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

DEREK A.P. HUGHES

THESIS PRESENTED FOR
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Volume 2: Teachers' Accounts 1 - 19

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CONTENTS

The accounts (transcripts of interviews) 1 - 19 appear in numerical order of each teacher's code number. Male and female teachers are differentiated by the prefix M or F. The page number follows the code. Thus, F12/9 refers to female-teacher twelve, page nine. When a teacher was interviewed twice the 1975 account precedes the 1979 account.

17th October, 1979.

I want to see your job through your eyes. What do you consider to be reasonable and unreasonable requests? What is reasonable in one school is not necessarily reasonable in your school..... Do you know anything of the other schools in Hucklebrough?

No, not much. I meet their P.E. instructors...from what I hear I prefer our curriculum structure to theirs.

Could you tell me a little bit about it.....to help me?

Yes, our kids do a six week block on one particular aspect of P.E.... girls do hockey, netball, gym, dance, swimming.

If a girl is doing dance, she does it for six weeks?

Yes with the same teacher.....they get two doubles per week. They stay with the same teacher but the option changes. So they stay with the same teacher for the whole year. We have a six week block then the subject changes. The kids know exactly what they are doing. We know exactly what we are doing. They get two options each week. We can plan the whole programme. We try to get an indoor and an outdoor.....And the other schools seem to be much vaguer....much, much vaguer on this. They don't know from week to week what they are doing. The kids don't know either. And you have very little continuity. I find that this method that we are using we get a lot of continuity. All the kids know that in six weeks you can plan for six weeks and you can do something worth while.

Let me be clear. If I'm a pupil in the second year, I have two periods of P.E. per week. How long are those periods?

An hour and ten minutes.

So I have two hours and twenty minutes every week?

Yes.



In how many years?

Right through to the fifth.

In any one week I shall be doing two different things?

Yes. The kids would know exactly what they are doing for each or either lesson.

So in one term I shall do four things?

Yes.

I could get four teachers?

No, you would get one teacher the whole of the time.

Does that stretch the teacher's resources? Would I get the best teachers? What springs to mind...if supposing I've got Dance, Hockey, Gymnastics, Swimming.....Is that a possible combination?

Yes for one term.....

So I might get you for all the four.....If I were you as the teacher in that position I would have to be good at these four things.....there might be somebody better at Dance...at Swimming....

Yes, there is a slight deviation...in that....like Jenette doesn't do any swimming at all, because she has not the standard qualifications...standards....and she doesn't enjoy swimming herself. So we swap with Jenette.

So there is some trading within the department?

It only happens with swimming and the dance because we do a dance swap with anyone who isn't particularly keen on dance or who hasn't had a particularly good training in dance or who hasn't done dance

at college. But I think that the kids are getting a good deal because in this school one of the first things that I found out is that the kids are very slow to learn....they learn very very slowly. They have very low retention. There are a few at the top that have got that ability. But most of them haven't. But they never get to the teacher's standard. You see I never did Volleyball at college....I never did a course at college. I got to Know The Game of Volleyball and by watching Maureen and the others, and by having little sessions on my own....and I teach it. I can still teach the kids and they don't get past my own knowledge... of Volleyball (1).

You don't feel in any way inadequate.....it hasn't undermined your confidence?

No. (2)

Is there any subject which you have been asked to teach so far where you perhaps have been unnerved?

No.....that was Volleyball.....Well I mean it is frightening when you have to teach something that you have never done but when.... but I think that you basically get an ability to teach, and once you've got that ability to teach, its your adaptability that counts. You can adapt to any situation you are put in very quickly especially if they are not of a high standard of P.E.....our standard is fairly low.

Have you really not met a situation where you have been unnerved?

Not something that I have been asked to do....No. The only points I find are very difficult....and the things that I really wanted to say to you today....most of all to you today....is that the P.E. lessons are great. Teaching of P.E. is great....it's the 'X' number of problems which depends on the class that you've got which you have to sort out the unfortunate ones the maladjusted the kids that are

skiving, the kids that are being cheeky....The worst experiences have been with fourth year pupils....that you can only be authoritarian to a certain extent. With fourth year kids you have got to change. You've got to have a completely different approach. If you don't can't change then you can put yourself completely on the spot. You've got to be very very careful. I think that that is so important now. I think that at college that is something that should be dwelt on; it is one of the worst things that you can have. If you set yourself up....in this school you have to be so careful that you don't say something that you can't carry out.... you don't say something that is going to lead to a confrontation that you won't come out of on top. (3)

Have you found with the girls that you take.....have you found a formula which worked for you?

I am finding one....I haven't found it yet. I am trying to find a balance. It's very difficult to switch from being authoritarian to finding this sort of relationship whereby you can relate to the girls who do not want to do P.E. You want them to do it. They don't want to do it. You've got to find some way really of making them do it... 'cos they don't want to. It's encouraging them to do it. I haven't found that (formula) yet....no. That's what I am looking for. And trying...trial and error. It's not very satisfactory. But perhaps in a few years time it will be there. (4)

Have you discussed this with anybody? You've selected this as your number one problem.....It may be that it's everybody's number one problem. Everybody within the school. It might also be everybody's problem in the town.....and in the Country. I fancy that it will be.

Well I know that.....We had an induction course last year where all the first year P.E. teachers went to Darton....to the Teachers' Centre with the P.E. Adviser (female). And I can remember broaching this subject with her about fifth year girls who don't want to do P.E.... who just will not bring kit.....I got the impression....I could be

wrong....but she didn't really appreciate what it was like. I think that things have changed so much in the last few years that unless you have been teaching in the last few years you do not know just what it is like. And college lecturers can say it...they don't have that problem. It's not real. You encourage them to do it. You make it interesting for them to do it. They can say this in theory. Yes. It's great theory. It's fantastic theory. But if you've got a stubborn little girl....stood there saying that "I'm not doing that" or "I haven't got me kit" you can waste up to half a lesson sorting it out. They just do not appreciate the problem. It wasn't brought up in the main discussion. I felt quite sure that there was other teachers had found this they were not going to raise this because they felt that they would be just shot down on this point. There is definitely this problem in schools.

What do you think made the other teachers keep quiet?

I think that it was because they didn't want to admit their failure. But it isn't a failure.

I would like to pick you up on a point there...You said that half the lesson....negotiating was 'a waste of time'?

Oh yes.

Do you think that it is a waste of time? May be the most important part of your education 'with' and 'of' them. It might be more important than the Volleyball.

Yes, that's true. I think that in fifth year they should have a choice of subjects. Most are given that choice. They have extra things brought in. Table-tennis, Badminton....They have complete choice of what they want to do and for the most part they do get that choice. We (teachers) are assigned to a specific thing. We get fifth years four times a week....two B sets and two A sets. The 'A' sets are much better than the 'B' sets.....

There is a real difference?

Oh yes. Definitely yes. I'll come back to that. For my two 'B' sets, which are definitely the worst, I do trampolining. Now that is.....you know you have to supervise that constantly. Because I have two trampolines, boys on one, girls on the other, and you've got to watch those trampolines 100% of the time. Turn your back and you'll get two lads fighting on the trampoline....or the spotter will sit down. So you can't spend time with all these girls with notes and excuses because you cannot leave them. So you are rushing through them....Yes it would be great if there was a teacher who could just solve these problems. Who could spend the time with those girls and just talk to them. That would be great...and to talk to them. Why don't they like P.E.? And this sort of thing. But of course sometimes they do it just for some kind of attention. Sometimes they just can't be bothered. But also in this school there is a very bad truancy problem. Both girls and boys, after registration going out of school and missing lessons. It's very very bad and there is very little follow-up on it.

Is there much teacher truancy in this school?

Er....yes (embarrassed chuckle). Yes there is a fair amount..... You find that the first few weeks are great then....we can have as many as ten teachers off....

How many teachers are there in the school?

Seventy to seventy five staff.

Back to the pupils...you say there is little follow up....Do you think that there could be some follow-up that you don't know about?

No. I know that there isn't. We can look down our list and check with the class register and find that the kids have run off. A girl in the fourth year hardly attended at all.

If you were in authority....what policy should the school adopt?
Do you think?

I think that an attendance officer should be assigned just to this school....constantly. It's not the.....a part of teaching. And yet it is. You see it is problematic. The other day I checked a fourth year girl. She was marked present but was absent to my lesson, which I then reported, to the Senior Mistress. The girl was caught....going out of school without permission. She was caned. And she sat and looked aghast at "what are they picking on me for?" because so many go out. And if anyone's caught and punished or told off for doing it.....they can't understand why they are picking on the one because there's hundreds do it, and you don't get them. You see in a way it is unfair. (5)

You think that was unjust?

No, I think that it was just. In a way. I think you've got to....er... over attendance, you've got to show the kids that they can't get away with it. If it were dealt with on a much larger scale tackle the truancy problem...it would be severely cut down.

Is this problem discussed much by staff?

I don't think so. As one teacher you can't do much. First, second and third years there's excellent coverage. There's an excellent staff. Year heads and head of the Lower school....all excellent... in this matter. They are interested in the kids. They are caught... punished. But when you get to fourth year and fifth year which are the most important years....there's two Heads of Year...there's not all that much follow-up.....in those years.

Might it be a chosen policy? Some teachers will say that if the pupils don't want what the school has to offer that's their choice.

Well there is that to it. But why let it reach that stage? Some of the

kids just have the afternoon off because they feel like it. Then it snowballs from there. If that attitude can be stamped out to start with; get it out of their heads that "they fancy a day off school, I might as well". I think that is the danger point, I think the whole curriculum could be re-thought out.

Looking at it from the pupil point of view....."that subject is quite useless to me. I've had nine or ten years of P.E. or English or Geography" and they say, "Yuk!" Why should they do it for another two years?

Yes.....that's a point. In our department I know we change options in the 4th year.

Does that help?

I think it helps.....They have a complete change....able to do Trampolining, Table-Tennis, Badminton. It's a complete change from having to do Netball. I personally think that Netball for seven years is just ridiculous really. It's similar with Hockey, but not quite so bad. I don't quite know why Basketball has not been introduced more into schools.

Why don't you introduce it?

Basically because there is no room in the curriculum for it.

Have you got the freedom to chuck out Netball and introduce Basketball?

I don't think so. I could look into it actually.

Would you have the confidence to do it?

Oh, I think so.

How would you set about doing it? If you thought that the girls had had enough Netball after seven years and that they would benefit from Basketball would you have the freedom to do that now?

I would obviously have to see the Head of Department.

You don't feel professionally responsible to say, "look, I judge that these girls have had enough Netball, I am going to switch."

Oh that would be great if the facilities were there. If there was a spare gym knocking around. Well there isn't. We are very very pushed for our facilities. I could not deviate from the programme.

So the problem is one of plant...the facilities...say for basketball. So you would have to take this to your Head of Department to get his authority. Would getting his authority worry you?

No.

You are confident that he will listen to your argument?

Yes, he does.

Have you done this at all yet?

Yes, I have done it with Hockey.

Did you have a sympathetic and understanding hearing?

Yes. We had a very good argument. In the end he said that he appreciated what I had to say about it but he didn't say, at the end, "you will do...." He said, "why don't you try"? And he explained....

What issue was that?

I had a very very small group on Friday morning because one class of third years take Latin and very unfortunately they have to drop one double lesson of P.E. which is absolutely ludicrous. It is most annoying because these are the girls who are making real progress in their games. They form the core of the hockey teams....We lose those

girls, O.K. you can do the skills but you also build up a relationship very strongly (implying that this was very important).

You are speaking very strongly about this. Would you like to change this? You imply that it is not right?

No, I don't think it is right. It's not right at all.

In the case of the basketball netball question you could go to your Head of Department and say, "could I discuss this.....I've got something on my mind.....I think that we can improve the programme." Say that I've got an issue that is beyond the Head of Department.....Now how would you feel about making a case out of that?

I don't think I would

Why not?

Because the Head is the sort that once he has made his mind up there is no way. He just doesn't listen to you. I have not had experience of this... but once his mind is made up there is not staff discussion of it. Once his mind's made up he will not change it. He will not listen to your argument... There is no point. All you are doing is banging your head on the wall. Only if it is an academic matter. You know P.E. is the bottom.....as far as the Head is concerned.

How far is P.E. valued by the school.....The Head...?

Very little

Have you ever discussed it with him?

Oh heavens no.

Have you ever discussed any policy issue with him? How much time have you spent talking to the Head?

Not a lot (implying understatement) I just do not have anything to do with the Head. The Head's just got to say before you can go ahead (distortion of about two lines of dialogue).

How do you know that he doesn't value P.E.?

Because of a discussion he has had with David about P.E. in that he said he could sack the lot of us.

He's actually said that?

Oh no.....but that's the impression he gave.

So when you came as a newcomer to the school you got the impression that P.E. was not highly valued?

Not with the boss, no.

What about the deputy?

I haven't had much to do with the two deputies. I do not think that they have much influence on the P.E. policy.

Back to the Latin/P.E. problem. Would you feel impertinent by knocking on his door and saying that you would like to discuss this issue with him?

I just wouldn't do it. He is the sort of man who can make you feel two inches high. Because of his personality. I don't know if you have met him....but if you get the chance he is the most atypical boss you can possibly find. It's his manner. He's a very nice person. You've got to be careful what you say to him. You find him in different moods. He is basically very fair. But he doesn't take anybody else's consideration... anybody else's views into consideration. We have staff meetings and one of the teachers who came at the same time as me....He said, "why don't we have an agenda for the staff meeting?" "Can we discuss the problem of teachers

carrying pencils about the school?" He wanted to discuss the idea of giving a pencil to each child at the beginning of the year to make pupils responsible for ensuring that they have pencils at lessons.... (I don't think that it would work, they would not have them to do the work). But anyway he wanted it discussing at the staff meeting and there was nothing else on the agenda. So on Monday morning before the meeting the boss put a notice on the staffroom board - "There's a staff meeting on.....and Mr. 'X' will address us on the matter of pencils". You know very very heavily sarcastic. To make him feel yuk....He is so very very sarcastic. I don't think that he realises that it is undermining you. It's awful to be made embarrassed....to be made to feel so small in front of other members of staff. Your professional standing is eroded.

All crusaders have this to live with though. Don't they?

They have to risk continual rebuff....I would find it easier with backing in the 4th year with Jenette's backing....she's Head of second year....Within the department one can discuss....but not with the Head. I don't know what would happen about the Latin issue....

(Discussion digressed without conclusion relating to catchment area of school which involved E.P.A. feeder schools but Callaly is just out of the E.P.A. definition).

