second session, I decided against doing a warm down and I did not think it was needed due the main activity.
13.	Describe one new insight you have about the relationship between your pupils and your effectiveness as a PE teacher after completing the TEIPPE programme? Try and compare with the first PE lesson.	The programme made me realise how much pupils respond to positive praise and the intonation of a teacher's voice during PE lessons. Naturally, the volume of my voice was louder due to being in a bigger space than the classroom. During the second session, I consciously changed the tone and volume of my voice and giving extra praise to pupils, which I think, improved the response and behaviour of the pupils (before the end of the main activity).

14.	On comparative, what did you notice of the pupils's performance and behaviour in your 2 <sup>nd</sup> PE lesson? Name three positive elements.	1. Making the teams smaller meant every pupil was more involved and therefore enjoyed the lesson more. 2. Pupils responded better to instructions during the second session. 3. Pupils were more competitive during the second session.
15.	What did you not enjoy about the TEIPPE programme? This can be either the content, the design or both.	I believe that it would be better to have had the training face to face (due to COVID restrictions, this may not have been possible).
16.	What suggestions do you have for the new version of TEIPPE that might increase the development of EI and the teaching of PE?	If the training was to be delivered the same way, I think changing the colour of the writing on the video would make it more clear for viewers (I know this a very simple suggestion)
17.	How much training or CPD have you received in PE or/and in EI during your teaching qualification and your teacher training days? Outline which teaching qualification you gained (B.Ed., PGCE, Teach Direct).	The only training I have had for PE is the one theory and one practical sessions during my PGCE / Schools direct course.
18.	Any other comments are greatly appreciated to enhance the accuracy and precision of the research	I thoroughly enjoyed the experience and being given the opportunity to teach PE. As a 'sporty' person, I thought I would be able to teach PE fairly easy, but both the feedback and the programme made me realise just how difficult it is to deliver high quality PE lessons.

Initials:	Pepe	
School:	Meadow View JMI	
Year Group/KS:	Reception EYFS	
PE activity:	Pre trained:	Post trained:
How many days/hours did you complete your TEIPPE programme before completing your second PE lesson?		3 days
How long did you spend on the TEIPPE training programme?		40/45 minutes
Number of years teaching:	3	

1.	Firstly, would like to make a comment on your experience of being a participant for this research study in the impact of developing Emotional Intelligence (EI) to enhance the delivery of primary PE	It has been an interesting experience. Reading back feedback from both observations and learning about the way I teach. It has given me confidence hearing such positive feedback and is always SO helpful having advice/suggestions to improve.
2.	How did you feel before you began your first observed PE lesson? Any specific emotions and feelings that you experienced? Why did you experience these feelings? Please look at the facets of emotional intelligence to support you with this question.	Before the observation, I felt nervous and slightly apprehensive as I was not sure which aspects of the lesson you were focusing on. I was also unsure of how it was going to be and how the pupils would react to me teaching them PE as I wouldn't usually be teaching it. It can be tricky and time consuming organising pupils in Reception into teams and explaining rules clearly. The pupils can lose interest and become distracted.
3.	During your second observed PE lesson, which of these emotions and feelings were still present? Were there any other EI characteristics experienced during this PE lesson?	I still felt nervous beforehand but knew what the focus was and how to improve (due to feedback from the first observation). I used facial expressions and I could see that the pupils were really enjoying the lesson as it was also linked to their topic and interest (superheroes) I felt tired during the session but could see the pupils were happy and motivated seeing both me and the LSA joining in.
4.	What are your past experiences in delivering PE before this research? Be as truthful as possible.	Very little. PE is something I enjoy and have an interest in, however have not taught PE often due to having a PE coach teach across the school. As it is a lesson I enjoy and being in the Early Years, I like to join in with the lesson and have fun!
5.	Name three aspects of the "Introduction" TEIPPE programme episode that helped your delivery of the second PE lesson (comparing PE lessons in the past)?	1. Specific praise! 2. TA to support setting up 3. Smaller groups to reduce queuing AND static stretches
6.	From the "Key Stage" TEIPPE training episode, name three aspects that supported your second observed PE lesson. How and why did these emotional techniques help with your delivery?	1. Elaborating positives encouraging pupils to 'maggie' (copy) what that person is doing. 2. Going with the pupils's interests and allowing them to come up with their own ideas. The pupils enjoyed the praise after sharing ideas and were engaged. 3. Cool down session at the end of the lesson and time for reflection. The pupils were calm and sharing opinions with each other about what they enjoyed about the lesson.
7.	Describe an awkward situation you experienced during the first PE lesson (Describe your thoughts & feelings, both physically and mentally. How did you feel emotionally and were you aware of these emotions at the time?	Pupils in big groups practising throwing into a hoop. Some pupils walking into a different group, pupils not going to the back of the line or not shuffling forward for the next turn. Pupil A finding it a challenge following instructions and taking away equipment from other pupils. I froze a little, stood still for a while and felt a little bit of frustration.
8.	Identify one specific strategy you would now use after working on the TEIPPE programme that could combat that awkward situation.	Using smaller groups. Using LSA to prepare. Showing how to do something twice, once silently. Getting the pupils more active e.g. doing a little run up before throwing.
9.	Describe a situation in your first PE lesson in which you felt you were being judged and how you felt about this.  Did this judgement impact your self-esteem in a positive or negative way? Did it make you mis-manage the delivery of your PE teaching?	The example in Q7 and when we were playing a game and the pupils were forgetting some of the rules. E.g. to stand still in a place where they got caught. I stopped the game to recap on the rules.
10.	How did the advice from the TEIPPE programme help with your self esteem in the second session; how did you make yourself more confident in delivering the PE lesson?	Using my TA helped as it allowed me more time to focus on giving instructions to the pupils. Also knowing that some things I did in the first observation were some of the tips for developing EI e.g. facial expressions, body language and talking with hands. Ensuring the pupils were constantly moving and linking PE with interests/cultural capital. The pupils seemed to enjoy the second PE lesson more and we all had fun
11.	Did you experience frustration or anger in the first or second PE lesson? What brought about these behaviours to make you frustrated or angry? Was it something that you were thinking about that was not related to the PE lesson?  Did the TEIPPE help your control of frustration and how did you respond differently during any conflicting situation?	There were a few objects in the room that were a little distracting for some pupils which made me a little anxious.
12.	Describe a situation during the first PE session in which you did not meet your personal expectations. How did you overcome these personal standards in the second PE lesson?  Did the TEIPPE programme helped you with improving your personal expectations?	When the pupils were losing interest in the second activity. In the second PE lesson, we made this activity more interesting using role play (firefighters), used smaller groups and ensured pupils were moving more.
13.	Describe one new insight you have about the relationship between your pupils and your effectiveness as a PE teacher after completing the TEIPPE programme? Try and compare with the first PE lesson.	That praise and specific praise for every pupil is crucial (tiring too) and boosts their confidence and self esteem in PE lessons. Also bringing in pupils's interests and showing sensitivity. The pupils were engaged more and were constantly active.
14.	On comparative, what did you notice of the pupils's performance and behaviour in your 2 <sup>nd</sup> PE lesson? Name three positive elements.	1. The pupils enjoyed all three activities and were more engaged. 2. The pupils were put in small groups, allowed them to have more opportunities to do the activity and practise the skills. In turn, kept them focused for longer. 3. Using TA to help prep, keeping pupils's pulse raised.

15.	What did you not enjoy about the TEIPPE programme? This can be either the content, the design or both.	Being observed will always be something that makes me nervous but the training was useful and SO interesting.
16.	What suggestions do you have for the new version of TEIPPE that might increase the development of EI and the teaching of PE?	N/A
17.	How much training or CPD have you received in PE or/and in EI during your teaching qualification and your teacher training days? Outline which teaching qualification you gained (B.Ed., PGCE, Teach Direct).	My teacher training was PGCE. During this, we chose a specific subject of interest. I chose PE. It did not have a focus on EI. I have had CPD more recently as I am the PE coordinator. I have completed mental wellbeing training in the last 3 weeks. Prior to this, I haven't taught PE or had extra training in PE.
18.	Any other comments are greatly appreciated to enhance the accuracy and precision of the research	It was so interesting and helpful receiving feedback from the observations. All advice on how to improve was useful and not only will this be used for PE sessions but teaching in all areas. Thank you for taking the time to write such nice comments and give us a confidence boost! Some parts of the EI training skipped a little but was informative and reassuring that some of the elements needed to promote EI are being used already :D THANK YOU!



Initials:	Tori	
School:	Hollyfield	
Year Group/KS:	Y5 (KS2)	
PE activity:	Pre trained: Gymnastics	Post trained: Netball
How many days/hours did you complete your TEIPPE programme before completing your second PE lesson?	2 weeks prior (before half term break)	
How long did you spend on the TEIPPE training programme?	40 minutes	
Number of years teaching:	3	

1.	Firstly, would like to make a comment on your experience of being a participant for this research study in the impact of developing Emotional Intelligence (EI) to enhance the delivery of primary PE	Craig was very positive, supportive and considerate during the lesson and afterwards. He was calm, reassuring and professional.
2.	How did you feel before you began your first observed PE lesson? Any specific emotions and feelings that you experienced? Why did you experience these feelings? Please look at the facets of emotional intelligence to support you with this question.	I felt anxious, worried and nervous. I normally feel like this before any sort of observation. I always want to do well!
3.	During your second observed PE lesson, which of these emotions and feelings were still present? Were there any other EI characteristics experienced during this PE lesson?	I felt nervous but less worried and anxious. I tried to show that I was feeling calm and more confident.
4.	What are your past experiences in delivering PE before this research? Be as truthful as possible.	I love teaching PE because I love sports. I have found it stressful in the past when I had a class with challenging behaviour.
5.	Name three aspects of the "Introduction" TEIPPE programme episode that helped your delivery of the second PE lesson (comparing PE lessons in the past)?	1. Providing dynamic (not static) stretches. 2. Making sure pupils's shoelaces are tied up/are safe and ready for the lesson. 3. Spending more time on the warm up.
6.	From the "Key Stage" TEIPPE training episode, name three aspects that supported your second observed PE lesson. How and why did these emotional techniques help with your delivery?	1. Reflective journal – reflecting on previous lesson helped me feel more confident going into the second observation 2. Developing my CPD through support with Villa, online videos and planning – helped me to feel more positive and self-assured in the lesson that I was delivering 3. Trying to use positive hand and facial expressions consistently
7.	Describe an awkward situation you experienced during the first PE lesson (Describe your thoughts & feelings, both physically and mentally. How did you feel emotionally and were you aware of these emotions at the time?	I felt awkward at the start of the lesson, I was worried about getting the equipment ready (gym mats etc) and I was worried that I would forget what was on my lesson plan. My heart was racing and I felt hot.
8.	Identify one specific strategy you would now use after working on the TEIPPE programme that could combat that awkward situation.	Not having my lesson plan in my hand would help me to feel less awkward and have less things to carry. Putting tambourine down more to not interfere with my hand gestures so much.
9.	Describe a situation in your first PE lesson in which you felt you were being judged and how you felt about this.  Did this judgement impact your self-esteem in a positive or negative way? Did it make you mis-manage the delivery of your PE teaching?	I wouldn't say I felt judged but I felt worried being 'watched' and observed. I would say this impacted my self-esteem in a negative way, and made me feel more nervous than a 'normal' PE lesson.
10.	How did the advice from the TEIPPE programme help with your self esteem in the second session; how did you make yourself more confident in delivering the PE lesson?	The positive feedback helped to build my confidence. I tried to have less things in my hands to fiddle with e.g. my lesson plan. I tried to make sure that the groups were mixed boy/girl (where possible – it is a boy heavy class!!). Made sure I was showing positive feedback to the pupils with my facial expressions and body language. Giving purposeful feedback to each group as I was moving around the playground.
11.	Did you experience frustration or anger in the first or second PE lesson? What brought about these behaviours to make you frustrated or angry? Was it something that you were thinking about that was not related to the PE lesson?  Did the TEIPPE help your control of frustration and how did you respond differently during any conflicting situation?	I felt frustrated in the second PE lesson as there are some boys who have poor learning behaviours e.g. distracted, not engaged, not listening to instructions. I made sure they were working with different pupils, and that I was praising the good learning behaviours I could see.
12.	Describe a situation during the first PE session in which you did not meet your personal expectations. How did you overcome these personal standards in the second PE lesson?  Did the TEIPPE programme helped you with improving your personal expectations?	I felt nervous and I wanted to feel calm and relaxed. In the second lesson, I tried to manage my nerves by breathing, smiling and knowing my lesson plan better. Yes, it did help with improving my expectations of myself.
13.	Describe one new insight you have about the relationship between your pupils and your effectiveness as a PE teacher after completing the TEIPPE programme? Try and compare with the first PE lesson.	My new insight is how important it is that I am positive with the pupils, and that it is important for me to allow the pupils to be creative and independent in PE lessons too.
14.	On comparative, what did you notice of the pupils's performance and behaviour in your 2 <sup>nd</sup> PE lesson? Name three positive elements.	1. All pupils participating in dynamic stretches at the start. 2. Supported a SEN pupil who was upset to partake as a coach and observe some of the groups. 3. Pupils really enjoyed the pass and move paired activity.
15.	What did you not enjoy about the TEIPPE programme? This can be either the content, the design or both.	Only felt nervous when being observed, otherwise a positive experience!!!!
16.	What suggestions do you have for the new version of TEIPPE that might increase the development of EI and the teaching of PE?	I think it would be great for teachers to see some videos and opportunities to see high quality PE teaching and sport specific skills demonstrated as I know some staff worry about their subject knowledge with certain sports/activities.
17.	How much training or CPD have you received in PE or/and in EI during your teaching qualification and your teacher training days? Outline which teaching qualification you gained (B.Ed., PGCE, Teach Direct).	PGCE – very limited PE training. Currently leading PE. CPD with Aston Villa last term was very helpful and links well to this research.
18.	Any other comments are greatly appreciated to enhance the accuracy and precision of the research	Thank you – found it insightful and has definitely improved my PE teaching!



# TEIPPE Training Programme Reflective questionnaire

## (Study Four: The effectiveness of Emotional Intelligence in the delivery of Primary PE)

Firstly, many thanks for completing the TEIPPE programme and delivering your two PE lessons. I hope that the CPD training has helped with the development of effective teaching of primary PE.

The final step is to reflect on your training and the feedback of your two observed PE lessons. There are 18 open questions to answer. Please spend 1-2 minutes reflecting on each question, providing explanation and depth to your answers (should take around 30-35 minutes to complete). When you are happy with your answers, please send your completed questionnaire back to [craig.strong@ntu.ac.uk](mailto:craig.strong@ntu.ac.uk).

Initials:	Rose	
School:	Meadow View JMI School	
Year Group/KS:	RECEPTION	
PE activity: rolling, throwing and catching a ball	Pre trained: 29.09.21	Post trained: 13.10.21
How many days/hours did you complete your TEIPPE programme before completing your second PE lesson?	4 days	
How long did you spend on the TEIPPE training programme?	About 50 mins	
Number of years teaching:	20	

1.	Firstly, would like to make a comment on your experience of being a participant for this research study in the impact of developing Emotional Intelligence (EI) to enhance the delivery of primary PE	It was great that PE was the focus of observation. This is only the second time I've been observed in PE in 20 years. I feel that over the years you develop a specific way of delivering lessons and automatically act to introduce a lesson, complete a warm up, demonstrate skills etc and don't think about the role of specific aspects, like EI, in the delivery of a lesson. I found it really useful to rethink how I could deliver a PE lesson.
2.	How did you feel before you began your first observed PE lesson? Any specific emotions and feelings that you experienced? Why did you experience these feelings? Please look at the facets of emotional intelligence to support you with this question.	Nervous because I was going to be observed by someone I didn't know and I knew was a PE specialist. I was also felt stressed through the lack of PE resources available to support my lesson. For e.g. having enough balls.
3.	During your second observed PE lesson, which of these emotions and feelings were still present? Were there any other EI characteristics experienced during this PE lesson?	None. I felt enthusiastic and motivated as I knew that I had included elements that had been lacking from my first observation. Proud of the pupils, as many of them achieved when throwing and catching the beanbag. A little frustrated at the end because my pupils's excitement and enthusiasm meant that they were finding it hard to concentrate during the plenary.
4.	What are your past experiences in delivering PE before this research? Be as truthful as possible.	I have always loved teaching PE. I have taught it to all Year groups (as of this year) but most of my experience has been with Y2 – 6. It is definitely a subject that needs a lot of thought and preparation before the lesson if the lesson is going to run smoothly and skills are going to be taught accurately and effectively.
5.	Name three aspects of the "Introduction" TEIPPE programme episode that helped your delivery of the second PE lesson (comparing PE lessons in the past)?	1. The importance of the teacher to be aware of their own EI in order to deliver of their best for the pupils 2. Being more mindful about my gestures to engage and motivate pupils. 3. Being more specific about why I am praising a pupil. Tell them what it is that is good.
6.	From the "Key Stage" TEIPPE training episode, name three aspects that supported your second observed PE lesson. How and why did these emotional techniques help with your delivery?	1. Being more aware of my facial expressions, tone and gestures. This helped me to connect with the pupils and show them that I was interested and enthusiastic about what they had to say or what they were doing. I felt that these were a little forced at times because I was really thinking about it so it may have not been my natural reaction to include hand gestures e.g. thumbs up. However, I did feel it helped to keep pupils motivated and have that feeling of being 'seen' by me. 2. Undertaking the 3 minute love/kindness meditation. I was able to do it because I was not in the classroom prior to the lesson. I felt a little uneasy at first as I am not used to meditating but when I let go and allowed myself to focus only on this and not the 101 things I had to do, I ended it feeling calm. It felt amazing! 3. Directing the LSAs to support the organisation of the lesson so I had more time to focus on the pupils. Also in their vocal tone so that it did not compete with mine so pupils got distracted.
7.	Describe an awkward situation you experienced during the first PE lesson (Describe your thoughts & feelings, both physically and mentally. How did you feel emotionally and were you aware of these emotions at the time?	One of the pupils was not able to bend his legs to roll a ball and even though I had demonstrated one to one he still could not do it. I felt hot in the face and confused on how I could help him. I had exhausted my teaching strategies and didn't know what to do next. I also remember feeling aware that there were so many other pupils I needed to get round.
8.	Identify one specific strategy you would now use after working on the TEIPPE programme that could combat that awkward situation.	Using the idea of clarification. I could have asked the pupil to verbalise what I was trying to teach him. This would allow me to know if he did/didn't understand my instructions and/or he could/couldn't physically bend to roll the ball.
9.	Describe a situation in your first PE lesson in which you felt you were being judged and how you felt about this.	I cannot think of an isolated situation where I felt judged during the lesson but I was aware that I was being observed throughout the lesson. I'm not sure it had a positive or a negative effect on me.
Did this judgement impact your self-esteem in a positive or negative way? Did it make you mis-manage the delivery of your PE teaching?		

10. How did the advice from the TEIPPE programme help with your self esteem in the second session; how did you make yourself more confident in delivering the PE lesson?	Greatly. I thought the feedback was fair and insightful. It highlighted good practice and also detailed ways to improve. I found it very useful to plan for the next session. Every teacher always wants to do well in an observation and reading the positive remarks in the first observation gave me additional confidence going into the second observation.
11. Did you experience frustration or anger in the first or second PE lesson? What brought about these behaviours to make you frustrated or angry? Was it something that you were thinking about that was not related to the PE lesson?  Did the TEIPPE help your control of frustration and how did you respond differently during any conflicting situation?	I felt this briefly in both but for different reasons. In the first observation, I wanted to demonstrate different skills to the pupils. I asked them to stop what they were doing and watch. They were spaced out around the room and many of the Reception pupils's attention wandered or they were playing with the equipment they had. After a couple of times going this, I decided to bring them all back to me and sat them on the floor to watch the demonstrations which was more effective and I felt I had more control of them.  In the second observation, I felt frustrated at the very end of the lesson. I asked the pupils to sit at my feet and began to review the learning but some pupils were still keen to be playing so it was a bit of a battle to gain full concentration. On reflection, I think I could have handled it differently through the use of distraction techniques like follow the leader and also ensuring all the equipment was collected and out of pupils's hands before the discussion took place, I could have also asked the pupils to talk in pairs to find out what they had learnt. This would have given all the pupils the opportunity to talk.
12. Describe a situation during the first PE session in which you did not meet your personal expectations. How did you overcome these personal standards in the second PE lesson?  Did the TEIPPE programme helped you with improving your personal expectations?	My personal expectation is that when I am demonstrating in a lesson the pupils watch so when they didn't, I felt it had matched my personal expectations. When I was demonstrating skills in the second lesson, I did so with the pupils near me. I also acted on the advice to involve the pupils in demonstrations too.  I'm not sure the programme has changed my personal expectations of myself and my class but it has made me more accepting and less judgemental of myself if something does not go to plan in my lesson.
13. Describe one new insight you have about the relationship between your pupils and your effectiveness as a PE teacher after completing the TEIPPE programme? Try and compare with the first PE lesson.	I now try more to ensure every pupil has a thumbs up or a comment made towards them in the lesson. I tried to before but now I've made it more of a mission!
14. On comparative, what did you notice of the pupils's performance and behaviour in your 2 <sup>nd</sup> PE lesson? Name three positive elements.	1. The pupils were calmer and more focussed (for three-quarters of the lesson) using music to accompany the activities. 2. When demonstrating the skills in lesson 2 the pupils were more engaged. 3. I was able to more some pupils on in their learning individually e.g. those more able pupils because they others were engaged (for the most of the lesson).
15. What did you not enjoy about the TEIPPE programme? This can be either the content, the design or both.	I suppose if I am honest, the fear of failure. The fear that my lessons would be deemed unsuccessful at meeting the learning objectives. But after the first obs, chatting to Craig and getting my lesson one feedback, I was fine going into my seconds obs. I actually enjoyed the experience.
16. What suggestions do you have for the new version of TEIPPE that might increase the development of EI and the teaching of PE?	I wondered whether a questionnaire with participates numbering 1-10 would be useful and gaging where people are on PE and EI at the beginning before lesson 1 observation and then again at the end after both lessons obs and your training videos.
17. How much training or CPD have you received in PE or/and in EI during your teaching qualification and your teacher training days? Outline which teaching qualification you gained (B.Ed., PGCE, Teach Direct).	PGCE – there was 4 four sessions on PE (2 hours each) with the option of taking part in additional non-compulsory sessions on specific sports (I'm sure we had to pay a nominal amount towards these). I undertook the swimming course and the netball one.  At MV, we have had three specific PE training days in the last 20 years: games, gymnastics and dance. These were based on the TOP Sport programme.  Early in my career, I was PE co-ordinator and attended a couple of local authority PE training sessions.
18. Any other comments are greatly appreciated to enhance the accuracy and precision of the research	I think I enjoyed the affirmation from a PE specialist that my PE was effective and then being given really specific feedback on how it could be even better. I loved the opportunity to be reflective not just about lesson structures or how skills have been taught in the lesson but about me as an individual and how this can affect my teaching and the pupils's learning. I loved the meditation – simple and quick.

Initials:	Sara	
School:	Meadow View JMI	
Year Group/KS:	5/KS2	
PE activity:	Pre trained: accuracy of catching	Post trained: quick cricket
How many days/hours did you complete your TEIPPE programme before completing your second PE lesson?		An hour
How long did you spend on the TEIPPE training programme?		An hour
Number of years teaching:	8	

1.	Firstly, would like to make a comment on your experience of being a participant for this research study in the impact of developing Emotional Intelligence (EI) to enhance the delivery of primary PE	It was really informative and made me aware of what EI even is and how be aware of when teaching and not just in PE. Even though I'm not confident in teaching PE, I really enjoyed that experience with the pupils and the feedback received.
2.	How did you feel before you began your first observed PE lesson? Any specific emotions and feelings that you experienced? Why did you experience these feelings? Please look at the facets of emotional intelligence to support you with this question.	Nervous, unsure, unconfident, wary. This is because I have not taught PE in many years (always been taught by cover staff) and I would be out of my 'control' comfort zone of having pupils in chairs and a known environment.
3.	During your second observed PE lesson, which of these emotions and feelings were still present? Were there any other EI characteristics experienced during this PE lesson?	I was still wary of my teaching of PE but not so much nervous or unconfident as I had ideas and improvements I knew I could make based on the TEIPPE training and the feedback received from CS.
4.	What are your past experiences in delivering PE before this research? Be as truthful as possible.	I have not taught PE in many years and when I had it was more 'games' like dodgeball or very rigidly structured like gymnastics. I have team 'carouselled' a year group at a 3 form entry school where the year group did one activity with teacher 1, another with the sports coach and the last activity with me whilst the other teacher had release and this then alternated. This was always outdoors so there was more space and the activity was strictly timed and 'simple' as it focused on one skill for the session. We also had all the equipment needed (Meadow View had barely anything)
5.	Name three aspects of the "Introduction" TEIPPE programme episode that helped your delivery of the second PE lesson (comparing PE lessons in the past)?	1. Being aware of what EI is and how it's presented. 2. Use of body language and non verbal communication. 3.
6.	From the "Key Stage" TEIPPE training episode, name three aspects that supported your second observed PE lesson. How and why did these emotional techniques help with your delivery?	1. allowing the pupils time to reflect and evaluate on their learning. 2. not having too many pupils 'waiting' to take part in an activity. 3. not having static stretches and spending more time on a warm up and not be clock watching that we need to get on to the 'main task'. In the first lesson I kept the warm up really short as I would worried it would overtake the main element of the lesson.
7.	Describe an awkward situation you experienced during the first PE lesson (Describe your thoughts & feelings, both physically and mentally. How did you feel emotionally and were you aware of these emotions at the time?	Noticing the pupils were becoming 'bored' of waiting in a queue for their batting turn and not having a safe handle of the bat or use of the bat which made me feel I should have organised or demonstrated parts of the lesson better. This made me feel conscious that I could have planned this better for the pupils.
8.	Identify one specific strategy you would now use after working on the TEIPPE programme that could combat that awkward situation.	Less pupils in a queue. Making sure pupils are involved with cross curricular (point scorers/referees). Spending more time on a warm up. Having equipment set up (where possible) already for the lesson to avoid pupils having any 'idle' time.
9.	Describe a situation in your first PE lesson in which you felt you were being judged and how you felt about this.  Did this judgement impact your self-esteem in a positive or negative way? Did it make you mis-manage the delivery of your PE teaching?	I felt like I was being judged negatively if a pupil suggested an improvement/adaptation to the lesson and I agreed to go with it as I thought this may come across as 'well shouldn't the teacher have thought of that first', but the feedback I received highlighted this as a positive showing flexibility in the lesson.
10.	How did the advice from the TEIPPE programme help with your self esteem in the second session; how did you make yourself more confident in delivering the PE lesson?	I was more aware with the health and safety side of the lesson at the beginning and ensuring pupils had a longer warm up and I knew I would give time for a reflection at the end with year 5 which made me feel more confident with knowing I had a better structure to the lesson. Especially as a reflection/evaluation time is not something I would have considered for a PE lesson even though the pupils do it every day in their books in lessons as RAG.
11.	Did you experience frustration or anger in the first or second PE lesson? What brought about these behaviours to make you frustrated or angry? Was it something that you were thinking about that was not related to the PE lesson?  Did the TEIPPE help your control of frustration and how did you respond differently during any conflicting situation?	No I did not experience frustration or anger apart from the pupils not showing sitting and listening as they would in the classroom. I felt like there was a lot of pupils spinning around on their bottoms or reaching to sit on a bench whilst I was speaking which they would not do in the classroom but I had to accept them doing a PE lesson with me was a rarity and they too are out of their usual habitat.
12.	Describe a situation during the first PE session in which you did not meet your personal expectations. How did you overcome these personal standards in the second PE lesson?  Did the TEIPPE programme helped you with improving your personal expectations?	Behaviour! I felt like the pupils were wild! Shouting, spinning around, sliding on the floor, waiting in line too long to bat. In general not good compared to when they are in classroom. The TEIPPE programme helped by allowing me to structure the lesson better with health and safety, longer warm up, two teams of games, pupils refereeing, an evaluation and cool down.
13.	Describe one new insight you have about the relationship between your pupils and your effectiveness as a PE teacher after completing the TEIPPE programme? Try and compare with the first PE lesson.	Evaluation, longer warm ups and the importance of raising the heart rate of pupils and not just rushing into the skill part. Also the specific individual praise and non verbal way of communicating is something I could still work on.
14.	On comparative, what did you notice of the pupils's performance and behaviour in your 2 <sup>nd</sup> PE lesson? Name three positive elements.	1. more structure meant less time for poor behaviour. 2. pupils scoring matches allowed cross curricular links. 3. more enthused and involved as there was less 'waiting time'.

15.	What did you not enjoy about the TEIPPE programme? This can be either the content, the design or both.	Nothing, I found it really useful and really informative and sometimes made me think, well I do that in the classroom so why not in PE.
16.	What suggestions do you have for the new version of TEIPPE that might increase the development of EI and the teaching of PE?	None, its really good!
17.	How much training or CPD have you received in PE or/and in EI during your teaching qualification and your teacher training days? Outline which teaching qualification you gained (B.Ed., PGCE, Teach Direct).	PGCE primary with French at Newman University. We did a PE module and I remember it being more on gymnastics. In my old school we had 'orienteeering' CPD.
18.	Any other comments are greatly appreciated to enhance the accuracy and precision of the research	Thank you for how you have helped me with teaching PE. I thoroughly have learnt a lot and enjoyed it.

## Appendix 9: Collating reflective journal data for study four

### Trends and key findings

Positive feedback from the TEIPPE programme	From the 17 participants who completed their reflective journal, seventeen expressed how the training programme was interesting (6), enjoyable (7) and appreciated how they developed their knowledge (6) on the delivery of PE by training on their EI. The one participant who was not impressed in the TEIPPE programme, expressed that as they worked part time, they would not teach PE anyway, letting a PE co-ordinator/sports coach to deliver the session for their class.
During the 1 <sup>st</sup> observation (pre-trained)	All 17 participants expressed how nervous (15 of the 16 using this key word) with the other participant stating that they felt anxious and apprehensive. The main reason was that all but two participants have not been observed delivery PE during whilst teaching, with 15 of the teachers being within the profession for over five years (two for two years, one for three years). In addition, XX explained that another reason was that they didn't feel confident in delivering PE as they have not taught the subject before; they all mention that they let a sporting coach.
During the 2 <sup>nd</sup> observation (post-trained)	11 of the 16 participants still expressed that they felt nervous for two reasons; firstly the fact that they were being observed and secondly, making sure they did not forget what they learnt from the training programme. 8 of the 16 did also state that they felt more confident for the 2 <sup>nd</sup> PE lesson. This was because that they felt that the positive and highly motivating feedback, with the training received would enhance the performance of the PE lesson. Specifying on how they will use their tone in voice, positive body positioning and including emotional praise by verbal and nonverbal communication.
Training and development in EI and PE	Another reason why the teachers felt nervous and anxious, was their own past experiences of training and development in delivering PE before this research was very limited. 11 of the 16 who completed the reflective journals stated that they did not have any training, with 64% of the participants stating that they did not deliver PE for several years, using the PE lesson timetable to complete that planning, preparation and assessment' time (PPA). The five participants who expressed that they had constant training experience in the subject area, four had very positive feedback from their pre and post trained observations (KY, EB, LB, TA) Only SR had a lot of mis matches in their pre-trained observation, though the 2 <sup>nd</sup> lesson was delivered at an outstanding standard.
The positive elements of the online training programme	<p>The TEIPPE programme provided key aspects of both pedagogical and Emotional Intelligence training. The participants found that the most beneficial and enjoyable aspects of the training programme were making the warm up (7/16) enthusiastic and make it long enough so the pupils were increasing their heart rate and getting slightly out of breath. This encourages the pupils to enjoy the productivity of the session, with the teach partaking with them, it makes the session far more enjoyable. One in three participants enjoyed the feedback and reflection activity during the cool down, as it provided the opportunity for letting the pupils have their own say on the enjoyable aspects of the PE lesson and what they would like to see for the following session next week. This is providing the pupils with the feel of empowerment and responsibility. Thirdly 6 of the 16 expressed how they really enjoyed the concept of the 'specific praise'. This coaching concept of provides the pupils to feel respected by the teacher and helps to improve their ability in the sports hall. The encouragement from the teacher helps to motivate the pupil and they feel that it is meant due to the teacher specifying a specific element of the activity that they improved on. Seven of the 18 really enjoyed the constant movement and involvement for both the pupils and teacher. Working alongside the pupils makes them feel</p> <p>Four of the 17 only explained that the specific hand gestures, tone and volume of voice were one of the most important concepts of the TEIPPE introduction presentation.</p> <p>For part two of the training programme, which specified on how to work on certain facets of EI that were frequently utilised whilst delivering PE to a certain age group. For the four participants who were teaching EYFS they really felt that the training help significantly due to the positive enjoyment that they pupils were showing in the PE lesson. All four participants really enjoyed the concept of improving on their social management, by delegating roles to the LSA (Teacher Assistants) to make them feel part of the PE lesson. This meant all pupils and teachers were getting involved in the PE lesson, which increased enthusiasm and enjoyment.</p> <p>Secondly, all four teachers felt that the communication through tone of voice, facial expression and hand gestures was an interesting concept of the training programme and was praised by all four teachers taking part in the study. They especially noticed the improvement of the increase activity of the pupils when they provided the pupils with a round of applause following a pupils' demonstration. The participants (3 teachers) were very keen to follow the instruction of praising every pupil in the class, leaving no one behind in motivating them. One participant explained that these techniques helped them to feel more in control of the lesson. The training on becoming more sensitive to the pupils was also mentioned by three participants, especially working on the three minute love/kindness meditation. One teacher explained that after completing the short meditation they felt more focused and tranquil prior to delivering the lesson. They also explained completing the session pushed away all the focus on other issues that they had to manage in their daily routine as a teacher.</p> <p><i>"I was able to do the Love, Kindness Meditation because I was not in the classroom prior to the lesson. I felt a little uneasy at first as I am not used to meditating but when I let go and allowed myself to focus only on this and not the 101 things I had to do, I ended it feeling calm. It felt amazing!"</i></p> <p>For the six participants who taught PE to Key Stage one, 1 These emotional techniques helped me deliver my lesson to a better standard, especially when dealing with team conflicts.</p> <p>KS1 In my second session, there were multiple conflicts between pupils, where one team were asked to sit out. I then tried to make sure those pupils were included in a different way for the next round.</p> <p>KS1 Praising pupils to control misbehaviour- asking a pupil to be my partner or demonstrate to make sure they are concentrating or on task.</p> <p>KS1 1. remembering to keep smiling and that I am allowed to enjoy the session myself. If I'm not enjoying myself, how can the pupils...</p> <p>KS1 2. countdown reminders – encouraged the pupils, especially with the competitive edge of the session.</p> <p>KS1 3. putting the pupils into mixed groups before entering the hall ensured that no activity time was lost and that any issues with groupings had been sorted before entering the hall so all focus was on the task at hand and not who was/wasn't in their group.</p>

	<p>KS1 1. Behavioural discipline (show disappointment not anger) so pupils understand they have done wrong but have motivation to do it right.</p> <p>KS1 2. Positive praise to reward those pupils making the right choices and encourage others.</p> <p>KS1 3. Asking about the enjoyment of the lesson as part of the cooldown. This will help plan next lessons</p> <ol style="list-style-type: none"> <li>1. Discipline, the use of non-verbal and verbal reminders.</li> <li>2. Praising pupils that listened to a verbal reminder.</li> <li>3. Mix boys and girls together to avoid disruptive behaviour.</li> </ol> <p>In the first lesson I kept the warm up really short as I would worried it would overtake the main element of the lesson.</p> <ol style="list-style-type: none"> <li>2. Not standing still- I don't tend to do this anyway, but after hearing it on the introduction I am making sure I join in as much as possible to keep the pupils motivated.</li> </ol> <ol style="list-style-type: none"> <li>1. Reflective journal – reflecting on previous lesson helped me feel more confident going into the second observation</li> <li>2. Developing my CPD through support with Villa, online videos and planning – helped me to feel more positive and self-assured in the lesson that I was delivering</li> <li>3. Trying to use positive hand and facial expressions consistently</li> </ol> <ol style="list-style-type: none"> <li>1. Being more aware of my facial expressions, tone and gestures. This helped me to connect with the pupils and show them that I was interested and enthusiastic about what they had to say or what they were doing. I felt that these were a little forced at times because I was really thinking about it so it may have not been my natural reaction to include hand gestures e.g. thumbs up. However, I did feel it helped to keep pupils motivated and have that feeling of being 'seen' by me.</li> </ol> <p>KS2 Improving subject knowledge (researching properly before teaching)</p> <p>KS2 encouraging effect group working</p> <p>KS2 Improving Subject knowledge- I was running out of warm up ideas so googled a known PE teacher and used a warm up to put into my lessons – stinky swamp with crocodiles.</p> <p>KS2 1. Silent demonstration</p> <p>KS2 2. Praise</p> <p>KS2 3. Allowing more time for each part of the lesson.</p> <p>Teamwork and collaboration</p> <p>encouraging creativity in lessons</p> <p>building pupils's morale</p> <ol style="list-style-type: none"> <li>1. Elaborating positives encouraging pupils to 'magpie' (copy) what that person is doing.</li> <li>2. Going with the pupils's interests and allowing them to come up with their own ideas. The pupils enjoyed the praise after sharing ideas and were engaged.</li> <li>3. Cool down session at the end of the lesson and time for reflection. The pupils were calm and sharing opinions with each other about what they enjoyed about the lesson.</li> </ol> <ol style="list-style-type: none"> <li>1. allowing the pupils time to reflect and evaluate on their learning.</li> <li>2. not having too many pupils 'waiting' to take part in an activity.</li> <li>3. not having static stretches and spending more time on a warm up an not be clock watching that we need to get on to the 'main task'.</li> </ol> <ol style="list-style-type: none"> <li>1. that warm ups should be dynamic moves and not static stretches</li> <li>2. not to stand still but join in and move around with the pupils. I do this much more when I am not being watched and probably held back in my 1st observation due to feeling nervous.</li> <li>3. the suggestion of smaller, mixed gender grouping and the benefits attached to having smaller groups to improve engagement and participation</li> </ol> <ol style="list-style-type: none"> <li>1. how to build self appreciation e.g. wearing correct attire, finding micro-teaching sessions online</li> <li>2. ways to build teamwork and collaboration</li> <li>3. ways to introduce creativity and adaptability into lesson</li> </ol>
Feeling and emotions experienced during the pre trained observation	<p>When asking the participants how they felt physically during difficult periods of the PE lesson, five participants explained that they felt their face getting red as they felt incapable of showing of the pupils that I can actually teach things other than maths and English! One teacher expressed their disappointed when a group of boys misbehaved during the skill activity, as she explained that the specific pupils in question are usually sensible.</p> <p>Three teachers felt that the whole pre-trained PE lesson was quite awkward as they had very little experience teaching in the subject. This followed with some teachers experiencing panic and felt that everything was going wrong. It made one teacher feel quite tense and noticed that their heart rate increased significantly, with another teacher experiencing the racing heart rate and being 'hot in the face'. In addition, another felt that they had exhausted their teaching strategies and didn't know what to do next. Again, the participants elaborated that these negative feelings and emotions was due to the lack of experience they have in the subject area.</p> <p>Another issue that raised tension and anxiety was for the participants seeing the lack of PE equipment. One stated that it made them feel incapable of showing the pupils that they could the lesson with limited resources. This resulted in frustration, embarrassment and disappointment.</p> <p>Another feeling expressed by three participants was panic, as they did not know how long each section of the lesson plan would actually finish and so many teachers were worried about the timing of the lesson. They started to panic as they did not know if they were taking too long or rushing, with a lot of clock watching and a hesitant facial expression, instead of keeping eye contact with the pupils expressing positive facial features.</p> <p>The majority of the participants explained that they were aware of their emotions but did not know how to control them, especially while delivering a PE lesson. Other concerns were making the discussion of rules and regulations for skill activities and games being far too long. The longer it took them to explain the instructions to the pupils, the more agitated the teachers became. One highlighted that they could feel their temperature rising and starting to sweat. To control these emotions, one or two teachers noticed that they were, 'messing with my lanyard too much', to help control their emotions</p>
Were you ever feeling judged due to being observed and how much did this interfere with your PE delivery?	<p>Another reason why the participants were more anxious being observed than normal was the subject area on 'why' they are being observed. One teacher explained, "You observing emotional intelligence felt like you were trying to think like me as a person rather than observing the lesson being taught. This didn't change how I would normally teach but made me very aware that you were there."</p>



	<p>Majority of the participants others expressed that having someone overtly observing their delivery, they felt very judged but nine of the 17 participants said it did not affect them in a negative way and they could appreciate and understood that it was for research by improving the delivery of primary PE.</p> <p>Three of the key stage two teachers felt like they were being judged negatively when the pupils suggested an improvement or adaptation to the lesson, with one teacher voicing their frustration by saying, 'well, shouldn't the teacher have thought of that first'. They did follow up by saying that they were relieved that the TEIPPE programme asked for the teachers to provide feedback at the end of the session to evaluate the aspects that the pupils enjoyed about the lesson and ow to adapt the PE session for next week.</p>
Other elements of concern in your 1 <sup>st</sup> observation?	<p>One of the four dimensions within the EI model, "Self-Recognition", was negatively highlighted throughout the reflection of the teachers during their 1<sup>st</sup> observation. A lot noticed that their self-esteem was being condemned due to the lack of subject knowledge. On three occasions, participants admitted that they were feeling deflated after the first PE lesson as some pupils were misbehaving and there was a lack of control in the session. This took place during a Key Stage one lesson, where conflict and misbehaviour frequently takes place as observed in study two (chapter X). One participant was conscience that the observer will judge the way they were dealing with a pupil with SEND, though this was not the case it still made the teacher feel that they had to compensate some of their emotional energy to one pupil, removing attention form the remaining pupils in the sports hall. This made the teacher rush their PE lesson so they can complete all the necessary agenda on the lesson plan.</p>
Social and self-perception of emotional intelligence	<p>The first issue that the teachers had, especially in the Key stage one sessions, was the behaviour of some of the pupils. Six participants were not happy with the lack of control of some individuals within their first PE lesson. This brought a lot of frustration and anger, which had repercussions in the delivery of the PE lesson. They did follow up to state that the second lesson, there was very little or no hostile feelings. This was due to the TEIPPE programme, specifically the techniques of keeping the pupils constantly active and providing the aims and objectives of the session and the importance of knowing these objectives, which provided a purpose. Another strategy was to separate the handful of pupils who were misbehaving by placing them individually in other small teams, "I felt frustrated, so in the second PE lesson there are some boys who have poor learning behaviours e.g. distracted, not engaged, not listening to instructions. I made sure they were working with different pupils. I was then praising the good learning behaviours that they were showing."</p> <p>After completing the training programme, many also reflected on other ways that they could improve their social management when controlling misbehaviour of pupils during the PE lesson. Four teachers expressed that they utilised playground and classroom techniques to help control a group of pupils who have lost focus or are getting too excited. "After reflecting, I could have handled it differently through the use of distraction techniques like follow the leader and also ensuring all the equipment was collected and out of pupils's hands before the discussion took place, which was mentioned in the TEIPPE programme."</p> <p>There was a lot frustration expressed by a few participants in the journal by the way they had to adapt the lesson to cater one pupil who has SEND. They felt it exasperating to support all pupils, even with support of an LSA, they had to pause and alter the lesson plan, which altered the timing of the lesson. In turn, some sections of the lesson were rushed through. All three participants stated that they did try and stay calm and maintain their professionalism throughout the PE lesson.</p> <p>From reading from the feedback of the first observation it made some of the observers feel more confident in their ability to teach PE. The more experienced teachers who taught PE in the past had a plethora of positive points made from the observer, with some advice on aspects on what they could improve. "The advice helped with my self-esteem by giving me ways to improve my PE lessons. Knowing that some things I did in the first observation were some of the tips for developing EI e.g. facial expressions, body language and talking with hands." Other expressed the same feelings on the support provided from the feedback. "The feedback and TEIPPE programme helped me feel more confident during the second session. The programme made me think about the tone of my voice more and my body language during all aspects of the lesson."</p>
Social and self management of emotional intelligence	<p>I have learned how pupils react very well to positive reinforcement and positive body language. Pupils were more enthusiastic if I joined in.</p> <p>The pupils really enjoy seeing their teacher getting involved in the lesson and doing the actions with them. I could see that they liked seeing me do the stretches with them in the cool down, especially the special.</p> <p>Because I was more relaxed in the second lesson, the pupils were too. As the second lesson involved much more physical activity and less listening to instruction, they all participated better and it felt like we were all 'in it together' We were all smiling more and having fun. My own attitude to PE and sport is communicated by attire, body language and actions and this has an impact on the pupils's attitude to the lesson. My new insight is how important it is that I am positive with the pupils, and that it is important for me to allow the pupils to be creative and independent in PE lessons too.</p> <p>Building relationships is one key concept within the TEIPPE programme. The pupils can see that I'm not just a teacher who teaches them to read and write and do sums. They actually opened up and relaxed more when I was getting involved. I also noticed I have some very competitive and domineering pupils.</p> <p>One benefit that two teachers thought was of great benefit was to use classroom time to explain what the purpose of the session and outline the expectations to the pupils just prior to the PE lesson. This meant the PE lesson could start immediately, avoiding the number of times having to stop to ensure pupils were listening or paying attention and letting the lesson flow freely. The willingness to participate and enjoyment increased due to this reason.</p> <p>Some participants were getting confused on their concept of behaviour in the PE lesson. One teacher in the reflective journal expressed that in the second PE lesson, the pupils were very excited and the warm-up created even bigger excitement, which made the controlling of behaviour more challenging. This issue is incorrect as the pupils were behaving, it was only the volume of their voice that raised due to the excitement and enjoyment of the lesson. Providing noise and listening to laughter in a PE lesson should be praised, not controlled.</p>
What was the main difference between 1 <sup>st</sup> and 2 <sup>nd</sup> observed PE lesson	<p>When asking the participants what the main differences from the pre and post trained observations were that 12 of the 16 highlighted that the pupils were more engaged and focused on the PE lesson.</p>

	<p>Secondly, 11 participants said the pupils enjoyed the PE significantly more than the 1<sup>st</sup> PE lesson. Due to the strategies that were put in place in the TEIPPE programme, the third highest statement made by the participants was that the pupils were behaving a lot better (7 of the 16) due to the reduction of numbers in each group, meaning every pupil has more attempts of the skill activities. Finally, half of the participants explained that the pupils were more active and moving around the sports hall, due to the extension of the warm up activity and making sure that the teacher was partaking, commentating, praising and moving around the hall throughout the whole lesson. The presence and positive reinforcement kept the intensity of the PE lesson at a very high standard.</p> <ol style="list-style-type: none"> <li>1. More movements</li> <li>2. Enjoyment (very energetic) from the pupils</li> <li>3. Enjoyed sharing what they enjoyed. 1. Energetic and happy</li> <li>2. Much better at the practiced skill</li> <li>3. Better at following some instructions 1. The pupils enjoyed all three activities and were more engaged.</li> <li>2. The pupils were put in small groups, allowed them to have more opportunities to do the activity and practise the skills. In turn, kept them focused for longer.</li> <li>3. Using TA to help prep, keeping pupils's pulse raised. 1. more structure meant less time for poor behaviour.</li> <li>2. pupils scoring matches allowed cross curricular links.</li> <li>3. more enthused and involved as there was less 'waiting time'.</li> <li>1. More involvement</li> <li>2. more engagement</li> <li>3. Happier pupils 1. more engagement and participation</li> <li>2. increased enjoyment</li> <li>3. better quality physical activity. The pupils had definitely did more and moved in the second lesson, even though it was shorter. 1. Much better behaviour from one particular pupil for who behaviour is better. Less time waiting around so less time to be off task.</li> <li>2. pupils collaborated well.</li> <li>3. pupils seemed to really enjoy the warm up which was much less 'stop start' compared to the first lesson. They were also more active throughout the lesson. 1. All pupils participating in dynamic stretches at the start.</li> <li>2. Supported a SEN pupil who was upset to partake as a coach and observe some of the groups.</li> <li>3. Pupils really enjoyed the pass and move paired activity. 1. The pupils were calmer and more focussed (for three-quarters of the lesson) using music to accompany the activities.</li> <li>2. When demonstrating the skills in lesson 2 the pupils were more engaged.</li> <li>3. I was able to more some pupils on in their learning individually e.g. those more able pupils because they others were engaged (for the most of the lesson). 1. They were louder and livelier because they were enjoying themselves.</li> <li>2. They understood and followed instructions well.</li> <li>3. Unfortunately, they did not give me any great answers when I was asking them how to improve their PE lesson next time (when I spoke to the other Reception teachers, their answers seemed more insightful) but with perseverance, they will hopefully get better at this. 1. They were more supportive of each other.</li> <li>2. They listened more.</li> <li>3. They focused on the skill being taught 1. more engaged</li> <li>2. followed instructions better</li> <li>3. more competitive enjoyment 1. The pupils were more confident in the task</li> <li>2. It seemed more fair, every pupil got a few chance to have a go</li> <li>3. They liked to have the non-verbal cues (high fives) so wanted to impress 1. Making the teams smaller meant every pupil was more involved and therefore enjoyed the lesson more.</li> <li>2. Pupils responded better to instructions during the second session.</li> <li>3. Pupils were more competitive during the second session. 1. More engaged in the lesson</li> <li>2. More excitement towards the lesson</li> <li>3. Eager to try the new rolls</li> </ol>
What did you enjoy about the TEIPPE programme	<p>There was a lot of praise for the TEIPPE programme, as the majority of the participants (15 of the 16) found it really useful and really informative. Only one teacher stated that they did not enjoy their experience of the research due to her personal opinion on the subject area. One teacher expressed that "it made me think, well I do that in the classroom so why not in PE?". The specific chapters of the training programme that the teacher felt were very powerful were the use of positive, non-verbal communication. All participants enjoyed how powerful the exaggerated hand gestures, such as mini-claps, high fives and double thumbs up, as well as using the hands as tools for direction and to control behaviour. The third most mentioned positive element of the emotional training was the mix-gendered grouping. Three teachers emphasised on reflecting on their own emotions and being more positive in their body language, which they felt wasn't so important until they completed the TEIPPE programme. Showing a positive and energetic posture is then conveyed by the pupils, who naturally become more engaged in the PE lesson.</p> <p>Another side was using effective and smart verbal communication, to provide praise and encouragement. Being more specific on 'why' the pupils were being praised was a productive element to the post-training lesson. They also appreciated to attempt to praise each and every pupil in the group, so they all feel a positive emotion from their peer. The participants did concur that from this style of praise, as well as the teacher taking part in the lesson, the pupils became more engaged.</p> <p>Another participant stated that they liked the fact that the changes suggested were small, simple and manageable to implement. They didn't feel overwhelming at all and were almost like 'quick wins' to make a 'big difference' which was expressed by a very 'busy teacher'. Another teacher concurred as they made a comment that their notes that they made were a list of little changes which could be easily altered and delivered in the post-trained PE lesson. Other teachers really enjoyed the training videos as they were informative, interesting and helpful. For the less experienced teachers who have been in the profession for less than three years, did attempt to fit everything from the training programme and found this as a bit of a challenge.</p> <p>Away from the training programme, many enjoyed the written feedback on the lesson observations, as it was, as one teacher stated, 'very positive and written in a way that showed awareness of my knowledge and the lack of confidence in the subject'.</p>

	<p>Four of the six Key stage two teachers evaluated the positive elements of letting the pupils to provide the rule changes of the game environment, showing flexibility and adaptation management from the teacher. They outlined that getting the pupils to come up with the ideas made the pupils to become more engaged and interested in the lesson and made them feel like they have a purpose in the PE lesson.</p> <p>When changing the dimension of Social Management within emotional intelligence, two teachers reflected on reducing the number of pupils in each group, so they can partake more often in the skill acquisition activities, "Smaller groups work and is much easier to manage and allows the pupils to be moving for much more of the lesson. This would also have been easier to manage as they would be more likely to know what their individual roles were within the routine." Another element that the participants felt that worked positively within all key stages was introducing 'silent demonstration', which improved the intensity and the skillsets of the pupils. One teacher explained that, showing the pupils how to do something twice, once silently, really helped the pupils understand what was required and built their confidence and reassurance.</p> <p>Letting your hands free so you can provide better non-verbal communication. Two teachers explained that they noticed how much communication they could provide when they did not have their lesson plan in their hands, as it felt less awkward. "Putting the tambourine down to not interfere with my hand gestures was a great benefit to the second PE lesson. Nine participants explained how they all removed their lanyards so there was less temptation to 'fiddle' with it, as it is a great tool to use to reduce anxiety.</p>
Key AOB	<p>Many thanked the researcher for providing CPD in the subject area of PE. Eleven of the 17 expressed that they really enjoyed taking part and very appreciative of the positive feedback from the observation reports. Nine of the participants expressed how interesting and helpful receiving feedback from the observations as they have only been observed when delivering classroom subjects such as maths and English. A staggering fourteen teachers said that it helped boost their confidence, knowing that they can deliver PE successfully and make the pupils enjoy the lessons.</p> <p>One in four participant 'loved' the opportunity to be reflective not just about lesson structures or how skills have been taught in the lesson but about themselves as an individual and how their EI can affect their teaching and the pupils's learning.</p> <p>COVID related, three teachers explained the positivity of body language and non-verbal communication. This is a key skill because they explained that their smiles and laughter, even behind a protective face mask could be noticed by the pupils.</p> <p>Two teachers highlighted that it was a shame that PE isn't typically taught by the class teachers as the pupils enjoyed seeing them joining in and 'having fun'. Another teacher expressed that being a 'sporty' person they would be able to teach PE fairly easy, but both the feedback and the programme made them realise just how difficult it is to deliver high quality PE lessons and how EI is such an important tool to get the pupils enthused and motivated. Finally, two teachers expressed how the training was a 'great project' to be a part of and enjoyed receiving all feedback comments and will start to embed these tips into their next PE lessons. Due to the training and support, seven teachers who had not taught PE over the last two years will now include a one hour lesson within their weekly itinerary. With 30 pupils in each class, this will equate to having 210 pupils partaking in over 30 more hours of physical activity for the remainder of the academic year. This was the aim of my PhD journey; making PE lessons more enjoyable for both teacher and pupils, by improving the emotional intelligence performance within each professional practitioner.</p>
Limitations of the TEIPPE Programme	<p>There were several limitations that the participants expressed that they thought would make the training even more beneficial. Firstly, the majority (10 or 16) would have liked to have verbal feedback as well as written, so the observer could elaborate on the feedback report. This was originally going to happen though due to COVID-19 conditions; I was limited with the time spent with each teacher, in addition, there was very little time available for teachers to be able to speak to observer due to their heavy workload. Another alteration that would be made for the TEIPPE programme would be the pace of delivery. Xn stated that each section of the training from one page to the next jumps quickly and did not manage to note down or read what was on the screen. On section three of Key Stage Two training, there was a section that was not verbally presented by the narrator. Future amendments will be to slow down the pace of delivery of the presentation, state each section of all the text on each slide and highlight on the opening slide of the presentation that they may need to pause, go back or watch again some of the training presentation.</p> <p>One teacher would have liked the facets of Emotional Intelligence to be explained in more detail so they understood them better. This was not done due to the feedback received from study three (chapter X). Majority of the examiners who piloted version one of the TEIPPE programme, 13 of the 20 expressed that it felt too theory led. For future progression, a separate presentation could be delivered on just the theory behind each of the facets of emotional intelligence, which will cater the teachers who wish to know more on the subject of area and the objectives of the research. Three teachers thought it would be great to see some videos high quality PE teaching and sport specific skills demonstrated as some staff worry about their subject knowledge with certain sports/activities. For future progression of the TEIPPE channel, there will be some micro-teaching sessions for an array of sports that are included in the PE curriculum for England, Wales and Scotland. Having one portal for all teachers to grab some ideas on how to deliver high energy, exciting warm up/cool down sessions, with innovative and creative skill sessions for specific sports would help build the confidence of the teachers to deliver more enthusiastic, enjoyable and motivating PE lessons. In addition, as suggested by one teacher, there will be a lesson example on how the power of emotional intelligence has influence on producing a powerful PE lesson.</p> <p>One teacher did express that the training video and reflective journal were quite time consuming and felt that they had to rush. After speaking to the year six teacher, they did express they were catching up with the curriculum as they had to close the year group for two weeks due to a large COVID outbreak, juggling this additional workload, especially teaching year six for SATS, and taking part in this study</p>

	<p>would inevitably mean the participants would rush the training programme. Nonetheless, the teacher in question did significantly improve their delivery in the post-trained observation.</p> <p>One teacher wondered if a questionnaire rating the participants from 1 to 10 would be useful and gaging where the teachers are on PE and EI at the beginning before lesson 1 observation and then again at the end after both lessons observation and your training videos. Grading teachers on a scoring system would cause an issue as measuring an individual emotional intelligence on a 360degree assessment.</p> <p>Final suggestion from one participant is the training tip of having mixed gendered groups when completing the skill acquisition session. Due to safeguarding issues one teacher could not do this, so for future amendments of the training programme, this section will be re-phrased explaining that if there is an opportunity to have a mixture of girls and boys in group activities, please do so.</p>
--	---

## Appendix 10: Evaluation forms from study one

LJ

### **Evaluation Report Stage One: Managing Emotional Intelligence of teachers while delivering Primary PE**

Thank you for all your hard work and co-operation throughout the two months of the PhD study. If you require any further information on your individual performance, please email Mr. Craig Strong at [craig.strong@ntu.ac.uk](mailto:craig.strong@ntu.ac.uk).

To complete the research can you please complete the following open questionnaire. This is to provide a clear picture of your positive and negative experiences during your participation of the PhD study in Emotional Intelligence management while delivering primary PE

*This evaluation form will be forwarded to your head teacher but your name will be anonymous on this questionnaire. All questionnaires will be sent in one email by the researcher.*

**Question One:** Can you highlight three positive elements during your participation that would benefit your professional development? For example, increased understanding in managing Emotional Intelligence, improvement on delivering PE, reflecting on certain teaching points, expanding your knowledge in psychological teaching processes, self-awareness management (Please provide a minimum of 20 words, max 50 words, for each of your three answers):

1. I was pleased with myself awareness within my session and felt this continued to grow throughout the process.
2. Knowing my score on my emotional intelligence has benefited me greatly in my job role as I know my weaknesses and strengths.
3. Reflecting on my teaching points was a positive element of the process as it gave me the opportunity to help develop the pupils.

**Question Two:** Can you highlight three constraints that you found during the observations, the completion of reflective journals and the one-to-one meetings? For example, certain questions on the reflective journal's and time to complete them, feeling uncomfortable while being observed, time constraints on individual meetings, safeguarding/H&S paperwork. (Please provide a minimum of 20 words, max 50 words, for each of your three answers):

1. I felt the paperwork was a bit extensive and time consuming
2. Safeguarding and health and safety paperwork was equally as extensive as they'd already been completed within the school
3.

**Question Three:** Can you confirm how many hours of training on Physical Education and/or Emotional Intelligence during your PGCE (or equivalent) studies and CPD training days? Please provide an example of the training and how long did the training last.

PCGE/QTS:  N/A
CPD/Teacher Training:  N/A

**Question Four:** As a professional practitioner in the field of primary education, would you like to contribute in further studies to help improve the management of emotional intelligence within primary PE? Please provide a detailed explanation on your reason in 30 words minimum (does not matter if the answer is yes, no or maybe).

Further research:  No, I'm due to leave the education field at the end of July 2017 so I would no longer be suitable for the programme.
---

**Question Five:** If you provided 'yes' to answer four, how can the researcher make the study easier when comparing to the first study that you completed during February-March 2017? (Please provide a minimum of 20 words, max 50 words for your answer).

Suggestions:
--------------

**Question Six:** Are there any other comments or suggestions you would like to make regarding your experience of being a participant in the research study? Finally, could you grade the enjoyment of your experience, while participating in this study, out of five. Please provide a detailed explanation to your answers (minimum 30 words).

Future recommendations/training/enjoyment rating:
---

I enjoyed partaking in this study and enjoyed seeing my results at the end of it but I felt there was a bit too much paperwork and the time frame in which to complete it seemed short.

**Evaluation Report Stage One: Managing Emotional Intelligence of teachers while delivering Primary PE**

Thank you for all your hard work and co-operation throughout the two months of the PhD study. If you require any further information on your individual performance, please email Mr. Craig Strong at [craig.strong@ntu.ac.uk](mailto:craig.strong@ntu.ac.uk).

To complete the research can you please complete the following open questionnaire. This is to provide an clear picture of your positive and negative experiences during your participation of the PhD study in Emotional Intelligence management while delivering primary PE

*This evaluation form will be forwarded to your head teacher but your name will be anonymous on this questionnaire. All questionnaires will be sent in one email by the researcher.*

**Question One:** Can you highlight three positive elements during your participation that would benefit your professional development? For example, increased understanding in managing Emotional Intelligence, improvement on delivering PE, reflecting on certain teaching points, expanding your knowledge in psychological teaching processes, self-awareness management (Please provide a minimum of 20 words, max 50 words, for each of your three answers):

1. Confidence to follow my own intuition and deviate from plan if needed to ensure that all pupils are participating correctly.
2. Effectively manage my emotions to allow myself to not feel like every little thing needs to be perfect and go to plan.
3. The opportunity to consider different strategies that can be implemented to ensure that all pupils have access to good quality teaching.

**Question Two:** Can you highlight three constraints that you found during the observations, the completion of reflective journals and the one-to-one meetings? For example, certain questions on the reflective journal's and time to complete them, feeling uncomfortable while being observed, time constraints on individual meetings, safeguarding/H&S paperwork. (Please provide a minimum of 20 words, max 50 words, for each of your three answers):

1. I always have and also will feel uncomfortable when being observed; even if it is not in relation to my actual teaching as I don't want to let anyone down. Completing one off lessons also didn't help as the pupils were out of routine.
2. I can be overly critical so I can often find it difficult to find positives from situations which could be an issue with the reflective journals.
3. Due to teaching commitments it was difficult finding the time to complete the journals to the standard that I would have liked and therefore felt they were often rushed.

**Question Three:** Can you confirm how many hours of training on Physical Education and/or Emotional Intelligence during your PGCE (or equivalent) studies and CPD training days? Please provide an example of the training and how long did the training last.

PCGE/QTS: 1 day – on gymnastics practical.
CPD/Teacher Training:  CPD – I have attended change for life training which was half a day.

**Question Four:** As a professional practitioner in the field of primary education, would you like to contribute in further studies to help improve the management of emotional intelligence within primary PE? Please provide a detailed explanation on your reason in 30 words minimum (does not matter if the answer is yes, no or maybe).

Further research: I don't necessarily feel that I was particularly the best candidate for the study this time around however, will help out if needed, in any way that I can as I have found it interesting.
---

**Question Five:** If you provided 'yes' to answer four, how can the researcher make the study easier when comparing to the first study that you completed during February-March 2017? (Please provide a minimum of 20 words, max 50 words for your answer).

Suggestions: It would be useful to see comments of previous journals especially as some questions ask you to refer to previous answers. This could just be a reminder for people to photocopy before handing back or to insist on responses being online and emailed.
--

**Question Six:** Are there any other comments or suggestions you would like to make regarding your experience of being a participant in the research study? Finally, could you grade the enjoyment of your experience, while participating in this study, out of five. Please provide a detailed explanation to your answers (minimum 30 words).

Future recommendations/training/enjoyment rating: 3

The process of the study with the questionnaires etc was enjoyable, however I did find the observations a challenge; as I did the journals as I find that I can be too self critical. Time was also a big factor for me as the demands of the classroom often take precedence.



**Evaluation Report Stage One: Managing Emotional Intelligence of teachers while delivering Primary PE**

Thank you for all your hard work and co-operation throughout the two months of the PhD study. If you require any further information on your individual performance, please email Mr. Craig Strong at [craig.strong@ntu.ac.uk](mailto:craig.strong@ntu.ac.uk).

To complete the research can you please complete the following open questionnaire. This is to provide a clear picture of your positive and negative experiences during your participation of the PhD study in Emotional Intelligence management while delivering primary PE

*This evaluation form will be forwarded to your head teacher but your name will be anonymous on this questionnaire. All questionnaires will be sent in one email by the researcher.*

**Question One:** Can you highlight three positive elements during your participation that would benefit your professional development? For example, increased understanding in managing Emotional Intelligence, improvement on delivering PE, reflecting on certain teaching points, expanding your knowledge in psychological teaching processes, self-awareness management (Please provide a minimum of 20 words, max 50 words, for each of your three answers):

1. Realising my emotions in PE- Self awareness
2. Expanding my emotional intelligence knowledge
3. Interesting survey and results

**Question Two:** Can you highlight three constraints that you found during the observations, the completion of reflective journals and the one-to-one meetings? For example, certain questions on the reflective journal's and time to complete them, feeling uncomfortable while being observed, time constraints on individual meetings, safeguarding/H&S paperwork. (Please provide a minimum of 20 words, max 50 words, for each of your three answers):

1. More alert/ aware of people watching.
2. A bit nervous about how the results were going to show.
3. Paperwork- evaluations after lessons

**Question Three:** Can you confirm how many hours of training on Physical Education and/or Emotional Intelligence during your PGCE (or equivalent) studies and CPD training days? Please provide an example of the training and how long did the training last.

PCGE/QTS:
CPD/Teacher Training:  1 hour per week.

**Question Four:** As a professional practitioner in the field of primary education, would you like to contribute in further studies to help improve the management of emotional intelligence within primary PE? Please provide a detailed explanation on your reason in 30 words minimum (does not matter if the answer is yes, no or maybe).

Further research:  Yes I would as I thought that the findings were really interesting and really enjoyed the study!
---

**Question Five:** If you provided 'yes' to answer four, how can the researcher make the study easier when comparing to the first study that you completed during February-March 2017? (Please provide a minimum of 20 words, max 50 words for your answer).

Suggestions: A little less paper work, evaluations took a long time to fill in. Maybe we could fill them in online?
--

**Question Six:** Are there any other comments or suggestions you would like to make regarding your experience of being a participant in the research study? Finally, could you grade the enjoyment of your experience, while participating in this study, out of five. Please provide a detailed explanation to your answers (minimum 30 words).

Future recommendations/training/enjoyment rating: Thank you, I really enjoyed the study!
---

--

## E.B

### Evaluation Report Stage One: Managing Emotional Intelligence of teachers while delivering Primary PE

Thank you for all your hard work and co-operation throughout the two months of the PhD study. If you require any further information on your individual performance, please email Mr. Craig Strong at [craig.strong@ntu.ac.uk](mailto:craig.strong@ntu.ac.uk).

To complete the research can you please complete the following open questionnaire. This is to provide an clear picture of your positive and negative experiences during your participation of the PhD study in Emotional Intelligence management while delivering primary PE

*This evaluation form will be forwarded to your head teacher but your name will be anonymous on this questionnaire. All questionnaires will be sent in one email by the researcher.*

**Question One:** Can you highlight three positive elements during your participation that would benefit your professional development? For example, increased understanding in managing Emotional Intelligence, improvement on delivering PE, reflecting on certain teaching points, expanding your knowledge in psychological teaching processes, self-awareness management (Please provide a minimum of 20 words, max 50 words, for each of your three answers):

1.	Reflecting on the 3 lessons after really made me think about the way I dealt with behaviour or situations in the lesson. When reflecting back, it made me realise that in the moment of a lesson you could take a minute to think of a different option for the pupil.
2.	The observation lessons helped me to get used to new people watching my lessons. This has helped since in other lessons I have been observed in.
3.	Having more of awareness about Emotional Intelligence has made me stronger as a teacher as I am starting to understand my own delivery and how the pupils are in PE lessons too. This wasn't something that I thought of previously.

**Question Two:** Can you highlight three constraints that you found during the observations, the completion of reflective journals and the one-to-one meetings? For example, certain questions on the reflective journal's and time to complete them, feeling uncomfortable while being observed, time constraints on individual meetings, safeguarding/H&S paperwork. (Please provide a minimum of 20 words, max 50 words, for each of your three answers):

1.	I didn't feel uncomfortable during any of the research, however the observations were daunting but I soon felt more comfortable as the lesson went on. I think that's normal for any teacher having someone new visiting their lesson.
2.	Some of the questions in the reflective journals really had to be thought about and it helped when having the previous journal to reflect back on. This was something I struggled with after having to complete journal two without number one.
3.	The reflective journals were sometimes challenging to complete because of time, however were made easier once seeing the previous ones

**Question Three:** Can you confirm how many hours of training on Physical Education and/or Emotional Intelligence during your PGCE (or equivalent) studies and CPD training days? Please provide an example of the training and how long did the training last.

PCGE/QTS: PGCE – Around 4 hours over the 9 month course.
CPD/Teacher Training: - NQT year (last year) – 1 day training on teaching PE

**Question Four:** As a professional practitioner in the field of primary education, would you like to contribute in further studies to help improve the management of emotional intelligence within primary PE? Please provide a detailed explanation on your reason in 30 words minimum (does not matter if the answer is yes, no or maybe).

Further research: Yes, it was very interesting to find out about my own emotional intelligence and had a good impact on my teaching having someone new watch me in the end.
---

**Question Five:** If you provided 'yes' to answer four, how can the researcher make the study easier when comparing to the first study that you completed during February-March 2017? (Please provide a minimum of 20 words, max 50 words for your answer).

Suggestions: Offer the previous reflection journals for when filling out new ones, it makes it easier to remember how we felt and what happened in previous lessons, especially when comparing.
---

**Question Six:** Are there any other comments or suggestions you would like to make regarding your experience of being a participant in the research study? Finally, could you grade the enjoyment of your experience, while participating in this study, out of five. Please provide a detailed explanation to your answers (minimum 30 words).

Future recommendations/training/enjoyment rating:  5/5  Thoroughly enjoyed taking part, it has made me think and reflect more, not just about how I deliver and handle situations in my PE lessons with the pupils but other lessons.  Had a great time working with Craig, he makes you feel comfortable and offers support or help when needed.
---

**Evaluation Report Stage One: Managing Emotional Intelligence of teachers while delivering Primary PE**

Thank you for all your hard work and co-operation throughout the two months of the PhD study. If you require any further information on your individual performance, please email Mr. Craig Strong at [craig.strong@ntu.ac.uk](mailto:craig.strong@ntu.ac.uk).