Can you give me a brief run-down on the type of schools you did your School Practice in?

In first year I went to I.R. in Markton....

Was I.R. a good preparation for your work here?

Oh no. It was a good catchment area....good discipline.... school uniform.

What followed I.R.?

Then it was Redheugh....H. School. A Senior High School. Again with very good discipline. A very good school. You could tell them anything

and they would do it.

So R. didn't prepare you for Callaly.

No.

What was your final practice?

Callaly

Now then....I should be very interested in this one. Did you on that final practice really get an insight into what Callaly was really like?

(Long pause) Mostly. What I didn't find...and I didn't find this until the Christmas in my first year of full-time teaching...was the staffroom friction. The different groups in the staffroom. I was totally unaware of this sort of thing.....The staff room bit, yes. The kids, yes I found out about them. It was traumatic in a way. You see I had had two such nice practices I was unaware what the kids were like. Trying to progress from one lesson to another. They didn't remember what dribbling was in Hockey. You had to go over the last week's lesson. In a six week scheme... as we have to do....I was getting to the end of the second week by the end of the sixth week. Really there's no way that you can push on...and just leave the kids ignorant of the basics. It was only by talking to the other staff that I found that they too had to repeat themselves. You've got to sit a class of third year class down and explain what athletics is. They do it in first and second year but they do not remember.

About the staff room tensions. There's nothing unusual about that.... but what of the intensity. In this particular school do the staff room tensions spill over into subject areas. Do they spill over into the P.E. Dept.? Into the work....into your relationships with each other in the department?.....or relations with the pupils?

There are no tensions within the P.E. department as such.

When you say the P.E. Department is unified, are you comparing it with I.R. and H.?

There's much more communication between the men's side and the women's side....

There's no separation of the men from the women? Because it is a big department isn't it? And it could lead easily to division.

I think that it is because David is head of the department. Because it is a man who is head of department. The men are so approachable. You know that if you have a problem you can go to them quite easily. They don't say get on with it yourself. They are so approachable. I think the P.E. department is, in a way, separated...you know like the P.E. Wing was from the rest of the college....it's similar in this school. It's the P.E. department and the rest...type of thing.

Is the P.E. Department more isolated than any other department?

Art department and Cookery department are....yes.

So insofar as you are isolated, you are also independent. The P.E. Department can have its own philosophy.....live in its own little world and the tension in the rest of the school do not trespass on to it?

That's right....I don't think that it does. Only when you have to refer a pupil to the year group head. I find that it is in the fourth and fifth year.....because they can't be bothered (referring to staff who do not follow up absentees.)

How much money do you have to spend?

I haven't a clue.

Who would you ask?

David

Would you dare to ask him?

Yes....At the end of last year we had to write down what we wanted. I wanted some hockey rule books....No, I don't really know how much money we do get. All I know is what we get it for. And it seems to be quite a good distribution, we have just got 25 new Hockey sticks.

You've had all that you've asked for?

Oh yes, it's great. Equipmentwise it's great.

However unified a department is....I am talking about you personally now rather than the school.....In what ways are you different from your colleagues? You may well have different opinions....different beliefs....different values....different from the other seven.

(long pause-hesitancy) We are all different. We are different in what we clamp down on. For instance, Jenette goes mad if she sees a kid chewing. I don't like it but....other things annoy me.

Such as?

At the beginning of the lesson.....Miss I've lost this, Miss I haven't got this.....there's a note. That annoys me. A messy start. I can't stand being flustered like that. The first sight of the kids being around me. Jenette doesn't mind about that sort of thing whereas I think that it is messy.

How much policy discussion takes place between the staff? How many staff meetings have you been to since you came here in fourteen months teaching?

I can't remember how many I have been to. The first few I tend to go to practises....they are more important. Especially with the boss being the way that he is. As far as I can see that only definite decision that

the staff make in this school is on the occasional days. And I don't mind.....when we get a day off, so I don't see any point in going to meetings.

When are the staff meetings held?

Monday evening. The first of the month.

So to begin with you attend conscientiously.....

Well such trivial things are talked about. In the staff meetings the differences between the factions...one set of staff are against the other set. It's like a battle field. It's not very nice.

Can we turn to the good things of P.E.? As far as you can judge it....

What has P.E. done for these pupils at the end of eleven years?

Eleven years of schooling.....What's it done for most of the children?

(Pause)

(Prompt) You see this is tomorrows Hucklebrough. What are they going to take with them? Are they going to go into clubs?

Some of the pupils already do go to Youth Clubs. It is very important for the fourth and fifth year pupils. The talented will go to outside clubs.....I doubt really that many will take up P.E.....in an outside form.....

Does that worry you?

Oh it does.

Where could the pupils play netball?

I think that there are clubs.....Youth Clubs.....I don't honestly know about the different organisations.

Is there anywhere the girls can play Basketball?

Yes, there's some places. Hucklebrough itself seems limited....I don't know if there's any clubs in Hucklebrough. I know that there are clubs in Markton and Laithes and so on.

Where would the girls play Hockey?

In Hucklebrough I don't know. Possibly there are town teams...it's difficult for me to tell.

Do you feel identified with Hucklebrough at all?

No....It really is quite disgusting that I don't really know what sports clubs do exist in Hucklebrough. I cannot say to a fifth year, "Ee Miss I'm leaving school next week and I want to continue to play hockey, where....?" I would just have to stand there without a satisfactory answer.

Is it our job?

Yes. It's the first time that I've ever thought....Well I ought to know the clubs available out of school....well, if there are any. Yes it is our job. But its a big problem trying to interest many of these girls. So many of them are quite happy looking forward to the dole.

That worries me.

Yes, but what can you do? You can't say "get out and get a job." There are no jobs for them. A lot of the kids come from homes where they are on the dole and are quite happy. So why should they work when they can go on the dole? It shocked me when I first started teaching that the girls were quite happy to accept that they were going on the dole.

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

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

So that is the highlight. When were you last angry?

(Chuckle) I think I am angry just about every day. The pupils sometimes make me very angry. They answer back....I think that it depends on the

F.1/19

activity.....they tend to be cheeky sometimes....having to go out in wet weather and sometimes they go just too far. I think that's all that makes me angry....when they don't co-operate when I try my best to make.....

You sound happy!

I am

Your morale is high. Is it higher than the morale of the school?

I think my standards are higher than in the school generally. I'm not going to lower them....because the school will not chase the truants that does not mean that I'm not going to chase them up.

Would you be pleased if your children came here?

What an awful question. Er.....No. In P.E. yes. In some departments yes. But in others no. I would not want them to come here.

Why?

I don't think the staff themselves....some of the staff just don't care. And I think I would send my kids somewhere else. Oh, I don't know. It's a difficult question that.....

Taking your seven colleagues in the P.E. department how much time do they spend on extra-curricular activities? Do you spend more or less than the others?

'X' spends no time at all, which is.....Pause.....

This is a tender point now?

Yes, very. 'F.W.' and 'F.L.' (two probationers) spend a lot of time, they do all the netball. I spend more time than I did last year. The men spend an awful lot of time except perhaps Mr. 'X'....who spends less.

There are some division amongst the staff then?

Yes....but in the department a huge amount of time is given to extra-curricular activities. You have to book the Sports Hall for a certain time. Otherwise you can't get it.

As far as P.E. is concerned, are the pupils of this school getting a good deal.....as far as they are going to be the future citizens of the town, are they getting the best that is available?

Yes, I think that they are. The only problem is that they don't realise it. There has to be a way.....a bridge across the gap.... I think that we have to cross that gap or otherwise they will not realise the good facilities.....

Do the rest of your colleagues realise what a lot of good you are doing?

Some of the staff, yes. But most of the staff, no.

End of Recording

Follow-up Reflective Comments

Thanks for the taped comments! They are rather revealing aren't they, but I agree they are a true representation of my views at this time. If I can be of any further help to you please don't hesitate to get in touch either by school or home.

Please could you let me know how your work gets on as it is something which genuinely interests me as I think that we, as P.E. teachers, are often seen to be less than what we are, given less respect by colleagues and grossly underestimated as far as the necessity for our subject to be included in the curriculum.

Having thought about our discussion perhaps I might add that a useful thing for a P.E. teacher to acquire is a valid argument why the subject is necessary. The number of other teachers who do not see this is remarkable.

- (1) I had never played Volleyball in my life before "learning" at Callaly.
- (2) Further notes on adaptability of teacher to teach ALL subjects regardless of own experience and college courses.
This is important, Probationer had to teach dance and was unprepared by college. She did worry, but asked me for ideas etc. and read a few books (not masses of theory). She is teaching her own lesson (she had the option to swap) and is enjoying the lesson very much.
This encourages the teacher and gives confidence. I agree it would be very undermining if this did not work but I think you'd agree that the different factors to be taken into account for each lesson make the likelihood of this happening just as high if the unknown factor were the children's ability, or their previous experience, rather than the actual "subject teaching experience".
- (3) Unnerving situations. - Not usually found in actual teaching but in other areas of dealing as a P.E. teacher.
E.g. for checking a girls truancy (2/12 lessons attended) and referring her resulting in caning and had a threatening letter sent to school which was so bad, it is being referred to the Police if it is not retracted. I had to be instructed to come into school immediately if a strange woman approached me and to seek help from another member of staff if necessary if the girl proved any more than I could manage as a result of the parental "blessing" on the girls bad manners and attitude. This kind of incident (which happened at break on the day I spoke to you) left me shocked and disillusioned - should I continue to maintain my discipline and standards. Fortunately I am stubborn but I was very tempted to give up my own aims etc. This is a consequence of trying to pursue personal (and theoretical school) standards and rules.
- (4) It becomes more clear that a different approach is needed with fourth and fifth year girls from the junior end of the school. Enjoyment and achievement are much less easily obtained for

older girls as they don't aim for these themselves but nevertheless still enjoy them when they happen. They need to be encouraged on a completely different plane.

How to deal with children of different ages is definitely something to try to discover and teach in colleges.

- (5) This was the girl whose mother then sent a note to the Senior Mistress threatening me.

How long have you been at this school?

1970 I came here.

Are you a Hucklebrough person?

Yes, I went to B. Hall, The Campus, Laithes. But I have always lived in Hucklebrough.

Do you feel identified with H?

Most certainly. I always had the idea when I was at college that I wanted to come back to H. Basically I felt that they had paid for my education....they paid for me at college and I felt that I owed them something. So I think that was the main motivation. But I always thought I would come back to H. even though I was at Carnlees. It was a good three years away from home but I always thought that I would come back home.

Is it pushing it too far to say that you really care about Hucklebrough?

Well...you tend to see a lot in the newspapers about H. It tends to be put down. I would say that Yes.

You will have seen a lot of changes here at Callaly...Have the changes been for the good?

Some improvements...some not. The worst thing that anyone did was to raise the school leaving age. That's done a lot to effect teachers I think. Not necessarily in this particular school but I think in general....whoever invented that idea was absolutely stupid...quite honestly. And I have yet to meet a teacher who agrees with the raising of the school leaving age. A big proportion of the fifth year are not interested in doing work. It would be better if they started younger and finished earlier quite honestly. Comprehensive

education I think is a good idea...for academic development. Because I myself was a late developer, I didn't pass the 11+. Schools are too big...this is 1300...That's too big. The bands are a good idea. It is the size that is wrong. Another thing wrong in H. is the fact that it was taken over by County. We've lost out a great deal...to County.

Now is that in the mind or is it really in fact?

I think it is fact. Again you don't really get to know what's going on....You know this points system...we were really well off for points in H.....at this particular school. But since going into County we've been losing points virtually all the time. Because it effects everybody's promotion prospects...things to look forward to...There isn't any promotion prospects.

You feel that as a result of going into County your promotion prospects are reduced?

The story came from County that we were so far ahead on points of the Darton schools that ever since we went into County, which is about six years ago...its a long time ago...they still haven't caught up. They are still getting the points. The merging of the scales have not helped. I was a scale two...so a lot of people are ahead of me on threes. (1)

What are the scales in this department then?

David is a scale three - that was an old scale 4...the old divisions gave you something to aim at. I was aiming at a scale 3. Now I am stuck on a scale 2 and there is no immediate prospect of anything else. Jenette also has a scale 3 but that's because she is Head of second year. I'm on a scale 2 and the rest are all ones...and there's eight of us altogether.

Will that be the same in other departments?

Certainly not (emphatically) They are a lot better off. P.E. loses out.....to a certain extent....To take an obvious case, from the Heads of Geography and that sort of thing. Heads of Maths Department and English Department, admittedly the biggest ones...They're all scale 5's down to 4's....The Head of P.E. is only Scale 3.

When I had to abandon my research there was only one well paid P.E. man in the town and that was at Aiden. Is it still the same?

It is still the case, yes.

So there is a discrepancy still between the schools.

P.E. is definitely not well thought about, especially by a lot of high up academics.

In the school context, is P.E. valued generally in this school?

I think it will be. When the headmaster first came he had a very low opinion of P.E. but I think he is changing because of everything we have done as a department. I think it should be said....because we do - whether we should or not - but we really do - we have won a lot of things over the last 2 years possibly the best P.E. in the town. Whether we should be winning things or not I don't know, but I think generally the staff do appreciate what we do because we do work a lot and I think P.E. is reasonably well thought of in this particular school, but I wouldn't say that was general. I think most people have a low opinion of P.E. teachers.

The one important person in this story as far as I am concerned is the Head. You said that when he first came he had pretty low opinions of P.E. That may be because of his past experience or just because he is an academic, but you think he has changed a bit.

Definitely.

What evidence are you basing that on?

He is interested when he has to do a booklet and when he has parents. In that booklet he puts a list of what we have achieved and for governor's meetings, he has a list of what we have achieved. He also gives the department more money, so maybe that means..... he probably hasn't changed, but he gives the impression that he thinks more highly than he did.

How long has he been here?

I think it is four years

Long enough for you to get to know him pretty well. Have you had any discussions about school policy, P.E. policy with him?

No

Is he the sort of man to whom you could go....knock on his door and say "I've got something on my mind....can I discuss it with you?"

(.....hesitation and chuckle about answer)

I am wanting to get to the reality of the relationship

He's a very peculiar bloke. I would sum him up by saying...
"If he can become a headmaster then I don't know what
(muffled...) He's very insular. He has very odd opinions
about things and doesn't mind telling people. He is very
brisk....sarcastic. His man-management is awful, quite honestly.
And I would think that the headmaster should be able to manage
people. He hasn't a clue about how to handle people.