To complete the research can you please complete the following open questionnaire. This is to provide a clear picture of your positive and negative experiences during your participation of the PhD study in Emotional Intelligence management while delivering primary PE

*This evaluation form will be forwarded to your head teacher but your name will be anonymous on this questionnaire. All questionnaires will be sent in one email by the researcher.*

**Question One:** Can you highlight three positive elements during your participation that would benefit your professional development? For example, increased understanding in managing Emotional Intelligence, improvement on delivering PE, reflecting on certain teaching points, expanding your knowledge in psychological teaching processes, self-awareness management (Please provide a minimum of 20 words, max 50 words, for each of your three answers):

1. It has benefited my professional development as I now have an understanding in managing Emotional Intelligence that will help me to understand the pupils I teach.
2. It has expanded my knowledge in psychological teaching processes and I can now apply this when I teach PE and in other areas of the curriculum.
3. It has also helped me to reflect more on certain teaching points so that I can give the pupils the best opportunities to succeed and achieve.

**Question Two:** Can you highlight three constraints that you found during the observations, the completion of reflective journals and the one-to-one meetings? For example, certain questions on the reflective journal's and time to complete them, feeling uncomfortable while being observed, time constraints on individual meetings, safeguarding/H&S paperwork. (Please provide a minimum of 20 words, max 50 words, for each of your three answers):

1. I found that I had read the questions on the reflective journals a few times to fully understand what the question required me to do and I found that I repeated some of my answers for each journal.
2. I did feel uncomfortable at first with the observations and I felt that I had to do certain things to show my emotional intelligence.
3. The only constraint I found with the one-to-one meetings was that I didn't feel I gave a full answer to some of the questions, as I didn't expect them to be asked.

**Question Three:** Can you confirm how many hours of training on Physical Education and/or Emotional Intelligence during your PGCE (or equivalent) studies and CPD training days? Please provide an example of the training and how long did the training last.

PCGE/QTS: Approx. 12 hours (BEd) which involved lectures and school placement. School placement involved planning and teaching activities to groups of pupils and the lectures involved learning about health and safety and physically taking part in the different areas of PE.
CPD/Teacher Training: Approx. 36 hours (I was a PE Subject Leader). I attended the AfPE conference, BUPA scheme, gymnastics training, dance training and other initiatives. These courses lasted a day.

**Question Four:** As a professional practitioner in the field of primary education, would you like to contribute in further studies to help improve the management of emotional intelligence within primary PE? Please provide a detailed explanation on your reason in 30 words minimum (does not matter if the answer is yes, no or maybe).

Further research: Yes I would like to see how I could manage the emotional intelligence of pupils with autism and other areas of SEND.
---

**Question Five:** If you provided 'yes' to answer four, how can the researcher make the study easier when comparing to the first study that you completed during February-March 2017? (Please provide a minimum of 20 words, max 50 words for your answer).

Suggestions: Observations with smaller/different groups of pupils. The observations could be based on a specific area of PE e.g. gymnastics or based on an area of PE that the teacher is confident with alongside an area of PE they aren't so confident with.
--

**Question Six:** Are there any other comments or suggestions you would like to make regarding your experience of being a participant in the research study? Finally, could you grade the enjoyment of your experience, while participating in this study, out of five. Please provide a detailed explanation to your answers (minimum 30 words).

Future recommendations/training/enjoyment rating: I would rate the experience 4/5. I would say the experience opened my eyes to my thoughts and management of my feelings when teaching PE. I would suggest doing the reflective journals straight after the observation with the time given rather than taking it away to complete.
---

MP

**Evaluation Report Stage One: Managing Emotional Intelligence of teachers while delivering Primary PE**

Thank you for all your hard work and co-operation throughout the two months of the PhD study. If you require any further information on your individual performance, please email Mr. Craig Strong at [craig.strong@ntu.ac.uk](mailto:craig.strong@ntu.ac.uk).

To complete the research can you please complete the following open questionnaire. This is to provide a clear picture of your positive and negative experiences during your participation of the PhD study in Emotional Intelligence management while delivering primary PE

*This evaluation form will be forwarded to your head teacher but your name will be anonymous on this questionnaire. All questionnaires will be sent in one email by the researcher.*

**Question One:** Can you highlight three positive elements during your participation that would benefit your professional development? For example, increased understanding in managing Emotional Intelligence, improvement on delivering PE, reflecting on certain teaching points, expanding your knowledge in psychological teaching processes, self-awareness management (Please provide a minimum of 20 words, max 50 words, for each of your three answers):

1.	The process has made me more aware of emotional intelligence and to try to be more aware of the pupils's perspective more. It's something that you don't normally get much time to reflect on.
2.	Again, you don't get much time to reflect in teaching, so the opportunity to reflect on the pros and cons of lessons was good from a professional stand point as well as the emotional intelligence side.
3.	I think it allowed me to reflect on my pedagogical approach as a whole, the pros and cons of a relaxed or more disciplined teaching style.

**Question Two:** Can you highlight three constraints that you found during the observations, the completion of reflective journals and the one-to-one meetings? For example, certain questions on the reflective journal's and time to complete them, feeling uncomfortable while being observed, time constraints on individual meetings, safeguarding/H&S paperwork. (Please provide a minimum of 20 words, max 50 words, for each of your three answers):

1.	The questionnaire took up a fair amount of time, although there was beneficial parts to them, they took forever to complete.
2.	I didn't really understand some of the questions, I wasn't sure if I was doing things right, which again meant that the process took more time.
3.	Could more feedback or development points be made? I was made aware of how I scored but not really told how to improve.

**Question Three:** Can you confirm how many hours of training on Physical Education and/or Emotional Intelligence during your PGCE (or equivalent) studies and CPD training days? Please provide an example of the training and how long did the training last.

PCGE/QTS: We completed one morning of PE teaching and emotional intelligence wasn't mentioned all year.
CPD/Teacher Training: I received an inclusive PE training as part of my NQT year, emotion, positivity and attitudes towards PE were discussed briefly without really focusing on emotional intelligence.

**Question Four:** As a professional practitioner in the field of primary education, would you like to contribute in further studies to help improve the management of emotional intelligence within primary PE? Please provide a detailed explanation on your reason in 30 words minimum (does not matter if the answer is yes, no or maybe).

Further research: Maybe
----------------------------

**Question Five:** If you provided 'yes' to answer four, how can the researcher make the study easier when comparing to the first study that you completed during February-March 2017? (Please provide a minimum of 20 words, max 50 words for your answer).

Suggestions: Could it be less time consuming, particularly the questionnaires.
---

**Question Six:** Are there any other comments or suggestions you would like to make regarding your experience of being a participant in the research study? Finally, could you grade the enjoyment of your experience, while participating in this study, out of five. Please provide a detailed explanation to your answers (minimum 30 words).

Future recommendations/training/enjoyment rating: 3/5 I enjoyed the process and enjoyed focusing on emotional intelligence, which is an area that you don't really focus too much on otherwise. I think it was beneficial to reflect on my teaching practise. The process has been quite demanding though, even now I have a word minimum.
---

## Appendix 11: Ethics forms for study 1-4 and contingency management (COVID-19)

### Study 1

1.1	Your name	Craig Strong
1.2	Your pupil ID / staff ID	N0665966
1.3	Project Title	Effects of Emotional Intelligence to enhance teacher's success of delivering a PE and sporting extra-curricular activities in primary education
1.4	Your course*	PhD
1.5	Name of your research supervisor*	
1.6	Anticipated project start date	November 2017
1.7	Estimated end date of the project	May 2023
1.8	Which professional association's code of ethical practice is most relevant to your project?	BASES

2.1	<p>Briefly outline the aims and objectives of the research. [75 words]</p> <p>The primary aim is to investigate how Emotional Intelligence can enhance teachers' success in effectively encouraging primary education pupils to participate in a physical activity.</p> <ul style="list-style-type: none"> <li>Identify which different branches of emotional intelligence are used more often to deliver successful PE and extracurricular sessions to primary school pupils</li> <li>To examine the different dimensions of Emotional Intelligence being utilised by the teachers within different key stages of primary school pupils</li> </ul>			
2.2	<p>Briefly describe the principal methods, the sources of data or evidence to be used, and the number and type of research participants who will be recruited to the project. [150 words]</p> <p>Eight primary school teachers across Birmingham will complete two tests that will measure their levels of emotional intelligence. These two tests are Schutte Self Report Emotional Intelligence Test (SSREIT) (2000) and the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) (1998).</p> <p>This will help to measure the strengths of the teachers' ability in perceiving emotions, facilitating emotions, understanding emotions and managing their emotions. The teachers will finally complete a semi structured interview to find out their length of career and previous CPLD.</p> <p>The second phase of the study will overtly observe the primary school teachers delivering three PE or physical extracurricular sessions to their pupils. This will deduce what dimensions of emotional intelligence were used to manage and lead the session successfully or not.</p> <p>The teachers will complete a self-reflective journal (with supportive guideline questions) after each of the three sessions. This will ascertain the participants' perspective of their performance and how they could improve on certain scenarios. The results from the observations and reflective journals can then relate back to the test scores to see which dimensions of emotional intelligence were utilised more effectively while teaching PE.</p>			
2.3	<p>Do you intend to use published research instruments/resources (e.g., questionnaires, scales, psychometrics, vignettes)?</p> <p>If NO, proceed to Question 2.7. If YES, complete Questions 2.4 – 2.6.</p>	Yes	No	
2.4	<p>Please include with this application a full electronic copy or link to each published research instrument/resource?</p> <p><a href="https://ecom.mhs.com/(S(dy3xmmzpmayxt45dgpfw45))/product.aspx?gr=io&amp;prod=msceit&amp;id=overview">https://ecom.mhs.com/(S(dy3xmmzpmayxt45dgpfw45))/product.aspx?gr=io&amp;prod=msceit&amp;id=overview</a></p> <p><a href="http://www.statisticssolutions.com/schutte-self-report-emotional-intelligence-test-sseit/">http://www.statisticssolutions.com/schutte-self-report-emotional-intelligence-test-sseit/</a></p>	Yes	No	
2.5	<p>If you are using published research instruments/resources, do you have permission to use them in the way that you intend to use them?</p>	Yes	No	N/A
2.6	<p>What steps will be taken to ensure compliance with the requirements of copyright rules for the use of published scale? Both Schutte Self Report Emotional Intelligence Test (SSREIT) and the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT), with the guidelines and support booklets, will be purchased with the copyright question and answer sheets.</p>			
2.7	<p>Are you developing your own research resources/instruments to collect data?</p> <p>If NO, proceed to Section 3. If YES, complete Questions 2.8 and 2.9.</p>	Yes	No	
2.8	<p>Briefly describe the research resources/instruments you are developing. [50 words]</p> <ul style="list-style-type: none"> <li>I have designed a semi structured interviews template to find how long the participants have been teaching, previous CPLD and how much they know about emotional intelligence.</li> </ul>			

	<ul style="list-style-type: none"> <li>An observation checklist has also been designed to identify which dimensions of Emotional Intelligence was used by the teacher while delivering the a PE lesson.</li> <li>A reflective journal with guideline questions has been designed to obtain the participants perception on their own emotional state while delivering a PE lesson.</li> </ul>		
2.9	Have you included with this application an electronic copy of your own bespoke/self-developed research instrument(s) that you will use to collect data?	Yes	No

3.1	Does the project involve contact with pupils or young people under 18 years of age?	Yes	No	
3.2	Does the project involve contact with adults with learning or communication difficulties, adults who are infirm or physically disabled or adults who are resident in social care or medical establishments?	Yes	No	
3.3	Has a DBS check been stipulated as a condition of access to any source of data required for the project?	Yes	No	
3.4	Has an Overseas Police Check been stipulated as a condition of access to any source of data required for the project?	Yes	No	
3.5	If you have answered YES to any of these questions, explain the nature of your contact with participants during the research. [75 words]  I will be observing teachers delivery of PE lessons to pupils from the years group 3-5. There will be no direct contact or interviewing of the pupils while the observation takes place.			
3.6	If a DBS/Overseas Police Check has been stipulated as a condition of access to any source of data required for the project, please include evidence of the check with this application.	Yes	No	N/A

#### 4. Research of a Sensitive Nature and Risk of Emotional or Physical Harm

Does your research involve any of the following...			
4.1	A significant risk that the project will lead participants to disclose evidence that pupils or vulnerable adults are being harmed or are at risk of harm?	Yes	No
4.2	Could the study cause harm, distress or any other consequences beyond the risks encountered in normal life?	Yes	No
4.3	<p>If the project is of a sensitive nature or if it may cause significant emotional or physical harm to participants, provide justification for why such an approach to the project is necessary, and outline the experience and skills you have to undertake the proposed research.</p> <p>N/A</p>		
4.4	<p>Where is the research taking place?</p> <p>Primary Schools in Birmingham. Hollyfield Primary School, Sutton Coldfield and Meadow View Primary School, Perry Barr</p>		
4.5	<p>How do you propose to recruit participants?</p> <p>The teachers will have a presentation explaining how the study will work. This will take place during the school staff meeting. It will be on a voluntary basis and will be designed to fit around their timetable. After this, a group forum will take place with the teachers who have accepted to take part in the study, where more details will be provided and debriefing/participation information sheets, with statement of informed consent completed by the practitioners.</p>		
4.6	<p>What actions will you take to ensure your safety and that of participants?</p> <p>No physical testing will be taken place. The participants will be tested on their emotional intelligence and observed while teaching PE lessons.</p>		

#### 5. Payment to Participants (Including Research Credits)

5.1	Do you intend to offer participants any kind of inducements or compensation for taking part in your project? (This includes research credits for courses).	Yes	No
5.2	<p>If YES, please explain why you are doing this and what form the payment or inducement will take. [50 words]</p> <p>N/A</p>		
6.1	Will all data be anonymised?	Yes	No
6.2	<p>Explain how you will make it possible to withdraw participants from the study after data collection (should they request it) [75 words]</p> <p>All names will be converted in to number format. These numbers will then be related to a separate database that that will be kept on the NTU premises.</p>		
6.3	Can you guarantee full confidentiality of any personal data collected for the project?	Yes	No

6.4	If YES, explain what steps you will take to maximise confidentiality of participant data. [50 words]  <i>All the data collected in this project will only be available to be viewed by the experimenter and their supervision team and will be kept separate to participant's personal details so as to ensure anonymity.</i>		
6.5	Can you guarantee the full security of any personal or confidential data collected for the project?	Yes	No
6.6	If YES, explain how you intend to secure the research data during the project and after the project. [50 words]  <i>All tests, semi structured interviews, observation data and reflective journals will be kept on the NTU premises and kept separate from the participant's personal details so as to maintain confidentiality.</i>		
6.7	How many years will the data be stored before being destroyed?	5 years	
6.8	If you answered NO to ANY of the questions above, briefly explain why you feel it is necessary for the research to be conducted in the proposed way, such that the usual standards of confidentiality, anonymity and security, referred to above, cannot be met. [75 words]  N/A		
6.9	In light of your response to the questions in this section, can you confirm that you will comply with the requirements of the Data Protection Act when conducting your project?	Yes	No

<b>FOR ALL RESEARCH PROJECTS</b>			
7.1	Will every participant be fully informed about why the project is being conducted and what their participation will involve?	Yes	No
7.2	Please include a copy of the participant information sheet?	Yes	No
7.3	Will every participant be asked to give written consent/assent to participating in the project before data collection begins?	Yes	No
7.4	Please include a copy of the participant consent/assent form?	Yes	No
7.5	If the answer to Question 7.1 or 7.3 is NO, please explain why it is necessary to collect data without securing written informed consent from participants. [75 words]  N/A		
<b>FOR PROJECTS INVOLVING PUPILS OR VULNERABLE ADULTS</b>			
7.6	Will you be collecting data from pupils under 18 years or from vulnerable adults?  If NO, proceed to Question 7.18. If YES, complete Questions 7.7 – 7.17.	Yes	No
7.7	Will you conduct the research in a school or similar organisation?  If NO, proceed to Question 7.13. If YES, complete Questions 7.8 – 7.12.	Yes	No
<b>FOR PROJECTS INVOLVING PUPILS OR VULNERABLE ADULTS WITHIN SCHOOLS OR SIMILAR ORGANISATIONS</b>			
7.8	Will you obtain the consent of the head teacher or relevant parental proxy?	Yes	No
7.9	Please include a copy of the letter/information sheet you will give to the head teacher/parental proxy?	Yes	No
7.11	Please include a copy of the head teacher/parental proxy consent form includes an option to additionally require parental consent?	Yes	No
<b>FOR ALL PROJECTS INVOLVING PUPILS OR VULNERABLE ADULTS</b>			
7.13	If you are conducting research with pupils under 18 years or vulnerable adults, will you obtain the consent of the parent/guardian?	Yes	No
7.14	If parental/guardian consent is necessary will you seek 'opt-in' or 'opt-out' consent?	Opt-in	Opt-out
7.15	If parental/guardian consent will be OPT-OUT, explain why it is not possible or appropriate to seek opt-in consent. [75 words]  N/A		
7.17	Have you included with this application a copy of the parent/guardian consent form?	Yes	No
<b>FOR ALL RESEARCH PROJECTS</b>			
7.18	Will explicit consent be sought for audio (e.g. Dictaphone), video or photographic recording of participants?	Yes	No
7.19	Does the project involve deceiving, or covert observation of, participants?	Yes	No
7.20	Does the project require that participants are debriefed?	Yes	No
7.21	If a debrief is necessary, have you included with this application a copy of the debriefing sheet?	Yes	No
7.22	If the project requires that participants are debriefed, explain how you will implement this at the earliest possible opportunity. [75 words]		
7.23	Are participants responding from a personal level rather than as a representative of their organisation?	Yes	No
7.24	If participants need permission from their organisation to participate in the study will such permission been obtained?	Yes	No
7.25	If participants are responding as a representative of their organisation, will you seek a signed letter from a manager in the organisation where the research is taking place, giving permission for the researcher to collect the data?	Yes	No



8.1	Will any part of your project involve collecting data by means of electronic media, such as the internet or email?  If NO, proceed to Section 9. If YES, complete Questions 8.2 – 8.7.	Yes	No
8.2	If YES, explain how electronic media will be used in the project. [75 words]  N/A		
8.3	Is there a significant possibility that the project will cause participants to become distressed or harmed beyond the risks encountered in everyday life?	Yes	No
8.4	If YES, explain how you will deal with this given the nature of the research. [75 words]  N/A		
8.5	Will the project incur any other risks that arise specifically from the use of electronic media?	Yes	No
8.6	If YES, explain the risks involved and how you plan to deal with them. [75 words]  N/A		
8.7	Do you have permission for the online usage of the materials/research instruments that you are intending to use?	Yes	No
8.8	Have you included with this application evidence of permission to use materials/research instruments online?	Yes	No
8.9	If NO, explain why not, and how you plan to address the question of permission for online usage of materials/research instruments. [50 words]  N/A		

9. Only to be completed by supervisors' of undergraduate or postgraduate projects.

Supervisor's Declaration		Please tick
9.1	I have read this form and confirm that it covers all the ethical issues raised by this project fully and frankly.	✓
9.2	These issues have been discussed with the pupil and she/he has received training in the ethical issues raised by this research.	✓
9.3	I am confident that the pupil understands the School's ethics protocols and guidance and will be able to comply with these accordingly.	✓
9.4	If the pupil is undertaking research of a sensitive nature, she/he has the skills and expertise necessary to conduct the research project.	✓

*D. Hindley*

Signed (Supervisor):

Date: 07/10/2016

## Study Two

1.1	Your name	Craig Strong
1.2	Your pupil ID / staff ID	N0665966
1.3	Project Title	Effects of Emotional Intelligence to enhance teacher's success of delivering a Primary School PE at different key stages
1.4	Your course*	PhD
1.5	Name of your research supervisor*	Dr. David Hindley
1.6	Anticipated project start date	September 2017
1.7	Estimated end date of the project	December 2017
1.8	Which professional association's code of ethical practice is most relevant to your project?	BASES

2.1	<p>Briefly outline the aims and objectives of the research. [75 words]</p> <p>The primary aim is to investigate how Emotional Intelligence can enhance teachers' success in effectively encouraging primary education pupils to participate in a physical activity.</p> <ul style="list-style-type: none"> <li>Identify which different branches of emotional intelligence are used more often to deliver successful PE and extracurricular sessions to primary school pupils</li> <li>To examine the different dimensions of Emotional Intelligence being utilised by the teachers within different key stages of primary school</li> </ul>			
2.2	<p>Briefly describe the principal methods, the sources of data or evidence to be used, and the number and type of research participants who will be recruited to the project. [150 words]</p> <p>The second study for my PhD will examine if the most productive dimensions of E.I are indicative when delivering primary PE to different age groups of pupils.</p> <p>Twenty teachers will participate, delivering the same PE lesson plan to three different key stages; Foundation stage (3-5 years old), key stage one (5-7 years old) and key stage two (7-11 years old). The study will examine if teachers will obtain comparable results of E.I with different maturity levels of pupils.</p> <p>The teachers will be assessed on their E.I, both ability and trait based EQ, using the TEIQue and EIQ-2 questionnaires. They will be observed delivering the PE session to the three different age groups. The participants will complete a reflective journal, with the template being altered from the limitations found from study one, after each observed PE session. This study will help assess which specific facets of E.I are required for teachers to deliver primary PE sessions successfully to different age groups.</p>			
2.3	<p>Do you intend to use published research instruments/resources (e.g., questionnaires, scales, psychometrics, vignettes)?</p> <p>If NO, proceed to Question 2.7. If YES, complete Questions 2.4 – 2.6.</p>	Yes	No	
2.4	<p>Please include with this application a full electronic copy or link to each published research instrument/resource?</p> <p>The TEIQue Questionnaire has been purchased prior to the study. Electronic copy of questionnaire attached (Appendix A). Explanation of compliance of usage is explained in 2.6.</p> <p>EIQ-2 Questionnaire is an online ability based questionnaire donated by Assessment 24x7. Example of results completed in study one is attached (Appendix B)</p>	Yes	No	
2.5	<p>If you are using published research instruments/resources, do you have permission to use them in the way that you intend to use them?</p>	Yes	No	N/A
2.6	<p>What steps will be taken to ensure compliance with the requirements of copyright rules for the use of published scale?</p> <p>The London Psychometric Laboratory at UCL request a donation of £49.99 for usage and/or scoring of the TEIQue and a donation of £29.99 for usage and/or scoring of the TEIQue-SF. Provided there is no commercial usage, TEIQue instruments can be used for research purposes without permission (<a href="http://www.psychometriclab.com/Home/Default/14">http://www.psychometriclab.com/Home/Default/14</a>, 2016).</p> <p>In exchange of the online EQi-2 questionnaires (n.44), an agreement was made to provide the results of the test scores for the Assessment 24x7 database. No personal information of the participants will be shared. Email of this conversation is attached (Appendix C). <a href="https://assess24x7.com/Account/AccountLogin.aspx">https://assess24x7.com/Account/AccountLogin.aspx</a></p>			
2.7	<p>Are you developing your own research resources/instruments to collect data?</p> <p>If NO, proceed to Section 3. If YES, complete Questions 2.8 and 2.9.</p>	Yes	No	

2.8	Briefly describe the research resources/instruments you are developing. [50 words] <ul style="list-style-type: none"> <li>I have designed a semi structured interview template to find the participants years of teaching, previous continued professional development (training teacher's to enhance their learning and development), teacher training for PE and how much they know about emotional intelligence (Appendix D).</li> <li>An observation checklist has been designed to identify which dimensions of Emotional Intelligence was used by the teacher while delivering the PE lessons (Appendix E).</li> <li>A reflective journal with guideline questions has been designed to obtain the participants perception on their own emotional state while delivering a PE lesson. It will provide a Likert scale questionnaire to calculate the different emotional characteristics used while delivering the PE sessions (Appendix F).</li> </ul>			
2.9	Have you included with this application an electronic copy of your own bespoke/self-developed research instrument(s) that you will use to collect data?	Yes	No	
3.1	Does the project involve contact with pupils or young people under 18 years of age?	Yes	No	
3.2	Does the project involve contact with adults with learning or communication difficulties, adults who are infirm or physically disabled or adults who are resident in social care or medical establishments?	Yes	No	
3.3	Has a DBS check been stipulated as a condition of access to any source of data required for the project?	Yes	No	
3.4	Has an Overseas Police Check been stipulated as a condition of access to any source of data required for the project?	Yes	No	
3.5	If you have answered YES to any of these questions, explain the nature of your contact with participants during the research. [75 words]  I will be observing each teacher delivering PE lessons to pupils from all year groups (Reception>Year six). Video footage of each session will be recorded to support the written observation report. There will be no direct contact or interviewing of the pupils while the observation takes place.			
3.6	If a DBS/Overseas Police Check has been stipulated as a condition of access to any source of data required for the project, please include evidence of the check with this application. (Appendix G)	Yes	No	N/A
Does your research involve any of the following...				
4.1	A significant risk that the project will lead participants to disclose evidence that pupils or vulnerable adults are being harmed or are at risk of harm?	Yes	No	
4.2	Could the study cause harm, distress or any other consequences beyond the risks encountered in normal life?	Yes	No	
4.3	If the project is of a sensitive nature or if it may cause significant emotional or physical harm to participants, provide justification for why such an approach to the project is necessary, and outline the experience and skills you have to undertake the proposed research.  N/A			
4.4	Where is the research taking place?  Meadow View Primary School, Perry Barr, Birmingham MaryVale School, Kingstanding, Birmingham (require written confirmation) Hollyfield School, Reddip Heath, Sutton Coldfield			
4.5	How do you propose to recruit participants?  The teachers will have a presentation explaining how the study will work. This will take place during the school staff meeting. The teachers can partake in the study on a voluntary basis and designed to fit around their timetable.  After this, individual meetings will take place with each teacher, where more details will be provided, debriefing/participation information sheets will be signed, with statement of informed consent completed by the practitioners. Interviews will also take place during their one-to-one meeting.			

4.6	<p>What actions will you take to ensure your safety and that of participants?</p> <p><i>To safeguard the participants, all teachers from the school will have a presentation outlining the aims of the PhD study. Safeguarding and key elements of the non-evasive ethics form will be highlighted.</i></p> <p><i>The selected teachers will read and sign the participant information sheet and consent form prior to the interview stage.</i></p> <p><i>There will be face-to-face contact during the semi structured interview, while the emotional intelligence questionnaires are completed at the end of the three observed sessions. A Unique ID number will be provided to each participant. The TEIQue test paper answer sheets are collected by hand, while the EIQ-2 questionnaire results are emailed to myself and the participant.</i></p> <p><i>For the safeguarding of the pupils who are in PE lessons, an OPT-OUT parental consent forms will be sent by the school to all pupils's parents/guardians (Appendix H).</i></p> <p><i>All interviews and other contacts of participants will take place on school premises only. This is to ensure that the head teacher always knows where and when the meetings will take place and is always available at those times, with mobile phones on (mine and supervisors) for contact if an emergency arises.</i></p> <p><i>No physical testing will be taken place on the teachers or pupils and a fully DBS has been verified by NTU human resources.</i></p>
-----	--

5.1	Do you intend to offer participants any kind of inducements or compensation for taking part in your project? (This includes research credits for courses).	Yes	No
5.2	If YES, please explain why you are doing this and what form the payment or inducement will take. [50 words] N/A		
6.1	Will all data be anonymised?	Yes	No
6.2	Explain how you will make it possible to withdraw participants from the study after data collection (should they request it) [75 words]  <i>All names will be converted in to number format. These numbers will then be related to a separate database that that will be kept on the NTU premises.</i>		
6.3	Can you guarantee full confidentiality of any personal data collected for the project?	Yes	No
6.4	If YES, explain what steps you will take to maximise confidentiality of participant data. [50 words]  <i>All the data collected in this project will only be available to be viewed by the experimenter and will be kept separate to participant's personal details so as to ensure anonymity.</i>		
6.5	Can you guarantee the full security of any personal or confidential data collected for the project?	Yes	No
6.6	If YES, explain how you intend to secure the research data during the project and after the project. [50 words]  <i>All tests, semi structured interviews, observation data, video recordings and reflective journals will be kept on the NTU premises and kept separate from the participant's personal details so as to maintain confidentiality. Any personal details will be confidential with names being replaced with a participant I.D. number to ensure confidentiality.</i>  <i>During the study all data will be stored as password protected electronic files. At the conclusion of the study, all collected information will be analysed and/or transcribed, with important statements being used to form the key findings of my study, with your anonymity still an important consideration. No direct or indirect information (e.g. location or job title) which could be used to identify you will be used in any reports or presentations.</i>		
6.7	How many years will the data be stored before being destroyed?	5 years	
6.8	If you answered NO to ANY of the questions above, briefly explain why you feel it is necessary for the research to be conducted in the proposed way, such that the usual standards of confidentiality, anonymity and security, referred to above, cannot be met. [75 words]  N/A		
6.9	In light of your response to the questions in this section, can you confirm that you will comply with the requirements of the Data Protection Act when conducting your project?	Yes	No
<b>FOR ALL RESEARCH PROJECTS</b>			
7.1	Will every participant be fully informed about why the project is being conducted and what their participation will involve?	Yes	No
7.2	Please include a copy of the participant information sheet? (Appendix I)	Yes	No
7.3	Will every participant be asked to give written consent/assent to participating in the project before data collection begins?	Yes	No
7.4	Please include a copy of the participant consent/assent form? (Appendix J)	Yes	No
7.5	If the answer to Question 7.1 or 7.3 is NO, please explain why it is necessary to collect data without securing written informed consent from participants. [75 words]  N/A		
<b>FOR PROJECTS INVOLVING PUPILS OR VULNERABLE ADULTS</b>			
7.6	Will you be collecting data from pupils under 18 years or from vulnerable adults?	Yes	No
	If NO, proceed to Question 7.18. If YES, complete Questions 7.7 – 7.17.		

7.7	Will you conduct the research in a school or similar organisation?  If NO, proceed to Question 7.13. If YES, complete Questions 7.8 – 7.12.	Yes	No
<b>FOR PROJECTS INVOLVING PUPILS OR VULNERABLE ADULTS WITHIN SCHOOLS OR SIMILAR ORGANISATIONS</b>			
7.8	Will you obtain the consent of the head teacher or relevant parental proxy?	Yes	No
7.9	Please include a copy of the letter/information sheet you will give to the head teacher/parental proxy? (Appendix K & L)	Yes	No
7.11	Please include a copy of the head teacher/parental proxy consent form includes an option to additionally require parental consent?	Yes	No
<b>FOR ALL PROJECTS INVOLVING PUPILS OR VULNERABLE ADULTS</b>			
7.13	If you are conducting research with pupils under 18 years or vulnerable adults, will you obtain the consent of the parent/guardian?	Yes	No
7.14	If parental/guardian consent is necessary will you seek 'opt-in' or 'opt-out' consent?	Opt-in	Opt-out
7.15	If parental/guardian consent will be OPT-OUT, explain why it is not possible or appropriate to seek opt-in consent. [75 words]  <i>As the study will only be analysing the teacher there will be no disruption to the pupils.</i>  <i>There will be filming of the PE lessons but this will be done discreetly, with all video footage uploaded on the NTU database for security.</i>  <i>NO pupils will be interviewed throughout the study</i>  <i>NO observations will take place before or after the Physical Education lesson.</i>  <i>NO names of pupils will be written down during the study for data purposes and only three PE lessons will be observed over an eight week period.</i>		
7.17	Have you included with this application a copy of the parent/guardian consent form? (Appendix H)	Yes	No
<b>FOR ALL RESEARCH PROJECTS</b>			
7.18	Will explicit consent be sought for audio (e.g. Dictaphone), video or photographic recording of participants?	Yes	No
7.19	Does the project involve deceiving, or covert observation of, participants?	Yes	No
7.20	Does the project require that participants are debriefed?	Yes	No
7.21	If a debrief is necessary, have you included with this application a copy of the debriefing sheet?	Yes	No
7.22	If the project requires that participants are debriefed, explain how you will implement this at the earliest possible opportunity. [75 words] N/A		
7.23	Are participants responding from a personal level rather than as a representative of their organisation?	Yes	No
7.24	If participants need permission from their organisation to participate in the study will such permission been obtained?	Yes	No
7.25	If participants are responding as a representative of their organisation, will you seek a signed letter from a manager in the organisation where the research is taking place, giving permission for the researcher to collect the data? (Appendix K & L)	Yes	No
8.1	Will any part of your project involve collecting data by means of electronic media, such as the internet or email?  If NO, proceed to Section 9. If YES, complete Questions 8.2 – 8.7.	Yes	No
8.2	If YES, explain how electronic media will be used in the project. [75 words]  <i>The EIQ-2 questionnaire will be utilised by participants online. The results are then emailed to myself and to the participant.</i>  <i>Video footage of each PE session will be recorded. This data will be saved on the NTU drive file for security.</i>  <i>A Dictaphone will be used for opening interview. This data will then be saved on the NTU drive file for security.</i>  <i>Finally, an evaluation report will be emailed to each participant to receive feedback of the study, which will support any limitations for the next stage of my PhD.</i>		
8.3	Is there a significant possibility that the project will cause participants to become distressed or harmed beyond the risks encountered in everyday life?	Yes	No
8.4	If YES, explain how you will deal with this given the nature of the research. [75 words] N/A		
8.5	Will the project incur any other risks that arise specifically from the use of electronic media?	Yes	No
8.6	If YES, explain the risks involved and how you plan to deal with them. [75 words] N/A		
8.7	Do you have permission for the online usage of the materials/research instruments that you are intending to use?	Yes	No

8.8	Have you included with this application evidence of permission to use materials/research instruments online? (Appendix C)	Yes	No	N/A
8.9	If NO, explain why not, and how you plan to address the question of permission for online usage of materials/research instruments. [50 words]  N/A			
<b>Supervisor's Declaration</b>				<b>Please tick</b>
9.1	I have read this form and confirm that it covers all the ethical issues raised by this project fully and frankly.			✓
9.2	These issues have been discussed with the pupil and she/he has received training in the ethical issues raised by this research.			✓
9.3	I am confident that the pupil understands the School's ethics protocols and guidance and will be able to comply with these accordingly.			✓
9.4	If the pupil is undertaking research of a sensitive nature, she/he has the skills and expertise necessary to conduct the research project.			✓