This is very important to me...why is it that the P.E. department is so often given a bad deal?

I don't have much contact with him. I suppose David as Head of Department must do a lot more talking to him. But I personally don't ask him about his opinion on many things. I'd rather go... you get more sympathy from Department Head.

He's more understanding and sympathetic?

Yes. You see, P.E.-wise when Town was disbanded as a controlling authority, they had a lot of money left over and they built a sportshall at every school. Facility-wise we're a lot better off.. but only because H.spent their money before County got hold of it. We are well off....But that's not anything to do with the Headmaster... they were here before he came. The head before was a very good manager of people. He could get the best out of people. You know if we had matches he was always....at rugby matches he was always on the side line...even if he only stopped for ten minutes or something like that....he showed his face. He encouraged you a lot. But this fellow is just not interested. He doesn't know where the fields are. The impression I have is that he didn't like P.E. and he didn't like Music. For some reason those are his particular pet hates. But he does seem to be getting better.

You feel that this is a d.....good department which is really doing these kids well.

People divide P.E. into two parts, Curricular time the 9.00 to 4.00 time. David is very good. He's a good manager, He's a good organiser. And 9 to 4 is very well organised. And after school, the second part, extra-curricular, we do a lot more than other schools. We have two football teams for each year. A Rugby team for each year. A Basketball for each year. Some schools don't do any basketball at all. Some schools don't do much rugby or much football.

Is this the biggest school?

I'm not too sure. Dovedale might be the bigger. Yes we are a big school. But again the recent pay battle that they had...that... I'm in the N.A.S.....they stopped our money C. stopped our money for the $\frac{1}{2}$ hour that we had off at the end of each day. They stopped money for week ends. I'm not quite sure of the actual details....C. were trying to say that they pay us for week-ends... whether that's true or not. They were stopping money....when most people don't do any work anyway....there's only us that do any work at week ends, maybe music runs an opera. That's put a lot of people off. Especially one particular member of our department... he was very upset about County stopping this money. All around the town the willingness of staff to do out of school activities has really declined. Before we went comprehensive there were something like 12 schools in H, because I was secretary of Basketball then....and you could guarantee that for each year you would have at least eight or ten teams in each Basketball league. But now we have 7 comprehensive schools and we struggle to get four schools playing basketball. The schools were so much smaller....but people managed it....everybody had football teams, some had rugby teams, even some Secondary Modern schools had rugby teams. Everybody had basketball teams. But now with more staff I mean we have 70 staff.....other schools a 50-60 staff, and yet the school, to get people to do things...a lot of it is to do with low pay. You don't get paid for these extra activities.

How much help do you recruit from other members of staff?

Quite a lot. We are very fortunate there. The women manage on their own because there is four of them now....we've only had three up to now....but we got an extra one this year so we are very well off. We have the biggest P.E. department. Next biggest, I think is Dovedale. They have 6....Aiden have 6. But some have less something like four. All the P.E. in curriculum time is done by

specialists....When I first started a lot of people did two lessons of P.E. each week or up to four something like that. But out of school activities on the men's side 3 or 4 staff who take teams mainly football and one helps with basketball and one with a rugby team. So we are quite well off.....certainly more than other schools. For example, Gargrave do virtually nothing - well a little bit of rugby one or two football teams. But with two P.E. men they do most of that between them. They find it very difficult to....

In the last two years of schooling in particular where there is the debate of whether or not it should be compulsory, it could be that the extra-curricular work becomes more important than the curricular. Where do you stand in that kind of argument?

The enjoyment I get from teaching P.E. is an occasional lesson I've just enjoyed one this morning....But I get most of my enjoyment from taking my teams after school. Definitely. This is what I'm not getting paid for. It's a good job I suppose that it is enjoyable. The fact that it is enjoyable compensates.

If I suggested that you scrap the curriculum and make a contract to put in the total equivalent hours in with E.C.A's to run a recreative programme....would that appeal to you?

Depends on the age group?

I'm thinking of the last two years of schooling or even the final year of school.

I've heard a lot of arguments about this. I can't see why it should be compulsory personally. While I am saying that...if you gave them the choice a lot of people, especially girls would opt out of P.E. Our fifth years are mixed.....the P.E. is compulsory but they choose what they want to do. And I find that often the girls that regularly fetch their P.E. gear....when I am in the Youth Club....

say I have a night class...the girls that avoid P.E. at school are at the Youth Club fully kitted out playing netball. Yet during the day they don't bring their P.E. gear for the compulsory P.E. lesson.

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

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

How much money do you have to spend in the P.E. Department?

I think that its £1,500.....I might be wrong...But all major equipment....we have just got some mats...that didn't come out of our capitation allowance. We got a new table tennis table from County - that's extra.

Have you got enough equipment?

Well they put the wrong things in. We've got cricket nets in the sports hall...a fantastic sports hall....£800 of cricket nets which we might use once or twice a year. I use them when I'm throwing the discus. I use them as safety nets.

Is H. a cricketing town? If you had a very keen boy who wished to join a town club, where would he go to?

There are clubs. The church has leagues and teams and local type teams. H. Cricket club have a junior team. Wearport have junior teams. Quite a few of our lads do play cricket. But I think that it is a family thing; if they have parents who are interested in the sport they then tend to play.

I know that you are very busy using dinner hours for basketball practices. Do you have personal links with the basketball world outside school?

Basketball isn't very well organised. Nationally, very badly organised. That's a personal opinion. But compared to something like Rugby which is so well organised....it's unbelievable. Soccer seems to be very well organised..schools' soccer....schools' rugby. My personal sport is rugby. I play for Wanderers.

You're actually playing at the moment?

I'm not actually playing at the moment, because my wife won't let me. I'm doing too many other things. It's a long story that. But I do have links with Wanderers and a lot of our lads, by the time they get to fifth year, I do the fixture list for them and they have very few games so I send them to Wanderers to play for Wanderers Junior Colts team.

Now that is interesting to me. That's because you have a very personal link. You play for them. They know you as a person and sports teacher. Is the link because of you as a person or as a P.E. teacher....any P.E. teacher?

Hmm. I wouldn't be able to answer that. I could assume as a P.E. teacher, I suppose.....

How many boys have you got playing at Wanderers at the moment?

Not very many. Possibly 6-8 something like that. Of the last three years that have left not very many play....

Correct me if I'm wrong, but I'll bet a £ to a penny that there will be some boys who you would encourage to play at Wanderers and there will be some boys where you will say "I'd rather that they didn't go".

Certainly.

Now how do you select and is that selection fair?

('to my credit....but didn't want to be credited with that')
A lot of the lads found that they couldn't get games...I was encouraging them to go to Wanderers...and two years ago a few lads from the school....our ex-pupils....one of them was exceptionally good just ready for the Colts....and they decided that they would form their own rugby club. So they formed their own Callaly O.B. Rugby team. And they play on Sunday mornings. A lot of our lads go to the Tech. Rugby Club. That's the nearest, just up the road. Between them they formed their own R. Club. They have recruited other players. But the basis is ex-Callaly players.

I am concerned about the class barriers that do exist in rugby. It is likely that some boys....say a boy who could not put two coherent words together and fail to have just the right amount of equipment....if he joined certain clubs they would have him out in two ticks in favour of others who may not be as skilled and strong but have the right manners.

It's an old argument. Isn't it? At school I tend to pick....or the lads that tend to stay in rugby are the more intelligent ones. You can get better results with more intelligent kids...always whatever you do. The more intelligent ones tend to stick at the game. They keep coming to practices where the bottom bands would stop coming, to practices....this sort of thing. So by the time you get to the fifth year the ones that are still interested tend to come from the top band classes anyway. Not always. One of the best Rugby players we ever had was in a remedial class. He's playing at the Tech. Playing in the 1st or 2nd team at the moment. He left school two years ago. I always encouraged him to go to Wanderers.....

simply to get regular games. He never went. He lives near school. But he's playing for tech. now. The Tech. socially are I suppose a lower order than Wanderers. I suppose they would be.....

Do you think that it is our job to take the pupils by the hand to the teams to introduce them....showing them where to play? Or is that not a teachers job?

I don't really know the answer to this one. I see so often. We are very well established in athletics. It is a big thing in the school. But the links....once they leave school...the links between clubs.. that's where somebody somewhere...that's where it breaks down. We have a lot of good lads in school and when they leave school they just stop doing things. Whose responsibility is it? I suppose....it must be a lot to do with us (expressed with thought and a little doubt). If we encourage them enough then I suppose we get them so interested....they want to do it anyway. I like athletics a lot and I coach some very good athletes...especially at hurdles. Two or three lads went to the English Schools' Championships....and I tried to keep them going...And I used to go to D.R. occasionally.....But I never joined B, the local athletics club....The stories that I used to get back from the kids...They used to go but nobody ever coached them. They were just left on their own or....It's such a small club that it tends to be run by just parents..Interested in their own children only. I would go up there and there would be odd groups split up all over the place. I must admit that I would tend to concentrate on the lads that I knew. I was never really involved up there anyway. But that is a big failing....On somebody's part. I'm not saying that it is the school's part. Once kids leave school, that's it.

I'm troubled by this. I reflect...."11 years of P.E. To what end"? He gets to 16. Leaves. What happens to his swimming, athletics... athletics is a very good one, because it is a fair bet that during his time in this school, he spends a lot of time on A. And he's probably quite good at it. So why do athletics in the school if it is not carried on?

It's a good point that.

If the adult club is defunct...no longer healthy...why do athletics?
The idea that P.E. can enrich adult lives, in tomorrows H. it may
well prevent certain people from dipping to a very low morale. But
at the moment we are not very good as a profession at ensuring the
introduction to the adult possibilities. You have a success story
in the Rugby....here is a tangible link.

Another important point. This recreation thing. This leisure time. We are going to have a lot more leisure time. But I think that it tends to be a very middle class thing. It tends to be a family thing. The families that encourage the children. I think that it has to come from the parents more than anything. But children who continue with sport are encouraged and tend to be middle class simply because...something like rugby is a very social thing..You need money to be able to join the club. To buy equipment. And to follow it on. Just to keep going socially. Athletics...to buy a pair of spikes, it costs so much...a lot of families can't afford it. It tends to be a more middle class thing. It is controversial isn't it?

Do you feel identified with working class kids?

I'd like to say yes. I think that I'm more identified with them than with some people. I'm working class myself. My dad works at (metal worker). He's always been working class. My mother is the same. I'm from a working class family. So to that extent I am. A lot of teachers come from middle class backgrounds. They go to college and they've got their car and they've so much money they don't know what to do with it. This sort of thing. There's no way that they can understand working class people...although some W.C. people have more money than the M.C. people. But at the bottom end....I had to take a lad home once...he had cut his head... When I opened the door I couldn't believe it. There was no carpet on the floor...on the staircase. This is just at the back of the school. I can't see that people from Middle class backgrounds can

possibly visualise it. The struggle. We have lists of equipment. This is what kids must have for school. Garbadine mac., uniform and all this kind of thing. And I know that it is asking a lot of some families.

Is there anything that colleges can do....in realistic terms that the students later teachers may have a different set of values....that there is a culture shock awaiting them when they enter certain schools....say like Callaly. Where a very large proportion.....a majority.....of the pupils who come here will have working class backgrounds. The middle class values in P.E. will be alien to them. It will breed hostility.....really threatening to them.

It's hard to say....A lot of people in working class families are well off. The class division exists but only because you have the Tory Government perpetuating it. Some of the kids I take...Like the one's I had this morning. The bottom band lot. They come in raggy shorts. They have grubby vests. And we expect them to have white socks when their gym shoes are all tatty. I don't think that we can expect them to have the right gear. But at the same time I would pressurise them all the time...to get them into the right gear. Now whether that is the right thing to do, I don't know.

Do you think that the kids can identify the teachers who are more sympathetic to their dilemma?

I don't think that they will be aware of that. No.
Not at that sort of level.

I get the impression of a coherent P.E. department here. But I would like to know in what way are you different from the other members of the department? There will be certain things that you value. What do you stand for? What makes you....?
As different from anyone else in the department?

I like to think that I do my job properly. My wife has influenced me a lot. She was a non-P.E. type. She used to hate P.E. at school. When I first started teaching I think a lot of my planning was based on what I was taught at college. Now a lot of that....high faluting big words like motivation...a lot of that kind of talk at college didn't really apply. Especially once I started to talk to people. And certainly as I got talking to my wife. She used to hate P.E. The one thing that I do is to make sure that the kids enjoy whatever I do with them. That is the important thing. But I like to think that I work hard at my job. I do a lot. At least I like to think that I do a lot. I like to think that I do it well. I like to think that I am reasonably well organised. Whatever I am doing, I make sure that I do it as best I can. Obviously you do make mistakes all the time.

Let us say that you are asked to do certain things that you would rather not do. You would like to do them differently or would you prefer to do something else instead. Are there any aspects within P.E. that you think that 'really that is a waste of time.'

You see when David came....I was here three years before David came, we had a Head of Dept. before David and he was a waste of time. There was no inter-house athletics. No inter-house swimming. Not much done. I like to think that when I came here, I did more in organisation, coming straight from college, than I actually do now....though I do a lot of other things now. I am much involved in the schools Basketball. I'm Chairman of Athletics (Town). We had a basketball team made up of some of the lads who left last year and some of the present fifth year. I am trying to encourage them to play basketball. But at the moment I don't have much to say on what we do on the curriculum. But I agree with all the things that we do. We do major games that we can fit into the time allowed. We can do Rugby and Soccer. The fifth year have moved on to Hockey....but not much time. But the minor games,

M.2/15

I think that we do quite a lot and I would agree with all the things that we do do.

There's nothing about the present policy then that rubs against your grain?

I would object to things like boxing... but we don't do it anyway. I can't think of anything else that I wouldn't agree to. The problem is what you can fit in the time.

I get the impression you can do most things the way that you choose. You are autonomous. Nobody trespasses on the way that you teach. But if you felt that something was a waste of time... during the six week block.....if you came to the point that something was a waste of time...say gymnastics would you be able to change on to something else...away from gymnastics?

Yes. That's entirely up to yourself. We have, for example, something called 'skills'....a six week block for first and second years. We are left entirely.....up to our own discretion. I sometimes go for a cross-country run....It could be indoors or outdoors. Gym we do just in first and second. Yes gym is one thing that can lose its appeal. I would still do it. Keep it in the programme. As they get older I do more formal gymnastics than I do with the second years. Gym does lose its appeal.