Signed (Supervisor): XXX

## Study three

1.1	Your name	Craig Strong		
1.2	Your pupil ID*	N0665966		
1.3	Project title	Empirical Study investigating online CPD to enhance Emotional Intelligence and Physical Education for primary professional practitioners.		
1.4	Your course*	PhD.		
1.5	Name of your research supervisor*	Dr. David Hindley		
1.6	Anticipated project start date	December 2 <sup>nd</sup> 2019		
1.7	Estimated end date of the project	January 24 <sup>th</sup> 2020		
1.8	Which professional association's code of ethical practice is most relevant to your project?	The British Association of Sport and Exercise Sciences (BASES)		
2.1	<p>Briefly outline the aims and objectives of the research. [75 words]:</p> <p>This study is investigating the importance of continuing professional development for teaching primary Physical Education in the UK. From my previous study it was noted that primary school teachers gain relatively little support or CPD in Physical Education. As a result, I have designed a bespoke online training programme called, 'Training Emotional Intelligence in Primary Physical Education' (TEIPPE). Reviewing previous literature on online CPD education programmes in both PE and Emotional Intelligence has informed the decision to develop the TEIPPE programme.</p> <p>The study will invite twenty professional practitioners to undertake the TEIPPE programme. When the participants have completed the online training programme, they will be asked to partake in a focus group (four-five in each forum) to discuss the programme's strengths and limitations. Additionally, they will be asked to suggest other elements that they would like to be included in the programme. The research data will be analysed, with the TEIPPE programme being amended based on the participant feedback.. This will be the main instrument for the final longitudinal study.</p>			
2.2	<p>Briefly describe the principal methods, the sources of data or evidence to be used, and the number and type of research participants who will be recruited to the project. [150 words]:</p> <ul style="list-style-type: none"> <li>Three schools from the West Midlands will be participating in the study, with twenty professional practitioners taking part (6-8 participants from each school).</li> <li>Each teacher will be individually sent the TEIPPE programme via email and they will be asked to complete the training programme which will take approximately 40-45 minutes.</li> <li>The following week, the participants will be asked to take part in a 45-minute focus group to share their thoughts on the TEIPPE programme. The interview will take place in the school grounds.</li> <li>From the feedback of the participants, the TEIPPE will be amended for the final study in June 2020.</li> <li>A teacher who takes part in this study cannot partake in the final longitudinal study.</li> </ul>			
2.3	Do you intend to use published research instruments/resources (e.g., questionnaires, scales, psychometrics, vignettes)?		Yes	No
	If NO, proceed to Question 2.7 If YES, complete Questions 2.4 – 2.5			
2.4	Please confirm by circling YES that you have included with this application, a full electronic copy or link to each published research instrument/resource with this application.		Yes	No
2.5	If you are using published research instruments/resources, do you have permission to use them in the way that you intend to use them? Please attach the evidence which may include a statement from your supervisor if you are a pupil, including copyright.	Yes	No	N/A
2.6	Are you developing your own research resources/instruments to collect data?		Yes	No
	If NO, proceed to Section 3. If YES, complete Questions 2.7			
2.7	<p>Briefly describe the research resources/instruments you are developing to collect data. Please confirm by circling YES that you have included an electronic version with this application (any subsequent changes must be seen by the Chair for approval) [50 words]</p> <p>There will be two resources that I will be developing:</p> <p>1. The Continue Professional Development programme is a PowerPoint audio presentation, hyperlinking to a Typeform, multiple choice quiz. The TEIPPE and quiz are located in the Shared File: C:\Users\spo3stroncp\OneDrive - Nottingham Trent University\PHD FINAL STUDY\Final Study Ethics form data</p> <p>2. A question schedule sheet for the focus group is located on <b>APPENDIX A</b></p>		Yes	No
3.1	Does the project involve contact with pupils or young people under 18 years of age?		Yes	No

3.2	Does the project involve contact with adults with learning or communication difficulties, adults who are infirm or physically disabled or adults who are resident in social care or medical establishments?	Yes	No
3.3	Has a DBS check been stipulated as a condition of access to any source of data required for the project?	Yes	No
3.4	Has an Overseas Police Check been stipulated as a condition of access to any source of data required for the project?	Yes	No
3.5	If you have answered YES to any of these questions, explain the nature of your contact with participants during the research. [75 words] N/A		
3.6	If a DBS/Overseas Police Check has been stipulated as a condition of access to any source of data required for the project, please confirm by circling YES that you have included evidence of the check with this application.	Yes	No
Does your research involve any of the following...?			
4.1	A significant risk that the project will lead participants to disclose evidence that pupils or vulnerable adults are being harmed or are at risk of harm?	Yes	No
4.2	Could the study cause harm, distress or any other consequences beyond the risks encountered in normal life?	Yes	No
4.3	If the project is of a sensitive nature or if it may cause significant emotional or physical harm to participants, provide justification for why such an approach to the project is necessary, and outline the experience and skills you have to undertake the proposed research [max 50 words]. N/A		
4.4	Where is the research taking place? [max 50 words] There are three schools partaking in the study. Meadow View School, Great Barr, Birmingham; Little Sutton School, Sutton Coldfield and Hollyfield School, Sutton Coldfield.		
4.5	How do you propose to recruit participants? [max 50 words] All three schools have agreed to partake in the study. Please see appendix B to confirm their interest. An initial meeting took place in early June at Little Sutton School, while meetings took place at Hollyfield School and Meadowview School in September. A PowerPoint presentation took place at all three schools during one of their weekly staff meeting in September, outlining the objective and methods of the study. A PowerPoint presentation to explain the research can be seen in shared file: C:\Users\spo3stroncp\OneDrive - Nottingham Trent University\PHD FINAL STUDY\Final Study Ethics form data		
4.6	What actions will you take to ensure your safety and that of participants? [max 50 words] Each teacher who agrees to partake in the study will read and sign the 'participant information sheet' and a 'consent form' (APPENDICES B&C). I will ensure that when collecting data I have a mobile phone with me and switched on in case of emergencies. I will also advise my supervisor or alternative responsible person of my actions i.e. who I will be meeting (in the case of pre-arranged appointments), where and when. A Unique ID number will be provided to each participant for anonymity. All three schools will have anonymity and each participant will have a letter to represent their school at the start of their unique ID Number. The interviews will take place at each school throughout December.		
5.1	Do you intend to offer participants any kind of inducements or compensation for taking part in your project? If Yes, complete 5.2, if NO proceed to section 6.	Yes	No
5.2	If YES, please explain why you are doing this and what form the inducements or compensation will take. [50 words] I will be delivering a CPD session for a whole day to all three participating schools, which will take place after my final PhD research. The training day will consist of supporting teachers with the delivery of primary PE and enhancing their trait and ability based Emotional Intelligence. This will not be compulsory for all teachers.		
6.1	Will all data be anonymised?	Yes	No
6.2	If you answered NO, briefly explain why you feel it is necessary for the research to be conducted in the proposed way, such that the usual standards of confidentiality, anonymity and security, referred to above, cannot be met. [75 words] N/A		



6.3	<p>Explain what steps you will take to maximise the confidentiality and security of participant data during and after the project. [50 words]</p> <p>All names will be converted into number format to ensure participant anonymity. These numbers will then be related to a separate database which will be kept secure on NTU premises. The data will also on an encrypted data memory stick. The data which is collected for this project will only be viewed by myself and my director of studies and co-supervisors. All participant's personal details will be kept separate from the data to ensure anonymity. The participants who are interviewed during the focus group will have their number represented on the transcripts instead of their name to ensure anonymity.</p> <p>Any personal details will be confidential with names being replaced with a participant I.D. number to ensure confidentiality. During the study all data will be stored in password protected electronic files. At the conclusion of the study, all collected information will be transcribed and analysed, with important statements being used to form the key findings of my study, with the anonymity still being an important consideration. No direct or indirect information which could be used to identify a participant will be used in any reports or presentations.</p>			
6.4	<p>How many years will any anonymised data be stored e.g. any link between participants name or ID number, how long will the data be stored before being destroyed?</p> <p>The data will be stored for a total of five years before being destroyed.</p>			
6.5	<p>Explain how you will make it possible to withdraw participants from the study after data collection (should they request it) [75 words]</p> <p>The participants may refuse to take part two <b>days</b> before the study begins; in addition, they can withdraw their interview comments two days after their participation. <b>This timeline is so data can be collected in time to adjust and amend changes to the TEIPPE programme for the final study</b></p>			
6.6	In light of your response to the questions in this section, can you confirm that you will comply with the requirements of the Data Protection Act when conducting your project?	Yes	No	
<b>FOR ALL RESEARCH PROJECTS</b>				
7.1	Will every participant be fully informed about why the project is being conducted and what their participation will involve?	Yes	No	
7.2	Please include a copy of the participant information sheet and indicate this is included by circling Yes. (Appendix B)	Yes	No	
7.3	Will every participant be asked to give written consent/assent to participating in the project before data collection begins?	Yes	No	
7.4	Please include a copy of the participant consent/assent form and indicate this is included by circling Yes. (Appendix C)	Yes	No	
7.5	<p>If the answer to Question 7.1 or 7.3 is NO, please explain why it is necessary to collect data without securing written informed consent from participants. [max 75 words]</p> <p>n/a</p>			
<b>FOR PROJECTS INVOLVING PUPILS OR VULNERABLE ADULTS</b>				
7.6	<p>Will you be collecting data from pupils under 18 years or from vulnerable adults?</p> <p>If NO, proceed to Question 7.15. If YES, complete Questions 7.7 – 7.14.</p>	Yes	No	
7.7	<p>Will you conduct the research in a school or similar organisation?</p> <p>If NO, proceed to Question 7.11. If YES, complete Questions 7.8 – 7.10.</p>	Yes	No	
<b>FOR PROJECTS INVOLVING PUPILS OR VULNERABLE ADULTS WITHIN SCHOOLS OR SIMILAR ORGANISATIONS</b>				
7.8	Will you obtain the consent of the head teacher or relevant parental proxy?	Yes	No	N/A
7.9	Please include a copy of the letter/information sheet you will give to the head teacher/parental proxy and indicate this is included by circling Yes. (Appendix D)	Yes	No	N/A
7.10	Please include a copy of the head teacher/parental proxy consent form including an option to additionally require parental consent and indicate this is included by circling Yes. (Appendix E)	Yes	No	N/A
<b>FOR ALL PROJECTS INVOLVING PUPILS OR VULNERABLE ADULTS</b>				
7.11	If you are conducting research with pupils under 18 years or vulnerable adults, will you obtain the consent of the parent/guardian?	Yes	No	N/A
7.12	If parental/guardian consent is necessary will you seek 'opt-in' or 'opt-out' consent?	Opt-in	Opt-out	
7.13	<p>If parental/guardian consent will be OPT-OUT, explain why it is not possible or appropriate to seek opt-in consent. [max 50 words]</p> <p>N/A</p>			
7.14	Please included with this application a copy of the parent/guardian consent form and indicate this is included by circling Yes.	Yes	No	N/A
<b>FOR ALL RESEARCH PROJECTS</b>				
7.15	Will explicit consent be sought for audio (e.g. Dictaphone), video or photographic recording of participants?	Yes	No	N/A
7.16	Does the project involve deceiving, or covert observation of participants?	Yes	No	
7.17	Does the project require that participants are debriefed?	Yes	No	
7.18	If a debrief is necessary, have you included with this application a copy of the debriefing sheet and indicate this is included by circling Yes.	Yes	No	N/A
7.19	<p>If the project requires that participants are debriefed, explain how you will implement this at the earliest possible opportunity. [max 50 words]</p> <p>n/a</p>			

7.20	If participants need permission from their organisation to participate in the study please include a signed letter from a manager and circle Yes to indicate you have done so. ( <a href="#">appendix E</a> )	Yes	No	N/A
7.21	If participants are responding as a representative of their organisation, will you seek a signed letter from a manager in the organisation where the research is taking place, giving permission for the researcher to collect the data?	Yes	No	N/A
8.1	Will any part of your project involve collecting data by means of electronic media, such as the internet or email?  If NO, proceed to Section 9. If YES, complete Questions 8.2 – 8.7.	Yes		No
8.2	If YES, explain how electronic media will be used in the project. [max 50 words]			
8.3	Is there a significant possibility that the project will cause participants to become distressed or harmed beyond the risks encountered in everyday life and will the project incur any other risks that arise specifically from the use of electronic media?	Yes		No
8.4	If YES, explain the risks involved and how you plan to deal with them given the nature of the research. [max 75 words]  n/a			
8.5	Do you have permission for the <b>online</b> use of the materials/research instruments that you are intending to use? If NO, explain why not and how you plan to address the question of permission for online usage of materials/research instruments. [max 50 words]  n/a	Yes		No
8.6	Please included with this application evidence of permission to use materials/research instruments <b>online</b> and indicate this is included by circling Yes.	Yes	No	N/A
<b>Supervisor's Declaration</b>				<b>Please tick</b>
9.1	I have read this form and confirm that it covers all the ethical issues raised by this project fully and frankly.			✓
9.2	These issues have been discussed with the pupil and she/he has received training in managing the ethical issues raised by this research.			✓
9.3	I am confident that the pupil understands the School's ethics protocols and guidance and will be able to comply with these accordingly.			✓
9.4	If the pupil is undertaking research of a sensitive nature, she/he has the skills and expertise necessary to conduct the research project.			✓

Supervisor Name: Dr. David Hindley

Study Four

1.1	Your name	Craig Strong
1.2	Your pupil ID*	N0665966
1.3	Project title	Longitudinal Study on developing Emotional Intelligence of Primary School Teachers to help deliver Physical Education.
1.4	Your course*	PhD.
1.5	Name of your research supervisor*	Dr. David Hindley Dr. Mustafa Sarkar
1.6	Anticipated project start date	April 20 <sup>th</sup> 2020
1.7	Estimated end date of the project	May 11 <sup>th</sup> 2020
1.8	Which professional association's code of ethical practice is most relevant to your project?	The British Association of Sport and Exercise Sciences (BASES)

2.1	<p>Briefly outline the aims and objectives of the research. [75 words]:</p> <p>This study will be investigating the importance of continuing professional development for teaching primary Physical Education in the UK. From my previous study, fifteen professional practitioners undertook a CPD online programme called Training in Emotional Intelligence in Primary Physical Education (TEIPPE). This empirical study had participants partake in a focus group to discuss the programme's strengths and limitations. Additionally, they were asked to suggest other elements that they would like to be included in the programme that could potentially enhance their Emotional Intelligence (E.I.) knowledge while teaching primary PE</p> <p>As a result, a longitudinal study will be investigating if improving the E.I of teachers can enhance the delivery of primary PE. This final study for my PhD will observe twenty practitioners delivering a PE lesson of their choice. Following this, each participant will be trained on E.I. using the bespoke online training programme. The trained teachers will deliver a similar PE lesson, observing any differences in performance and emotions of the teacher. Finally, each teacher will complete a reflective journal expressing how their teaching changed due to the support of the TEIPPE CPD programme.</p>			
2.2	<p>Briefly describe the principal methods, the sources of data or evidence to be used, and the number and type of research participants who will be recruited to the project. [150 words]:</p> <ul style="list-style-type: none"> <li>Two schools from the West Midlands will be participating in the study, with twenty professional practitioners taking part (7 from school one, 13 from school two).</li> <li>Firstly, each teacher will be tested on their Emotional Quotient by completing the EIQ-2 test. Any scores above 65% will ensure that they have sufficient E.Q to partake in the study.</li> <li>Secondly, the participants will be observed while delivering a single PE lesson to their tutor group; the PE session will concentrate on teaching a team sport with skill acquisition activities.</li> <li>Each teacher will be sent the TEIPPE programme via email and will be asked to complete the training programme which will take approximately 25-35 minutes. They have seven days to complete the programme.</li> <li>The teacher will repeat the PE lesson to their tutor group. The session will be the same team sport- but delivering a different skill acquisition.</li> </ul> <p>Finally, the participant completes a word processed reflective journal stating how the CPD supported their teaching and delivery of their second PE lesson. The reflective journal will take 25-30min to complete.</p>			
2.3	<p>Do you intend to use published research instruments/resources (e.g., questionnaires, scales, psychometrics, vignettes)?</p> <p>If NO, proceed to Question 2.7 If YES, complete Questions 2.4 – 2.5</p>	Yes	No	
2.4	Please confirm by circling YES that you have included with this application, a full electronic copy or link to each published research instrument/resource with this application.	Yes	No	
2.5	<p>If you are using published research instruments/resources, do you have permission to use them in the way that you intend to use them? Please attach the evidence which may include a statement from your supervisor if you are a pupil, including copyright.</p> <p>This is the EIQ-2 test (appendix A and I)</p>	Yes	No	N/A
2.6	<p>Are you developing your own research resources/instruments to collect data?</p> <p>If NO, proceed to Section 3. If YES, complete Questions 2.7</p>	Yes	No	
2.7	<p>Briefly describe the research resources/instruments you are developing to collect data. Please confirm by circling YES that you have included an electronic version with this application (any subsequent changes must be seen by the Chair for approval) [50 words]</p> <p>There will be three resources that I will be developing:</p> <p>1. An observation sheet investigating the emotional intelligence shown by the teachers (Appendix B)</p>	Yes	No	

	2. The CPD Programme (TEIPPE) Attached separate file via email (shared-drive link)		
	3. A reflective journal template for the teachers to complete after the study (Appendix C)		
3.1	Does the project involve contact with pupils or young people under 18 years of age?	Yes	No
3.2	Does the project involve contact with adults with learning or communication difficulties, adults who are infirm or physically disabled or adults who are resident in social care or medical establishments?	Yes	No
3.3	Has a DBS check been stipulated as a condition of access to any source of data required for the project?	Yes	No
3.4	Has an Overseas Police Check been stipulated as a condition of access to any source of data required for the project?	Yes	No
3.5	If you have answered YES to any of these questions, explain the nature of your contact with participants during the research. [75 words]  During the observation process I will be investigating how the teacher will utilise their Emotional Intelligence while delivering to pupils in an overt observation. I will evaluate how the pupils react when the teacher addresses certain emotional scenarios during the PE lesson. There will be no direct contact with the primary school pupils as the study is solely prioritising on the performance of the teacher. During my presence in the PE lessons I will have no communication between myself and pupils.		
3.6	If a DBS/Overseas Police Check has been stipulated as a condition of access to any source of data required for the project, please confirm by circling YES that you have included evidence of the check with this application.  (Appendix D)	Yes	No
Does your research involve any of the following...?			
4.1	A significant risk that the project will lead participants to disclose evidence that pupils or vulnerable adults are being harmed or are at risk of harm?	Yes	No
4.2	Could the study cause harm, distress or any other consequences beyond the risks encountered in normal life?	Yes	No
4.3	If the project is of a sensitive nature or if it may cause significant emotional or physical harm to participants, provide justification for why such an approach to the project is necessary, and outline the experience and skills you have to undertake the proposed research [max 50 words].  N/A		
4.4	Where is the research taking place? [max 50 words]  There are two schools partaking in the study. Meadow View School, Great Barr, Birmingham and Little Sutton School, Sutton Coldfield.		
4.5	How do you propose to recruit participants? [max 50 words]  Both schools confirmed their interest have agreed to partake in the study via email (Appendix E).  An initial meeting took place in early October, 2019 at both schools. A PowerPoint presentation was shown outlining the objectives and methods of the study. A PowerPoint presentation to explain the research can be seen in attached email shared-drive file		
4.6	What actions will you take to ensure your safety and that of participants? [max 50 words]  Each teacher who agrees to partake in the study will read and sign the 'participant information sheet' and a 'consent form' (Appendix F & G).  I will ensure that when collecting data, I have a mobile phone with me and switched on in case of emergencies. I will also advise my supervisor or alternative responsible person of my actions i.e. who I will be meeting (in the case of pre-arranged appointments), where and when.  A Unique ID number will be provided to each participant for anonymity. Both schools will have anonymity and each participant will have a letter to represent their school at the start of their unique ID Number.  The longitudinal study will take place from 20 <sup>th</sup> April 2020 for a total of four weeks (with a possible one week for contingency).		
5.1	Do you intend to offer participants any kind of inducements or compensation for taking part in your project? If Yes, complete 5.2, if NO proceed to section 6.	Yes	No
5.2	If YES, please explain why you are doing this and what form the inducements or compensation will take. [50 words]  N/A		
6.1	Will all data be anonymised?	Yes	No
6.2	If you answered NO, briefly explain why you feel it is necessary for the research to be conducted in the proposed way, such that the usual standards of confidentiality, anonymity and security, referred to above, cannot be met. [75 words]  N/A		

6.3	<p>Explain what steps you will take to maximise the confidentiality and security of participant data during and after the project. [50 words]</p> <p>All names will be converted into number format to ensure participant anonymity. These numbers will then be related to a separate database which will be kept secure on NTU premises. The data will also be on an encrypted data memory stick. The data which is collected for this project will only be viewed by myself, director of studies and co-supervisors. All participant's personal details will be kept separate from the data to ensure anonymity. The participants who are interviewed during the focus group will have their number represented on the transcripts instead of their name to ensure anonymity.</p> <p>Any personal details will be confidential with names being replaced with a participant I.D. number to ensure confidentiality. During the study all data will be stored in password protected electronic files. At the conclusion of the study, all collected information will be transcribed and analysed, with important statements being used to form the key findings of my study, with the anonymity still being an important consideration. No direct or indirect information which could be used to identify a participant will be used in any reports or presentations.</p>			
6.4	<p>How many years will any anonymised data be stored e.g. any link between participants name or ID number, how long will the data be stored before being destroyed?</p> <p>The data will be stored for a total of five years before being destroyed.</p>			
6.5	<p>Explain how you will make it possible to withdraw participants from the study after data collection (should they request it) [75 words]</p> <p>The participants may refuse to take part two days before the study begins; in addition, they can withdraw their reflective journal comments two days after their participation. This stringent timeline is so data can be collected and collated to prepare for the final study write up.</p>			
6.6	In light of your response to the questions in this section, can you confirm that you will comply with the requirements of the Data Protection Act when conducting your project?	Yes	No	
<b>FOR ALL RESEARCH PROJECTS</b>				
7.1	Will every participant be fully informed about why the project is being conducted and what their participation will involve?	Yes	No	
7.2	Please include a copy of the participant information sheet and indicate this is included by circling Yes. <a href="#">Appendix F</a>	Yes	No	
7.3	Will every participant be asked to give written consent/assent to participating in the project before data collection begins?	Yes	No	
7.4	Please include a copy of the participant consent/assent form and indicate this is included by circling Yes. <a href="#">Appendix G</a>	Yes	No	
7.5	<p>If the answer to Question 7.1 or 7.3 is NO, please explain why it is necessary to collect data without securing written informed consent from participants. [max 75 words]</p> <p>N/A</p>			
<b>FOR PROJECTS INVOLVING PUPILS OR VULNERABLE ADULTS</b>				
7.6	<p>Will you be collecting data from pupils under 18 years or from vulnerable adults?</p> <p>If NO, proceed to Question 7.15. If YES, complete Questions 7.7 – 7.14.</p>	Yes	No	
7.7	<p>Will you conduct the research in a school or similar organisation?</p> <p>If NO, proceed to Question 7.11. If YES, complete Questions 7.8 – 7.10.</p>	Yes	No	
<b>FOR PROJECTS INVOLVING PUPILS OR VULNERABLE ADULTS WITHIN SCHOOLS OR SIMILAR ORGANISATIONS</b>				
7.8	Will you obtain the consent of the head teacher or relevant parental proxy?	Yes	No	N/A
7.9	Please include a copy of the letter/information sheet you will give to the head teacher/parental proxy and indicate this is included by circling Yes. <a href="#">Appendix E</a>	Yes	No	N/A
7.10	Please include a copy of the head teacher/parental proxy consent form including an option to additionally require parental consent and indicate this is included by circling Yes. <a href="#">Appendix E</a>	Yes	No	N/A
<b>FOR ALL PROJECTS INVOLVING PUPILS OR VULNERABLE ADULTS</b>				
7.11	If you are conducting research with pupils under 18 years or vulnerable adults, will you obtain the consent of the parent/guardian?	Yes	No	N/A
7.12	If parental/guardian consent is necessary will you seek 'opt-in' or 'opt-out' consent?	Opt-in	Opt-out	
7.13	<p>If parental/guardian consent will be OPT-OUT, explain why it is not possible or appropriate to seek opt-in consent. [max 50 words]</p> <p>Due to the large number of pupils in each school, it is easier to provide an OPT-OUT letter rather than an OPT-IN. This will be simple to administer for both the front of house staff and teachers.</p> <p>Due to the safety of the study I will only be analysing the teacher. There will be no disruption to the pupils during the PE lesson. NO pupils will be interviewed throughout the study. NO observations will take place before or after the Physical Education lesson. NO names of pupils will be written down during the study for data purposes and only two PE lessons per participant will be observed over a four week period.</p>			
7.14	Please included with this application a copy of the parent/guardian consent form and indicate this is included by circling Yes. <a href="#">Appendix H</a>	Yes	No	N/A
<b>FOR ALL RESEARCH PROJECTS</b>				
7.15	Will explicit consent be sought for audio (e.g. Dictaphone), video or photographic recording of participants?	Yes	No	N/A
7.16	Does the project involve deceiving, or covert observation of participants?	Yes	No	
7.17	Does the project require that participants are debriefed?	Yes	No	
7.18	If a debrief is necessary, have you included with this application a copy of the debriefing sheet and indicate this is included by circling Yes.	Yes	No	N/A

7.19	If the project requires that participants are debriefed, explain how you will implement this at the earliest possible opportunity. [max 50 words] N/A			
7.20	If participants need permission from their organisation to participate in the study please include a signed letter from a manager and circle Yes to indicate you have done so. <b>Appendix E</b>	Yes	No	N/A
7.21	If participants are responding as a representative of their organisation, will you seek a signed letter from a manager in the organisation where the research is taking place, giving permission for the researcher to collect the data?	Yes	No	N/A
8.1	Will any part of your project involve collecting data by means of electronic media, such as the internet or email?  If NO, proceed to Section 9. If YES, complete Questions 8.2 – 8.7.		Yes	No
8.2	If YES, explain how electronic media will be used in the project. [max 50 words] The online CPD programme, the EIQ-2 test and reflective journal will be presented to each participant via their work email. This information will be sent via my NTU email.			
8.3	Is there a significant possibility that the project will cause participants to become distressed or harmed beyond the risks encountered in everyday life and will the project incur any other risks that arise specifically from the use of electronic media?	Yes	No	
8.4	If YES, explain the risks involved and how you plan to deal with them given the nature of the research. [max 75 words] N/A			
8.5	Do you have permission for the <b>online</b> use of the materials/research instruments that you are intending to use? If NO, explain why not and how you plan to address the question of permission for online use of materials/research instruments. [max 50 words]	Yes	No	
8.6	Please include with this application evidence of permission to use materials/research instruments <b>online</b> and indicate this is included by circling Yes. <b>Appendix I</b>	Yes	No	N/A

Supervisor's Declaration		Please tick
9.1	I have read this form and confirm that it covers all the ethical issues raised by this project fully and frankly.	✓
9.2	These issues have been discussed with the pupil and she/he has received training in managing the ethical issues raised by this research.	✓
9.3	I am confident that the pupil understands the School's ethics protocols and guidance and will be able to comply with these accordingly.	✓
9.4	If the pupil is undertaking research of a sensitive nature, she/he has the skills and expertise necessary to conduct the research project.	✓

Supervisor Name: Dr. Mustafa Sarkar

Signed (Supervisor): XXX

Date: 10/02/2020

## Appendix 11: Application for project redesign related to COVID-19 outbreak

Application of project re-design

### Nottingham Trent University Doctoral School

Candidate Name: Craig Strong

Title of research project: Emotional Intelligence of Primary Physical Education Teaching

External sponsor/partner (if relevant): n/a

Supervisory team: Dr David Hindley. Dr. Mustafa Sarkar, Prof. Mary Nevill

School/College: School of science and Technology

Date: 13/05/2020

Where a significant change to the research project/focus is required in order to mitigate the impact of the Covid-19 outbreak on progress of the doctoral project, please complete and return to [doctoralschool@ntu.ac.uk](mailto:doctoralschool@ntu.ac.uk) for consideration.

<p>1. Please describe the key changes from the original proposed programme of research in no more than 300 words.</p> <p><u>Previous plan:</u></p> <p><i>The fourth and final study for my PhD was to deliver a longitudinal study to investigate if improving the E.I of teachers can enhance the delivery of primary PE</i></p> <p><i>Twenty practitioners were going to deliver a PE lesson of their choice. Following this, each participant will be trained on the TEIPPE programme. This online CPD training programme was tested and evaluated by teachers for study three.</i></p> <p><i>The trained teachers would deliver a similar PE lesson, with researcher observing any differences in performance and emotional changes of the teacher.</i></p> <p><i>Finally, each participant would complete a reflective journal expressing how their teaching changed due to the support of the TEIPPE programme.</i></p> <p><u>Amended plan:</u></p> <p><i>The amended study will now have two key aims:</i></p> <ol style="list-style-type: none"> <li><i>1. Have teachers adapted their Emotional Intelligence while delivering primary PE to pupils after the COVID-19 lockdown?</i></li> <li><i>2. Can training specific facets of E.I to teachers help improve the delivery of primary PE?</i></li> </ol> <ul style="list-style-type: none"> <li><i>• Aim one will relate back to the findings of study two for my PhD; where four separate facets of emotional intelligence were utilised by teachers within the three key stages. Due to the lockdown, this study will investigate how teachers have adapted their style of delivery of PE. The behaviour of some school pupils will be differing due to the impact of the lockdown.</i></li> <li><i>• The second aim is similar to the original study, though alternative techniques and methods of improving E.I maybe required.</i></li> </ul>
<p>2. Please confirm that the Academic School has the appropriate facilities and resources available for the project?</p> <p style="text-align: center;"><b>YES</b></p> <p>Comments: <i>Applicable computer software for designing the TEIPPE programme, saving collated data/results securely.</i></p>
<p>3. Please confirm that the supervisory team has the appropriate experience and expertise in light of the project redesign?</p> <p style="text-align: center;"><b>YES</b></p> <p>Comments: <i>All supervisors have a mixture of knowledge, experience and professional background in primary education teaching and the psychology of emotional intelligence.</i></p>
<p>4. Please confirm that the redesigned project is still manageable within the remaining registration period?</p> <p style="text-align: center;"><b>YES</b></p> <p>Comments: <i>Alternative collection of data will be provided via online questionnaires and reflective journals. Furthermore, telephone interviews to participants will take place if required.</i></p>
<p>5. Are there any additional health and safety considerations which need to be taken into consideration?</p> <p style="text-align: center;"><b>NO</b></p> <p>Comments: <i>There will no longer be face-to-face interviews or observations of the PE lessons.</i></p>
<p>6. Has there been an amendment to the data collection methodology?</p> <p style="text-align: right;"><b>YES</b></p>

\*If yes, please append the previously approved research ethics application form with tracked changes marked and complete the section below.

Please summarise the new methods of collecting data that will be employed, as well as details of any research instruments to be used, as appropriate. *Please note that you should submit copies of surveys or questionnaires you propose to use.*

- *The teachers will deliver two PE lessons (first lesson in **week one**/second in **week two**) with their own tutor group.*
- *The teachers will rate which facets of emotions were utilised (or felt were most important) while teaching the two PE lesson by completing a Likert Scale questionnaire.*
- *The data will be compared to the results from study two; showing if the most frequently utilised facets of E.I has altered.*
- *The TEIPPE programme will be amended to help the teachers learn techniques and methods to improve the most utilised facets of E.I.*
- *The participants will complete the TEIPPE programme in **week three**; delivering a PE lesson in **week four**.*
- *A reflective journal will be completed to state if the PE session improved after being trained on the TEIPPE programme (original journal will be used).*

Please set out any implications for confidentiality, anonymity, security, retention of data or informed consent caused by the proposed changes to data collection.

*All names will be converted into number format to ensure participant anonymity. These numbers will then be related to a separate database which will be kept secure on NTU premises. The data will also be on an encrypted data memory stick. The data which is collected for this project will only be viewed by myself, director of studies and co-supervisors. All participant's personal details will be kept separate from the data to ensure anonymity. The participants who are interviewed during the focus group will have their number represented on the transcripts instead of their name to ensure anonymity.*

*Any personal details will be confidential with names being replaced with a participant I.D. number to ensure confidentiality. During the study all data will be stored in password protected electronic files. At the conclusion of the study, all collected information will be transcribed and analysed, with important statements being used to form the key findings of my study, with the anonymity still being an important consideration. No direct or indirect information which could be used to identify a participant will be used in any reports or presentations.*

*Please note that only the subscription version of SurveyMonkey or similar platforms or Onlinesurveys.ac.uk can be used. NTU's Information Systems can provide login details for onlinesurveys.*



## Appendix 12: Reflective journal for study one – PE lessons 1-3

Self-Reflective Journal: Primary School Teacher's Emotional Intelligence while delivering of Physical Education (From Observation One)	
<p>Answer Sheet:</p> <p>ID No. (if possible): <u>EL05061881</u> School: <u>Meadow View School</u> Date: <u>9/12/17</u></p> <p>Thank you for your time and efforts of today's observation. Please complete your answers on the answer sheet provided. If you require extra space, please use a blank piece of paper, indicating the prompt number to your answer.</p> <p>When you have completed the reflective journal (preferably on the same day of the observation), please scan and email back to</p>	
<p><b>Journal prompt 1 (self-awareness domain)</b></p> <p>Not great as class had had a poor morning. Trepidation for what could go wrong with less structured environment.</p>	<p><b>Journal prompt 2 (self-awareness domain)</b></p> <p>Power point/video wouldn't work which when being observed results in additional panic and unease.</p>
<p><b>Journal prompt 3 (self-awareness and social awareness domains)</b></p> <p>All lesson. Whenever I am observed I panic and this has a negative impact on me following my gut instincts and doing what I would normally do.</p>	<p><b>Journal prompt 4 (self-awareness and self-management domains)</b></p> <p>None of my expectations were met during the lesson be them realistic or unrealistic given the fact the class had had a poor morning.</p>
<p><b>Journal prompt 5 (self-awareness, self and relationship management domains)</b></p> <p>I felt lack of control which resulted in anger at myself and frustration with the children who were continually fusing.</p>	<p><b>Journal prompt 6 (self-awareness and self-management domains)</b></p> <p>There was no effectiveness as a PE teacher in this lesson. I need to follow my basic instincts as a teacher whether it be PE or not or an observed lesson.</p>
<p>Again, thank you for your co-operation. If you require further information of the research study, please email</p> <p>Please sign: <u>[Signature]</u> Date: <u>10/2/17</u></p>	

Self-Reflective Journal: Primary School Teacher's Emotional Intelligence while delivering of Physical Education (From Observation One)	
<p>Answer Sheet:</p> <p>ID No. (if possible): <u>500808405A</u> School: <u>Meadow View School</u> Date: <u>9/12/17</u></p> <p>Thank you for your time and efforts of today's observation. Please complete your answers on the answer sheet provided. If you require extra space, please use a blank piece of paper, indicating the prompt number to your answer.</p> <p>When you have completed the reflective journal (preferably on the same day of the observation), please scan and email back to</p>	
<p><b>Journal prompt 1 (self-awareness domain)</b></p> <p>Comfort and confidence.</p> <p>Years of experience in these situations</p>	<p><b>Journal prompt 2 (self-awareness domain)</b></p> <p>Child leaving the room without permission. Felt anxious and irritated.</p> <p>Next time I can change it so I feel calm as the situation could be avoided.</p>
<p><b>Journal prompt 3 (self-awareness and social awareness domains)</b></p> <p>Being judged by the observer.</p> <p>Impacts me in a positive way as I try to impress more</p>	<p><b>Journal prompt 4 (self-awareness and self-management domains)</b></p> <p>Would have personally liked to do more &amp; be a co-teacher and not mention the children that had won a game or games.</p>
<p><b>Journal prompt 5 (self-awareness, self and relationship management domains)</b></p> <p>Yes, because a child left the lesson without permission.</p> <p>Responded by giving them a warning and informing their teacher.</p> <p>Would deal with it in the same way again.</p>	<p><b>Journal prompt 6 (self-awareness and self-management domains)</b></p> <p>I can improve a participant's confidence with a positive comment.</p> <p>Keeping a 100% line to improve participants listening.</p>
<p>Again, thank you for your co-operation. If you require further information of the research study, please email</p> <p>Please sign: <u>[Signature]</u> Date: <u>10/2/17</u></p>	

Self-Reflective Journal: Primary School Teacher's Emotional Intelligence while delivering of Physical Education (From Observation One)	
<p>Answer Sheet:</p> <p>ID No. (if possible): <u>500808405A</u> School: <u>Meadow View School</u> Date: <u>9/12/17</u></p> <p>Thank you for your time and efforts of today's observation. Please complete your answers on the answer sheet provided. If you require extra space, please use a blank piece of paper, indicating the prompt number to your answer.</p> <p>When you have completed the reflective journal (preferably on the same day of the observation), please scan and email back to</p>	
<p><b>Journal prompt 7 (self-awareness and social awareness domains)</b></p> <p>A group of girls refusing to show their work at the end of the lesson. Frustration mounted when they wouldn't even show with another group. I can understand that they may feel self-conscious but participation was required.</p>	<p><b>Journal prompt 8 (self-awareness and social awareness and self-management domains)</b></p> <p>I believe that I am very self-critical and expect everything to go to plan. Some people believe me to be confident but I can't understand how they perceive this.</p>
<p><b>Journal prompt 9 (self-awareness and social awareness domains)</b></p> <p>I don't feel many of the children performed to the best of their ability and this was not helped by my nervousness.</p>	<p><b>Journal prompt 10 (journal summary)</b></p> <p>That I can be self-critical and I need to be more positive and not change what I do just because I am being observed.</p>
<p>Again, thank you for your co-operation. If you require further information of the research study, please email</p> <p>Please sign: <u>[Signature]</u> Date: <u>10/2/17</u></p>	

Self-Reflective Journal: Primary School Teacher's Emotional Intelligence while delivering of Physical Education (From Observation One)

Answer Sheet:

ID No. (If possible): B0041745 NC School: Meadow View Date: 2/2/17

Thank you for your time and efforts of today's observation. Please complete your answers on the answer sheet provided. If you require extra space, please use a blank piece of paper, indicating the prompt number to your answer.