Would you make any changes if you were head of department?
(long reflection)

Not really (pause)

How much consultation goes on between colleagues in the P.E. Department? What formal meetings? Discussing direction of subject. What changes might be made and so on?

We don't have formal meetings as such.

Would there be any point in having them?

I don't think so. You get more from informal chats. It's going on all the time.

But how do you bring about change?

D. is a very good H. of D. He knows how to manage people. He keeps everybody happy. Basically it is a football area. Basically football school but we still have Rugby Teams. Enough kids to do both. Though of course the good kids do both. But it is possible to have two football teams and a rugby team all playing on the same day, because there are so many kids who are keen on the sports.

How do you know where you are going as a team and how do you judge whether you are doing a good job or not?

I can't say that there is any great consultation because we don't have these meetings. We don't go in for watching each other. That might be another way to do it. I've seen other people do cricket, for example....I teach cricket with partners breaking skills down....everything. Whereas I see teachers straight away bowling full lengths. I mean I stand my kids...what..about 8 yards apart and feed them to get the straight bat and all that. I like to think that I am teaching it properly. And I spend at least three weeks of my six week block doing it that way...before we get to anything which resembles a game. But I don't see other people doing that. I would want to tell people that "you are doing it wrong"... But I don't interfere. Whether I should be....? I don't know... because is it my place? to interfere? D. was off for a while... he had a bad knee injury. And when he was off school I was i/c temp. one summer term. And we had one lad here who was a total waste of time, as far as I was concerned. What he was doing in his

athletics lesson.. he wasn't teaching anything. He did a lot of soft-ball and he broke more windows than the kids...knocking the ball through the window. He was unbelievable, I was trying to tell him. Didn't seem to work. Now he's doing a degree somewhere...at University. He'll come back with a degree more qualified than I am when he returns in three years time and if we apply for the same job he will get it. And yet as a teacher he was a total waste of time. I suppose if we had meetings or there was some way where we could state our case...those things might come into it. So I like to think that I do my job properly. Some people might not agree with me because.....the P.E. Adviser he didn't seem to like me.

Does he influence you a lot?

He did. When I first started. Then we had a different set up. The person who was Head of D. was a total waste of time...it was a case of you did what you wanted to do on the day. So you would come in in a morning "Oh well I have fourth year P.E...." "I will do some gymnastics". One day I was doing gymnastics with the fourth year. I was doing formal gymnastics and P.E. Adviser came in...and he complained that I was doing Gym. He said I should be doing Ed. Gymnastics with fourth year....That was in the days when fourth years left in that year. And to my mind Ed. G. just wasn't right for these fourth year leavers. The formal gym. was something concrete. Not just five-a-side football which is what the other feller let them do. And ever since then we have never seen eye to eye. I think it is a lot to do with me.

Do you discuss P.E. with him much?

When he comes in we always discuss it. I always have a lot to say. We often disagree. But he doesn't often come in as it happens. He hasn't been in since September so it was summer when we last saw him. There was an interview for the womens post. And his daughter just

happened to apply for the job. He just happened to be in school on that particular day....now whether....well I don't have to go any further. She didn't get the job anyway. As it happened. I don't know what happened to her. But it is only two or three times a year. He tends to watch the newer ones teach.

Is there much communication and consultation between all the teachers of P.E. in Hucklebrough? Do you know what is going on in the other schools?

Certainly not. There's no exchange. The only time you get to meet is for something like a basketball meeting.

Do the H. of D. meet?

They did do once....(unsure of occasion) We once did have a meeting. P.E. Adviser called a meeting where all P.E. staff got together...it was some pamphlet had come out, a list of things that P.E. teachers had done. What we tried to tell him was that how badly done to P.E. was....as a subject. The fact that all H. of. D were on a lower scale, than a lot of other people. All the unpaid work that we had to do. The fact that P.E. was regarded as a duff subject....by academics. And the fact that we had non-specialists teaching P.E. in a lot of schools. In our school we were all right. But we had gash people doing one lesson a week or this sort of thing. We did have a meeting then. But nothing came of it. That was a couple of years ago. They did select a sub-committee from the meeting....and they did try to get together to see if we could follow it up. But I don't think anything became of it.

You have the eternal professional problem of the professional obligation intruding into your personal life.

My wife is good because she puts up with it. Like this particular

M.2/19

week, on Monday night I had a Basketball match at Wolsingham. Back home at 10.00 time. Last night I was refereeing a Basketball Match 7.30 to 9.00. Tonight there is a Basketball Meeting in Darton straight after school....so its going to be well after 6 before I get back. Tomorrow I've got a match straight after school and another match at night. So I'm going to be in at 6.0 and out again for 7.30. Friday night I have a night off. So I'm lucky. This is not typical. But most weeks I do....I have at least two Basketball matches. Maybe refereeing at one or my team are playing....I've got two kids...one's six and one's three....some nights they stand there crying (lost) I'd like to stop home more. Or I'd like to think that I was being rewarded for going out...the fact that I was giving all this time up. But you don't get any reward.

Is your general morale high.....low?

I went through a very low phase a couple of years ago. It was to do with the Headmaster's attitude. When he came to this school he started very badly; he got the staff....a lot of the staff on the wrong side of him.

Did it affect your work?

Yes. I think that it did. I stopped doing my regular practices.... at least I still did them but I had lost interest in them a lot. But just lately I've started doing more again....and I have started to get more interested. Things like giving up my break times...I'd rather let the kids get the basket ball and go and practice their shooting at break than go and sit in the staff room. Because the talk you hear in the staff room....(questioner interrupted)

How long did this feeling last?

M.2/20

It must have been a couple of years. But there are more people about the town losing interest because of the way the L.E.A. (C) are treating them....teachers in general...

End of Recording

Follow-up Comments

1. People already on scale 3 were disappointed at being reduced to 2. And it cut out one level of promotion.

It would help me if you could tell me a little about yourself.

I live in Redheugh and I went to P.E. College in South. I wanted to return to the North. I like to take part in Netball, Basketball, Trampoline and Gymnastics. We had a very high standard of Netball at School.....and I like to keep fit myself.

You are playing for two clubs now....which are they?

In Basketball 'HH' and the second one is 'CR'. Netball is my number one game but there aren't that many good clubs playing netball down here.....I still play at 'R' and in the North Region. I live in Laithes now. I moved there recently. My brother lives there. I get a lift in in a morning with one of the other teachers.

(distortion).....?

It is supposed to be a shock from college to the first appointment. Has it been a shock to you?

The shock was with the responsibility that you have. When you are on teaching practice....there's always somebody there you are never going to have any problems the class teacher is going to take over most of the discipline problems. The shock here was knowing that you were the only person in the classroom and you had to make all the decisions in every situation that occurs. You're just not prepared for it. Like, for instance today, two girls had a fight in the lesson.....one girl was a bit depressed, she's a fifth year...she just lashed out and began to kick the girl. I didn't know really what to do. I had to break them up and give them both a telling off. And then I had to ask somebody after the lesson how you deal with something like that. I just had not come across it before. They don't tell you how to deal with it before you get into schools. It's just when it actually happens that's when you have to have some help. They never say to you that in such and such a situation you have to do that and that.....

You never met anything like that on your school practice?

How many practices do they do at P.E. College?

Three....one in each year. I took the second year in this school... it wasn't a true comprehensive.....the pupils had been streamed... and all the best forms went to a Grammar school....the poor ones were left at the school that I was at. That was alright; I didn't have any discipline problems.

Was it a good preparation for Callaly?

What do you mean, a good preparation for Callaly?

Was there any similarity between the school in South and Callaly?

Did they have anything like the problems there that you can anticipate.... like this morning's incident?

Hm. I wouldn't say so. I think the schools that you have on Teaching Practice should prepare you by getting worse and worse so that you begin to learn how to teach. You should learn how to deal with them in the third year. When you go for interviews they ask you about discipline. And I think that's why, in one case I didn't get a job because they were asking me all about discipline problems that I knew nothing about. So I couldn't give them the correct answers. I had never experienced that kind of situation before.

Do you think that you could help third year students at college now?

I think that it would help if I told them about this morning for instance. I think that it would prepare them a little bit.

Did control and discipline ever come up for discussion?

We had a discipline lecture....once. But you don't relate it when you're sitting with about 200 students and one lecturer. Its only

when you have the seminar afterwards. And even then you don't know the person who you are talking to. Your views may be beyond the experience of everybody.....

Were you frightened by this incident this morning? It is not far from your own memory as it happened only last lesson.

It shook me up because those two girls had been quite nice girls. I take them every week....Netball and I don't have any problems with them. It was just the heat of the moment.

How old were they?

sixteen

You indicated that you felt lonely about it. You felt quite a bit alone at that moment?

Yes.

But you had somebody to go to afterwards?

Yes (some stress evident at this point....)

Did you know who you wanted to go to?

Yes

So you had made contact with a particular person....that person you felt, "I can go to"?

Yes

In the P.E. Department?

Yes.

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

Strange.....The women's P.E. department is very strange. For a start we have got two probationers. Which is unusual to start with. And then the woman who is Head of Department isn't really Head of Department because she is Head of Second Year. I don't feel if I have a problem I can ask her about it. I asked somebody else and they go and see her. Because she doesn't take any practices....I know with my first year I put in three dinner times and three nights a week.....four dinner times and three nights a week. And she doesn't do anything. And I am supposed to be the one that's learning from somebody more experienced.

You feel angry about that don't you?

Hm.

You speak about the department as though it is two departments?

That's right. It's because its so big though.

Do you have much conversation in sharing work with the men?

It is segregated in a sense. The only mixed lesson that I take is trampolining of eight kids four are boys. I don't teach with any of the men. I don't teach along side men. The only reason that I don't feel too badly about it is that I do so many extra practices after school and a lot of the men play basketball in the same club as we do. So that's when I get contact with the men.

Coming back to the girls what did you actually do in the situation?

Well they were at each other's throats. One girl was about 5ft.8ins. and I had to pull her off the other one. She was the one who started the kicking. And I started to shout to tell her to stop it, trying to

calm her because she was really furious for some reason. Then I just walked down to the end of the court...and I was trying to get it out of her why she had done it? What had she got out of it? But she didn't know why she had done it. She's never done anything like this before. She's normally a very friendly girl. So I just stood there. I was trying to think....I told her that she had to give me an explanation as to why she had done it.... that was giving me time, what I was going to say to her next.... or what I should do.

Have you arranged to see her later in the day?

No. I told her to come up to my room....and when she was in my room I went to see somebody else to find out what to do.

What are you going to do about it?

We've dropped it now. We are not going to do anything else it because....

Shouldn't you tell the Head of Year or the Head of Department about it?

I'm going to tell the Head of Department. But I don't know whether Head of Year should. Because if I tell Head of Year then it will just keep the whole thing going.....if it was a girl who had done it often...if it happens again she will be reported...and she is likely to get the cane or the strap or whatever.

You think that it will lead to punishment rather than pastoral advice?
Is there a pastoral system in the school?

There is.....but I am unsure about it. (expressing doubt)

Has the Head talked to you as an individual? Or has he met all probationers....say had tea or coffee to chat to you about the school?

No. Not at all.

Would you think that a good idea?

Well it was strange to start with, because he didn't come to our interview. He wasn't in on our interview. The Head of P.E. was there and the P.E. Adviser.

Would it be sensible for you to take the initiative?

"Look I'm on your staff how about meeting us sometime? Too much to ask you?"

Yes

You would feel that too impertinent?

Yes I would (chuckle).

Has the Deputy Head met you and told you how the school is organised... what it is trying to do.....what its problems are?

We haven't had a talk with/from anybody.

Have you not been made welcome in the school?

Oh yes. We have been made very welcome by the Staff.

Tell me about your first day at the school.

I can't remember about it now. I just remember coming into the school, sitting in the staffroom, wondering what would happen about timetables. Because no-one had sent us a timetable. We didn't know what we were teaching so we couldn't prepare anything. I had received a letter of acceptance that I had got the job and told me when term started. I was a bit worried about what was going on so I rang a few days before hand to find out what the timetable was and they didn't have one for me. They didn't know the timetable. So I came in on the Monday and had a look round to see if I could see if I could see

anyone.....I got there really early the first day. I just sat down....and then in about 15 minutes after I got there the other girl who was at the interview with me came in so it was better with the two of us together. We eventually asked the Head of Department how it was organised. It was then that everyone was in the staff room and the Head came in.....and he just said what was going to happen. He said that we had something like 10 probationers and other new staff. So in a way we were introduced but we didn't stand up for everybody to hear our names.

Have you spoken to the Head yet?

I've said hello to him, that's all.

No other contact?

None.

Deputy?

No.

So your only contact with the staff so far has been through the Head of Department and other members of the department.

Oh, I teach Geography as well.

How much Geography do you do?

I do four single lessons a week. I have a first year tutor group session which is a double.

Do you like that arrangement?

It's all right (indifferent).

If you chose would you keep your Geography or get rid of it?

I would keep it. I would rather have a double lesson tho', because the way the school is running, you have to move from one side of the school to the other and you can't go the quickest way because you can't go through the entrance hall so sometimes you have to take the long way round. By the time the children get to the lesson its 35 minutes....

Teachers can't go through the entrance hall?

The children can't go through.....So if their classroom is at the other end of the school and the next lesson is at the other end, you have to go all the way round the rest of the school before you get there. All my lessons are straight after assembly so sometimes assembly goes on late....So that's 10 minutes off. The rooms that I use are right across the other side of building to the Geography room and I have to get the Geography books from there so I have.... So by the time I get there and get the kids into the classroom.... it takes up 15 minutes. Then all the books have to go back again at the end of the lesson.....

How long is a single period?

35 minutes. In one classroom I haven't got a blackboard. I have to borrow a blackboard and have it taken round to the classroom.

All your Geography is with first years?

Yes.

Now tell me about the P.E.

I get some of each year. They don't have VIth Form Games.

If you returned to college, how would you describe the school to your ex-colleagues?

Well, I'd give all the good points. We have really good facilities here for P.E.....The Sportshall is very good, and the fact that we have two trampolines...well three when the other one is mended.

I'm not so keen on the Netball course because they are always waterlogged. But we do have a lot of courts outside. We've got hockey pitches....football pitches. We've got two swimming pools... one is a learner pool and the other for swimmers.

On the school site?

Yes.

And do you do any swimming teaching?

Yes I do quite a lot. The Authority insists that there are two people present so we have a permanent instructress and one of the P.E. staff.....because just about everybody has their A.S.A. Teacher's Certificate.

What about the pupils?

Most of them are alright as long as....Well the first year there's no bother at all. The second year's there's only one class...I don't have a problem with...I just find it difficult to communicate with them.....because they are remedials....it takes them a long time to get sorted out. They can't keep still. It's only now that I think that I can organise a lesson completely. It's taken this long to get to know them and get themselves sorted out. Third year's are fine because I have mostly 'A' sets. Fourth year....I've got one class where there is a problem. And it is in swimming. J. who is Head of Girls' Department.....She....she sorts out the groups. And with this 'B' group there are three classes.....so that all the bad ones are together.....all the trouble-makers are together....And the other two groups are just.....And she is pretty good discipline-wise so she thought she should have all the bad ones....But she can't teach swimming because she hasn't got her A.S.A. T.C. C. is quite quiet...she's not really a teacher, she's a swimming coach. Well the two of us were just thrown in at the deep end. Given a class of kids who can't sit quiet..there's supposed to be 20 taking part. There's usually 10 in the pool, 10 sitting out for

some reason. So that's why it takes two of us. One of us has to give them some work to do then they just back chat. That's the only time I ever have a problem. But I think that it was difficult that there was two of us together....and I thought that C. knew what to do, and 'C' thought I knew what to do....so we never really had control over the class. But this is the last week I'll ever take them. Whenever I do take them again it will be more on my terms. 'Cos when we are outside....well I feel as if I have more control of the class because I know exactly where I am going and what they are doing.

You must have been pleased to get the job; to get back North nearer home. What do you feel about it now?

I still feel pleased about it. I do enjoy most of my teaching. It is just this one class that I don't enjoy teaching. I feel that people could tell me a little bit more about what I am supposed to be doing, instead of having to ask all the time. Luckily I have made quite a few friends playing basketball, who are teaching. So whenever I have any problems I can always ask them.

Could they feel that they might not want to intrude in case it might undermine your dignity or your confidence? They may be waiting until you want to talk to them?

Yes, but I think that at the beginning of the term they should give you a quick layout of the school and what happens in particular situations.....

Tell me some of the things that they might have done to make things easier for you. What might they have done?

Well for a start, they tell you that you have to go on duty and they tell you which part of the school you have got your duty at. But they don't tell you what you are looking at the kids for. Or what you are supposed to be doing. For instance, I didn't know that as soon as they came in at the door they had to take their coat off.

And I didn't know that they had to use a certain door at a certain time of the day. It's only when another teacher at the other end of the corridor sends them back...and that's when you learn that you haven't done the right thing. Such a big school is so complex. It is 1400 kids....And they are not all very nice either.

How about the Geography staff? Have they been helpful?

The Geography man has been very helpful. He told me to get the monitors to get the books. He sorted out a box with paper, pen and pencils and rulers.....everything that I would need in the classroom. And it was he who arranged the other blackboard in this other classroom. He has been very helpful.

Tell me about some of the things which are giving you a kick.
I would like to hear about the things that you really feel excited about.

I can't say that I have really felt excited about anything. Because netball is my thing...and they have five teams supposedly five teams... But they haven't had anybody who knows anything decent about netball. The fourth and fifth year teams so far have lost every single match.... usually about 20 goals to 1....And it just got a bit depressing after a while. Not for the kids but for me. Knowing that I am trying hard to get them to learn and yet they....they hadn't really been shown before....so they revert back to what they did before. Whereas with the first and second years I hope that we will get some success.

I made enquiries at the Civic Centre about Netball teams. I was given a small handbook.....but netball isn't mentioned. So if there are no netball teams, what's the point in teaching netball?

But there are netball teams. The kids play in clubs already. We have three good girls playing for clubs outside of school. And I got a little leaflet, telling me about trials....town teams....if I have any girls.

I haven't sent any this year because by the time I got the leaflet I didn't know the teams or the children. So I couldn't send anyone up. But there are teams....even if the leisure centre doesn't know about them. And it is up to the teachers in the school to send them....and tell them about them. I found it difficult myself when I came here because I wanted to keep up with my own sport and I went to Laithes to find out about teams.....But they didn't know anything about basketball....women's basketball. And they didn't know about netball teams.

Tell me about the teams you have been introduced to. Are they mostly teachers?

No. In women's basketball it is all schoolgirls.....one girl who is at catering college and me. That's in the womens team. In the other team that I have played for.....seven schoolgirls, five women teachers, and I don't know who the others are.

I am worried that netball is not attracting all kinds of women.....shop assistants, clerks, and other women besides schoolgirls and teachers.

That's through choice though. You get to know more about the clubs when you are at school. Once you leave school a lot of kids stop playing for a club because they have other things to do. They've got some money and they can go out instead. That's why a lot of kids do give up. They want to go out with boy friends instead of playing basketball. They want to spend their money on clothes and looking pretty.

So the only netball they do is at school?

Yes

Do you feel that you are teaching better now than in your last practice at college? '

Sometimes I feel as though I am teaching better. Other times I feel that I am teaching worse. Depends on which class I've got. What subject I am taking. With netball as I said, I don't really have that many problems.....sometimes just the first few weeks just getting to know the kids can actually do.....that's the only time I have any problem. Even when I have them from the same year.... I have three classes of second year's. But each class is so completely different. At first I tried to do the same kind of things. Well you can't do that. We didn't learn at college that you have to change your lesson for every class that you take. In the hockey, they have got quite a high standard here so sometimes I feel as if they're just a little bit too good for me so that I have to really look up.... What I am taking them for.

Are you getting more satisfaction from your clubs than your curricular work? Where are the biggest returns coming from at the moment?

When I know that my remedial kids can catch a ball. And when they understand something we are working at.

Have you ever taken remedial children before?

No.

Are all the remedials together?

Yes, I think that's the problem with that 4B class that I have. Any work that they do is very very short and any long words...then its all spelling mistakes. I think they are a remedial class as well... but nobody has ever told me that they are...if they are.

Is there a day that you don't look forward to coming in?

Thursdays. This fourth year. Last two lessons in the afternoon.....

So they have to come yet (today)?

Yes.

F.3/14

Do you lose any sleep over them?

No I won't lose any sleep over them. When I get home I try not to think about it.

When you do get home, are you tired?

Yes, very tired.

Week-ends?

Yes. Well at first I used to go out with my boy friend from home because I haven't really seen him with me being at college...So we tried to go out on Fridays.....But I could only manage for the first week. So I stay on here on Friday night now and get some sleep and then go home on Saturday. And I play netball on Sunday.

Looking back at the college now...and I think that all colleges are imperfect....can you remember any of the texts which are particularly relevant at this stage....So that you can say "that was a good book".

I haven't used any texts so far. I have just used my teaching practice note books. So I must have got them from one of the books at the time. The gymnastics book is good I don't know who it is by. But I haven't taught any gymnastics here yet. Even though I specialised in at college. I've been teaching netball, swimming...two periods of hockey, one trampolining, one volleyball. After half term I shall be teaching gym. dance, swimming, badminton, hockey, netball....

In the fourth year do the pupils have options?

No. In the fifth year they have options.

Tell me about those options.

The kids have three things to choose from. Three for one lesson and chosen from three for the other lesson. They have to have one

indoor lesson and an outdoor activity. If there aren't enough people to take part in one of those events then the pupils must take their second option. And then when it comes to the staff.... the staff are asked which activity they would prefer to teach.

What choice would I have been given had I been a fifth former?

Trampolining, gymnastics, badminton, table tennis.....there are more because there are eight P.E. staff...

I think that many 'option' programmes are nothing more than 'baby minding'.....very little teaching goes on....it is a matter of giving the equipment out.....is that true of here. Or is there a planned teaching programme?

Well I don't know whether everybody does that, but I know that we do teach in the option programme.....and I take trampolining and netball. I don't just give them the ball and say, "let's have a game." We do actually teach them something.....trampolining as well. There is nothing monitored; they can't see their progress on a sheet of paper, but they can tell when they have learned something because you build up from things that they can do and progress to new things. At the beginning all have to do the basic things.

I have the impression that you have come into a very strange school and the staff haven't helped at all. Is that an over statement? I'm sad that the Head hasn't welcomed you; that he hasn't met his new members of staff...hasn't said something about how the school is organised. He hasn't introduced you to key members of the staff... on the pastoral side. It seems a very sad omission. Have I got a wrong impression?

That's just about it.

Discipline is every teacher's concern....You are, I can see beginning to identify the teachers in the school who may well be able to be of

F.3/16

assistance during the future weeks. Did college give you any reading list concerned with discipline....giving you the kind of texts which might be very helpful now. There are some good text books around now....giving alternative strategies.

They gave us a book list.

Do you find this discussion an intrusion?

I don't find it an intrusion, I just hope that others won't have the problems that I first had....coming to school from college.

If I came back in some months time, would you like to be involved or not?

Yes, I don't mind.

I would be interested in how you see your first year or your first weeks in retrospect. It is almost certain that you will change your views....It will be interesting but thanks for giving me your time. If you think of anything....later....after further reflection, I will be pleased if you would just drop me a note; I will be very happy to come back and talk to you about any matter concerning your professional development.

There is one other thing I wanted to say is that is the amount of time that people put into teaching. People think that....there's one supply member of staff who is always getting at me being a P.E. teacher. Because P.E. teachers just come to school in their P.E. kit...don't do anything but minding the class. Whereas if they looked at the lesson.....if they take P.E. they just mind the class, they don't do anything because they don't know what they are supposed to be teaching. Whereas if they had a book in say geography....they probably could teach a lesson.....but in P.E. you can't do that. We put in a lot of work before hand and a lot of work....then we have to come in at dinner times and after school. And when you teach another subject as well like Geography....you have to do the marking and do the grades and have to sort out lesson preparation for those and that's what people

F.3/17

don't realise about P.E. We have to do more than just about anybody else.....they just don't appreciate us.

So your options are.....what? Either you reduce the amount of time.
Which you wouldn't like. Or convince them that your contribution is
tangible and that you are putting in about twice the amount of time.

I do that just about all the time.

(End of Recording)

No follow-up comments.

18th October, 1979.

Can you tell me about the kinds of things that excited you at college.....
the kinds of sports you were interested in in the field of P.E. Were you
a player?

Yes. Soccer. I played for the three years I was there. The City College course was very good for certain aspects and very very poor in others. I had to use outside bodies to get the necessary qualifications. For example, when I first went to London, I was thrown in at the deep end so to speak because I had to teach swimming, and the swimming course that I received at City was by no means good enough. So I did A.S.A. Teacher's Certificate through the I.L.E.A. That was a superb course. It really was. I did things like canoeing, M.L.C. Awards...I started doing that. This was all after I left college. I found that my three years was spent doing college courses which didn't lead up to much..... didn't mean anything to other people. Somebody said, "what is your qualification in Badminton" for example....my answer was that "I did a course in college". People just turn round and say "that doesn't mean anything." It's the same with Rugby. My only qualification in Rugby so to speak, is that I did a course at college. I thought it was a good course. It was one of the better ones that I did. I did an F.A. Coaching Award after leaving City. I felt that I was let down a lot at college, because had I gone to Loughborough, things might have been different. So I had to go outside and get the qualifications over the last three years from the recognised bodies. Unfortunately it was just going over old ground. Doing the course to get the bit of paper when I have already done the course at City but not sort of recognised. Funnily enough, I have talked to a lot of my colleagues about this and they have come across the same sort of problems. These bits of paper seem to count for a lot. A lot of people don't try to find out what you can do and what you know.

I am quite sure that I learned more from a week's intensive course say in
Tennis, Mountain Leadership.....once out of college than ever I would have
done in college.

I accepted it a lot more mind. I went on a sailing course to Water Head, on Coniston which is a County E.A. run place, and I went with a different

attitude than I would have done had I been at College. I applied for the course, I spent my holiday there....Whereas at City it was laid-on and it was up to you whether you did it.....but couldn't really see what you were doing it for. Well now, I was doing it because I want to take kids to that place in the future.

I don't know about this centre run by County.

It is on Coniston. Run by C. There is provision there for 24 pupils, and it is open all the year round to the kids apart from three weeks when they have three weeks teachers courses. The rest of the time they take kids there. The Principal there Mr. C. There's two full-time instructors there.....M.L.C., Canoeing, Sailing. And there is one full-time woman. They have quite a good set up there. They run a ten day course. I've just booked some kids in from here. What they do is....they go for two days canoeing, two days sailing, they do a camp, a two night camp, planning their route and what have you. They do some absailing and things like this....And also if there's snow on the ground they do skiing. They had a super time last year.

Have you obtained your M.L.C.?

Yes

You sound highly qualified.

This is the big difference between London and here. Since I have been here I have done one course. In London the money and the time available.... I find it difficult here to convince people that it is worthwhile, me, for example, well put it this way, I am doing my Open University at the moment. Had I been in London I would have had this week off....as I have an exam next week....on full pay. And I would have been committed then to make sure that I passed this exam. At this place they virtually begrudge you even giving you the morning off for your exam. There is a contrast between two authorities. And in London in your third year your final year of your degree, you get three weeks off. Now I am not saying that....now I want

three weeks, but it makes you feel committed to your authority then to do well. I mean, here I had a hell of a trouble when I first moved up to get even my fees paid. It's cost me personally about £150 to do this year's course. And because I moved from London I couldn't get anyone to sponsor me. County E.A. wouldn't entertain me....because I lived in City. They tell you all the while to get out and get it done than on the other hand well (unambiguous expression of resentment). They wouldn't even pay my Summer school fees, which was £58. I felt a little bit let down. London would pay a proportion of your books.

That is a significant difference in attitude to In-service work generally. I did not realise this. That is quite new to me. It could make a very considerable difference to the morale and professional development of a teaching force. Very interesting. That could make you very angry.

I say to the guys round here that the difference is phenomenal. I mean in this school at the moment.....I'm taking boys of....My other school was 1600 boys. We had six full-time P.E. men. One full-time Instructor and about 12 part-timers....who were specialists or who were football coaches, badminton coaches who used to come in from outside to do certain classes mainly in the afternoons. And here the difference....I mean I could go in our store room now and I bet you I could not find two footballs to take a lesson with. You couldn't. Not footballs that you could use. It's a different world I think in London they may have a bit too much money. It's the other extreme. You came to the end of the year and the Head would say something like, "I've got an extra £1,000 get it spent", so we would buy Golf Clubs or something like this. So there has to be a better balance somehow. Here, they won't agree to provide buses to take kids away. They seem to begrudge it. You have a hassel to justify it, so we are using our own cars. And yet one thing astounded me, I found it really hard to believe. I came here for interview and the Head of the School didn't sit in on the interview because it wasn't an academic subject. The Deputy Head, the Head of Department and the P.E. Adviser were there. The Head of Department told me that the Head had said that he had other things to do. Whereas the Head of my last school was completely interested. I mean I didn't feel that I wanted any praise for it, but if you were doing something, he would be able to tell you what you had done. He could tell me which teams I had taken...for purposes of reference. Without having to ask..