When you have completed the reflective journal (preferably on the same day of the observation), please scan and email back to

<p><b>Journal prompt 1 (self-awareness domain)</b></p> <p>I was looking forward to it. I was keen to do it and felt positive. However I was slightly apprehensive and worried as I was being observed probably because I've had some observations go wrong.</p>	<p><b>Journal prompt 2 (self-awareness domain)</b></p> <p>When one of the children felt and hurt themselves. I felt isolated and worried. My mind started racing. I was aware of this as I had lots of scenarios in my mind to solve the issue. Next time I will have to tell myself to take a deep breath and focus my attention on the situation.</p>
<p><b>Journal prompt 3 (self-awareness and social awareness domains)</b></p> <p>When the children were throwing the bean bags into the hoop. I felt as if I needed to do something better. I started to worry and it impacted a slight negative way.</p>	<p><b>Journal prompt 4 (self-awareness and self-management domains)</b></p> <p>I wanted to be more energetic and supportive during the bean bag throw but I would respond by self talk and my expectations were unrealistic as the children did it for me.</p>
<p><b>Journal prompt 5 (self-awareness, self and relationship management domains)</b></p> <p>Yes, when the children wouldn't stand behind the white line. I wanted it to be fair for all and I wanted it done properly. I was quite calm and asked them to move back when needed. I would have raised my voice more. I will count to 10 next time.</p>	<p><b>Journal prompt 6 (self-awareness and self-management domains)</b></p> <p>A new insight I have been aware of how the children react and feel during different activities. I will ask the children to give me a thumbs up or down about how they are feeling.</p>

<p><b>Journal prompt 7 (self-awareness and social awareness domains)</b></p> <p>I had to move a child out of the activity they were distracting others and I wanted their full concentration. I was frustrated and fed up of reminding the child to do things. The child was probably frustrated too. They probably just wanted to be left alone and play with the bean bag and struggling to take turns due to lack of understanding. We both were frustrated. I thought they were being naughty but they probably needed support. I probably should have made the group.</p>	<p><b>Journal prompt 8 (self-awareness and social awareness and self-management domains)</b></p> <p>I believe that I am a calm, patient, caring person. I didn't shout during the lesson. I tried to help the children and I supervised them through encouragement. Others believe I have a lot of patience. I would say this is true and it's quite a positive thing. It made me feel proud and good. Some people at work think I am a quiet person. I will let it go over my head.</p>
<p><b>Journal prompt 9 (self-awareness and social awareness domains)</b></p> <p>There was a pupil not performing well and I did feel that I wasn't being much help. I really wanted the child to succeed and come away with success. I asked children to demonstrate to support. I said: "remember to move and look at the bean bag". I should have said something positive over the constructive criticism.</p>	<p><b>Journal prompt 10 (Journal summary)</b></p> <p>That sometimes I am calm but get an underlying feeling of frustration. As my journal went on I noticed a growth in self-awareness. I became more reflective and really reflected upon and thought about my actions today. Prompts 7 and 9 gave me the greatest amount of reflection because they involved the children I work with. Things that went well would benefit my reflection etc. next time.</p>

Again, thank you for your co-operation. If you require further information of the research study, please email

Please sign + initial each prompt box

\* Prompt 7. smaller or put similar abilities together. L.A. Hugs LH

\*\* Prompt 8. e.g. "Your hands are ready in the correct place, now keep your eyes focused and get ready to move. I think there was some frustration in my response. L.A. Hugs LH

Self-Reflective Journal: Primary School Teacher's Emotional Intelligence while delivering of Physical Education (From Observation One)

Answer Sheet:

ID No. (If possible): D1052797 CH School: Meadow View Date: 7/2/17

Thank you for your time and efforts of today's observation. Please complete your answers on the answer sheet provided. If you require extra space, please use a blank piece of paper, indicating the prompt number to your answer.

When you have completed the reflective journal (preferably on the same day of the observation), please scan and email back to

<p><b>Journal prompt 1 (self-awareness domain)</b></p> <p>I was looking forward to the PE session as I love teaching PE! It allows the children to be more hands on! I had very good feedback on a placement about a PE session that I got observed in.</p>	<p><b>Journal prompt 2 (self-awareness domain)</b></p> <p>When one of my children started to really cry when she was waiting to race as she wanted her dad. I couldn't understand why she was getting upset as there were many distractions around her. Next time I would maybe be more sympathetic?</p>
<p><b>Journal prompt 3 (self-awareness and social awareness domains)</b></p> <p>I felt like I was being judged on my feelings toward the children encouraging them to do well in their races. Didn't impact me really. I was just more aware of what I was saying.</p>	<p><b>Journal prompt 4 (self-awareness and self-management domains)</b></p> <p>When one of the children fell over because he didn't pay attention to instructions. (To stay inside the red line) children have been made aware of PE rules since September.</p>
<p><b>Journal prompt 5 (self-awareness, self and relationship management domains)</b></p> <p>only slight frustration playing sleeping lions one child kicking her legs around so she would get chosen and be at the front of the line. I didn't pick her till nearly the end so she didn't get her own way. I would talk to her quietly.</p>	<p><b>Journal prompt 6 (self-awareness and self-management domains)</b></p> <p>The better relationship you have with pupils, the more they respect you. I will use eye contact and gestures to relate to children. e.g. thumbs up and stop sign using hand.</p>

<p><b>Journal prompt 7 (self-awareness and social awareness domains)</b></p> <p>I am not aware of any other incidents occurring</p>	<p><b>Journal prompt 8 (self-awareness and social awareness and self-management domains)</b></p> <p>I believe that I am a good teacher and confident! I have a great relationship with my class as they are aware of expectations! I hope to thin others think the same else it would knock my confidence unorganised - prove im not!</p>
<p><b>Journal prompt 9 (self-awareness and social awareness domains)</b></p> <p>I think all pupils performed well. one child stomped across the hall in sleeping lions but as soon as he saw me make eye contact, he knew he was in the wrong and stopped.</p>	<p><b>Journal prompt 10 (Journal summary)</b></p> <p>* Flags up a good &amp; positive relationship is necessary * Boundaries set * Number 8 created the most self awareness asking me what I believed I was and hoping other people felt the same. Also shows me that I care about other people. I think about me and im not sure if that's good or bad! * Questions on positive behaviour</p>

Again, thank you for your co-operation. If you require further information of the research study, please email

Please sign: [Signature]

Date: 8/2/17

Self-Reflective Journal: Primary School Teacher's Emotional Intelligence while delivering of Physical Education (From Observation One)

Answer Sheet:

ID No. (If possible): EL-CH-012610 School: MCDONNELL VICTA SCHOOL Date: 6/2/17

Thank you for your time and efforts of today's observation. Please complete your answers on the answer sheet provided. If you require extra space, please use a blank piece of paper, indicating the prompt number to your answer.

When you have completed the reflective journal (preferably on the same day of the observation), please scan and email back to

<p><b>Journal prompt 1 (self-awareness domain)</b></p> <p>I was nervous as I knew there was someone watching the lesson. I was also excited as my children love PE lessons.</p> <p>- NQT year always being observed.</p>	<p><b>Journal prompt 2 (self-awareness domain)</b></p> <p>When a child got hurt from a skipping rope. I felt anxious that I hadn't made sure there was enough space. I wanted the lesson to be perfect so it annoyed me. These things happen though.</p>
<p><b>Journal prompt 3 (self-awareness and social awareness domains)</b></p> <p>I felt I was being judged as I knew it was being observed. This made me feel nervous and anxious. It motivated me in a positive way to make sure it was a good lesson.</p>	<p><b>Journal prompt 4 (self-awareness and self-management domains)</b></p> <p>My expectations are always unrealistic, I always set the bar too high. I wanted all the children to get over 100 points.</p>
<p><b>Journal prompt 5 (self-awareness, self and relationship management domains)</b></p> <p>I was frustrated when the children don't listen e.g. when I said freeze. I threatened the children with missing break.</p>	<p><b>Journal prompt 6 (self-awareness and self-management domains)</b></p> <p>I feel the children respect me in the PE lesson like they do in class as I make sure I take part too and be as engaged as the children are. They like to see me try the activities too. I will continue to do this.</p>

\* Others think that I strive for too much and stress. Prove them wrong.

<p><b>Journal prompt 7 (self-awareness and social awareness domains)</b></p> <p>One of the girls in my class has autism. She normally has a 1:1 who was absent and sometimes limits herself in PE. Today she was in a team (that I chose) and took part. Next PE lesson I will make sure she is more independent.</p>	<p><b>Journal prompt 8 (self-awareness and social awareness and self-management domains)</b></p> <p>I believe that I am able to achieve anything. I put my mind to it. I always strive for the best. I am a teacher after studying for 4 years. I am currently doing my masters and own a house.</p>
<p><b>Journal prompt 9 (self-awareness and social awareness domains)</b></p> <p>Sometimes the boys can get over-excited in PE and forget listening skills. "Boys if we aren't sensible you will have time out."</p>	<p><b>Journal prompt 10 (journal summary)</b></p> <p>I think I manage to be positive in most situations but may not always be aware of the standards I am setting. Number 8 prompted the most self-awareness.</p>

Again, thank you for your co-operation. If you require further information of the research study, please email

Please sign: E Barratt

Date: 7.2.17

Observation Three Self-Reflective Journal: Primary School Teacher's Emotional Intelligence while delivering of Physical Education

Answer Sheet:

ID No. (If possible): J0020540 SA School: MCDONNELL VICTA SCHOOL Date: 5/2/17

Thank you for your time and efforts of today's observation. Please complete your answers on the answer sheet provided. If you require extra space, please use a blank piece of paper, indicating the prompt number to your answer.

When you have completed the reflective journal (preferably on the same day of the observation), please scan and email back to

<p><b>Journal prompt 1 (self-awareness domain)</b></p> <p>I felt just as confident and comfortable as I did in the first session.</p>	<p><b>Journal prompt 2 (self-awareness domain)</b></p> <p>Child with ADHD became upset and started to misbehave. Spoke to them in a firm tone which reflects my usual behaviour techniques.</p>
<p><b>Journal prompt 3 (self-awareness and social awareness domains)</b></p> <p>Child with ADHD judging how I spoke to other children. Didn't affect my style of coaching.</p>	<p><b>Journal prompt 4 (self-awareness and self-management domains)</b></p> <p>Children talking during the lesson, spoke to get them to be quiet should have been quicker.</p>
<p><b>Journal prompt 5 (self-awareness, self and relationship management domains)</b></p> <p>Frustration, would have to deal with session quicker to prevent myself becoming frustrated.</p>	<p><b>Journal prompt 6 (self-awareness and self-management domains)</b></p> <p>Not really thought about it during the lesson as I'm content with my emotional balance during lessons.</p>

<p><b>Journal prompt 7 (self-awareness and social awareness domains)</b></p> <p>Child with ADHD being upset he couldn't work with his friends felt empathetic towards him as the specialist doesn't his friends.</p>	<p><b>Journal prompt 8 (self-awareness and social awareness and self-management domains)</b></p> <p>I don't believe so.</p>
<p><b>Journal prompt 9 (self-awareness and social awareness domains)</b></p> <p>Taking a firm approach with the child with ADHD has been recommended. "Change the attribute of doing it."</p>	<p><b>Journal prompt 10 (journal summary)</b></p> <p>Spent the same throughout as didn't think there was need for change. More self awareness questions would be sensible.</p>

Again, thank you for your co-operation. If you require further information of the research study, please email

Please sign: L. H.

Date: 15/02/17





Observation Two Self-Reflective Journal: Primary School Teacher's Emotional Intelligence while delivering of Physical Education

Answer Sheet:

ID No. (If possible):

School: Meadow View

Date: 27-3-17

Thank you for your time and efforts of today's observation. Please complete your answers on the answer sheet provided. If you require extra space, please use a blank piece of paper, indicating the prompt number to your answer.

When you have completed the reflective journal (preferably on the same day of the observation), please scan and email back to

<p><b>Journal prompt 1 (self-awareness domain)</b></p> <p>But more relaxed than the first time. A little more prepared for the lesson and a bit more used to being observed.</p>	<p><b>Journal prompt 2 (self-awareness domain)</b></p> <p>In the lesson, a girl didn't want to join in the match. She has emotional issues and, as much as I believe I help her, I'm not really experienced or trained enough to always help her. So I left her to avoid the game, as I knew the alternative would be her crying for the rest of the lesson.</p>
<p><b>Journal prompt 3 (self-awareness and social awareness domains)</b></p> <p>Maybe a little when explaining overarm throw - it was fine. It's just a tricky one to explain and I felt it was the weakest part of the lesson.</p>	<p><b>Journal prompt 4 (self-awareness and self-management domains)</b></p> <p>I think the children were too chatty between matches. I tend to be a bit more relaxed in PE as the kids were are excitable.</p>
<p><b>Journal prompt 5 (self-awareness, self and relationship management domains)</b></p> <p>During the lesson the children were repeatedly ineffective when between matches. It's tricky as it's PE it loud and I want them to have fun. Normally I would be more strict but as it was PE I went for the 'I'm waiting' approach, which isn't as effective.</p>	<p><b>Journal prompt 6 (self-awareness and self-management domains)</b></p> <p>I may have done this wrong, again I think having a fun, positive relationship may be beneficial. But today showed the drawbacks of a more relaxed pedagogy.</p>

<p><b>Journal prompt 7 (self-awareness and social awareness domains)</b></p> <p>At the end, we wasted a lot of time practising lining up. I was frustrated as the kids wouldn't stop moving. And the kids were probably annoyed with me, which caused them to move.</p>	<p><b>Journal prompt 8 (self-awareness and social awareness and self-management domains)</b></p> <p>In the previous journal I wrote that I am sometimes more strict to compensate for the fact that I may appear 'soft'. But PE is fun so I managed to stick to not being strict and using other behaviour techniques.</p>
<p><b>Journal prompt 9 (self-awareness and social awareness domains)</b></p> <p>A girl was reluctant to join in the matches. She has emotional issues. I think I've had a positive impact on her this year, we have a good relationship. But I don't always know what <del>she</del> do for her. I knew that she would get upset if I put the spotlight on her and tried to get her to join in, so I left her.</p>	<p><b>Journal prompt 10 (journal summary)</b></p> <p>I was more relaxed as I was a bit more prepared and organised. Because of this, the kids were better behaved. I was a little frustrated at the end again, but this time because of them being chatty.</p>

Again, thank you for your co-operation. If you require further information of the research study, please email

Please sign: [Signature]

Date: 27-3-17

Self-Reflective Journal: Primary School Teacher's Emotional Intelligence while delivering of Physical Education (From Observation One)

Answer Sheet: FLEK CSU

ID No. (If possible): R1102928MA

School: Meadow View School

Date: 28/2/17

Thank you for your time and efforts of today's observation. Please complete your answers on the answer sheet provided. If you require extra space, please use a blank piece of paper, indicating the prompt number to your answer.

When you have completed the reflective journal (preferably on the same day of the observation), please scan and email back to

<p><b>Journal prompt 1 (self-awareness domain)</b></p> <p>I felt a little stressed as I am usually not as prepared as I would like to be for PE and so not as confident. Teaching the haka, which I'm not very familiar with, and being observed didn't help. I wasn't entirely sure how I would go about the teaching of the lesson. I was looking forward to it a bit because I knew it could be pretty enjoyable and I knew the kids would like it.</p>	<p><b>Journal prompt 2 (self-awareness domain)</b></p> <p>I felt a little awkward when modelling the moves to the haka in front of yourself and the children. I didn't really know what I was doing.</p>
<p><b>Journal prompt 3 (self-awareness and social awareness domains)</b></p> <p>As I was modelling the moves from the haka is probably the main time I felt judges. Again, I'm not exactly an expert so performing the moves like this in front of the class was a little awkward. I also felt a little judged by yourself when dealing with children who weren't performing as requested, they were just standing awkwardly in the corner. But I think I acted fairly naturally, as I would if I wasn't being observed.</p>	<p><b>Journal prompt 4 (self-awareness and self-management domains)</b></p> <p>I don't think the lesson went as well as I would like in general. At the start I should have made the success criteria clearer, keeping the children focused on just the performance. I think the difficulties with children making up their own moves, being unwilling to join in and falling out could have been somewhat mitigated had I made it clear that they just had to put a few moves into a routine. Next time I will try to correct this.</p>
<p><b>Journal prompt 5 (self-awareness, self and relationship management domains)</b></p> <p>I felt annoyed with some of the children during the activity, they often don't work well in groups and I can be very frustrating. The one group had several girls unwilling to join in and two over excited boys who wanted to perform but lost focus on the objective of the routine. I tried to talk to the boys but they wouldn't listen, so I put the girls in charge. I wanted the girls to join in a bit more and the boys to focus a bit more and it worked fairly well.</p>	<p><b>Journal prompt 6 (self-awareness and self-management domains)</b></p> <p>I have a great relationship with my class and this helps in a lot of respects and I think it helped with PE. I try to make things fun and so they were mostly really engaged in the lesson.</p>

<p><b>Journal prompt 7 (self-awareness and social awareness domains)</b></p> <p>During the lesson there were some children who seemed a little embarrassed to join in. From my perspective this was a little frustrating. I fully understand why they felt the way they did but it was a lesson and they have to join in. I began by trying the children into joining in light-heartedly, joking with them and encouraging them, trying to make it seem more fun. This didn't work so I had to be more firm and remind them that it is a lesson and they have to join in. They probably felt a bit frustrated with me, I think I should have explained that I understand how they feel (I hate dancing too really). I think they understood that they had to join in but that could have helped maintain a positive relationship with them.</p>	<p><b>Journal prompt 8 (self-awareness and social awareness and self-management domains)</b></p> <p>I like to think that I am a kind and caring person. I think so because I know that I genuinely care about people and the children in my class. I want them to enjoy school, be happy and confident. I think that sometimes people might think that I'm soft or undisciplined as a teacher and I think this sometimes affects my approach. I usually like to joke and be relaxed with the kids and I worry that this is an influence when things go wrong, for example being hyper and not listening well in PE.</p>
<p><b>Journal prompt 9 (self-awareness and social awareness domains)</b></p> <p>There were children not performing as well in today's PE lesson but I felt I could mostly help them. I think the issues arose from slightly missing the point of the lesson so I had to remind them that we were just creating a short routine. Some seemed a little self-conscious, which I couldn't help with as much. But they're usually a pretty confident class and relaxed around myself and each other so I just tried to keep the mood relaxed and use lots of praise.</p>	<p><b>Journal prompt 10 (journal summary)</b></p> <p>I found prompt 7 quite helpful. As a teacher you don't get much time to reflect on things like this, which seems wrong really. But I think in future I will try to consider how the children are feeling in these situations. It sounds obvious but when I'm in a stressful situation trying to manage a class full of kids it can be hard to stay calm and relaxed and respond how you ideally like to. And I think that is a theme in the journal. I like to think I'm good with the kids but I have so little time that PE is just a bit of an after-thought. But the kids love it and they're hyper. It's a bad combination.</p>

Again, thank you for your co-operation. If you require further information of the research study, please email

Please sign: Matthew Powell

Date: 6.3.17



Observation Three Self-Reflective Journal: Primary School Teacher's Emotional Intelligence while delivering of Physical Education

Answer Sheet:

ID No. (If possible): 3001745NE School: Mendenham School Date: 9/3/17

Thank you for your time and efforts of today's observation. Please complete your answers on the answer sheet provided. If you require extra space, please use a blank piece of paper, indicating the prompt number to your answer.

When you have completed the reflective journal (preferably on the same day of the observation), please scan and email back to

<p><b>Journal prompt 1 (self-awareness domain)</b></p> <p>I felt more confident and less anxious. I felt more in control. I felt more relaxed and calm.</p> <p>LH L.A. Hughes</p>	<p><b>Journal prompt 2 (self-awareness domain)</b></p> <p>I felt awkward when a child told me that I had done something. I then reflected on it and carried out the action I should have done. I felt as if I was rushing and my mind was in overdrive. I took away the negative and made it into a positive by making a calm character.</p> <p>LH L.A. Hughes</p>
<p><b>Journal prompt 3 (self-awareness and social awareness domains)</b></p> <p>LH L.A. Hughes</p> <p>I felt as the situation described in journal prompt 2. The judgement impacted my sense of self in a positive way in the end as it was a good feeling to have a child supporting me and showing the good relationship I have with the children.</p> <p><b>Journal prompt 5 (self-awareness, self and relationship management domains)</b></p> <p>LH L.A. Hughes</p> <p>I did experience frustration in today's PE lesson. The children were being silly, calling out and not listening. I changed my voice but I would have liked to have shouted. The similarities in my reaction were that I made the children stand up, stopped them and spoke to them individually.</p>	<p><b>Journal prompt 4 (self-awareness and self-management domains)</b></p> <p>LH L.A. Hughes</p> <p>I didn't meet my personal expectations in relation to keeping low level disruption to a minimum. I told myself that it was probably because the children weren't used to the change of day and time for PE.</p> <p><b>Journal prompt 6 (self-awareness and self-management domains)</b></p> <p>LH L.A. Hughes</p> <p>I have been aware of my self management and self-awareness of my emotions in a subconscious way. I've been aware of my frustrations and have used self talk and counting to 3 to stop myself reaching in a negative way. This has helped in my 2nd and 3rd observations as I didn't feel as stressed.</p>

<p><b>Journal prompt 7 (self-awareness and social awareness domains)</b></p> <p>I had to separate two children before the children started the task. They had chosen to be together but were being silly. I was frustrated and knew the pairing wouldn't work and would cause me further frustration. The children knew why they had been separated and probably felt sad. The similarities were that we both knew why I did what I did.</p> <p>LH L.A. Hughes</p>	<p><b>Journal prompt 8 (self-awareness and social awareness and self-management domains)</b></p> <p>I think my self awareness of 'parent' was portrayed in today's lesson. There was a mix of patience with firm class management. I did have a laugh and relaxed a little more as I said: "oh gosh, I seem to have someone fall over in every lesson!"</p> <p>LH L.A. Hughes</p>
<p><b>Journal prompt 9 (self-awareness and social awareness domains)</b></p> <p>LH L.A. Hughes</p> <p>Personally I think that all the children performed well in today's lesson. The children who struggled with the forward roll last time did well with the rolls we did today. There was lots of modelling and demonstration.</p>	<p><b>Journal prompt 10 (journal summary)</b></p> <p>I didn't really change my emotions or feelings today compared to the last two sessions as there was no change required.</p> <p>Consider: Does the type of activity you teach in PE affect your emotions?</p> <p>LH L.A. Hughes</p>

Again, thank you for your co-operation. If you require further information of the research study, please email

Please sign: L.A. Hughes Date: 08.03.17

\* The differences were that I didn't raise my voice too loudly to shout. I would use self talk to give possible reasons for the children's behaviour. LH L.A. Hughes

\*\* The differences are that I felt better knowing they weren't together but the children felt disappointed. I would probably have put them back together after a while but I could see it had worked and both were happy in their new situation afterwards. LH L.A. Hughes

Observation Two Self-Reflective Journal: Primary School Teacher's Emotional Intelligence while delivering of Physical Education

Answer Sheet:

ID No. (If possible): 3001745NE School: Mendenham School Date: 2nd observation

Thank you for your time and efforts of today's observation. Please complete your answers on the answer sheet provided. If you require extra space, please use a blank piece of paper, indicating the prompt number to your answer.

When you have completed the reflective journal (preferably on the same day of the observation), please scan and email back to

<p><b>Journal prompt 1 (self-awareness domain)</b></p> <p>I felt more confident and less anxious as I knew I wasn't being watched for my teaching skills and I knew what to expect.</p> <p>LH L.A. Hughes</p>	<p><b>Journal prompt 2 (self-awareness domain)</b></p> <p>The awkward situation that I had was when a child fell over again. This time I had an adult to support so I didn't feel as worried. I didn't let it get to me this time and felt more positive. I put myself straight into the position of dealing with the problem and didn't overthink the situation. I think I reacted differently this time. I took a deep breath, smiled and dealt with it.</p> <p>LH L.A. Hughes</p>
<p><b>Journal prompt 3 (self-awareness and social awareness domains)</b></p> <p>LH L.A. Hughes</p> <p>I felt as if I was judged by the TA when the children stood too close to the mat during a demonstration. The TA told them to move away. This impacted in a negative way as I felt that I was being told how to manage my class when I am the teacher. I then turned it around into a positive and saw it as teamwork and a supportive judgement.</p> <p><b>Journal prompt 5 (self-awareness, self and relationship management domains)</b></p> <p>The only experience of frustration I had was when the children wanted me to watch each one, one at a time. I responded verbally by saying "I would will be over in a minute". I would have liked to have said "yes" but this is unrealistic compared with my usual response.</p> <p>LH L.A. Hughes</p>	<p><b>Journal prompt 4 (self-awareness and self-management domains)</b></p> <p>LH L.A. Hughes</p> <p>I wanted the children to be calm but really this expectation was unrealistic as the children were enjoying what they had been asked to do. Next time I will self talk and tell myself that they are enjoying the task and most importantly they are on task.</p> <p>LH L.A. Hughes</p> <p><b>Journal prompt 6 (self-awareness and self-management domains)</b></p> <p>LH L.A. Hughes</p> <p>My strategy was to count to 10. I didn't use this tactic during this lesson in the fact that I didn't make it obvious to myself but I may have done subconsciously.</p>

<p><b>Journal prompt 7 (self-awareness and social awareness domains)</b></p> <p>LH L.A. Hughes</p> <p>I didn't realise that a usually quiet child who struggles with fine motor skills was really good at gymnastics. I was surprised and pleased for the child. The child was asked to demonstrate and was happy to do so. I think the child was proud as normally they shy away and sit back. I didn't expect the child to be able to do it. I gave lots of praise and the rest of the class were pleased and happy to see the child.</p> <p><b>Journal prompt 9 (self-awareness and social awareness domains)</b></p> <p>LH L.A. Hughes</p> <p>There was a child that wasn't performing well in the lesson. I tried to help but couldn't. I really wanted the child to succeed. I felt a little bit sorry and embarrassed for the child and I understood the child's frustration as I would have struggled to. I asked them to use the 'tik' position and helped them but next time I would offer a different strategy: do a log roll. My awareness of my feelings understood.</p>	<p><b>Journal prompt 8 (self-awareness and social awareness and self-management domains)</b></p> <p>The statement recorded in journal 1 was portrayed in today's lesson. (I believe that I am...) The belief I hold by others was the same again. I expressed these characteristics again today.</p> <p>LH L.A. Hughes</p> <p><b>Journal prompt 10 (journal summary)</b></p> <p>I think my emotions and feelings had changed slightly compared with the last observation. I think I changed my tactic slightly of using my voice differently and responding to the children. It was also a different type of lesson: gymnastics not game. No suggestions for next set of journal questions.</p> <p>LH L.A. Hughes</p>
---	---

Again, thank you for your co-operation. If you require further information of the research study, please email

Please sign: L.A. Hughes Date: 16.02.17

\* I saw it as 'another pair of eyes is better than one'. LH L.A. Hughes

\*\* Our perspectives were quite similar and next time I would allow the children to share more of their ideas with the class. LH L.A. Hughes

Observation Three Self-Reflective Journal: Primary School Teacher's Emotional Intelligence while delivering of Physical Education

Answer Sheet:

ID No. (If possible): EL04-0126200 School: PIEDON VISION SCHOOL Date: 27/02/17

Thank you for your time and efforts of today's observation. Please complete your answers on the answer sheet provided. If you require extra space, please use a blank piece of paper, indicating the prompt number to your answer.

When you have completed the reflective journal (preferably on the same day of the observation), please scan and email back to

<p><b>Journal prompt 1 (self-awareness domain)</b></p> <p>I felt confident as I knew it was the last observed lesson ☺,</p>	<p><b>Journal prompt 2 (self-awareness domain)</b></p> <p>- when some chn didn't want to perform their dances they had put together. - I kept the chn back at break time to discuss why. - I may have been unrealistic as some chn can be shy.</p>
<p><b>Journal prompt 3 (self-awareness and social awareness domains)</b></p> <p>When the chn were demonstrating what they had practised, I wanted them to be as good as I expected. - I felt anxious</p>	<p><b>Journal prompt 4 (self-awareness and self-management domains)</b></p> <p>- trying to get all the chn to show their performances to their peers. - I had to remind myself that I was asking a lot from every child.</p>
<p><b>Journal prompt 5 (self-awareness, self and relationship management domains)</b></p> <p>I was only annoyed when the chn who were shy to perform didn't want to, because I work a lot on confidence with them.</p>	<p><b>Journal prompt 6 (self-awareness and self-management domains)</b></p> <p>The past 3 observations have made me think about my self awareness because I didn't really have a reason to before. I felt anxious to impress and keep my standards high.</p>

<p><b>Journal prompt 7 (self-awareness and social awareness domains)</b></p> <p>One boy showing what he'd learned in his group made me feel proud as he isn't like that during lessons. I think he had great fun getting a round of applause from the chn.</p>	<p><b>Journal prompt 8 (self-awareness and social awareness and self-management domains)</b></p> <p>I feel shy. As per I stress to make my lessons the best they can be.</p>
<p><b>Journal prompt 9 (self-awareness and social awareness domains)</b></p> <p>The child who refused to perform. I felt sad that I had worked so hard on her confidence. I spoke with the child during and after the lesson. "Why don't you want to perform?" "shy"</p>	<p><b>Journal prompt 10 (journal summary)</b></p> <p>I TRIED to calm down + stop expecting the best 24/7. • To continue to self-reflect after a lesson like I have been.</p>

Again, thank you for your co-operation. If you require further information of the research study, please email

Please sign: E. Barratt

Date: 6.3.17

Self-Reflective Journal: Primary School Teacher's Emotional Intelligence while delivering of Physical Education (From Observation One)

Answer Sheet:

ID No. (If possible): JO 08 08 40 SA School: PIEDON VISION SCHOOL Date: 10/2/17

Thank you for your time and efforts of today's observation. Please complete your answers on the answer sheet provided. If you require extra space, please use a blank piece of paper, indicating the prompt number to your answer.

When you have completed the reflective journal (preferably on the same day of the observation), please scan and email back to

<p><b>Journal prompt 1 (self-awareness domain)</b></p> <p>No real changes in feelings from first PE lesson.</p>	<p><b>Journal prompt 2 (self-awareness domain)</b></p> <p>Child not wanting to perform as they felt ill. Felt empathy towards them but noting I believe would have changed from the first lesson.</p>
<p><b>Journal prompt 3 (self-awareness and social awareness domains)</b></p> <p>Judged by a child who recently joined the school, made me more focused to perform well.</p>	<p><b>Journal prompt 4 (self-awareness and self-management domains)</b></p> <p>Not stopping the lesson to focus on a coaching point to focus the children, lose concentration and will need to use more self-talk to help motivate myself.</p>
<p><b>Journal prompt 5 (self-awareness, self and relationship management domains)</b></p> <p>Just frustration that I lose concentration. Will use self talk to prevent this from recurring</p>	<p><b>Journal prompt 6 (self-awareness and self-management domains)</b></p> <p>Didn't use it in this lesson as the opportunity didn't present itself.</p>

<p><b>Journal prompt 7 (self-awareness and social awareness domains)</b></p> <p>Child with ADHD becoming frustrated due to his partner's inability. I felt empathetic towards him and gave him new challenges which I found rewarding as it prevented him from being over.</p>	<p><b>Journal prompt 8 (self-awareness and social awareness and self-management domains)</b></p> <p>No I felt comfortable in my lesson and felt that someone made it more enjoyable for the children.</p>
<p><b>Journal prompt 9 (self-awareness and social awareness domains)</b></p> <p>Yes a child with autism struggle. But after a 1 to 1 chat she became happy which gave me a lot of satisfaction.</p>	<p><b>Journal prompt 10 (journal summary)</b></p> <p>I stayed at the same level as I didn't feel there was need</p>

Again, thank you for your co-operation. If you require further information of the research study, please email

Please sign: L. Tapp

Date:



Observation Three Self-Reflective Journal: Primary School Teacher's Emotional Intelligence while delivering of Physical Education

Answer Sheet:

ID No. (If possible): DA082787CH School: M-Vision School Date: 1/3/17

Thank you for your time and efforts of today's observation. Please complete your answers on the answer sheet provided. If you require extra space, please use a blank piece of paper, indicating the prompt number to your answer.

When you have completed the reflective journal (preferably on the same day of the observation), please scan and email back to

<p><b>Journal prompt 1 (self-awareness domain)</b></p> <p>I was more confident with the large equipment being out as I knew how the children would react and who to keep an eye on.</p>	<p><b>Journal prompt 2 (self-awareness domain)</b></p> <p>child slipped on climbing equipment and it scared me a little - my heart skipped a beat! I was more aware of things going on.</p>
<p><b>Journal prompt 3 (self-awareness and social awareness domains)</b></p> <p>One of the children did not want to go on the climbing equipment and I told her to put her faith in me. I felt like she was watching me. I kept encouraging the child throughout.</p>	<p><b>Journal prompt 4 (self-awareness and self-management domains)</b></p> <p>I didn't expect two of the children to climb as high on the rope! I was so proud! I think that my expectations had exceeded what they were originally!</p>
<p><b>Journal prompt 5 (self-awareness, self and relationship management domains)</b></p> <p>A little when a few of the children wouldn't sit on the bench when they had their turn. I kept telling them and eventually they responded so I didn't need to raise my voice.</p>	<p><b>Journal prompt 6 (self-awareness and self-management domains)</b></p> <p>I felt that I had to be friendly and approachable with the children so that I could have a joke with them so they know that it is acceptable for them not being able to do something. It helps me through all PE lessons as the children respond well.</p>

Observation Two Self-Reflective Journal: Primary School Teacher's Emotional Intelligence while delivering of Physical Education

Answer Sheet:

ID No. (If possible): EL050618BI School: MV Date: 16/2/17

Thank you for your time and efforts of today's observation. Please complete your answers on the answer sheet provided. If you require extra space, please use a blank piece of paper, indicating the prompt number to your answer.