We feel very bitter in our P.E. Department here about the attitude of the people at the top. It has been said openly to the Head of Department, I don't know whether you have interviewed D. yet, he said straight out, when the N.A.S. were taking this action and Tom was very bitter because of losing his money when he was giving up so many hours together with Saturday mornings...he felt it was petty minded....and the Head said to him that it would be easier for him (Head) if we didn't do any extra curricular activities. That was actually said to the Head of Department (P.E.) Which makes us wonder why we are doing it. But having said that, we do it.

Tell me if I am wrong but I get the impression that there is a hell of a lot of extra-curricular work going on here. Certainly by certain members of the department. In total it amounts to a hell of a lot of hours.

I think that it does. Speaking for myself, I know my lunch times are used for practices, Tuesdays, Wednesday, Thursday and then evenings its Monday, Thursday and Friday. And I haven't missed a Saturday morning since Summer. That's the sort of thing that's going on.

What teams or clubs are you involved in?

They are mainly teams. I take first year basketball, second year basketball, first year football team and 'A' and a 'B' and both are in a league. I do a swimming awards club for kids who want to....not for competition...but who want A.S.A. Badges or Stage 1, Bronze, Stage 2, Silver or Gold. I do that with a colleague from the ladies staff.

Miss H. is a member of a basketball club. Is it the same club that you belong to?

It's one on Tuesday night, yes...

So not are you only doing work with the pupils, you are continuing your own sport as well in the community?

Yes. Joe and I wanted to develop the fifth year basketball. But there's only two teams in the town who do basketball. He's (Joe) the secretary

of the County Basketball Association....we are both very keen on it. He's really keen. And we decided that our fifth years were missing out because they weren't getting regular games....and the games they were getting were few and far between and their interest was going. So we decided we wanted to bridge this gap between club basketball and school basketball. We have four members on the staff, Joe and I included, who play Basketball. So we wanted to wean these lads in. So we entered them in for the third division of the City and District League, which is a bit of....It's real rough. But we play as well. Although the main aim is by the end of next year we won't allow them then to play in the team. We want them to find a team for themselves. But they will have experienced club basketball outside. Then some of next year's fifth years will be part of our team. But it involves quite a bit of work because we have to referee other games on other nights. For example, we will get before Christmas five games elsewhere that we have to referee. We never referee our own games. Now these can stretch from somewhere up to Crook or Seaham....so there's all that involved. On Tuesday night next week, we have to referee a game when we are on half term holiday.

Who pays for all this? I mean a trip to Crook isn't peanuts.

We hired a minibus last week to go to Wolsingham and we just financed it ourselves. Everybody chips in.

But what about pupils? I mean how many went to Wolsingham?

They pay proportionately less. Actually when we are at home....

But when you went to Wolsingham? What happens?

We get paid. Joe and I are both qualified referees. So if we referee, say down at Broughton next week, we'll probably get about £5 each....paid by the teams that play. They have to pay our expenses....we put that in the kitty for the buses for away games. We also charge a match fee; we pay 50p and the lads pay 25p.

I am very interested in the relationship between school and adult community. It sounds as if the Basketball at Callaly actually locks directly in to adult recreation organisations.

The boys who opt to take Basketball here have a very real link up with clubs. They are not playing schools they are playing men's teams. The idea is that they get to grips with playing Basketball against men because beyond the school there is no intermediate standard.....the only leagues are men's leagues.

If there were more boys teams in the town would that be a disadvantage?

We only did this because the schools competition wasn't there. Mike and I both thought that the only way to get it was to enter this league. It's now a regular thing on a Tuesday night.

How long has it been going now?

It's just in its fifth week we are very pleased with it. We've only lost one game. The lads have seen a difference between schoolboy Basketball and men's Basketball. At first they were very much overawed by it all....Their ability is far superior to anything in the third division. It is a matter of whether they can take the roughness as well, which is one of the advantages of having four members of staff in the side.....it helps a little bit.

How many boys are involved altogether?

We have a rota system. We have thirteen or fourteen players. So we have a rota system for who misses out this week and who is going to miss out next week. Everybody takes their turn; staff as well.

It is sad that the Basketball interest is declining in the town.

I went to a C. County Bb. Association meeting last night. There were four schools represented. And Mike and I went and we were counting on the way home, we reckoned that there are something like 58 Comprehensive schools in the County Area, and...four schools represented.

This was to discuss County Team....County Competitions, County Tournaments, Inter-district tournaments, team managers for Under 14, Under 15, and Under 19. One of the big problems that we found yesterday is that we have County teams at levels (age grouping) that they don't have National teams. The National Teams are different age groups; they have a National Teams Under 17... to bring them in line with European Competitions. Yet all the English Schools....County level...matches are held at Under 16 and Under 15 (chuckle stressing ludicrous situation). So to get a squad together you are virtually playing an Under 16 team in an Under 17 as the Under 17's in the Nationals.

What's happened then? County was exceedingly strong some eight years ago.....Basketball was so strong?

If you look at the book. The New English Schools Handbook, Durham have done tremendously well over the last 5 years. They have been winning something over the whole County competition..F.M. City School, 'J' who I went to college with, he got his team to the final of the National Schools. So City seem to be on the up and up. County seem to be right down.....four schools represented.

How good is the link with other sports? As you see it in this town since you have been here. Say Soccer, Rugby, Tennis, Badminton.....?

I'd say...well I run a Badminton class on a Thursday night from 6.00 to 10.00...that's nothing to do with the school. That's adult education. However the beginners class goes from 6.00 to 8.00 then there's a club comes in from 8.00 till 10.00 and there's one or two of the girls who are in this club who have come through from the school into this DH Club. That's nothing to do with me. I just happen to be the guy who runs the course. Mr. F. the guy from the Art Department, now he built this Club and he packed it all in this year.

Would you expect any Callaly pupils to go to that?

The problem there is you see, its a beginners class.....and the facilities

only allow us to cope with twelve people....many more apply and D. the guy in charge of Adult Education thought it better to give people who haven't had the opportunity.....

Who controls the entry?

D.T., he's the ex-Head of P.E. of this school. He's now fifth year tutor.

He chooses the twelve that make up the class?

Virtually, yes. It is a matter of first come, first served.

You went to City College. Is that because you are from the North East?

I am yes. But that's not the reason I went to City. It is really a long story. I went to Loughborough for an interview. I got a conditional place depending on two 'A' levels. And at that time friends were getting into college without two 'A's. So I thought to myself whilst I was doing two 'A' levels I thought that I might get stuck here and end up at St. George-by-Tees which is what happened to a friend of mine. Now I have nothing against St. George-by-Tees.....but this guy is not teaching today. I don't know whether I boxed clever or I didn't. But I asked the Clearing House to send my forms to my second choice college which was City. City, seeing that I had been offered a place at Loughborough offered me an unconditional place. But at the end of it all I got my two 'A' levels, but I would still have just been teaching P.E.....or with a bit of luck still teaching P.E.....I went for my interview in London with people who were at Carnegie and Loughborough and I still got the job so I didn't feel as if I had had a bad teacher education. Not quite so well thought of in some circles.

Where was home? Before going to College?

Darton.

Do you feel rooted in the N.E.?

I live in City...at Battle Cross as it happens....and my wife's from Cumbria....she was trained at City as well....We both went to London to teach and we both came back up here to teach. I think that we are quite settled in the area although I don't have strong feelings.....I don't go to Darton very often. It's not Darton that attracts me, it is more City. I like City and the people I was in college with and are still living round about. We have quite a friendly social life.

The reason for my asking is that I think that Hucklebrough is probably destined to a very depressing future.....it's unemployment prospect is depressing.....So I wondered if you felt identified with a particular regional group. But I fancy not.

No not really. H. doesn't mean the same to me as some of the older members of staff. I was born in Langbridge which is part of County and I had heard of Hucklebrough but never really been there. And they are different again. What astounded me was when I came....I support Darton football club.....and somebody says, "which football club do you support"? and I say "Darton". Where here, they all attach themselves to Wearport. Now that is really strange. Whether it is because they are North of the river or what? It's a different place altogether. Entirely different. The people are different.....from Darton people. You couldn't class them together which is what often happens. And we get left out a lot really. In the sense that we had to travel to Darton last night for this meeting. You see it is twenty miles and across the river and everything is geared from Darton. I mean there wasn't one H. school used the Lake District Centre last year which really astounded me.

You, then, will be the first one to use this centre?

I shall go with 24 pupils. I'll take (interruption)

After teaching for four years, you must feel that you are coming to the peak of your professional potential. Do you think that Callaly will allow you to extend your personal development? Will you reach your full potential here?

No I wouldn't think so. I haven't yet anyway....and not in this school. I think that I did at my last school. You see they offered me a scale post when I told them I was going to leave. And my wife had already committed herself to a job up here...and it doesn't mean everything and so I moved up here and really I found last year more enjoyable than possibly my last year in London. Here there's still a lot of things to be done....there's nobody but the P.E. Department really involved; there's one or two lads who take a football team, there's one that takes a Rugby team. In Outdoor Pursuits there's just nobody takes any interest, which is something I think that I can open up in the school. Duke of Edinburgh Award I'm thinking of starting but at the moment the work involved would be a matter of finding the time. You see I even asked the Head what was the possibility of introducing it into the VI form, and me taking an afternoon to try and get these VIth formers involved. But he was against the idea really. And that's the way it is run in the other schools. That's the only reason I suggested that. It wasn't an idea of mine, that's the way it is run in other schools. You see the VIth form in this school don't do any P.E....as such... They are not timetabled for P.E. which I think is disgraceful really. They come down after school.... "can we have a game of badminton?".....You can't say no. If you're there, I mean these are responsible young adults and we are not offering them anything. And that's not because we are not trying. The P.E. Adviser promised us this about two years ago.

So if a group of VIth form come down and ask to play Badminton, do they play Badminton?

If the gym is not being used, which is very rare. It is timetabled most of the time and when it is not it is used for exams. The whole of the Summer term, barring about three weeks, our main indoor area where we can actually accommodate may be three classes in bad weather, a trampoline class, a badminton class or a weight training class, basketball, netball, we can accommodate three classes in there in bad weather....and yet the thing is filled with desks for a full term.

Do you lose this accommodation at any other time of the year?

We lose it in November. For mock exams. We lose it for school exams which I think are in May. At my other school they took the gym only for the really large exams, when the pupils were taking subjects like English and Maths but the Head of Department insisted that he retained use for all other times, whereas here you lose it for the whole time. It really astounded me. This is what I feel.....(pause, reflecting) we are thought of in a lot of ways.....the P.E. Dept. "Take that" (implying lack of status). It's what the people think of us, is brought home to me when people are given a P.E. class to cover (for absence of colleague)....so they come down and ask "can I have a ball?" They go out there and maybe play 20-a-side. That's what they think that's what we are doing out there all the time. Kids in two of our third year groups have had a choice to make....between Latin and P.E. Of course they are being pushed by the Head to drop P.E. to take Latin. And kids are coming up to me and saying, "I've never been consulted about this"....I'll mark my register and I'll call a name and the kids will say, "Oh 'X' has gone to Latin this week sir". And there is nothing that I can do about it. If the Head wants any 'odd jobbers' "I've got a job for three boys...." he'll come down to the P.E. Department. "I've borrowed so and so and so and so...." (speechless - shaking his head.)

Are you fully employed in P.E.?

I am yes. I always have been. We are fairly well off for small groups here. D. has got his staff together. The largest I teach is 27 and on average it is about 20, which is nice. But then that's how it ought to be. The emphasis in this school is on small games. Lots and lots of small games.

I get the impression from a lot of schools that the 'option' system that is nothing but 'baby-minding'. Pupils are given the equipment...the toys.. that's it. It is nothing more than a play time. Is it like that here?

Hm. I think that it is in a lot of senses, because we get the options... (change of mind)....It depends what they are doing....I mean you might

get....I would say half and half. Taking today, we had fifth year games this morning, say after break, then there was a group on Hockey. Now I know for a fact that the hockey group, a lot of them have never played because a lot of them are boys and we don't do hockey. And I know that they are being taught something. Take the football group which is mainly boys that play for the football team, I know that they are just playing a game.

No structured teaching?

No, not in that situation. They probably get that in their practices. The Badminton again I don't think that they get any coaching whatsoever. The Weight Training, they do. That's something that they have never done before. I'm quite confident in saying that there is sound teaching in weight training. Table Tennis, no. Trampoline, yes.

It depends on two factors then? The activity seems to dictate to a certain extent but how much does it depend on who's taking it?

No....I think the activity dictates...We can change if we want to. If I say to D. at the end of this term, "look I've done my do you mind if I swap this?" He'll ask around....He's quite easy to keep.... so I think that it's mainly the activity. I mean in Badminton there are more people than we have courts for. So the object is to give everybody a game. We have two trampolines and that is something that you couldn't just let kids loose on so there's actually coaching going on there..... good teaching Hockey, they have never done before so you have to teach Football they have all been at it....so they just get on with it. I don't know whether that is a good or bad attitude, but that's how it is.

If you had any children would you be pleased at the idea of them coming to this school for their secondary education?

I would be quite disturbed.

What are the things that would disturb you?

It's very, very unprofessional staff in the sense that.....I'm comparing it with my previous school.....There are people in responsible positions in this school who do not seem to be doing their jobs properly, from my point of view but also other points of view. People who are supposed to be in charge of discipline, especially in the Upper School. There is just no referral system. If you do not deal with a discipline problem yourself then it won't get dealt with further up. That's for sure. In my old school, if you walked in without a tie to teach, the Head would call you into his office and ask you why. You would have to have a good reason. If you had he would not complain. Nobody ever questions this absenteeism....incredible....last winter. This is staff absenteeism. There was one woman.....people saw her round the town, and she didn't come in for a whole term and yet the half term she was going on the school holiday they came in for the school holiday....went on holiday with the kids (expression of incredulity) and then didn't come in again. There are members of the staff here who don't talk to the Head. Because relationships are just terrible. It is a 'pass the buck' situation. When I first came here if I wanted to refer somebody to a colleague who I think has more experience than myself expecting him to take an unbiased view of a breach of discipline....."this lad called me so and so"....he's paid to make that decision really.....He just couldn't get passed the door quick enough.