When you have completed the reflective journal (preferably on the same day of the observation), please scan and email back to

<p><b>Journal prompt 1 (self-awareness domain)</b></p> <p>More anxious but also thinking it couldn't possibly get any worse. This is as a result of the previous weeks session.</p>	<p><b>Journal prompt 2 (self-awareness domain)</b></p> <p>It started to rain. This made me feel awkward as it was out of my control. Some children wanted to come inside and others were enjoying the activity and would have preferred to stay outside. A compromise had to be made.</p>
<p><b>Journal prompt 3 (self-awareness and social awareness domains)</b></p> <p>The decision to end the session early due to poor weather. I was in a lose lose situation as my decision would always be wrong to someone.</p>	<p><b>Journal prompt 4 (self-awareness and self-management domains)</b></p> <p>With my class I often feel most of my expectations are unrealistic. I did expect some of the children to <del>take</del> participate more than they actually did.</p>
<p><b>Journal prompt 5 (self-awareness, self and relationship management domains)</b></p> <p>Frustration at some of the children either showing unwillingness or not trying their best. I changed rules to allow those wanting to participate to do more to alleviate their frustrations with their peers.</p>	<p><b>Journal prompt 6 (self-awareness and self-management domains)</b></p> <p>I followed my own plan and stopped the session early instead of letting the lesson continue.</p>

<p><b>Journal prompt 7 (self-awareness and social awareness domains)</b></p> <p>one of the children fell off the balancing board and I couldn't go and see if she was okay as I was helping another child on the climbing equipment. She got up straight away which assured me.</p>	<p><b>Journal prompt 8 (self-awareness and social awareness and self-management domains)</b></p> <p>I think and hope I continue to be a good teacher in PE as I thoroughly enjoy it. I think I was still very positive in my teaching encouraging the children all of the time.</p>
<p><b>Journal prompt 9 (self-awareness and social awareness domains)</b></p> <p>There was a really anxious child that I felt whatever I said wouldn't help. I kept reassuring the child and reassuring her I was there by holding her hips. She did complete it then.</p>	<p><b>Journal prompt 10 (journal summary)</b></p> <p>No real change required in PE session. I have been the same. I was more alert for the past two weeks as obviously you have to be with large equipment out.</p>

Again, thank you for your co-operation. If you require further information of the research study, please email

Please sign: K. Metcalf

Date: 1/3/2017

\* and one very active / silly child to actually shoot to assist the team that were currently losing.

<p><b>Journal prompt 7 (self-awareness and social awareness domains)</b></p> <p>children, not being prepared and having kit. This is frustrating as it means you have to think of an additional way they can be included in the lesson. The children often find this boring. During this incident I allowed some to keep score.</p>	<p><b>Journal prompt 8 (self-awareness and social awareness and self-management domains)</b></p> <p>I don't know if I come across as more confident in this session compared to the previous but I still feel that this is an issue for me.</p>
<p><b>Journal prompt 9 (self-awareness and social awareness domains)</b></p> <p>There were a couple of girls who I would describe as being childish and presenting silly behaviour in not wanting to touch the ball as it was wet. I told them to stop acting like that and then they joined in a little more.</p>	<p><b>Journal prompt 10 (journal summary)</b></p> <p>I feel the session was more tailored to what they enjoy on the whole as a class and the competitive element. I feel in the classroom I have more control over the structure and interactions of certain children.</p>

Again, thank you for your co-operation. If you require further information of the research study, please email

Please sign: Chym

Date: 16/2/17



Observation Three Self-Reflective Journal: Primary School Teacher's Emotional Intelligence while delivering of Physical Education

Answer Sheet:

ID No. (if possible): ELOS 081 School: MERRON VIEW S. CHAN Date: 1/3/17

Thank you for your time and efforts of today's observation. Please complete your answers on the answer sheet provided. If you require extra space, please use a blank piece of paper, indicating the prompt number to your answer.

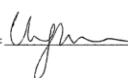
When you have completed the reflective journal (preferably on the same day of the observation), please scan and email back to

<p><b>Journal prompt 1 (self-awareness domain)</b></p> <p>Relief that this is the last observation. Relief that I don't have to worry about the weather as we're indoors. Intrigued as to how the class will get on with team building activities.</p>	<p><b>Journal prompt 2 (self-awareness domain)</b></p> <p>children not being willing to participate (join hands). Instead of making a big deal I praised good teamwork on other team and awarded them points.</p>
<p><b>Journal prompt 3 (self-awareness and social awareness domains)</b></p> <p>I didn't feel as judged today by the class as I have previously.</p>	<p><b>Journal prompt 4 (self-awareness and self-management domains)</b></p> <p>I was disappointed in myself for not continuing more effectively throughout lesson with the points.</p>
<p><b>Journal prompt 5 (self-awareness, self and relationship management domains)</b></p> <p>I was frustrated at the lack of team work/communication/support between the groups but felt this also supported what I often say to them in class that they</p>	<p><b>Journal prompt 6 (self-awareness and self-management domains)</b></p> <p>I feel that my own awareness of how frustrated I was getting was heightened throughout this process.</p>

70 PTS

<p><b>Journal prompt 7 (self-awareness and social awareness domains)</b></p> <p>The manner in which one child was talking to their peers. I highlighted it without naming names during general feedback. From the look on their child's face they were aware of this.</p>	<p><b>Journal prompt 8 (self-awareness and social awareness and self-management domains)</b></p> <p>I felt a little more comfortable/confident in this session than in previous sessions.</p>
<p><b>Journal prompt 9 (self-awareness and social awareness domains)</b></p> <p>I feel that most of the children understood at the end of this session the purpose of teamwork and why I had chosen to do the activities. They were able to reflect that their listening and cooperation skills were not the best.</p>	<p><b>Journal prompt 10 (journal summary)</b></p> <p>I felt a little more confident as I think I felt that I had more control of the structure of the activities.</p>

Again, thank you for your co-operation. If you require further information of the research study, please email

Please sign: 

Date: 1/3/2017

## Appendix 13: Pre trained and post trained collated data observations study four

### Pre-trained data

Teacher	KS	Years in education	Number of mismatches	Enjoyment & engagement	Non-verbal communication /EI praise	Verbal communication /EI Praise	Conflict management	Management/Teamwork	Showing negative /anxious emotions
D	KS1	3 years	5	Timebound for the warmup should be longer as pupils were enjoying this. Near end of the session, some groups were getting despondent	Move around the sports hall more, even right to the of the lesson so the pupils can see you are engaged and emotionally enthused with the lesson		Boys in pairs/groups do get mischievous and easily distracted. Final activity with beanbags flying everywhere.	Little, continuous physical activity. Suggest pupils hop or balance on one leg when catching; it will make lesson amusing.	
J	KS2	3 years	8	The explanation of the rules took slightly long time, with some pupils were showing tedium. A lot of stop starting. Introduce an activity that is continuously keeping the pupils active as this will increase the enjoyment	Try and refrain from crossing your arms as it shows a defensive posture. Another negative emotional body posture is hands on hips. Please spend a few seconds with equal eye level (crouch down) to express sensitivity and empathy to the pupils' needs.	Communicated to the group while they are playing, provide some commentary and praise.		Please include a skill acquisition activity before the game to improve on teamwork/collaboration. Provide evaluation at the end of the session on what did they enjoyed and what to include in the next session.	
K	KS2	1 year	9	Suggest to include a longer warm up as the pupils was really enjoying it. How can you get everyone in the session moving whilst waiting for their turn? Tedium setting in	Provide emotional praise with hand gestures, such as 'high fives', 'thumbs up' or hand claps. Suggest moving around the hall so it keeps all the pupils alert of your presence. Facial expression was good at times but can this be exaggerated? with raised eyebrows, big smiles, laughter?	Heavy discussion from the warmup to main activity. How can you reduce discussion and increase participation?		Continuation from warm up to main activity? Is there a competitive element that can be introduced in the dance game?	Please refrain from wearing a lanyard. You were gripping this tightly with your right hand. You were nervous in certain parts of the session. You were clasping your hands very tightly
L	KS2	8 years	9	Reduce the waiting time for the pupil to make a pass, as during the bench ball game, the pupils waiting for their turn were getting bored. Provide urgency during the game, indicate a countdown so each pupil	You were not wearing correct attire, important for self-appreciation. Very little hand gestures to motivate pupils. 35 minutes of the lesson, you did stand still	Attempt to provide an emotional positioning statement, explaining the values of learning this specific skill. Reduced praise, support and commentary to the pupils in the second half of the lesson.		In relation to the warmup, there was a lot of stop-starting and was not allowing any flexibility in the session	You are wearing and playing with your lanyard. Showing nerves and provided an alternative coping mechanism was you picking at your left thumb.

				becomes more eager of passing the ball more quickly.					
Q	KS2	3 years	9	Shortened the warm up. I would definitely lengthen the pulse raiser activity as the pupils were having fun, laughing, smiling and burning energy.	Provide silent demonstration to help all pupils (VARK process) More positive hand gestures and positive facial expressions. Still playing with lanyard (30 minutes in).	Suggest slowing down the pace of tone in your voice, which can be hard due to time constraints. Made you sound frustrated and direct.	All boy groups started to misbehave and start showing off with one another.	Groups of four per mat maximum, so everyone has ample time to have a go on the balancing activities. Suggest make more groups with smaller number of pupils.	voice intonation will increase your and the pupils heart rate and may provide a feeling of anxiety. Teacher keeps looking at the researcher. Please do not worry about what I was doing
F	KS2	3 years	9	Suggestion on a little contest for task one; after a few minutes, tedium was setting in  Some pupils by the third game were not taking part, tedium was setting in.	If you could please take your lanyard off as it can be an easy distraction to use it for controlling anxiety.  Try and move around the sports hall while the game is going on; show positive facial expressions	Suggest whispering to three pupils in each team telling them that they are going to be the next catchers and be ready to put a specific pupils' bib on.  To keep them motivated, provide some 'live' commentary during the game, provide praise	there were all boy groups; they started to misbehave at times and showing off with one another.	Cooldown: not completed'	
G	KS2	6 years	4			When a pupil provides an answer refrain from saying 'hmmm, no' but outline that, 'that is a good answer but not the one I'm looking for'. This holistic communication provides the pupil to feel confident to provide another answer.	A lot of time trying to control the talking of the pupils. A total of 8 minutes of explanation if session, demonstration of activity and controlling noise levels 1. Groups of all boys can become disruptive.	After the warmup you explained what was happening in the session; suggest to complete this before the warm up so the HR does not go down and the muscles do not relax to original position.	
H	KS1	6 years	5	Suggest that the pulse raiser (warm up) could have been a lot longer. The pupils were enjoying this section	This reduces the use of providing positive hand gestures to the pupils (as mentioned thumbs up, high fives for example).			Suggest groups of four pupils (six groups) to play hungry hippos so pupils have more attempts of getting the ball from the hoop.	You did show some anxiety. One coping mechanism was frequently looking at the clock, whilst

				and it only lasted for 3 minutes. Increase intensity of the lesson and makes the pupil concentrate.					holding a tennis ball and quickly swapping it in your hands. Playing you're your pull strings on your hoody.
N	KS1	4 years	9	Be nice to add a game element to the warm up, such as a Simon says or another game activity. refrain from looking at your watch as the pupils seeing this will feel that the activity will soon end then they reduce their efforts.  Warm up was far too short; they were enjoying the pulse raiser,	Moving yourself around the hall and participating/demonstrating the warmup exercises.  Hand expressions/communication is then reduced  You told the pupils to throw the ball in the air and catch it. Please provide more specific demonstrations and explanation on positioning of feet, hand-eye coordination, posture of body	During the warmup, "Right let's start a simple jogging on the spot." If you could say please and thank them after completing the tasks.		When they have a task of putting ball in bucket, provide a timeline, which will provide urgency so more time can be used for the activity.	Suggest taking lanyard off due to reduction the temptation of playing with it whilst teaching to control any anxiety/nerves.
M	KS2	7 years	1		Be nice to see more hand gestures (non verbal communication)				
C	KS2	9 years	4	Suggest adding a fun activity in the warmup session.	Demonstrate yourself each exercise which will help getting involved with the pupils.	Verbal communication: Suggest just slightly raising the volume of your voice as it was quiet at times and some of the opening rules and regulations were difficult to here.  Specify on praise; 'well done XXXX' to 'well done on lifting your knees so high'.			
R	EYFS	7 years	3			One TA was getting slightly aggravated with a specific pupil. Her volume of voice was at the same level to the your own, which meant many pupils were turning their head to listen to the TA and not to you.			Had instructions in hands, lanyard on, attempt to remove this as there is easy temptation to play with this to help control emotions.

						Specify praise; From 'Well done Bobby' to 'Well done bending your knees Bobby'. This will help sustain the skill due to the praise of the specific element of the skill.			
A	KS1	3 years	8	If the pupils are keeping active, raising their heart rate and are happy playing together, keep on going with the activity. Took time to get pupils to retrieve the bean bag/ball, which introduce some tedium while waiting to play activity. Make the session continuously enjoyable.	Less opportunity to use your hand gestures for praise and raising enthusiasm		telling the pupils to place bean bag on floor and take one step forward (so bean bag is then behind them). This leaves little/no temptation of playing with ball/bag whilst listening to your next activity. Please refrain from having all boy groups. Try and have mixed gendered groups.	Reiterate hand-eye co-ordination and re-demonstrate to pupils who are struggling. Try and simplify the activity by asking the pair to get close and using both hands. Lower the intensity and appreciate the different ability of the pupils	Please refrain from wearing your lanyard. Easy temptation to play with this as a control mechanism
E	KS1	6 years	2		More smiling and exaggerated facial expression to show praise and enjoyment (which was present at times) throughout the session.		Attempt to pair the groups with boy and girls, not girl-girl, boy-boy. Higher concentration levels take place when there is a girl-boy pairing.		
B	EYFS	4 years	5	To help build a relationship during the session, actually join in with warm up activity. Taking part provides an emotional legacy and improves holistic communication.	Facial expression: Constantly show smiles, exaggerated surprised enthusiasm, using raised eyebrows. With emotional body posture, suggest refraining from folding your arms. With your hands free by your side, you will naturally provide positive non-verbal communication; thumbs up, victorious clenched fists, high fives.	Suggest background volume for TA's who were supporting you during the session. One had the same volume and at times louder, so the pupils were looking at her not yourself.  Skipping demonstration from Millie, which was fab and			

						praised; suggest getting the class to give her a round of applause to improve further motivation.			
P	EYF S	7 years	2	Suggest that the TA's could put the cones out for the breakfast activity, waiting for you to explain the game as tedium was setting in activity two.					Please refrain from wearing lanyard as you may have a chance of playing with this, risk a reduction of hand gestures.
S	KS2	3 years	7	warmup was far too short. the pupils were laughing and enjoying the activity, keep it going! How could you make the first throwing activity more interesting, to support engagement. Pupils behind teacher were not recognised and tedium was shown.	Would be nice to see more hand gestures such as thumbs up, small claps (was done at times), high fives, pats on backs. Positioned yourself in the same location. Start moving around hall. Hands in pockets near the end of the session. Try and attempt to keep your hand gestures for positive communication	One pupil was explaining to the rest of the group where to position themselves in the sports hall. This leadership should have been acknowledged and praised after.			

### Post-trained observation data

Teacher	KS	Years in education	Number of mismatches	Enjoyment & engagement	Non-verbal communication /EI praise	Verbal communication /EI Praise	Conflict management	Management/Teamwork	Showing negative /anxious emotions
D	KS1	3 years	4		Was losing the facial expression of positive smiling at times as there was a very busy class to trying to look after everyone.	One suggestion:, suggest one on each side of the sports hall due to the seven groups of four.	Only three all boy groups. One was being looked after by TA; another by the windows were behaving well and the other by the door was showing off and being slightly cheeky.	Both TA and teacher were located at one side of the classroom; to manage and support pupils	
J	KS2	3 years	3	For the last person being picked, make them feel upbeat by stating that the 'last one picked is always the best player'.	You were getting slightly tired with 15 minutes to go as there were less positive facial expressions (less smiles and laughter).	During the star jumps a suggestion would be to praise individuals while they complete the exercise. This will provide motivation and increase their self-appreciation.			
K	KS2	1 year	2	You supported six of the seven groups (just missing one), though the cohesion was so strong in this	Being picky....Great effort on improving hand gestures but could more be included? Suggest high five's and				

				group was very good.	more clapping could be included.				
L	KS2	8 years	5	When a question is asked or answered provide praise to the pupil who partakes in the Q&A. It will make them more engaged and confident in providing more questions.		Suggest providing commentary whilst watching the match. Talk about the game like it is on the television. The pupils love this interaction!  One element that I suggest you could be included more often if praise. More thumbs up, more clapping, more high fives.	Suggest providing a five-ten second countdown on each stretch to give the pupils a direction.	Another suggestion could be that the TA could watch one game, while you watch the other.	
Q	KS2	3 years	1 1	Again, increase the tempo by including a task or objective for the group of four activity.  Could you have included a task/objective, such as passing twenty consecutive passes? This will provide urgency and concentration on the passing activity.  Attempt to do a countdown to ten seconds to provide a guideline and urgency.  No big game for this session. Could there be a netball activity match to finish off?	Had a lesson plan in hand so some positive hand gestures were restricted, such as clapping, two thumbs up.  You were providing a lot of hand gestures, though could you place your tambourine down? Sometimes when you were providing positive praise by thumbs up, it was jingling, and a few pupils stopped to look round.	With the very few who were not getting a ball from the bag quickly enough, provide a five second countdown.	Some all boy groups/pairs (mentioned on TEIPPE) who were slightly misbehaving when your back was turned.  Again, a couple of all boy pairing's (far side) were kicking the ball and flipping the ball from their neck.	During the group activity your facial expression looked concerned.  You seemed slightly tired at the halfway stage, with your talking and positive facial expression regressing.	
F	KS2	3 years	9	Again, try and add some competitive element to the skilled task.  Suggest providing a task, such as throwing and catching with one hand or a total of twenty throws in a group without dropping the beanbag.  After game two it became quite tedious for some of the pupils. How could you make the game more exciting? In addition, more active?  There has to be an increase of active movements to increase the heart rate. How could you do this in your next PE lesson?		"How can Evie throw this better?" How can you rephrase this to continue self-belief in Evie's ability? Suggest, "What great accuracy Evie, went straight to the catcher direction. Well done! Imagine if you threw that slightly harder then it would be even more of an amazing throw! Fantastic effort Evie!" Praise the elements or phases of the throw that were successful. This element of emotional intelligence will build belief and self-esteem to the pupil.  Hand out timelines, 'one minute to go!!' Provides urgency and increase of activity.	Try and get these pairs in to boy and girl. Great attempt to split the group up at the start.	Suggest providing more balls for the activity.	You were clenching your left fist at times, indicating some anxiety.
G	KS2	6 years	6	They wanted to do more; would be great if they could have carried on with the game. If they are enjoying it, carry on. You can reduce the			The ball activity the pupils were starting to misbehave slightly and so was making your volume of your voice raise higher and higher.	If you want everyone on the white line, walk alongside this and point towards the ground.	

				<p>skill activity if need be.</p> <p>Suggest providing timeline to add urgency to the session.</p> <p>You stopped the game too quickly to change the scoring. It only lasted for 40 seconds and averagely had two people throwing. Just remove a skill activity to lengthen out each task.</p>				Cookie monster game was then introduced. Took time to set up.	
H	KS1	6 years	1 2	<p>There was no physical active workout for the pupils during the activities. How can this be included?</p>	<p>.....while facial expression was quite solemn</p>	<p>Your voice seemed quite down today.....</p> <p>Again, went a bit quiet verbally and vocal intonation was very monotone at times. Something was obviously wrong and was clearly expressed by your emotional persona.</p>	<p>Remember the technique mentioned on TEIPPE. Drop the beanbag and take two steps forward. Meaning they cannot reach behind them and therefore have attention listening to your rules.</p> <p>A lot of stop starting due to talking about the shape of the beanbag (took one minute) and pausing due to the behaviours of the boys at the bag.</p>		<p>You were taking deep breaths especially due to the boys at the back of the lesson.</p> <p>Got flustered in the beanbag throwing game. Use all the space of the sports hall so they have space of going at the back of the line.</p> <p>Provide a timeline on how long they are going to do their first activity. What is the purpose of this throwing activity? Give them a goal/aim or value to this exercise.</p> <p>You need to let go of your beanbag. You were using this as a coping mechanism. Very little to no hand gestures were shown throughout the lesson. Just place it to one side and go back to it when demonstrating</p> <p>You were relieved when the lesson finished. This was notified with your body positioning; supporting your hands on the back of your hip bone and leaning back slightly.</p> <p>Scratching your forehead and stress rash on jawline. Bighting bottom lip. Wonderful effort for delivering such an entertaining lesson but you were very anxious.</p>
N	KS1	4 years	1 0	<p>You said you may play 'Simon say's' at the end. Just carry on playing it if they are enjoying the physical activity.</p>	<p>Beanbag in your hand, reducing the opportunity to show thumbs up, clapping hands, and providing high fives.</p>		<p>More authority and clarification of rules need to be made by yourself.</p> <p>Paired activity: try and split the pairs into boy and girl</p>	<p>Teams of four; provided them with independent teamwork. I would suggest selecting the teams for them</p>	<p>To control your own anxiety, you were squeezing the beanbag.</p> <p>One group were told to sat down due to their</p>



				<p>The game wasn't played at the end.</p> <p>When you want the pupils to get into pairs, provide a countdown of five seconds to increase the urgency, then show where one pupil needs to go by physically going on the white line. I would add a competitive element to this as two minute into the activity the bean bags were being thrown too hard and to high.</p>			<p>(reduce same sex pairing due to behavioural issues as mentioned in the TEIPPE programme).</p> <p>There is a lot of friction and tale telling from the group, which is inevitable for this age group. I would reiterate the rules and clarify that the final decision is down to yourself. Simplify the circumstances of praise and negative reinforcement if anyone else complains of other pupils cheating.</p>	<p>due to their maturity levels of term one, year three.</p>	<p>behaviour. The boy in the glasses was very mean to the rest of the pupils. Instead of standing them aside, split the group up and put each individual in a new team.</p>
1.	R U	KS2	7 years						
2.	K H	KS2	9 years	3	<p>Groups of six meant they were waiting slightly longer for their turn. Could these groups be reduced to four pupils, meaning they could have two attempts of the activity</p> <p>Try and let go of the lesson plan and place this to one side. It will then provide you to deliver positive hand gestures for praise (mentioned in TEIPPE programme).</p> <p>Facial expression; try and show more positive smiling and persona to build the encouragement of the pupils.</p>				
3.	T A	EYF S	7 years	8	<p>Good skill activity but I would provide a counting activity; can they do ten behind their back and then ten under their legs. Provide them with a game/objective element to the exercise.</p> <p>Suggestion: When supporting a pupil with their throwing, wait until they successfully complete the task. If they throw the beanbag in the cone and was not successful, try and wait until they are successful. Don't move on to the other pupil.</p> <p>The activity was slightly stop-start as there were a lot of skill elements introduced. How could you make the PE lesson more physically active and competitive (or game orientated)? By activity five, the pupils were making their own games with the beanbag.</p> <p>Suggest bringing this activity earlier in the lesson, so they have a longer period for this competitive part of the session. The pupils were really</p>		<p>Reminder: Ask the pupils to raise their hand before asking a question.</p> <p>Suggest providing a halfway call and a final countdown to provide them with some urgency on the activity. Again, with the throwing the beanbag in the cone, add an objective (can they throw five times in a row for example). Again, this will improve purpose to the activity and reduce tedium for the more abled and competitive pupils. Music once again, was a nice touch and provided a warm atmosphere in the sports hall.</p>	<p>Even though it was an individual activity, the boys were sticking together and started to throw the bean bags at each other.</p>	

				enjoying this section of the lesson.						
A		KS1	3 years	8	<p>Just need to shut the windows (if you are allowed) to cut out playground noise (being picky!).</p> <p>I would suggest working on whole-part-whole or chaining coaching styles, which I will add on to the next version of the TEIPPE programme</p>	<p>The team activity took slightly longer than anticipated. Try and use delegation skills so the TA can set up the next activity. This resulted in tedium raising from the pupils and heart rate lowering. The groups were slightly large and rules became quite confusing for the pupils to understand the game activity.</p>	<p>Another two groups would have been nice as there were too many pupils waiting. Would include some music to keep them entertained.</p> <p>The pupils became quite bored with the session. Then you became agitated as it was not going to plan. You were picking up the speed of your tempo, telling the pupils to 'go, go, go!' attempting to pick up urgency. You became very stressed after the activity.</p>	<p>'Well done Jackson, good boy!' Why was this praised provided? Was it because of the body positioning of his catch, his hand-eye co-ordination? Remember to specify praise.</p>	<p>Pupils during the ball game were getting bored due to waiting a long time. Suggest speaking to Miss Yates explaining her structural layout of the session.</p>	<p>Suggest joining the circle, so you do not have look behind you to see if the pupils are behaving. Ask them to do a countdown for 5-10 seconds per stretch.</p>
4.	L B	KS1	6 years	.18!	<p>Not enough continued energy; very stop-start activity. Stopped to discuss the progression the teddy bear roll. In the TEIPPE programme it was explained to try and reduce this and provide continuous movement and physical enjoyment.</p> <p>The warmup could have been slightly longer, explained in the TEIPPE programme.</p> <p>Unfortunately, the pupils were doing their warmup one at a time. Could you have done this differently, so the pupils's HR is high and they getting physically active? Can make out that the mats are the crocodile pools, so they have to run around? Was stopping the activity when only some only had one go</p> <p>The pencil roll activity only took 20seconds long and was quickly rushed. As mentioned in the TEIPPE programme, if the pupils are enjoying the activity, carry on with the activity and do not worry about the lesson plan agenda.</p> <p>Again, only two minute activity per roll maximum. Pupils were slightly agitated as they want to keep moving.</p>	<p>Get everyone involved at the same time. Around 18 second waiting time per pupil to get just six seconds of physical activity.</p> <p>Did not attempt silent demonstration on pencil roll. Again, no moving around the hall to try and keep pupils on their toes. No silent demonstration as mentioned in the TEIPPE programme</p> <p>Need to move round hall. Boys far side of hall were just sitting on benches when they should be doing egg rolls.</p> <p>A lot of stop starting throughout. How can this be reduced? Maybe you could use the visual display unit to aid the new gymnastic moves. On forward roll, no silent demonstration.</p>	<p>Forcing a raised arm down of a pupil who wanted to ask question. She needed the toilet; bless her.</p> <p>Supporting pupil on specific praise but highlight on an element that was a negative; autonomous improvement will happen if you confirm to the pupil on certain positive elements of the forward roll (as mentioned in the TEIPPE programme).</p>	<p>...though some were misbehaving; once again all boy pairs. Boys together were misbehaving in pairs. We're not listening when you were demonstrating. Probably did not explain this coaching technique properly in the training programme.</p> <p>Tip: Suggest not making the pupils choose who one and who is two; instead, number 'one' and letter 'A'. This will help reduce conflict between the paired pupils, especially with the paired boys.</p>	<p>Less smiling from the teacher.</p> <p>The pupils were rolling when you were talking because they want to be active and get on with the exercise. Not standing still.</p> <p>During this time you were getting very anxious and was not happy with the dynamic of the class. You seemed to have other things on your mind.</p> <p>Seemed very nervous and rushed in places. Were you worried about time? Just reduce some of the activities and let the pupils enjoy just a couple of the rolls.</p>	

B	EYFS	4 years	3	<p>The activity was rather complexed for the reception age group. There was a lot of standing around during the line activity. Could you provide them with an idea to do this during the pulse raiser? The game didn't start until 09.57. Eleven minutes is slightly to long (18% of the lesson lost). How can this be reduced next time?</p> <p>You did attempt to reduce the team in to three so improve the rate of participation. For this specific activity, I suggest getting them all to partake so they are constantly running up and down the sports hall or catching people.</p>		When the pupils provided an answer to your questions, provide praise and thanks to build their emotional self-worth.			
P	EYFS	7 years	3	Suggest streamlining the explanation of the rules (it was over 3 minutes) but this is being picky on such a fabulous lesson.	Hoody; suggest zipping up your hoody as you were flipping it over your shoulder several times. Now I am being picky but little bits of advice can iron out the creases of an already perfect lesson.	Near the end of the session, the specific praise was diminishing (though generic praise was perfect throughout) but by then you seemed tired as the session was extremely energetic.			
S	KS2	3 years	3	How can the cricket lesson become more physical and energetic? Could you do a paired batting and running activity prior to a game?	Still arms behind your back	Minor thing, you asked all girls to provide feedback of the session and no boys.			Not a lot of positive facial expressions and looked nervous near the end of the session.

## Appendix 14: Reflective feedback study two

	Early Year Key findings	KS1 Key Findings	KS2 Key Findings
	<p>I definitely spoke to the pupils like they were pupils in order for them to be able to access the lesson. I had to demonstrate myself and a lot more than in Year 5....I felt very over whelmed in this lesson due to never teaching reception before. My feeling didn't change as the lesson went on, it actually got worse as the children became louder and were sent off to complete their activities. I felt I had to motivate reception by joining in whereas Year 4 were more self motivated....here as in reception I felt like I didn't know where to pitch the learning and didn't really know where the pupils were at.....I felt frustrated in the second session because they weren't responding in the way a KS2 class would. I tried to laugh it off rather than become frustrated.....We focused on only 1 skill – jumping. I didn't teach the 'pike' jump and we looked at the 'star' jump instead.....I found myself more under pressure with the unfamiliar year group. I was over sensitive to the pupils not listening to my instructions and found myself getting hot and bothered. I think the tone of my voice probably changed throughout the lesson which would be evident to an adult that I was annoyed but hopefully not to the pupils.....more relaxed and fun but clear....more relaxed and fun but clear.....I felt more anxious and on edge with Reception as I felt that they were more likely to get hurt on the equipment. I felt like I had to be on the ball more with Reception and keep telling them the right and wrong all of the time whereas Year 5 just knew.</p>	<p>possibly stricter in first session as class behaviour is not always good. more stressed in first session due to behaviour concerns//I think I explained instructions more slowly and clearly....As I am a new teacher at the school, having taught no year group for more than 7 PE lessons- I am currently displaying the teaching style of more towards the command stage. This is to ensure control of groups and high expectations for all. I hope to gradually shift teaching style throughout the year.</p> <p>My emotions for both groups were very similar and teaching style similar. I used more 'gymnastic terminology' with my own class as they are older pupils – arabesque, tuck, pike, straddle and sequence. We also developed a sequence of 3 movements – balance, travel; and then the new skill 'jump' which I didn't do with the EYFS class....My own class need routine and behaviour clearly outlining to them. Because I have already developed a rapport with them and they respect me (mostly) I find it easier to control their behaviour and also find myself much calmer when I am with them as I am more comfortable. I don't think I changed very much when I was with my own class....The balances proved harder than I thought for Year 1!....I felt I had to be even more approachable for the Year 1s as they didn't know me and they are younger than I had for my own Year 4s. The language I used differed between the two Year groups. I had to make it simpler for the Year 1s as they hadn't done partner balances before. The vocabulary I used changed. &amp; My tone of voice changed.</p>	<p>expectations higher second session. happier second session as pupils were making more progress//Worried. I didn't what the pupils were capable of and whether they would find the activities too easy, difficult, boring, etc.... I knew the pupils would explor different ways of throwing and be able to analyse better what they were doing and what they could do to improve.....I was able to speak to the pupils on a more mature level and actually had other pupils demonstrating instead of doing it myself.....I had a little scared feeling due to being observed however I was used to the face and quickly managed to overcome that emotion,.</p> <p>I could be a lot more pacey with KS2 (year 4). I had to really slow down my teaching and give one instruction at a time with reception. I felt extremely proud of the pupils in the first session and pleased with the progress they mad.....clear, to the point and aware to keep the pace high....anxious...With Year 4, we had had a few gymnastics lessons before where I knew what stage they were at. I didn't have to explain everything from scratch and it was building on what we had done before. The Year 1 group needed more support and more guidance so there was a little more to explain.....Comparing the first session to the second session, I felt my body language was different. I felt I was lower down and had more facial expressions during the second session with Year 1. In my second observation I could be more funny and more down to earth with the pupils as they understood more so than the Reception class. I felt a bit more laid back with them. Giving simple instructions- Year 5 just followed it straight away where as I had to describe step by step to Reception....I felt more energetic teaching Year 6 than I did with Year 1. I eventually felt more relaxed and calm with Year 6 than with Year 1.</p>
Two significant differences in your E.I that you experienced while delivering two key stages?			
Rhodes: In session 2 (EY) Not knowing their names made it difficult to grab their attention quickly. Also not knowing their character and how best to deal with a pupils made me apprehensive			
Rec – I spoke to a pupil about his heart rate to encourage him to calm down and stay on task. I gave the look to a couple of pupils. Y4 – Pupils were too loud. I asked them, then I reminded them, then I warned them with a yellow card, then I asked them to work in silence. I listened to some pupils's difficulties with each other and once I supported them to come up with a solution and on a different occasion I suggested the solution.			
Carpay: The Year 4 group has some pupils with needs who can be disruptive and loud. Some cannot work together as well which needed to be resolved. The Year 1 group had a few naughty pupils who needed to be dealt with.			
Holmes: Usual behaviour management strategies, clapping, stop-look-listen or magnetic eyes. Reminded pupils to take turns and help each other			
Barratt: Just one pupil in reception who was off task and had to be retold a few times. The pupil didn't know me and hadn't worked with me before so I had to gain that respect with him.			
Rhodes: In session 2 (EY) Not knowing their names made it difficult to grab their attention quickly. Also not knowing their character and how best to deal with a pupils made me apprehensive. N			
Barratt: In reception, the pupils are too young to handle most of the equipment by themselves and having a buddy or a group to work with made them realise what the task was and the skill they were doing. In year 5, it is easier for the pupils t work independently but mostly in pe teamwork is key in my lessons as those pupils who are more into working by themselves have the chance (not academically) to work as a group			
Keane: Rec – only at this stage in the year. We have since started paired work. Y4 – it supports communication and language development, sharing of ideas, compassion, empathy, adapting and improving upon, learning and sharing new skills.			
Carpay: The Year 4s are overall better at teamwork at this stage. Year 1 are starting to develop it in PE. Session 1: A couple of pupils were testing my limits. Session 2: Some pupils found it difficult to share.			