How does this affect your morale? Are you looking to move out of this job or are you locked into the job?

I'm locked into my P.E. job. The P.E. is O.K. I very rarely spend any time in the staff room. Same as Joe. We have Basketball in the sports hall every break time and J. and I.....J. or I will be in there every break time. Very often we just get on with the kids as well. They come down, take their socks and shoes off, put a pair of gym shoes on and we let them have 10 minutes with the ball. Now this would not have been allowed in my last school. My old Head of P.E. would have said, "Get kitted for the job or don't do it at all". I think we have quite a good compromise in the sense that they haven't got time to get kitted

yet it is a facility that's open to them for 15 minutes during break. Anybody who abuses the situation never comes again. They don't mess about. And I would rather be down there than sitting in the staff room.

Of the problems that you have shared with me this morning, if I take the problem of Latin taking precedence over P.E. how do you begin to put that right? Is it possible to put it right? Would you knock on the door of the Head...and say that you had something on your mind....I want to talk.

I personally couldn't do that.

So is that your fault or his?

Well.....again I have to compare with my last Head. I could knock on the door at any time. And he would give you an answer. Not necessarily the answer I wanted to hear. But he would make a decision. He would always have time for you. He would give you a yes or no or "I'll have to think about that"....."come and see me later." This chap here....well...is just different. I don't think that I could approach him with any problem I had, really. (sigh emphasising reality of gulf between M. and Head)..... I wouldn't, No I wouldn't knock on his door and ask him. I mean I asked him about taking these kids to Lane Head. And he said "As long as it doesn't interfere with school exams". Well I thought that sounds all right....then I asked him for dates and it wasn't just school exams it was "you'll not take them after the beginning of May, which cuts out the whole of the Summer Term when it's the best time to go really. So in the end I'm going in February, which I quite fancy anyway....a bit of snow climbing or skiing.

Do you feel trapped?

It's like this.....When I go out of this place (tonight) I know that D. has a match, I know that Tom will be in the Swimming Pool, and I know that Joe is doing basketball. And there will be three cars out there (pointing to staff car park) three cars out there at 6 o'clock tonight.

M.4/15

Those three cars will belong to three male members of the P.E. Department and the other one doesn't own a car he comes on the bus.....Last Saturday morning....it was pouring down and I know that there were three rugby teams went away with Joe. There were two football teams here, and D. took some kids to a trial in Now it costs me £2 a time....I come from City it costs about 30 bob....And it's not that I want paying for Saturday morning because I would be against that. I'm against taking money.....I accept my lot.....But nobody ever says "Could you book expenses?" My wife thinks that I am mad. I'll tell you the truth. Now I've got exams next week for my Open University, and yet last night I was out at a basketball meeting.....tonight I've got a football match. She says that I'm just doing it myself....I ought to stop in at night...but I don't think that I could do that....That's why I do P.E. It's part of the P.E. Code. But we do make a rod for our own back. Even when there was this N.A.S. industrial action we were still holding practices, because we were the ones who were suffering. There wasn't anyone else in this school suffering....except us. The reason we were suffering was because all the work we had put in was going to ruin. T. was running a very successful swimming team; they went down to Yorkshire Bank National Championships and came about third. That, for us, was absolutely fantastic. And he said if I break now for five or six weeks the kids will lose interest. They will find elsewhere to go and we shall lose them.....So we just carried on virtually. Again some people said, "Well you are silly."

I have enjoyed talking to you. I hope that you do not feel that it has been a waste of time.

No, no not at all. It is nice to have a talk to get something off your chest. I was talking to some of the Battle's students the other day. I was up there with a football team that I run, a past City football team....the operative word being past....I was down there at a match one night last week and I got chatting to one or two P.E. women students. I was trying to tell them the time that was involved and what is expected of them. Having said that.....I don't know what you have gathered....but the women's side of P.E. is very different.

M.4/16

We've got two new ladies who have just started teaching. One has been teaching a year, and the woman who is in charge, J. is spending all her time on her pastoral post....she is in charge of a year. And her time to be devoted to P.E. is virtually non-existent because she is being paid for this pastoral job. So one wonders where the women get their lead from really.

It is very interesting that there are two different professional worlds in P.E. The women's and the men's. It is, for instance, very interesting that there are not all that many men in the school who are involved in school sport.

There are gifted people. We have one particular chap who has been an England selector for schoolboy rugby. He is now a County selector for Durham County.....and we have a lot of rugby teams here, as well as football and basketball....and he doesn't take a team. And this is a man (incredulity expressed) all that experience in the rugby world... I mean its phenomenal. There can be no doubting his experience and yet he doesn't pass any of it on to Callaly school.....which is significant.

I hope you do well in your exams next week. When is it?

Tuesday, its Arts Foundation Course. It's my first year. I've really enjoyed it. It is very demanding. I had a lecture.....the tutor was a tutor at City, a Dr. B. he was a new tutor then....he was tremendously helpful. He's the sort of chap, if I rang him up and said, "look I'm stuck" I could go and see him and he would....and I don't really think that he was doing it for the money....somehow. There was something much more behind it with him. He gives you of his absolute best. He marks a script....and you can tell it has really been marked....very thorough. I've enjoyed the course. The problem is fitting in the time. What I'd like to do ultimately is to go to Carnegie for a year....and do the one year supplementary course....which is what D. did. My interests lie in P.E.

End of Recording

No follow up comments

It is four years since I came here to see you and I am looking forward to note any differences which may have taken place since 1975-6. If I am right, you do live in Hucklebrough?

I've moved to Wearport now. But, of course, I spend and have spent a lot of time in Hucklebrough.

In your general opinion is H. well provided for as far as sport and recreation are concerned?

In certain areas it is very well provided for. In other areas... not so good. It depends which sport you look at. For instance rugby....it has a good tradition. It has a good feeder system... each team has various colts teams and varying junior clubs... kids can come along on a Sunday morning and get good coaching.

What about your own field.....soccer?

It's getting better. And I think really schools, to be honest, schools are at fault. So many teachers have decided "Saturday mornings out for me..." "I don't want to give up my time after school...." There are various reasons for this...I don't entirely blame the teacher for this. I think a lot of parents and people who are interested in football decided well a lot of the kids don't seem to be getting enough football at school in the way of matches so they run there own "friendly leagues"... and in the town this last year there's quite a few U.13, U.14 little area teams, which I suppose is quite good. It gives a lot more kids regular matches. The only problem is that I don't know the people who are running the teams. I don't know what sort of attitudes they are instilling in the kids. They could be wrong. I know a lot of the leagues as kids leave school....local church leagues leave a lot to be desired. In the school the attitudes are quite good; there doesn't seem to be much trouble with school matches.

What is the swimming provision like?

An excellent town baths.

Athletics?

Mayfields is the only cinder track. By comparison with Redheugh where I play football, I tend to be a little bit spoilt as far as those facilities are concerned. I think that Athletics has really taken off....in the last year or so.

It has in Redheugh. But what about Hucklebrough? A boy just having left school couldn't afford to go to Redheugh or Laithes to practice.

We've built up athletics in the school. I don't take credit for this J.B. started it initially...but he just didn't have enough time. Then I became interested in athletics and so we worked together...and we built up quite a flourishing club. We've had quite a lot of success now. We have won everything in the town over the last couple of years. Track events...field events...which is really pleasing. The kids get a little bit of success..and everyone wants to join in...even kids who are not usually keen....just want to come and join in...and do their best. The better kids want to go on a good deal further so we encourage them to go to Athletics Club...getting that little bit of extra coaching. But it is still not enough... It could be a lot better. I encourage the kids who are good and interested to go while they are at school because they have two nights a week, Tuesday and Thursday....and a lot of the kids do go along...quite a number.

(related Civic Centre Inquiry into sport provision)

Expressed concern about difficulty of availability of information to all wanting to participate.

There should be a central bureau or something...where you can find that kind of thing out. It should be Mr.S. Director of Leisure and Amenities...I'm not very popular with him at the moment. I don't

even know the man but I've come across one of his subordinates about using Mayfields. We booked it up. We take the whole school up for the sports day....to Mayfields...the Athletics Ground. We booked it up about two months before. It is the first thing that I do in the Summer Term is to book Mayfields and plan the dates around that. Well...we were half way through our school athletics meeting.....and this obnoxious little man...he got really nasty and shirty it...he wanted us off...because there was another Sportsday in the afternoon...and he just wanted us to clear off there and then. I was reasonable about it. I checked with the groundsman...well we've got nothing to do.... Even if we have to paint the lines...takes us a quarter of an hour at the most. So I said that if it comes to the crunch... there are six of us who'll stay over lunch time and give you a hand. This bloke came back again and said that Mr. S. had instructed..."You have to go off now..." So I'm afraid I got... I just told him that there was no way we were going off. He was so obstructive. Really petty. Very sad and petty. It annoyed me.

How long have you been at this school now?

5 years.

Before that, where had you been?

I taught for a year at a Grammar School and came into town and taught for two years at Berwick Road School. That was a Secondary Modern school now gone into Bamburgh. I applied to Carnegie for secondment... and did a year for Adv. Dip. Course. That was while the schools were knocked to bits...it was a good year to be away....An enjoyable year....a fantastic year really. I learnt a lot and socially it was a tremendous year. We learned a lot from each other. The other lads were all experts in one field. There were 18 of us. I was lucky...

I had only taught for two years for the authority and I still don't know why I got secondment. I was told initially that I had no chance...And it just came through.

That was with the old Education Authority?

Yes.....they were quite generous.

Others have suggested that they feel second class citizens to those in D. Is that an idea shared by you?

Money is a lot tighter now. I think it is all over the place but County are very much in control of the purse strings...not very keen to splash out money at all. Whereas H. were pretty generous...with scale points as well. Mind you at the same time when the authority went comprehensive it was very much creating jobs for the boys. I think, which I suppose is to be expected...to a certain extent. Certain Headmasters and people who had done certain work did pretty well...I think there was a lot of money going at that time. There was a lot of money wasted.

Coming back to the 7 schools in Hucklebrough, correct me if I'm wrong, I got the feeling last time (4 years ago) that there was an unevenness of status, salary and there was a lot of tension between the schools. (Quoted example of H. of D. at Aiden)

Actually he didn't get it. All the H. of D's were on the old Scale 4's and he was promised a Scale 5. It never materialised. He was left out a couple of times.

Are all the H. of D's now the same?

I think that it is County policy....which actually is another aspect that annoys me immensely....There are people in this school who are H. of D's who only do less than half the work that I do. It is strange structure at the moment....and the boss is trying to change it. The Head of English, Maths, Science and Craft...then there's

a Head of Music, P.E., Languages a very small dept. We are on the present Scale 3's.

Are the schools looking over their shoulders at each other?

In the way of Scaled Posts and what not? I don't think so I think all the schools have the same salary structure. As far as I know anyway. I've never really thought about that. If I found that somebody was on a scale 4 for P.E. I would do something about it. Another thing upset me last year when we had the pay taken off us (N.A.S. Dispute)...I think the whole affair was mis-handled...very badly....by everybody.....N.A.S. included. They should have checked their facts before they took action. They took quite a lot of money off us. And when I thought of how many hours they had deducted from me...I put that back in one day.....in over time...just one day. And you get nothing for it. (explained more of dispute to me) The ultimate effect was that we finished at 3.30 every day for about a fortnight. Classes were sent home. They docked our pay for that half hour plus Saturdays and Sundays.

The poison generated by that kind of action must last for a long time?

I lost a lot of people...not of the P.E. department who ran football teams.

Boys' P.E. depends such a lot on extra help...

I don't think that you can function efficiently without these sort of people.. We run 10 football teams for a start.

Have you lost all these people....or are they coming back?

How many are lost for good?

Lost one definitely. One...I'm working on...a little bit of pressure....To a certain extent I feel the same way. I'm not doing as much as I used to at lunch time. I used to work every



lunch time. I have cut down to about three.

There is a sense in which P.E. teachers are their own worst enemy...

There's one H. of D. in town who point blank refuses to work after school...does nothing at lunch time. He's made a joke figure really... but when you get down to the nitty-gritty you can understand..in a way he is being sensible. As he points out we are making a rod for our own backs....and have done so for long. Now it is expected that we work every lunch time and after school and at week ends.

Is there much communication between the schools? Is there much collaboration? Do H. of D's meet, say with the Adviser?

When the adviser just had H. we saw a lot of him. But now he has such a big area...so many schools and he is based in Darton... we don't see him so much now...As for meeting each other it is at such basketball meetings...athletic meetings...football meetings... arranged matches...There are not so many P.E. meetings as such... as there used to be. The Adviser was the instigator of most.

Is there likely to be a formal gathering of H. of D's or all the P.E. teachers of the Authority during the coming twelve months?

Not as such. There will be an athletics meeting where athletics, primarily, is discussed. Sports associations. There is a H. Sports Association...covering all the sports. There is an annual meeting.

Your year could be a whole lot of meetings? How much of your time does that take?

About twenty meetings a year...that's just meetings. Then there's the actual competition. There's a lot of competition. What we try to do is to provide a club for all the kinds of lessons we do in the

in the curriculum...that is for those who are either good or are interested...And to provide teams for each of them (the activities). We also try to provide somewhere for them to go after school. So the lads can play in a football team... the keen ones play in a Youth Club and so on...table-tennis or badminton.

I understand that all the pupils in the school get two periods of P.E. with the exception of those who do Latin.....

That's just happened this year actually...which was sprung on me. I was really surprised...In my first year here there were some kids in the fourth and fifth year had four doubles a week. And other kids had none at all. That was terrible. So we had to change that.

Well you really have improved that haven't you?

Well they get two doubles a week....in the fifth year. The Vith year, they come in when the sportshall is empty. Plus the fifth and sixth year have a night after school I'd hoped to have a Vith form proper P.E. lesson this year at Astone or another sports hall that could be used specifically for that Vith form P.E. lesson, but it...nothing has transpired...and this is over a year ago. I keep reminding him. Nothing's happened yet.

So you must be feeling pleased that you have made so much progress..

The other big battle I won was over staff...the P.E. staff. When I first came here there were two full-time men and two full-time women...and 16 odds and sods...It was terrible I used to have to look after them...check that they got the equipment out and check that it all came back. Most of the blokes could only do football. So the whole timetable had to be drawn round them. They had to take their classes for football and may be for one half term there was no group doing football....

How long did it take you to get that changed? I can see that you inherited an administrators delight. Just pitch in to your department anybody who has a bit of time to fill in.