## Appendix 15: Transcripts collected from semi structured interviews- study one

<p><b>Transcript: DA 082787 CH</b></p> <p>00:00:03 Interview participant 3D. A 082787 Ch. It's Wednesday the 25th of January. Good morning.</p> <p>00:00:15 How are you talking to you now? Yeah. OK, I'm going to just interview you now regarding this study for my PhD emotional intelligence. There's five main questions that I'm going to ask you and and just.</p> <p>00:00:16 It's not free now.</p> <p>00:00:29 Answers honestly, it's possible. If there's any questions that you don't wish to ask, answer I should say just say I'm not willing to answer that question. OK? Are you happy with that? Yeah. Well, we've got the first question I need to ask is how old are you again? Sorry for 26 years of age. And have you lived here all your life in this area?</p> <p>00:00:43 Yeah, apart from at uni.</p> <p>00:00:49 Yeah.</p> <p>00:00:50 So yeah, so you you've you're based in in the Walsall borough. Yeah. Brilliant. Whereabouts.</p> <p>00:00:57 Sheffield at the moment.</p> <p>00:01:00 Yeah.</p> <p>00:01:02 We mentioned that earlier cuz I used to work at Fitness first. I was talking to, you know, the fitness first well, So what?</p> <p>00:01:08 Yeah. Ohh did you?</p> <p>00:01:09 Yeah, I'll set up I actually.</p> <p>00:01:11 Set up that club.</p> <p>00:01:12 When?</p> <p>00:01:13 It first opened so that was 2. Fair.</p> <p>00:01:15 So I haven't got 2 for.</p> <p>00:01:18 About 13 years ago.</p> <p>00:01:19 Why?</p> <p>00:01:20 So many, many years ago and I was in this, I was doing the sales. There you go waffling. So how did you get into teaching and what was the reasons why you went into teaching?</p> <p>00:01:35 Well, it was actually like a choice between teaching and midwifery.</p> <p>00:01:42 Ah OK, so 2 caring professions.</p> <p>00:01:45 So yeah. Yeah. Well, I always knew that I wanted to help people, but like, obviously.</p> <p>00:01:49 Yeah.</p> <p>00:01:51 Way.</p> <p>00:01:52 But then what? My partner at the moment is a teacher as well, so his mum was always teaching his sister as a teacher, so I think I've kind of been brought up into the teacher's kind of lifestyle. My mum was a nursery teacher, so it's kind of in the family and.</p> <p>00:02:12 I always knew that I wanted to help.</p> <p>00:02:14 Pupils kind of like develop as much as possible really. And then when I went around for you is viewing them and things. That's when it I confirmed it and obviously I went into a few</p>	<p>00:06:16 Yeah, I can't remember right now. No, no, no.</p> <p>00:06:26 Doesn't.</p> <p>00:06:31 During your.</p> <p>00:06:33 Work placements and obviously more towards the theory side actually.</p> <p>00:06:39 How much? How many hours would you say over the four years did you have?</p> <p>00:06:45 Teachings on PE.</p> <p>00:06:50 We used to have it like we used to swap like term term leasing. So like one term we do music and art and the next we'd do.</p> <p>00:06:59 Pay and something.</p> <p>00:07:01 So it was probably.</p> <p>00:07:07 So you had it every year over the four years in the theory side. And what what would you, what sticks out in your mind that you remembered the most during those?</p> <p>00:07:08 Yeah, yeah, yeah.</p> <p>00:07:18 And modules.</p> <p>00:07:19 Just some of the lessons they used to do with us. I remember it like the different weathers. And you have to, like, dance around like you were in a.</p> <p>00:07:25 Rainstorm and.</p> <p>00:07:26 Things like that. Just.</p> <p>00:07:27 Things like that. Yeah. So it's kind of teaching you different ways of.</p> <p>00:07:32 Improvising dance and it's like that's. Was there any sports specific training within the?</p> <p>00:07:34 Yeah, through topic.</p> <p>00:07:41 Degree primal.</p> <p>00:07:43 So was there any coaching elements?</p> <p>00:07:45 Regarding football or cricket or?</p> <p>00:07:47 Any nothing like that. So no, that's good.</p> <p>00:07:49 Aye.</p> <p>00:07:52 Training here. Obviously you have your training days and you have your opportunity to do CPD whatever areas you do and tell me about this. The training days here and what do you normally concentrate on.</p> <p>00:08:07 We normally do the maths or literacy, yeah.</p> <p>00:08:11 Been more maths lately.</p> <p>00:08:13 Or, like safeguarding or something, you know?</p> <p>00:08:15 Cycle the good old safe God, so wise there is.</p> <p>00:08:20 And how often do you do those training days throughout the year?</p> <p>00:08:24 So about four or five for the year, something like.</p> <p>00:08:27 That and have you had any training on training days for PE?</p> <p>00:08:36</p>	<p>00:12:56 That is good.</p> <p>00:13:00 With you and I've just been like, you know. OK. Yeah. So yeah, it's just work.</p> <p>00:13:03 Eyes is small.</p> <p>00:13:06 And those are good examples actually, because that's my next question. What would you say has been an an example where you've got?</p> <p>00:13:20 Well.</p> <p>00:13:22 I try not.</p> <p>00:13:23 To if I can help it and try and deal.</p> <p>00:13:23 Yeah.</p> <p>00:13:28 With it in other.</p> <p>00:13:29 Ways like we recently went on a course and we were another teacher and they told us to, like, sit down with the pupil and have a quiet conversation with them about what they're doing wrong.</p> <p>00:13:29 Yes.</p> <p>00:13:35 Yeah.</p> <p>00:13:41 When they're working and and ask them if they know and what they should be doing and it gives them another chance and not like, shout at them in front of everyone.</p> <p>00:13:51 Yeah, that's a good that is motion intelligence. So what course was that called, can you remember?</p> <p>00:13:53 Yeah.</p> <p>00:13:58 What was it called? I've got. I've got it on my e-mail. It was only a couple of weeks ago. Last week, maybe. Yeah, it was at Linden, so.</p> <p>00:14:02 Brilliant.</p> <p>00:14:05 Yeah, you know, so.</p> <p>00:14:06 It's all about emotion and how you control, control their emotion and control.</p> <p>00:14:08 Yeah, yeah.</p> <p>00:14:11 Yeah. Oh, it was outstanding. Teaching and learning. They gave us loads of ideas like the I'm just waiting for two people and that's really good. And they do like lollipops as well, like. So if all the pupils, there's some particular pupils, you know, put their hands.</p> <p>00:14:11 Excellent. So that's.</p> <p>00:14:30 Up and always have the.</p> <p>00:14:32 So we have lollipops now that pick the name out and you know they just all get a chance so.</p> <p>00:14:39 Yeah.</p> <p>00:14:42 You can be as blunt as you want. Don't worry about my emotions. No, but you can be. I don't mind being insulted in any way. But.</p> <p>00:14:54 Reasoning for taking part of this study, why have you taken part in this study?</p> <p>00:14:59 It was really interesting. I was intrigued by this test. Yeah, the outcomes.</p> <p>00:15:01 Yeah.</p>
---	---	---

different schools before I went to uni. And yeah, that's when I know. 00:02:31 Teacher. 00:02:32 And how did you what? What was your degree? Was it B do BA. So did your four year. 00:02:36 Edge, yeah. 00:02:38 Four years. Yeah. Brilliant. 00:02:39 So so it was almost you you were destined to be straight away. Brilliant. And what was your beard like at Chester? 00:02:43 Yeah, yeah. 00:02:49 Yeah, it's. 00:02:50 Really good. Yeah. 00:02:51 So what did you learn? What kind of? 00:02:54 What was? How did it? I know it. It's totally different from PGC. So how does it work on layouts? It correct me if I'm wrong because I was going to do it eight years ago. Yeah. Was it a split of academic and then work placement annually? 00:03:07 Yeah, yeah, yeah. 00:03:09 And and obviously like as we went on like in the 3rd and 4th year, we had more plays than. 00:03:15 So and then obviously that our dissertation things work on, but yeah, it was because it was four years, I think it was more spread out like because then we didn't have lectures every day 9-2 or five whereas like partner did a three-year course and that was pretty much all the time 9:00 to 5:00 you know. 00:03:34 But yeah, it was spread out and then. 00:03:35 We used to have the odd afternoon off or. 00:03:37 The odd morning. 00:03:38 Or something. And then obviously placement which went. 00:03:41 Up and up. 00:03:42 And. 00:03:43 Regarding your placements, did you have the experience of doing Q stage? 00:03:47 21 preschool or? 00:03:49 I'm an earlier specialist so. 00:03:51 The early years and that was the category you just went through. 00:03:54 Yeah. 00:03:55 I've done up to you too. 00:03:56 So, OK, yeah. Brilliance you've had. 00:03:58 That experience in the years as well. 00:04:00 Yeah, three to seven. But I've never taught in two. 00:04:05 Nice. 00:04:08 That's good to know, yeah. 00:04:10 I the reason why I want to know that is because I've got future study. Yeah. And we're looking at can you? 00:04:19	Has there any been in the last three years? Would you? 00:08:39 Say no, no. 00:08:41 Not since I've been here. That's 4. 00:08:42 Years. 00:08:42 Four years. So no. 00:08:59 Has anything been relating to the emotions of the pupils? I mean safeguarding maybe one, but there's been anything specific that you can remember regarding emotional intelligence on. 00:09:11 We do things on that. 00:09:13 Stuff. So I suppose that would cover it. 00:09:15 OK. Do you want to explain this here for me, Sir? 00:09:18 Dyslexia training autism training. 00:09:23 We've got one coming up. 00:09:26 Don't. It's just I think it's just overall though, yeah, so. 00:09:29 So autism. Asperger's. 00:09:31 Yes. 00:09:33 But nothing on. So it got. Yeah. OK. So that's on the corner, mentally impaired, the learning difficulty elements of that. OK, good. 00:09:44 But nothing relating to PE personally, are there any qualifications that you're doing at the moment? No, no qualifications, that is there anything that you're looking to do? 00:09:57 If there's anything that you kind of tickles your fancy, not talking about degrees or anything, is there a course that you want to go? 00:10:04 Onto or anything like that. 00:10:07 Mine being first aid trained. 00:10:09 1st I training. Yeah, brilliant. 00:10:12 And why do you want to do that? 00:10:15 I just. I just feel like if I got into a situation, I wouldn't know what to do. I know it would probably come naturally like, but I just feel like I. 00:10:22 Wouldn't know what to do. Have you had any? 00:10:25 I've had it in the past because I used. 00:10:26 To be a brand new. 00:10:27 Leader. So I didn't know that. 00:10:28 Ah, brilliant. 00:10:31 But since not in school. 00:10:34 Only basically outside. 00:10:35 Yeah. 00:10:36 Got you. OK, good for. 00:10:37 Now moving on to the third part, now it's talking about emotional intelligence yourself. Keep on doing that with my fingers quite. 00:10:46 What do you know about emotion intelligence? 00:10:50 Off the off the cuff, you tell me what you think. Emotional intelligence is. 00:10:54	00:15:08 And I really like teaching PA so. 00:15:09 Don't mind what people watching me teach me about it. 00:15:13 Brilliant. Do you find that's one of your main strengths? Would you say? What do you think? That's your main strength? 00:15:15 Yeah. 00:15:19 I just feel like you could be more like. 00:15:23 What's the word like? 00:15:25 In a in a classroom teacher maths, you can't really be like or singing and dancing where you can, but not quite literally. And so you can be more like expressive and things like that. Like today we didn't dance and then absolutely loved it like. 00:15:38 And what did you teach? What was the specifics on that? 00:15:41 Well, it was just we did the just stand. 00:15:44 Ah, brilliant song. We've just been taped, Timberlake. 00:15:46 Yeah. 00:15:47 Yeah, and they absolutely love it. And they were proper going for it. And like, you know. 00:15:48 2nd. 00:15:51 You can't do that in. 00:15:52 The past. Yeah, proper. Got even. The boys and I. 00:15:53 That. 00:15:54 Yeah, I'm waiting. Only partake that in the hall. Yeah. Brilliant. It's the two horses, obviously. Is that the canteen hall? Just. And where's the main hall? 00:15:55 Was really bad, you know, so. 00:15:59 In the whole. 00:16:04 Yeah, that's the driving. 00:16:06 Just there. Yeah. Yeah. Got a big screen as well. 00:16:08 I haven't. I haven't been around yet, so you can just get the whole video. 00:16:12 Yeah. 00:16:13 Yeah. 00:16:13 And all that. 00:16:14 Loved it, but a lot of them are copying date and not the screen. I was like don't copy me. 00:16:21 And what were the emotions? 00:16:22 With were the loud. Were these laughing? Were the yeah, yeah. 00:16:26 Yeah, smiling. Having fun? Yeah. No, I very. 00:16:29 Rarely have to tell. 00:16:30 Them. 00:16:31 Off in P8. 00:16:32 And how long are your peeing lessons? 00:16:34 Because it's probably I I.
--	---	---

<p>With your. 00:04:20 Emotions. 00:04:22 Yeah. Do you have to change it? Quite different. 00:04:25 I think you know Jack, definitely. 00:04:26 Yeah. Which ones? We don't know. So it's something that I'm looking into in the future, which is good. OK. 00:04:32 Yes. 00:04:32 So. 00:04:33 With your beard qualification, did you? 00:04:37 How did you feel about their training there? Was it very detailed at Chester and? 00:04:42 Yeah, it was. 00:04:43 Really good. I mean. 00:04:44 Some of it was like it taught you like. 00:04:47 They taught your maths things like you know, like equations and things and you think, well, why are you teaching me this? Like I've already owned. 00:04:53 You know this? 00:04:53 Or I can look it up. You know, when I come to teaching things like that. So we were taught sometimes, as like the pupils. So yeah, how you do it? Yeah. 00:04:54 OK. 00:05:01 Got you. So it's not about knowing and knowledge it's about how you would actually deliver it. And during that four years at your university, did you learn on the psychological, the productivity of delivering to those pupils? 00:05:17 IE on their mindset and how you would actually. 00:05:20 Work with their emotions. 00:05:23 Yeah, I think you learn more when. 00:05:24 You're on placement. 00:05:26 Got you. 00:05:27 Because obviously it depends what the pupils are like at the. 00:05:30 End of the. 00:05:30 Day. If they don't, you know, if you get them down sitting down, writing so they might not like that. So if they're telling you to go and do that well, it doesn't work. It doesn't always work, does it? So. 00:05:40 I do think you learn more in your place. 00:05:44 At the university, did you look at the psychology aspects of the teaching profession? 00:05:50 I I don't think so, not that I can remember. 00:05:57 And.</p>	<p>Is it like the way they think and the way they learn the different ways they learn? 00:10:59 Look, some pupils. 00:11:00 From doing things and some pupils around from sitting and writing it down. 00:11:05 So kind of the FARC process. 00:11:07 Yeah. 00:11:09 And. 00:11:11 Yeah. 00:11:12 So. 00:11:15 Give me an example, would you say using emotion intelligence if a? 00:11:22 Pupil was not. 00:11:24 What would you do? 00:11:27 If there were what I do at the moment in class, if they're. 00:11:30 You know, I'll say I'm just waiting for one person and they know who they are. So not specifically they. 00:11:37 And then, like they hopefully will realise. And then if they don't obviously maybe look at them and just. 00:11:45 Say. 00:11:46 Still waiting for one person and it seems to work quite well actually, because they do realise too. I mean, that's. 00:11:52 With the little ones. 00:11:53 Though, so whether it would work higher up? 00:11:57 I mean, emotional intelligence is how you manipulate others by using your own emotions or theirs, right? And so that's exactly what you do. You can either do it by expression. So just looking at them or looking sad or looking. 00:12:02 Yeah. 00:12:12 Yeah. 00:12:15 The the deadly stare, which is great or actually saying something in a different it's about the totality. 00:12:21 Yeah. 00:12:21 As well. So that's what emotional intelligence is. And and this is the study that I'm really looking into is because. 00:12:29 You can have the the IQ or the EQ. You can have the emotion or the intelligence and. 00:12:36 It doesn't matter how smart you are. 00:12:38 If you're looking after to put 30 kids, you need to have the emotions to either know what they're doing, what they're thinking, and how you're going to change your emotions as well. 00:12:46 Yeah. 00:12:48 It does work actually. If you say like. I'm really sad. Does anybody know why I'm sad and like, do you know, do you know? And it and also that I'm really proud.</p>	<p>00:16:36 Wow. 00:16:36 Just presume it takes forever for them to get changed. 00:16:38 Yeah, they're an hour, but we got in there about 10. Turn the car at quarter past. So yeah, 25 minutes. We hope for about half. 00:16:45 25 minutes. It's it's impressive for that. 00:16:48 Age group. 00:16:50 An hour but. 00:16:51 Yeah, yeah, some of them tight longer than. 00:16:53 Others to get. 00:16:54 So do you have the same song that you play like three times or four times? 00:16:58 Nobody. 00:16:58 Different sizes, yeah. 00:17:01 Yeah, they really like it. 00:17:03 And do you try and get him to do? 00:17:05 Certain moves or just let go while they. 00:17:07 Have a rock. 00:17:08 Good fun so. 00:17:08 A bit of. 00:17:08 Both. Yeah. Try and teach them a bit of it and then let them do it. But a lot of. 00:17:11 Yeah. 00:17:13 Them. 00:17:13 Are really good at it too. Do you let them demonstrate? 00:17:16 Some of their moves. Yeah, yeah. 00:17:18 Yeah. 00:17:19 OK. Yes, excellent. I can't wait to see. 00:17:23 Your letters gonna be great fun. 00:17:27 Have you got any questions about the? 00:17:28 Study or about the the the the. 00:17:33 Maybe the observations or anything that may have a query about nothing. 00:17:38 So I don't think so. 00:17:40 He, confident and happy and looking forward to it. 00:17:41 Yeah, yeah, yeah. 00:17:45 OK, that's good. Brilliant. OK, well, that's the interview finished. Thank you ever so much. It's just a kind of general overview to. 00:17:52 See where you. 00:17:53 Are at the moment, so that's great. OK. 00:17:57 <b>End of interview 17:58</b></p>
<p><b>Participant: EI 040126 WO</b> 00:00:03 Speaker 1</p>	<p>00:06:30 Speaker 1 Terminology. Emotional intelligence used in any lessons. Can you remember? No.</p>	<p>00:15:02 Speaker 1 Low self esteem. 00:15:08</p>

<p>Participation 5 ID code EI 040126 WO date Wednesday the 25th of January. Have to think about that now. Good afternoon. How are you? 00:00:20 Speaker I'm good. How are you? 00:00:20 Speaker 1 Good. I'm not bad. 00:00:22 Speaker 1 Last one of the day, so I'm just relaxing. So as I mentioned, there's going to be 5 questions and then please answer them as truthful as possible. If there is a question that you just don't want to answer, that's fine. Just say, Craig, be quiet. Can I just ask how old you are, please? 2525 years of age. 00:00:23 Speaker 2 Brilliant. It's always the best time of day. 00:00:34 Speaker OK. 00:00:36 Speaker OK. 00:00:39 Speaker 3 9. 00:00:41 Speaker 1 You went to Wolverhampton. 00:00:44 Speaker 1 Brilliant. Now at the Wolverhampton University. Did you do BD at BA or was you there for your PGCC? Or both? 00:00:54 Speaker 3 I did my undergrad, which was. 00:00:56 Speaker 1 Yeah. 00:00:57 Speaker 3 Bl. 00:00:58 Speaker 1 Yeah. 00:01:00 Speaker 3 In English literature and death studies, really. 00:01:07 Speaker 3 And then I also live by PGC there. 00:01:10 Speaker 3 I'm crying now. 00:01:12 Speaker Let's. 00:01:14 Speaker 1 What's your masters in? 00:01:15 Speaker 3 Education. 00:01:16 Speaker 1 Yeah, just in, in just education as well. 00:01:18 Speaker 3 Yeah. And then I can choose what? 00:01:20 Speaker 3 I branch out into, yeah. 00:01:20 Speaker 1 In in your independent study, in what you want to go into. 00:01:23 Speaker 3 Last year, my first year in outdoor learning like forest schools. Brilliant now. 00:01:27</p>	<p>00:06:42 Speaker 1 And obviously. 00:06:44 Speaker 1 Been here, have you? Is this this only school you've been to? So you've been here for five? 00:06:49 Speaker 4 Yes. 00:06:49 Speaker 3 No, this will be I was a pupil here. 00:06:53 Speaker 3 And then I taught you 2, then and then I've just been to here for this is the second proper. 00:06:58 Speaker 1 Yeah, but you've been doing it from QTS onwards. Yeah. And during the training days, what would you say are the normal kind of CPD aspects? Would you develop in those training days? 00:07:14 Speaker 3 Maybe like safeguarding. 00:07:15 Speaker Yeah. 00:07:17 Speaker 3 Core subjects English, English and maths. 00:07:20 Speaker 1 English and Russia. 00:07:23 Speaker 3 We'll also be doing. 00:07:26 Speaker 3 It's really bad. We've had so. 00:07:27 Speaker 1 Many, yeah. How many do you have? 00:07:33 Speaker 3 01 at the beginning of the year, so September. 00:07:39 Speaker 3 We have we we do like after school training as well. 00:07:39 Speaker 1 Christmas. 00:07:42 Speaker 1 Is that on? 00:07:43 Speaker 1 A weekly basis or with some month, yeah. 00:07:45 Speaker 3 It can be sometimes, but. 00:07:48 Speaker 3 Like tonight, we've got a special needs one. 00:07:50 Speaker 1 OK. 00:07:51 Speaker 3 And. 00:07:52 Speaker 3 Sometimes we'll have like a system that we use. We'll we'll have an update and we'll all need training on it, safeguarding our levels all run out after a certain amount of months and we have to be retrained and we do have quite a lot of of training, yeah. 00:08:04 Speaker 4 Very trying. 00:08:06 Speaker 1</p>	<p>Speaker 2 Let's put it. 00:15:11 Speaker 1 But on the other. 00:15:13 Speaker 1 Side your best group, yeah. 00:15:16 Speaker 1 Tell me 3 emotions throughout that yet. 00:15:22 Speaker 4 Excellent. Yeah. 00:15:22 Speaker 3 Excited. 00:15:27 Speaker 3 Happy. 00:15:38 Speaker 3 Trying to think of a really, really good word, but it's. 00:15:40 Speaker 3 Just not going too well. 00:15:42 Speaker 1 Well, just tell me what. 00:15:43 Speaker 1 What you mean tell me. 00:15:44 Speaker 3 Like I'm trying to say. 00:15:46 Speaker 3 I sometimes would stand. 00:15:47 Speaker 3 Back and think This is why I'm a teacher. 00:15:50 Speaker 4 Reflect. 00:15:51 Speaker 3 Chips. There we go. 00:15:53 Speaker 3 Like I have a card off my parents. When I became a teacher like well done. So happy for you. It's on my desk so if I'm ever at a moment where I need to be like. 00:16:01 Speaker 3 That's my card. 00:16:02 Speaker 1 That's the reason why you hear. 00:16:06 Speaker 1 Don't worry about my emotions. 00:16:08 Speaker OK. 00:16:09 Speaker 1 But tell me the real reason why. 00:16:11 Speaker 1 You're taking part of this study. 00:16:13 Speaker 3 And. 00:16:15 Speaker 3 I as a couple. 00:16:17 Speaker 3 I didn't have a clue what. 00:16:19 Speaker 3 It was to begin with. 00:16:20 Speaker 1</p>
--	---	--



<p>Speaker 3 I'm doing special. 00:01:29 Speaker 1 Ohh, fantastic. More on the SCN route there and there. And is there kind of a specific branch of area you're looking to? 00:01:36 Speaker 3 More into autism simply because I've got 2 autistic pupils in. 00:01:39 Speaker 3 My class I didn't have a clue about. 00:01:39 Speaker 1 Lovely. Fantastic. Let me just pause this. 00:01:45 Speaker 1 OK, stop recording at 1418 continuing interview. So you're doing your masters in? Is that MA or Ms? Yeah. Brilliant at walls. 00:01:53 Speaker And I guess. 00:01:57 Speaker 1 In education and specifying in primary education with just education as a yeah in autism is is that going to be an independent study? 00:02:03 Speaker 3 It is just education. 00:02:06 Speaker 3 At the moment, yeah. 00:02:08 Speaker 3 No, I will go back to outdoors. 00:02:09 Speaker 1 Ohh. 00:02:11 Speaker 1 Why do you want to do outdoors? 00:02:15 Speaker 3 It was because when I started here as a pupil, we they they didn't notice it. They don't. We don't have our schools here, right. And we've obviously got that much space. 00:02:25 Speaker 3 I was like, I'm doing my masters. This is what I want to do and and I'm in my second year. 00:02:30 Speaker 3 Teaching here and I just still feel. 00:02:32 Speaker 3 Passionate about it so. 00:02:34 Speaker 1 Fantastic. 00:02:34 Speaker 3 And it's not. 00:02:36 Speaker 3 News here? Yet no, I feel. 00:02:37 Speaker 1 Like there's a. Have you got your qualifications in forestry, outdoor forestry? Is that something you're looking to do? 00:02:41 Speaker 3 No. 00:02:43 Speaker 2 There is a there is. 00:02:44 Speaker 3 A teacher who's got it here? Yeah, she's behaviour support. So she doesn't have the time</p>	<p>So you have to do the qualifications now. 00:08:10 Speaker 3 Maths. Any new systems to buy in? Yeah. Or are put in place. We all have training. 00:08:14 Speaker 3 On. 00:08:14 Speaker 3 So we do obviously want more than once a month, yeah. 00:08:17 Speaker 1 That will be obviously there be a lot of that since that's coming in, so that'd be quite interesting to see. But obviously throughout the time you've been here, any time spent on peer? 00:08:22 Speaker 3 Yeah. 00:08:30 Speaker 1 On those training days. 00:08:35 Speaker 3 Don't think so. 00:08:38 Speaker 1 That's good. No, it's good. Has there been any training on kind of the psychology of pupils mainstream not seen? 00:08:39 Speaker 3 Not what I can remember. 00:08:51 Speaker 1 No, this is great. This is aspects I need to know obviously. 00:09:02 Speaker 1 I can read this by the way. 00:09:03 Speaker But. 00:09:06 Speaker 1 Obviously you're doing your MA. 00:09:09 Speaker 1 At the moment. 00:09:12 Speaker 1 What? And obviously you, you're kind of concentrating on outdoor forestry education. Is anything else that you want to gain from it? What what other aspects is it mainly, is it due to promotion opportunities or? 00:09:27 Speaker 3 At the time when I first started it, it wasn't. It was because. 00:09:31 Speaker 3 I was just really passionate about taking pupils outside and not in full walls every day. Now I have realised that yeah, it probably will help me professional development wise get up the ladder. 00:09:44 Speaker Good. 00:09:49 Speaker 3 Which I guess is what everyone says in Excel. 00:09:53 Speaker 1 Good. And what you can't leaning towards now still is your prior to completing your math due to. 00:10:00 Speaker 1 Career. 00:10:02 Speaker 1 Progression or more towards getting the kids out because it's still a split, honestly. 00:10:05</p>	<p>Yeah. 00:16:21 Speaker And so. 00:16:22 Speaker 3 I was intrigued by it. 00:16:24 Speaker 3 Yeah, and. 00:16:27 Speaker 3 Because I'm doing my masters. Yeah, I feel like I'm going to be wanting some research used in the future. So why? 00:16:34 Speaker 4 Yeah. 00:16:35 Speaker 3 Shouldn't I give it to? 00:16:36 Speaker 3 Somebody else. 00:16:37 Speaker 1 Yeah. Share and share a like scratching backs. 00:16:39 Speaker 3 Yeah, yeah. 00:16:43 Speaker Ohh welcome. 00:16:50 Speaker 3 And I'll never complain about an hour. 00:16:54 Speaker 1 That's a very good point. Who's looking after him now? 00:17:01 Speaker Like, really happy. 00:17:09 Speaker Right. 00:17:10 Speaker Good. 00:17:10 Speaker 1 OK. Is there anything that you're apprehensive about with the next three observations and reflective James? 00:17:18 Speaker 3 I hate being watched in this since. 00:17:21 Speaker 2 Hi. 00:17:24 Speaker 3 Obviously I'll do it. 00:17:25 Speaker 1 Yeah. 00:17:26 Speaker 3 But when I know I have an observation coming from Ann or. 00:17:29 Speaker 3 Anyone I melt? 00:17:31 Speaker 1 The crumble. 00:17:31 Speaker Because. 00:17:32 Speaker 3 Yeah, with with adults, you know, a room full of adults. I'm no good, but stick me in assembly with thousand pupils, and I'm dying. So I know that I've got, you know, a couple of adults watching.</p>
---	---	--

to do anything with it. But I think along with my masters, there will be chance for me to get it. 00:02:54 Speaker 1 Yeah, good. Especially on the CPD, we'll touch on CPD later on. Have you lived in the West Midlands all your life? Or so? Whereabouts? 00:02:57 Speaker 3 Yeah. OK. 00:03:04 Speaker 3 Setting. 00:03:06 Speaker 1 Yeah. So you grew up in Sutton? 00:03:07 Speaker 1 With school. 00:03:09 Speaker 1 Ohh, I was a Fairfax lad, you. 00:03:12 Speaker 1 Say. 00:03:12 Speaker Really over the road. 00:03:13 Speaker 1 Fairfax so there you go. 00:03:15 Speaker 1 Did you enjoy it there? 00:03:17 Speaker 3 Yeah, yeah. Until about year 10, right? And then? 00:03:21 Speaker 3 Systems change, teachers change, and but we also. 00:03:23 Speaker 1 Yeah, it went down. That's the I think. 00:03:25 Speaker 3 Have our high levels. 00:03:26 Speaker 3 Yeah. Yes. 00:03:26 Speaker 1 Brilliant. What? What do you think changed? 00:03:30 Speaker 3 I think it was turnover in teachers. 00:03:33 Speaker 4 1st. 00:03:33 Speaker 3 For us, yeah, the lot of supply came in. You know, we don't we don't show supply teachers respect so. 00:03:39 Speaker No. 00:03:41 Speaker 3 Too cool to be there. 00:03:42 Speaker 2 Then as well, too cool to be cooler 16. 00:03:43 Speaker 1 Yeah, that's true. I'm not that that, you know. 00:03:46 Speaker 2 Yeah. Yeah. Well, yeah. And then. 00:03:50 Speaker You think ohh to? 00:03:51 Speaker 1	Speaker 3 Uh. 00:10:09 Speaker 3 Probably not split fifth. No, it's probably. 00:10:12 Speaker 3 Like 7030, completing Masters more than. 00:10:13 Speaker Send. 00:10:16 Speaker 3 Focusing on the pupils. 00:10:18 Speaker 3 Right. Yeah. But I think that's down to. 00:10:21 Speaker 3 Every day in school now. So it's it's become the norm that like this like like that. You've got to teach this you. 00:10:23 Speaker 1 Yeah, so it's another. 00:10:28 Speaker 3 Got to teach that. 00:10:29 Speaker 1 How far you been sick? 00:10:30 Speaker 3 Uh. 00:10:31 Speaker 3 I've got about a year left, they say about five years, but I've. 00:10:36 Speaker 1 Good. You know what will happen when you get it? 00:10:38 Speaker 3 Yeah. 00:10:42 Speaker 3 Use it. 00:10:43 Speaker 1 Now you will. Oh, definitely you will use it. But you know when you got your degree and. 00:10:47 Speaker 1 You. 00:10:47 Speaker 1 Get your grade. You get it. There's no celebration. It's one of these aspects. When I was speaking to the people doing PhD. 00:10:50 Speaker 2 Yeah. 00:10:57 Speaker 1 It's like when you hear these soldiers who qualify for the SAS. There's no kind of band of playing or, you know, they turn into an office and they go give us that bearer, you know, Barrow. Yes. So get out and it's it's not far off from the graduation of the masters. Everyone's saying then you got masters. Yeah, happy buddy. 00:11:16 Speaker 2 Too long on it now. 00:11:17 Speaker 1 So stressed. 00:11:21 Speaker 1 Yeah, I I had a five year break. 00:11:28 Speaker 3 I don't know what I could do after the masters. It's your doctorate, isn't it? 00:11:32	00:17:41 Speaker 3 Me and I'm not myself. I won't. 00:17:44 Speaker 1 Is there anything that I can do when I'm there that will help you? I shall I just hide in there. 00:17:49 Speaker 2 Just hide in the corner, no. 00:17:51 Speaker 1 I didn't let it or something like that. 00:17:55 Speaker 1 Because I want to try and do it as overtly as possible because the only reason being if I do kind of a covert operation. 00:17:57 Speaker 3 Yeah. 00:18:03 Speaker 1 You will act differently because you know that I'm there in a way. 00:18:05 Speaker 2 Yeah, yeah. 00:18:06 Speaker 3 I mean, is it a situation where you couldn't go and talk? 00:18:08 Speaker 3 To the pupils. 00:18:09 Speaker 3 Can cause. That's that's fine. I hate the observations where you know if you were sat in. 00:18:13 Speaker 3 A. 00:18:13 Speaker 3 Chair at the back with your notebook. 00:18:14 Speaker 3 Yeah, I'm like. 00:18:16 Speaker 3 What they're writing, whereas and I'm going. 00:18:17 Speaker 1 Yeah. 00:18:18 Speaker 3 Into pupils and I'm like. 00:18:20 Speaker OK. 00:18:21 Speaker 1 Yeah, by all means, if you wish. And you can again put the pupils in as as the most comfortable environment. 00:18:29 Speaker 4 As as you wish. 00:18:29 Speaker 3 Yeah. 00:18:30 Speaker 1 If you want. 00:18:31 Speaker 1 To kind of twist the truth while I'm there. 00:18:34 Speaker 3 Ohh, we're outside of that. You come in. 00:18:35 Speaker 3 To watch how? 00:18:36 Speaker 3 Good that behaviour is so they will behave, yeah.
---	--	--

<p>Yeah, well, with an accent. So how did you get into teaching and what was your main reason of doing that? What was?</p> <p>00:03:51 Speaker 2 Do this.</p> <p>00:03:58 Speaker 1 The kind of passion towards it.</p> <p>00:03:58 Speaker 3 And.</p> <p>00:04:02 Speaker 3 I loved my teachers at primary school more than secondary and I felt like I kept thinking if I was a teacher here I.</p> <p>00:04:11 Speaker 3 Wouldn't do that.</p> <p>00:04:12 Speaker 3 And I was.</p> <p>00:04:12 Speaker 3 Only young, but I'd be like I'd.</p> <p>00:04:14 Speaker 3 Be like you know.</p> <p>00:04:15 Speaker 3 Nice to be the pupils and fun.</p> <p>00:04:17 Speaker 3 Lessons. And then it just got serious and my dad.</p> <p>00:04:20 Speaker 3 Was like what you doing, you know? And I was like.</p> <p>00:04:24 Speaker 3 Yes you are.</p> <p>00:04:25 Speaker 3 And then I just chose the teacher.</p> <p>00:04:27 Speaker 1 What would you have liked to have done if you didn't go sooner?</p> <p>00:04:29 Speaker 3 A forensic scientist.</p> <p>00:04:31 Speaker 4 Really.</p> <p>00:04:32 Speaker But.</p> <p>00:04:32 Speaker 3 Do any sciences at school, so I couldn't.</p> <p>00:04:35 Speaker 1 Why did you want to go into forensic science? Is your other option? Is it TV show?</p> <p>00:04:37 Speaker 3 And.</p> <p>00:04:40 Speaker 3 Yeah. What's it called now? Yeah, all of those kind of detective things I like.</p> <p>00:04:40 Speaker Or.</p> <p>00:04:42 Speaker 1 CSI.</p> <p>00:04:47 Speaker 1 The ones that I watched last night on Boosie one.</p> <p>00:04:50 Speaker 1 Yeah.</p> <p>00:04:54 Speaker 1</p>	<p>Speaker 1 That's right, yeah.</p> <p>00:11:33 Speaker 4 Yeah.</p> <p>00:11:34 Speaker 1 So don't do it. That would do it. It's it's. It's good for me because you just you have to specify on one subject that's not being done before.</p> <p>00:11:36 Speaker 3 Yeah.</p> <p>00:11:43 Speaker 3 Yeah.</p> <p>00:11:46 Speaker 1 What do you know about emotional intelligence?</p> <p>00:11:49 Speaker 3 I don't have it.</p> <p>00:11:50 Speaker 1 You don't have it.</p> <p>00:11:54 Speaker But.</p> <p>00:11:54 Speaker 1 Define it in 10 words.</p> <p>00:11:58 Speaker 1 That's quite a close question.</p> <p>00:12:02 Speaker 3 How much I am aware of my own?</p> <p>00:12:07 Speaker 3 Emotions. When?</p> <p>00:12:12 Speaker 3 I want to say teaching but the same time I don't want to say teaching.</p> <p>00:12:16 Speaker 3 When being aware of something.</p> <p>00:12:19 Speaker 3 Specific.</p> <p>00:12:21 Speaker 1 Yeah, it's not, it's not more wrong dancing so.</p> <p>00:12:24 Speaker 4 It's when you're aware of your.</p> <p>00:12:25 Speaker 1 Own emotions will teach you.</p> <p>00:12:27 Speaker 3 Yeah, yeah.</p> <p>00:12:29 Speaker 1 What about others?</p> <p>00:12:31 Speaker 1 Their motion.</p> <p>00:12:34 Speaker 3 Yeah. Yeah, I do. Yeah, so.</p> <p>00:12:34 Speaker 1 Parts of it.</p> <p>00:12:38 Speaker 3 Others emotions. So say if I was teaching a lesson.</p> <p>00:12:44 Speaker 3 The pupils's emotions towards learning that.</p> <p>00:12:48 Speaker 3 And what I could do to change that emotion if it was a negative to a positive?</p> <p>00:12:53</p>	<p>00:18:39 Speaker 1 If you want to do.</p> <p>00:18:40 Speaker 3 She might align.</p> <p>00:18:40 Speaker 1 That.</p> <p>00:18:41 Speaker 1 Yeah. No, that's good. You can or if that works, brilliant.</p> <p>00:18:49 Speaker 3 Or will that affect anything?</p> <p>00:18:52 Speaker 1 No, because I would class that at.</p> <p>00:18:54 Speaker 1 The start of the message.</p> <p>00:18:55 Speaker 3 Yeah.</p> <p>00:18:56 Speaker 1 So that'd be cool.</p> <p>00:18:56 Speaker 3 Yeah, they are. I have. I am very, very lucky. I have got a really, really good year, great year this year.</p> <p>00:19:02 Speaker 1 I think as well what I will also be really kind of tilting the the study on is where there be scenarios within the pre lesson where.</p> <p>00:19:11 Speaker 1 Someone doesn't get it. Yeah. Or they show reaction. Yeah. And if it's, if you did, you did not catch that reaction. And if you did, how would you react to it if you didn't? Why didn't you see that? So I'll be kind of. I'll be doing a number of branches on on one will make. I won't be looking at 3 or 4 scenarios. So if you look at the.</p> <p>00:19:22 Speaker 3 Yeah.</p> <p>00:19:29 Speaker 3 Yeah.</p> <p>00:19:31 Speaker 1 Report after that. Yeah, but on.</p> <p>00:19:32 Speaker 1 That one, I think is.</p> <p>00:19:33 Speaker 4 Brilliant. They are. That he. I know he did.</p> <p>00:19:34 Speaker 1 That brilliant but.</p> <p>00:19:35 Speaker 1 I'm.</p> <p>00:19:35 Speaker 1 Not talking about that. So that's what whatever makes you feel comfortable and confident, just tell me and then that's no.</p> <p>00:19:36 Speaker 2 Yeah, OK, that's fine.</p> <p>00:19:42 Speaker 3 Yeah.</p> <p>00:19:44 Speaker 1 Problem at all.</p> <p>00:19:44 Speaker 3 OK.</p> <p>00:19:47</p>
---	--	---

<p>Love it. Can't think of it. 00:04:56 Speaker 3 They were like the, like the murder mystery ones and. 00:04:59 Speaker 1 Yeah, it is good. OK. 00:05:03 Speaker 1 So it was you kind of almost. 00:05:05 Speaker 1 Pushed by your. 00:05:06 Speaker 1 Dad to go to uni and that was the kind of decision that. 00:05:09 Speaker 3 Yeah, yeah. 00:05:09 Speaker 1 Led into that way. Brilliant. That's that's a push of dad. Brilliant. 00:05:14 Speaker 3 Bless him. 00:05:18 Speaker 1 So why are you doing your degree, especially your post grad? What type of did you touch on? Anything on the psychology of the pupil? 00:05:28 Speaker 3 I did do psychology at a level. Yeah. Failed it miserably. 00:05:32 Speaker Hmm. 00:05:34 Speaker 3 I think I've got actually think I've got aids. 00:05:38 Speaker 1 Due to lack of enjoyment or due to lack of the teaching, yeah. 00:05:41 Speaker 3 A bit above. Yeah, I did find it hard. 00:05:46 Speaker 3 It was like the knowledge went in one ear and out the other, but degree wise. 00:05:49 Speaker 1 Go ahead. 00:05:54 Speaker 3 I know did something about pupils's development from like nursery up to. 00:06:03 Speaker 3 Year 6 was that age 11, yeah. 00:06:06 Speaker 1 So all three through the three key stages. 00:06:08 Speaker 3 All three category sages, yeah. 00:06:10 Speaker 1 And what kind of elements did you look into those? 00:06:13 Speaker 3 Testing me now. 00:06:15 Speaker 1 Can you remember? 00:06:18 Speaker 1 So how long ago was that five years ago? 00:06:19 Speaker 1</p>	<p>Speaker 1 Excellent. Yeah. 00:12:56 Speaker 1 Is that they hit the nail on the. 00:12:57 Speaker 1 Head. 00:12:58 Speaker 1 The word manipulating. It's horrible word, but that is what emotional intelligence is about. It's about utilising your own emotions, using 2 forms of expression, either verbal or. 00:13:03 Speaker 3 Yeah. 00:13:11 Speaker 1 Especially the glare is a great one when you want. 00:13:13 Speaker 3 Yeah. 00:13:14 Speaker 1 It. 00:13:14 Speaker 3 The dog is. 00:13:15 Speaker 1 That's it. And with that in turn, it's also to you have you can either change your emotions or you can actually read their emotions and there's a number of facets which will go on to shortly. 00:13:31 Speaker 1 That will make you understand the greater deal of that pupils and also yourself. Yeah. And that's what emotional intelligence is about. And there's two elements. You're either intelligent, you've got the IQ, you've got the emotion EQ. 00:13:43 Speaker 1 I am going. 00:13:43 Speaker 1 Intelligence. I'm not. I'm not a clever servicer. 00:13:46 Speaker 3 No, I think I really have to. 00:13:47 Speaker 3 Work for that? 00:13:48 Speaker 1 But I can use my emotions extremely well. And so that's why I'm doing this, that it it's not been used enough. 00:13:53 Speaker 4 Yeah. 00:13:56 Speaker 1 Efficient, not efficiently. It is used, but people.</p>	<p>Speaker 1 Find out any questions or concerns that you may have about this. Study this in the next few weeks or so. 00:19:53 Speaker 1 No. 00:19:54 Speaker 3 Right. 00:19:55 Speaker 1 Have been what? What kind of motion? 00:19:55 Speaker 3 Yeah. 00:19:57 Speaker 1 Do you feel about it now? 00:20:03 Speaker 4 Fine, fine. Feel fine. In truth. Yeah. Good. 00:20:05 Speaker 2 Think about I'm. I'm still intrigued. 00:20:08 Speaker 3 Just like the alchemy of it all. 00:20:12 Speaker 3 I think because I'm still quite new to teaching, I do dread that word observations. 00:20:18 Speaker 4 Yeah. 00:20:18 Speaker 3 I think I will for the next couple of years until. 00:20:20 Speaker 3 I'm at a more experienced teacher. 00:20:23 Speaker 1 That's a really good. 00:20:29 Speaker 1 Thing to say only if I rephrase that. 00:20:35 Speaker 1 OK. 00:20:36 Speaker 3 Yeah. I mean, I think. 00:20:37 Speaker 3 Like the last teacher, she's been. 00:20:40 Speaker 3 Teaching for six or seven. 00:20:42 Speaker 3 Years or something, maybe longer. So to her it might be. She's used to it. You know, if they gonna come in, they gonna come in. But. 00:20:47 Speaker 4 Yeah. 00:20:47 Speaker 3 Whenever I see and or someone walking the door, my heart's like. 00:20:53 Speaker 1 Anything else you would like? 00:20:54 Speaker 1 To add in the interview. 00:20:57 Speaker No. 00:20:58 Speaker 1 That's great. OK, thank you ever so much. 00:21:02 Speaker 1 <b>End of interview 21:04.</b></p>
---	--	--

<p><b>Participant: Bo 041745 NE</b></p> <p>00:00:01Speaker 1 Interview participant 5. Identification code B. Sorry Bo 041745 NE. The date is Wednesday the 25th of January.</p> <p>00:00:20Speaker 1 Good afternoon, good afternoon.</p> <p>00:00:21Speaker 1 Are you OK? You had a good.</p> <p>00:00:23Speaker 1 Day. Good, good, good, good.</p> <p>00:00:23Speaker 1 Yes.</p> <p>00:00:25Speaker 1 You're gonna hate this now, then. No, I'm only joking.</p> <p>00:00:29Speaker 1 We've got 5 questions.</p> <p>00:00:32Speaker 1 Answer them as honestly as possible if you feel there's a question that you feel uncomfortable with, just say I'm not going to answer that. If that's OK, I'll be fine with that.</p> <p>00:00:40Speaker 1 No problem at.</p> <p>00:00:41Speaker 1 All.</p> <p>00:00:42Speaker 1 Should last around 15 minutes. Are you OK with that? Yeah. Brilliant. First question. I need to ask, but.</p> <p>00:00:48Speaker 1 How old are you?</p> <p>00:00:48Speaker 1 Again, sorry if.</p> <p>00:00:49Speaker 1 You don't 31.</p> <p>00:00:52Speaker 1 And which university did you go to?</p> <p>00:00:54Speaker 2 Newman University College.</p> <p>00:00:56Speaker 1 Newman university. So you've lived in Birmingham all your life. Yes. Which part of Birmingham?</p> <p>00:01:02Speaker 1 Brilliant.</p> <p>00:01:04Speaker 1 So this is an ideal school then it is.</p> <p>00:01:06Speaker 2 Just round the corner.</p> <p>00:01:07Speaker 1 So when did you graduate?</p> <p>00:01:09Speaker 2 2000 and.</p> <p>00:01:10Speaker 1 9.</p> <p>00:01:11Speaker 1 Brilliant. And what got you into teaching?</p> <p>00:01:14Speaker 2 In fact, I like working with pupils. I love pupils's.</p> <p>00:01:16Speaker 1 It's I was, you know, young and always being was ahead.</p> <p>00:01:16Speaker 1 Yeah.</p> <p>00:01:22Speaker 1 Yeah. Brilliant and so.</p> <p>00:01:23Speaker 2 Yeah.</p> <p>00:01:25Speaker 1 What was the?</p> <p>00:01:27Speaker 1 Obviously 2008, which was seven years ago, so was it your desired career pathway to do that straight away or was there something that you did beforehand?</p> <p>00:01:37Speaker 2 No, I went straight in soon as I did. My alarm was 64. I went straight off to Norman. Yeah, no one teaching.</p> <p>00:01:40Speaker 1 Brilliant.</p> <p>00:01:43Speaker 1 Degree. Yeah. Brilliant. And was it a B head or was it a?</p>	<p>00:06:32Speaker 1 What?</p> <p>00:06:33Speaker 1 What CPD have you done while working at the three schools?</p> <p>00:06:38Speaker 2 I used to be PE coordinator.</p> <p>00:06:40Speaker 1 Teacher fantastic at which one?</p> <p>00:06:44Speaker 2 Well, both.</p> <p>00:06:45Speaker 1 Brilliant. Why did you turn that roll up?</p> <p>00:06:49Speaker 2 Well, I wasn't very particularly good at PE when school. I used to be the one that was at the back of the class, not doing very well, but that's again because I've got because I organised all the competitions and the pupils too organise like after school clubs.</p> <p>00:07:03Speaker 1 So it's mainly on your management skills.</p> <p>00:07:05Speaker 2 Yeah. So yeah, more the more subjective knowledge, yeah.</p> <p>00:07:07Speaker 1 Yeah.</p> <p>00:07:10Speaker 1 Brilliant. That's good to know. Did you enjoy?</p> <p>00:07:13Speaker 2 Yes, until they started getting complex in all the sports premium and becoming a bit more accountable than.</p> <p>00:07:21Speaker 1 Yeah. Did you think that? Well, what experience did you?</p> <p>00:07:27Speaker 1 Find when.</p> <p>00:07:31Speaker 1 Obviously the coalition came in.</p> <p>00:07:34Speaker 1 Few years ago.</p> <p>00:07:36Speaker 1 Five or six years ago, and obviously it costs.</p> <p>00:07:38Speaker 1 A lot of money from people.</p> <p>00:07:39Speaker 2 Yeah.</p> <p>00:07:40Speaker 1 Especially in private education.</p> <p>00:07:41Speaker 2 Yeah.</p> <p>00:07:43Speaker 1 Would you peer coordinator then?</p> <p>00:07:44Speaker 2 Yes, I think, yeah, I think it was, it kind of didn't let the money went. Yeah. And it was like all well, what do we do now? The competitions died down, didn't they? And then also matched the Olympics, it seemed to come.</p> <p>00:07:55Speaker 1 Come.</p> <p>00:07:56Speaker 2 Back come back, didn't it?</p> <p>00:07:57Speaker 1 So what changes did you have to make especially?</p> <p>00:08:01Speaker 1 On the funding elements.</p> <p>00:08:02Speaker 2 He was not prioritising tours like we had to make, had to match what people dreaming pupils got opportunities to do, different clubs, making sure that you know.</p> <p>00:08:12Speaker 2 There's equal amounts of girls and boys doing the competitions and the problem I had was he's getting them to the competitions, coaches and staff staffing. Yeah, there's no money, yeah.</p> <p>00:08:27Speaker 1 On your training days.</p> <p>00:08:29Speaker 1 Hmm. How long you been here now?</p> <p>00:08:31Speaker 2 This is my second year, yeah.</p> <p>00:08:32Speaker 1</p>	<p>00:13:08Speaker 2 Is this before?</p> <p>00:13:11Speaker 1 What you think about it then?</p> <p>00:13:13Speaker 2 No.</p> <p>00:13:14Speaker 2 Of this being aware of the pupils's.</p> <p>00:13:19Speaker 2 Have the pupils's imagine during during Nice and.</p> <p>00:13:23Speaker 2 So I think it's like looking at their body language expressions, their.</p> <p>00:13:26Speaker 2 Yeah.</p> <p>00:13:31Speaker 2 They talk to.</p> <p>00:13:32Speaker 1 You. Yeah. Have you kind of read on on about, have you read on this recently or?</p> <p>00:13:37Speaker 2 No, I haven't. But it's my only thing. Perhaps we need to be a bit.</p> <p>00:13:41Speaker 2 More keen in and what?</p> <p>00:13:44Speaker 2 What they're, you know, looking at the pupils more rather than just, you know, listening to what they say.</p> <p>00:13:52Speaker 2 Because they hide.</p> <p>00:13:55Speaker 2 Hide it, they won't say, but if you look at them, you can work.</p> <p>00:13:58Speaker 2 Out how they're feeling, yeah.</p> <p>00:14:01Speaker 1 Good, excellent. Thank you.</p> <p>00:14:04Speaker 1 Society.</p> <p>00:14:07Speaker 1 The expressions and how you deliver your either verbal or non verbal just to manipulate the way that they perform.</p> <p>00:14:08Speaker 2 Yeah.</p> <p>00:14:17Speaker 2 Yeah.</p> <p>00:14:18Speaker 1 I hate the word manipulate. It's quite a nasty word, isn't it? But that's what it is. It's it's trying to get the results that you want by using your own emotion.</p> <p>00:14:20Speaker 2 Yes and yes, yeah.</p> <p>00:14:29Speaker 1 But also changing your emotions to help and support and to empower young people, which is good. You can be. Don't worry about my emotions on this question. Why did you take part in this study?</p> <p>00:14:33Speaker 2 Yeah.</p> <p>00:14:46Speaker 1 Truth mate, you can tell, but you can say who was Louise's.</p> <p>00:14:48Speaker 2 So.</p> <p>00:14:50Speaker 2 Louise came and asked me. People would mind doing it and I said OK then, yeah, I'll. I'll give it a go.</p> <p>00:14:51Speaker 1 Yeah.</p> <p>00:14:52Speaker 1 Yeah.</p> <p>00:14:58Speaker 1 What you think?</p> <p>00:14:59Speaker 1 He wanted to give it a go.</p> <p>00:15:02Speaker 2 Interested to see what my emotional.</p> <p>00:15:05Speaker 2 What? How my emotions work?</p> <p>00:15:07Speaker 2</p>
---	--	--

<p>00:01:46Speaker 2 I did the BA and then I did the I did the four.</p> <p>00:01:48Speaker 1 In what?</p> <p>00:01:49Speaker 2 Yes. Yeah. So we did the three years I could have finished after the three and I decided to do the dissertation and everything and the.</p> <p>00:01:50Speaker 1 Four years, so it's.</p> <p>00:01:54Speaker 1 Yeah.</p> <p>00:01:58Speaker 2 Teaching practise as well.</p> <p>00:01:59Speaker 1 Really. And. And it was a BA in PE.</p> <p>00:02:01Speaker 2 BBA Honours primary primary English.</p> <p>00:02:05Speaker 1 Primary English and then did you have to do PGC after that or no? Then there was an additional year in teach.</p> <p>00:02:09Speaker 2 No.</p> <p>00:02:17Speaker 1 And that was for your like independent study and.</p> <p>00:02:20Speaker 2 Yeah, yeah.</p> <p>00:02:21Speaker 1 With this solution and what was your dissertation on?</p> <p>00:02:23Speaker 2 At this stage was about the books Jacqueline Wilson and Judy Blume have written, so I was looking at how do they reflect so pupils's lives.</p> <p>00:02:27Speaker 1 So more of the literacies are.</p> <p>00:02:33Speaker 1 Ah.</p> <p>00:02:35Speaker 2 So comparing about pupils's lives now, and do those books actually reflect?</p> <p>00:02:35Speaker 1 That's interesting.</p> <p>00:02:39Speaker 1 And what year group read those books?</p> <p>00:02:39Speaker 2 The life of a pupil.</p> <p>00:02:44Speaker 1 Key stage 2 elements. Fantastic. What got you into the key stage one side.</p> <p>00:02:51Speaker 2 Because I did foundation and key stage one with my specialism. So I never looked at key stage. Got you too I think because of my own confidence in teaching.</p> <p>00:02:54Speaker Brilliance.</p> <p>00:03:02Speaker 2 I could cope with teaching the younger ones.</p> <p>Yeah, the maths and things like that. Yeah. But with year six maths.</p> <p>00:03:07Speaker 2 I would be.</p> <p>00:03:08Speaker 2 Like no.</p> <p>00:03:08Speaker 1 Chance. Brilliant. So during your time at Newman University.</p> <p>00:03:09Speaker Yeah.</p> <p>00:03:16Speaker 1 You know, obviously the number of modules, what what was the more, let's say, the psychological tilt of modules. Do you remember any of the nodes time ago, but can you remember any of the courses that you?</p> <p>00:03:28Speaker 1 Did or any of the matters.</p> <p>00:03:29Speaker 2 That was from.</p> <p>00:03:31Speaker 1 So how you would kind of look after pupils in more of?</p> <p>00:03:34Speaker 2</p>	<p>Second year. So from the two years being here and the what was the the school?</p> <p>00:08:38Speaker 2 I live on four years, 3-4 years before. Ohh yes.</p> <p>00:08:41Speaker 1 Saint Paul's.</p> <p>00:08:44Speaker 1 What has been your training days on? So what's been the major trend on your training days?</p> <p>00:08:49Speaker 2 The change in the curriculum? Yeah, the new.</p> <p>00:08:51Speaker Data.</p> <p>00:08:53Speaker 2 New come, you know new concepts that are coming.</p> <p>00:08:56Speaker 2 In and.</p> <p>00:08:56Speaker 1 Yeah.</p> <p>00:08:57Speaker 1 So what has been recently added in in your training days here on the Monday right after Christmas and things like that?</p> <p>00:09:03Speaker 2 Good money, bad maths? Yeah, maths curriculum.</p> <p>00:09:07Speaker 2 Yeah, I have found that I've mentored pupils and it's shocking to see that when they do PGC A they don't have to do.</p> <p>00:09:11Speaker Hmm.</p> <p>00:09:16Speaker 2 They do one.</p> <p>00:09:17Speaker 2 Reception.</p> <p>00:09:19Speaker 1 Yeah, that's something I needed to ask and has that what was it like when?</p> <p>00:09:23Speaker 1 You were doing your.</p> <p>00:09:24Speaker 2 Well, when I did cause I did the bead, we had PE, we had one session every week.</p> <p>00:09:25Speaker 1 Yes.</p> <p>00:09:29Speaker 1 Yeah.</p> <p>00:09:30Speaker 2 And we went into schools and taught PE while people.</p> <p>00:09:32Speaker 1 Yeah.</p> <p>00:09:33Speaker 2 Were watching us.</p> <p>00:09:34Speaker 1 Yeah, it was it, Louise Woodfield, who taught you the 10 days.</p> <p>00:09:40Speaker 2 Yeah, but I mean there was more. I felt more equipped with PE than some colleagues I speak to have been a PGC. And yeah, we've only done. We've done it once.</p> <p>00:09:49Speaker 1 Yeah. And with that, once a week experience.</p> <p>00:09:56Speaker 1 Did they touch on the psychological slams, too?</p> <p>So like looking at the emotions of pupils and if they were misbehaving, and how would you resolve that certain scenario? Was that ever introduced in the curriculum? What what you do?</p> <p>00:10:09Speaker 2 Not that I remember, but now when I've had people in when I was a coordinating, getting people like trained up, they would, you know, looking at how you could differentiate it and, you know, spot pupils were finding it difficult. What equipment could you give them instead and you know, do what was it called that?</p> <p>00:10:26Speaker 2 Group there's 4 letters and I can't.</p> <p>00:10:29Speaker 2 Remember them group.</p> <p>00:10:30Speaker 2 Looking at the like people.</p>	<p>Yeah, and to perhaps help them. Yeah. To have strategies to control, you know, controls to control my emotions and the pupils's emotions as well. So if I've had a bad day or I don't.</p> <p>00:15:14Speaker 1 Control your emotions or the pupils's emotions.</p> <p>00:15:23Speaker 2 Want to come in to come into living?</p> <p>00:15:26Speaker 2 Pull that over because I've seen that then goes on to them and then causing.</p> <p>00:15:32Speaker 1 I mean.</p> <p>00:15:34Speaker 1 Have you ever been angry at pupils?</p> <p>00:15:37Speaker 2 When they've been, yeah.</p> <p>00:15:39Speaker 1 Yeah. And and.</p> <p>00:15:41Speaker 1 When you are angry it what's the reaction?</p> <p>00:15:43Speaker 1 You provide what's the.</p> <p>00:15:45Speaker 2 Tone of voice changes.</p> <p>00:15:46Speaker Yeah.</p> <p>00:15:51Speaker 1 And and if you can picture back, obviously teacher at all three schools doesn't have to be this school.</p> <p>00:15:59Speaker 1 And now you haven't got your favourites, but everyone's got their favourites.</p> <p>00:16:02Speaker 1 Think of the the.</p> <p>00:16:05Speaker 1 Class you've had, which have been an absolute nightmare.</p> <p>00:16:09Speaker 1 Straight ahead. It's hard to think of the Nice one because sometimes you do have a few. You know they're nice because of it, but you always remember the worst class you ever had. So for your worst class.</p> <p>00:16:23Speaker 1 Three emotions, words that stick in your head, that.</p> <p>00:16:28Speaker 1 You can define that how you felt.</p> <p>00:16:33Speaker 1 For that year.</p> <p>00:16:36Speaker 1 Yeah.</p> <p>00:16:38Speaker 2 Hard work.</p> <p>00:16:40Speaker 2 I felt, you know, you know, hot. Really. Yeah. Tired.</p> <p>00:16:42Speaker 1 Tired, tired and what was the third word which you say?</p> <p>00:16:55Speaker 1 And there's no right or wrong.</p> <p>00:16:56Speaker 2 No, not.</p> <p>00:16:58Speaker 2 Well read.</p> <p>00:17:00Speaker 1 OK. Why was she so worried?</p> <p>00:17:02Speaker 2 Because that I was getting frustrated with them and then I was worried then that they wouldn't make the progress that I wanted them to make. And then that would reflect back back on them as they go through school and.</p> <p>00:17:15Speaker 1 So it's almost had guilt you had trying to reach those points. And yeah, I'm gonna throw the other question now. I always say the worst first because yeah, what's the best?</p> <p>00:17:17Speaker 2 Yes. Yeah.</p> <p>00:17:19Speaker 2 Point, yeah.</p> <p>00:17:28Speaker 1</p>
--	--	---

<p>It yeah, we did quite a lot of SCN. Yeah, SCN modules. You know, we went into one school and we had.</p> <p>00:03:40Speaker 2 To spend time with.</p> <p>00:03:42Speaker 2 Pupils who were got hearing difficulties, hearing payments and citing payments.</p> <p>00:03:45Speaker 1 OK.</p> <p>00:03:49Speaker 1 At which school was.</p> <p>00:03:49Speaker 1 That something? Well, I used to live there many years ago and keep standing.</p> <p>00:03:52Speaker 1 Now.</p> <p>00:03:57Speaker 1 So.</p> <p>00:03:59Speaker 1 Was there any when you were doing your course over the four years? Was the terminology emotional intelligence used?</p> <p>00:04:07Speaker 2 Not that I can remember that. I know it was very much the kinesthetic visual and auditory. That kind of the the the block. Yeah, that was the.</p> <p>00:04:14Speaker 1 The far yes. So it's kind of the learning processes.</p> <p>00:04:21Speaker 1 More towards than the emotional intelligence.</p> <p>OK, so more the management and the leadership, that's good.</p> <p>00:04:35Speaker 1 As well as the degree.</p> <p>00:04:37Speaker 1 Have you? Well, while at Newman, was there any other additional qualifications that you gained?</p> <p>00:04:45Speaker 2 Not particularly. Now I worked part time while I was doing my course. I worked at the show stars.</p> <p>It's yeah.</p> <p>00:04:49Speaker 1 And what was that in?</p> <p>00:04:53Speaker 1 Brilliant.</p> <p>00:04:54Speaker 1 Excellent. Is that our customer service side or?</p> <p>00:04:56Speaker 2 Yeah, customer services.</p> <p>00:04:58Speaker But.</p> <p>00:04:59Speaker 2 I took like more of a lead role on us, and then because I've camp one more of the experienced members of staff.</p> <p>00:05:04Speaker 2 On the weekends.</p> <p>00:05:05Speaker 2 So thanks. OK.</p> <p>00:05:07Speaker 1 And when you left University, was this your first school or have you been to another?</p> <p>00:05:12Speaker 2 This is my first call since I've yeah.</p> <p>00:05:14Speaker 1 3rd fantastic. So from third school so far.</p> <p>00:05:22Speaker 1 What were you previous to?</p> <p>00:05:24Speaker 2 Holyhead primary in Wednesbury and Saint Paul's in Tipton.</p> <p>00:05:31Speaker 1 When's spring tipster with it? Was that an eye opener?</p> <p>00:05:35Speaker 2 Yeah.</p> <p>00:05:36Speaker 2 Yeah.</p> <p>00:05:37Speaker 1 What was the tips and?</p> <p>00:05:38Speaker 1 One St.</p> <p>00:05:38Speaker 2</p>	<p>00:10:34Speaker 2 The space space.</p> <p>00:10:37Speaker 2 People, isn't it equipment that those kind of things. There's four things and you look to see which one you can pick out so.</p> <p>00:10:47Speaker 1 I will I.</p> <p>00:10:47Speaker 1 Will research that myself.</p> <p>00:10:48Speaker 2 Yeah, there was 4.</p> <p>00:10:51Speaker 2 It probably isn't those letters, but it was mainly like, well, look at your face. Look at your group, your size. Can you make it two groups of two groups of?</p> <p>00:11:00Speaker 2 That kind of thing and then new.</p> <p>00:11:01Speaker 1 Equipment. So again, it's a lot of management is and again it's about managerial instead of the leadership elements of it. Really it's quite interesting every interview I've done on this study, it's about how you would structure and layout. Yeah, and things like that's really, really interesting.</p> <p>00:11:04Speaker 2 Yeah, yeah.</p> <p>00:11:15Speaker 2 Unless.</p> <p>00:11:21Speaker 1 Is there any CPT that you're looking into that you might be doing in the future or you're doing something now you're doing like a course or anything like that?</p> <p>00:11:29Speaker 2 Well, I'm the MFL subject leader. No. Yeah.</p> <p>00:11:32Speaker 1 All in what? Sorry.</p> <p>00:11:34Speaker Yeah.</p> <p>00:11:35Speaker 1 Subject leader.</p> <p>00:11:36Speaker 2 Of the Met Valve currently.</p> <p>00:11:38Speaker 1 What does MFL sorry stand for?</p> <p>00:11:39Speaker 2 Modern foreign languages.</p> <p>00:11:41Speaker 1 Nice.</p> <p>00:11:43Speaker 2 Which is more my.</p> <p>00:11:45Speaker 2 Can't think.</p> <p>00:11:46Speaker 1 Got you. Enjoy that.</p> <p>00:11:47Speaker 2 Yeah.</p> <p>00:11:49Speaker 1 And you bring people in doing that or.</p> <p>00:11:51Speaker 2 Yeah, there's the teacher that comes in and she supports teaching at classes. Then in five and six.</p> <p>00:11:56Speaker Hmm.</p> <p>00:11:57Speaker 2 But I quite particularly enjoyed teaching gymnastics.</p> <p>00:12:03Speaker 2 Somebody from even cause with Samwell or St.</p> <p>00:12:06Speaker 2 Paul's and.</p> <p>00:12:07Speaker 2 Holyhead, and then because you have the funding from the secondary schools to come and.</p> <p>00:12:12Speaker 2 Support.</p> <p>00:12:13Speaker 2 In school, then, yeah, he used to come in. I can't remember his name.</p> <p>00:12:14Speaker 1 Go ahead.</p> <p>00:12:17Speaker 2 But.</p>	<p>Tell me 3 emotions that you feel when you deliver. When you for that year.</p> <p>00:17:33Speaker 2 He was happy to teach them.</p> <p>00:17:34Speaker 1 Yeah.</p> <p>00:17:36Speaker 1 Happy fun. Fun. So enjoyable. Yeah, and what else?</p> <p>00:17:48Speaker 2 We worked worked well for the relationship, the.</p> <p>00:17:52Speaker 2 Sorry, the word, yeah.</p> <p>00:17:55Speaker 1 So I'll just put relations.</p> <p>00:17:58Speaker Good.</p> <p>00:18:01Speaker 1 Fantastic.</p> <p>00:18:03Speaker 1 Finally, have you got any questions about?</p> <p>00:18:06Speaker 1 The study or?</p> <p>00:18:08Speaker 1 You know you're happy you're looking. And are you looking forward to it or are you a bit nervous, especially with the observations and things like that?</p> <p>00:18:09Speaker 2 Yeah, not particularly.</p> <p>00:18:15Speaker 2 I think I've been nervous for the first observation. Yeah, I'm just gonna get it out of my head that you're not looking at. How how I'm teaching you.</p> <p>00:18:21Speaker 2 What I'm doing, you're just going.</p> <p>00:18:22Speaker 2 To be watching mine. Yeah, I'm a bit worried if they start being, you know, not noisy.</p> <p>00:18:27Speaker 2 I do.</p> <p>00:18:28Speaker 1 Well, it's this is the best thing about it, you know? And you know it, people always say ohh shows. I've got terrible emotion, intelligence.</p> <p>00:18:30Speaker 2 Yeah, yeah.</p> <p>00:18:37Speaker 1 It's just your emotions.</p> <p>00:18:38Speaker 1 Are what you're doing. If it works, it works.</p> <p>00:18:41Speaker 2 Yeah.</p> <p>00:18:42Speaker 1 It's according.</p> <p>00:18:44Speaker 1 What it's it's always about reaction.</p> <p>00:18:46Speaker 2 Yeah.</p> <p>00:18:47Speaker 1 And it's something that happens in life, and if it doesn't work, you know, what's your plan?</p> <p>What's your plans? And that's what what teaching is all about, isn't it? You know, is there anything that I can do while I'm observing you to kind of make it easier for you?</p> <p>00:19:04Speaker 2 That moment. But that's the only one question is I don't tell the pupil because I know what my pupils will do the year 1.</p> <p>00:19:12Speaker 2 Who's that? Who's that? That.</p> <p>00:19:12Speaker 1 Yeah, you can introduce me. We don't have to. It's very overtly observed, so it won't be a covert operation. It will be in the case of, if you want to introduce me and I'll be waving and you can make up a story if you wish. Or you can tell them whatever you feel is going to work.</p> <p>00:19:17Speaker 2 Yes.</p> <p>00:19:31Speaker 1 For them to behave as normally as possible, that's fine. You can also highlight that I'll be there, you know, on several occasions. So again, it doesn't shock them down there. Second floor. But yeah,</p>
--	--	---

<p>And simple.  00:05:39Speaker 1  Paul St Pauls, what would you say with difference at those schools regarding the teachers and parents compared to the ones here?  00:05:47Speaker 1  Was there any much different so?  00:05:50Speaker 2  I wouldn't say I say the parents and when's being different. You've got to be a bit more.  00:05:56Speaker 2  Or where you know more self aware of, you know, more emotionally. Sometimes I had one parent who came and tried to accuse me of break her son broke his neck on the field, but he hadn't. But you've got to deal with parents in your faith. And a lot of confrontation. And they feel as if you're getting at them. They feel as if they're.  00:06:16Speaker 2  Being got out with her parents here, a bit more supportive.  00:06:20Speaker 2  Yeah.  00:06:21Speaker 1  And you can ask them yes.  00:06:21Speaker 2  And work with you. Yeah, yeah.  00:06:24Speaker 1  Sorry yeah, work with you. Yeah. Good. Obviously do training here as well. And at the previous schools, have you ever had what was kind of?</p>	<p>00:12:18Speaker 2  He was quite, you know, a gymnastic coach. He was quite well known for.  00:12:23Speaker 1  Yeah, it's, it's great. It's, it's the fastest growing sport in the last four years with success in the Olympics. You can understand why.  00:12:28Speaker 2  Yes.  00:12:33Speaker 1  Thank you so much. I'll go down to Part 3 now. Just looking at the time it's just flown by.  00:12:37Speaker 2  Yeah. So they've got plates home until quarter, yeah.  00:12:39Speaker 1  Ohh that's good.  00:12:42Speaker 1  What do you know about emotional intelligence?  The actual term, emotional intelligence. And before the presentation, did you hear about it?  00:12:50Speaker 1  Before you, no and.  00:12:50Speaker 2  No.  00:12:58Speaker 1  In 10 words, more or less could you define what you think start right or wrong, what you think emotional intelligence is.</p>	<p>you can ask, tell, tell the tell the group no problem at all. Yeah.  00:19:33Speaker 2  It's.  00:19:34Speaker 2  Yeah.  00:19:40Speaker 2  That's the yeah.  00:19:53Speaker 1  Fantastic.  00:19:56Speaker 1  Thank you so much. Anything else you'd like to?  00:19:58Speaker 1  Add or no.  00:20:00Speaker 1  Thank you I.  00:20:00Speaker 1  Really do appreciate you doing this. It's it's and I'm busy. You are? Yeah. And we're gonna move on to this now. I mean, we've got plenty of time. We've got. I mean, it's it normally takes about 20 minutes. Interview will be stopping at.  00:20:03Speaker 2  Interesting to read up to it.  00:20:07Speaker 2  Yeah.</p>
---	--	--