That only took a year. I was quite surprised. I just pointed out....

Was that with the old Head?

Yes. Mind you the new Head....I'll say this for him, when I asked for one extra woman he said that I could have two if I wanted them. Now we have four full-time men and four full-time women.

It is probably the strongest team that you have had since you came here?

Yes.....plus a full-time swimming instructor. So that's nine in all....probably the biggest department in the school now. I take some stick about that too...It has made life a lot easier. We can now offer more things.

I get the impression as I go round the many schools in the Region that the curriculum time in P.E. is very healthy in the first, second and third years of secondary schooling. But in the fourth and fifth years it is largely a waste of pupils' time...teachers' time and timetable time.....Now you have fought for fourth and fifth year time and got it. Can you convince me that you are doing the right thing?

Can I explain how I work it out....

I do a four year timetable. Every kid knows what he is going to do. We work on a six week rota. The full year's timetable is prepared from September until we finish in July. I tell them (pupils) what they are going to do...the full year what they can expect to do... how many weeks say, "For this half term will you be doing football for your first lesson and gymnastics for your second lesson"

then they know what gear to bring. And at the end of 6 weeks they get a grade for that activity....they are told about that. Right, "The next half term your next lessons will be so and so..." It's a full....(sheets of programme then shown to illustrate programme). And I have to do this primarily because of the facilities. We are still somewhat limited for indoors. I know where every class is for every half term. I have heard some frightening stories from other schools.... Apparently the kids just come and they say to them "What do you want to do today?" or "Today we will do football and a group can do swimming...what do the rest want to do?" deciding at the beginning of the lesson what to do. It is unbelievable. The kids like to know what they are going to do not just the staff. The staff must know what they are going to do. How can they plan otherwise. For instance I have to structure it so that soccer is on the field, gym in the gym and then a lesson called skills (they don't practice skills as such....football skills, Bb. skills...just handling a ball, kicking a ball and so on...I don't think that its good enough for the...

INTERRUPTION

Story of contact with Junior Schools missed in noise.....

You see I have to plan to ensure the swimming pool is fully used and that there is no clash of facilities. I work it out that no two activities clash...over the four year programme. (Again more interruption drowned recording) In the summer term we do athletics, cricket skills... First year was explained...Second year was explained... Third year moves more away from gymnastics to more circuit type... weight training activities. Girls do their gymnastics and do a little bit more dance. I suggest what kind of things we should be doing to J.A. then I leave it to her direct the girls' programme. In the third year the boys do Volleyball....another pet subject of mine. I did a volleyball course and I enjoyed it so much I was convinced that the kids could get a lot out of it.....if you play Volleyball properly. It's a waste of time unless it is played properly. If it

is played properly it is fantastic. A really good game. I structure the game so that to begin with all we do is volley... the volley serve....set it up, volley and I teach them to spike. So that it is volley and spike..no digging. Until they get the idea they can just catch it and play....as an introduction. Anyway that's the third year volleyball...introduced. Then there's gymnastics... I still haven't decided whether it is a good thing or not..whether gym ceases in the third year...and obviously (adviser) wouldn't agree with me...I don't know..I find that kids go off gymnastics as they get older. Possible it is the way that it is taught...I may be open to a bit of criticism there. The more I think about it, I can't see that much of an end product. I know the younger kids get a lot out of it...but there are so many who don't get much out of it at all. There are so many kids with gymnastics that when they have finished at school...that's it! They never go on to do gym again. So they tend to dismiss it's value. I personally used to love Olympic Gymnastics. So I am moving towards Circuit Training and Weight Lifting. It seems more relevant to these particular boys. In the fourth year we introduce trampolining, badminton... they do three weeks of each...so that they have done some, very basic introduction. And basically the fourth year is a continuation of the third year....so there is no option systems that a lot of schools do. Some schools start an option system in the third year. To me that is disgracefully wrong. There is so much still to do and so much ground work.....

Especially when you have a structure like this. It appears to me to be very workable structure based as it is on the half term module.. by the end of six-seven weeks both teacher and pupil are getting stale. A change produces a well timed stimulus...

As I say the fourth year is just a continuation of the third year.... introducing badminton, trampolining....so I reckon in the fifth year they are now ready for the choice. I explain to them (pupils) "Right now for fourth years you have done exactly what I have told you to do.....you have gone through everything. You've now got to decide what things you would like to specialize in...you know what things you are not very good at or not very interested in and you

would prefer a choice. And you will get it. But there must be something in the P.E. programme that we have done that you are (a) interested in or (b) good at....and you would like to develop in a fifth year. So what I do....They all get a chit of paper and put down three outdoor activities, Football, Rugby and Hockey... and put them down in order of preference. And swimming, whether they would like to continue with swimming. And then ~~six~~ other activities badminton, trampolining, table-tennis, volleyball, basketball, weight training....with the girls then their activities are chosen. All the fifth years write this down on a piece of paper and then they put them all in an order of preference. And I get them all back in...and I work a whole structure so that with eight teachers there will be eight different groups. In this year's fifth year....in the Sportshall there is a table-tennis group...a trampoline group...badminton group and an additional badminton group in the dining hall. Possibly in the gym and on the stage there's a weight ~~training~~ group. Outside there will probably be a netball group and a mixed hockey group...and a football group and swimming at the same time. There's a wide choice for the fifth year. But I make sure that it is not until the fifth year that they are offered the choice. They then choose two lessons basically an indoor lesson and an outdoor lesson. But those who are not very keen on football, rugby....I give them a chance....some may do two outdoor...or two indoor or one of each. Most kids want to do one of each. I thought that a lot of them would have opted for the indoor options.....Quite a lot want to continue football, so what I do is to put a strong group together and a weaker group together...that works out quite nicely. At the end of this term I shall say to them is there anyone who is really unhappy with one aspect of their P.E.? If there is anyone who would prefer a change....come and see me and I might be able to arrange something out to make the change. So if I have made the wrong choice in September I can make ...

Another correction in January?

No. Now October. No...now, and again in January. 90% want to stay as they are. I've found that quite interesting.

M.5/12

Are you pleased with the way that it is working - given that it will have imperfections?

Oh yes...there are a lot of things that I would want to change.... but basically the system is O.K.

You make it sound very convincing to me.

Well....all theories sound good....But that is the most workable system for this school. I don't think I could improve much on it. Obviously little things could be improved. But it operates well in this school. What I also do, and this is just for the boys.....at the beginning of the year, I put them into ability groups B1, B2, B3...They are sent to me in half year groups and I split them into three groups because I have six teachers all the time. B1...the more gifted kids. B2, average kids and B.3 poor to physically remedial. You've got to be honest! Some are. It allows you to structure your lessons to the different type of kids. The lessons are entirely different say football with B1 and B3 football in the same week....the lessons have to be different. In fact I have an outstanding second year football team at the moment. They've just won the County Championship. And the things that I am doing with them at the moment.....in practices....even the good fifth years', couldn't handle... they are so strong.

That must be exciting to you?

It is, yes. It's really got me going this year. It's given... that's my biggest interest in the school at the moment. It's the best group of kids I have(bell)..... I don't know what you think about streaming kids for P.E. but when you get down to practicalities it is the most effective system for both teachers and the kids themselves. At the end of the year I will move some of the kids....but some of them have found it difficult and ask to go back into the group that they were in. And other kids are trying to get out of it. I tried not to make the

B3 group feel inferior so I used to number the groups the other way round B1 was the weaker group...But now I've gone back...I think the kids know themselves now...But now there's the incentive to get out of that group to get promotion as it were, and the kids are quite excited..they are really pleased if they do move up.

If you were going to institute one or two changes immediately..
you wanted to innovate or improve....where would these be?

My biggest problem is facilities. I would like a department that is cut off from the rest of the school. At the moment all the kids at dinner-time go through part where all our rooms are... into the drama hall where they line up for dinners. So consequently from 11.50 onwards the department is not mine. So many kids milling round. It is the same all over lunch time.

Is it a general assembly point then?

It is. It is a public thoroughfare. And all the filth and dirt gets trampled in...and eventually get tramped into the gym. Because it is in the corridors...even if they've gym shoes they take the dirt in from the corridors into the sportshall...and gym...That is a real battle trying to fight that one...I've won minor skirmishes but that is as far as it goes. I would prefer another indoor area where basketball could be played effectively.... the little gym is not big enough. Then a lot of other things could take place. I could have more badminton clubs...But at the moment it is just confined to the fifth and sixth years. Because I just don't have the space. You know we have got basketball teams from first to fifth years.

As Head of Department you must feel that you have the best team that
you have had so far. But in any group of humans there will be tensions.
It seems to me that much extra time is put in....Do you worry that you
are up to their expectations? Do you feel any anxiety about serving
them better? I am trying to put myself in your position.

Well, for instance, last year, when we had that trouble with the N.A.S. when we took the pay loss. I said "Well that's finished... lunch time..after school..." and I felt basically the same way. I thought "that's it I've had enough".. because at the time I was working every lunch time...every afternoon after school...and it seemed so unfair...and then over the holidays I thought well there are two new teachers coming in, obviously I wasn't going to pack in, so I just said as Head of Department I've got to show an example. So that was it.

You are or were in a real conflict situation.

It was a very difficult decision to.....Moreso because of the two new girls coming to join us. If the situation as it was had been the start of their career...Oh dear! (they would have thought) He doesn't do anything! Is this what it is normally like?

Can we come to the Head now? It appears that the present Headmaster is not the most sympathetic....yet you seem to have gained a good deal during his time here

I've had my battles with him initially. And I have had a lot of battles...I've won quite a lot now. The Head of Lower School... I think he has had a word with him as well. Pointed out just how much has been done in the school over the last few years as regards P.E. I think that he is now beginning to realise just what we have done. Again...the Governors Reports which he writes every now and again He always comes along about sport....and some of what we have done is quite impressive. I don't know whether you have noticed on the Notice Board out there (front entrance to school). Just out of interest I started initially made a list of all the kids who had represented the school...all the school teams...And then the outstanding achievements...both individual and team...it really is quite interesting. He said that he knew we had done a reasonable job, so he is a lot more sympathetic. He has become more sympathetic. At first I think he thought that P.E. was an unnecessary evil.

And now I think that he sees a definite place for it. There are so many things..when I first came, P.E. was right down. There was a staff problem. The number of lessons. We got kids coming in odd mixtures. Group A, B, C.....Group A and B for one lesson; B and C another lesson. Then A and C for yet another lesson. It was unbelievable...So I got all that sorted out. Then we had no store rooms. So gradually we took over store rooms I built my own shelves. We have quite an impressive really big store room now., where the bulk of our stock is kept. All things like that...The Drama Hall, the English Department used to use that.... It is a handy area. I use the stage now for weight training, use the main floor for girls' dance...and an extra badminton area. We also use the dining room....and I have managed to use the Youth Centre....because there is a nice floor in the Youth Centre. We can use it for fifth year...3rd., 4th., and 5th. year girls' dance. That takes a group out of the way as it were, makes more indoor facilities available for other people, which is very important. That's the big problem space. When its wet the boys go out and get soaked which we shouldn't have to do. All because the indoor facility is so limited...with six classes. We can fit them all in....but it puts too much pressure on the teaching space.

How hard are you hit at exam time?

That is another big problem which I have fought and still fighting.

What do they take from you?

Sportshall. They use it for about four or five weeks. It is used for mocks and full exams. I think that I might have won that battle. I think that he is trying to spread the exams out through the school into the general classrooms...for the January exams. When the actual C.S.E's take place in April...but by then everybody should be doing Athletics, Cricket or Tennis. So theoretically we should be outside. But again when it is raining it is really bad...we have nothing to fall back on.

Interruption

It is bad for the staff. But for the kids too. I know that there is a group doing badminton....and for them it is a new game. And they pick it up quite quickly. And they think 'fantastic....Badminton'. Then the next week I have to say "sorry lads. Sportshall is out of action."

When you reflect over your last five years, are you satisfied with the progress you have made?

Yes.....to be honest I am satisfied in some ways.....I know that we have made progress...because it was so bad when I first came here.....I was in a good position to make any progress. There are a lot of areas that I think still need improving. The fifth year... (long reflective pause) You know I don't mind it being recreational to a certain extent, but I think that we all tend to make it too recreational.....at times. There are occasions I look at the standard of that and the other....and want to improve the standards....I wonder if we couldn't do a better job.

Are you good at pushing your colleagues? Or does that worry you?

Not really.....when I've got to. It is part of my job. But I have to show that I am going to do it first. I must admit sometimes with the fifth years....I am inclined to take the easy way out.

But you have had some different members of staff over the years..... people who have been here for a short time and gone....or people who were not adequately trained?

We have never had any particular nasty characters.

Do you have any department staff meetings?

Occasional one.It is very very difficult. you say 'that lunch time...' and you look at the timetables...four or five people have practices. So what we tend to do is...well there is always four of us...before we go out we will exchange ideas or agree on something or just stop and consider any problems...naturally.

But I consider J.B. an equal partner to me.

Is he your strongest member?

Yes.

What do you consider the order of the competence...a rank order.

J.B. has been here three years longer than me. H.E. is going to be a good teacher. He has a good personality. The kids like him,

I am impressed by the ease I have been able to talk to them.

We are all **easy going**...the three of us. We don't fly off the handle or get houghy. T. Is a little bit temperamental. If there is anything wrong we just say it and nobody takes it badly.

You yourself have a very even temper...a cool disposition.

I think I have.

Do you ever get angry?

With the kids I do (chuckle...warm)

When were you last really angry?

(long pause) I can't really remember. Obviously with kids it is like a little game. You know you make out that you are really angry.... You've got to be here. But how do you mean? With colleagues or...?

At a school situation. It might have been the Head or it might have been another member of staff outside your own department....

I have a lot with Heads. And the previous associate Head, I had some real bitter battles...strong words exchanged.

I must say that I am astonished that this Head, in 1979 and of his age had not met his new members of staff.

M.5/18

He hasn't had either a formal meeting or an informal meeting over a cup of tea to welcome them or explain his own values to them. Or to explain what he sees their roles to be in this school context. H.

His man management is nil, quite honestly.

Here is a team of teachers giving hours and hours of time and he hasn't even got the courtesy to say "I know that you are doing it."

We entered a cup competition...with 90 schools having entered.....

End of Recording

No reflective comments

Are you living in H?

I am living 6 miles out. I find H. a rather depressed area. The children seem...they are rougher than I thought they would be. During T.P. in Midlands I came across quite a few rough children, but coming here I seem to have come across a lot of broken homes...latch-key children.

Has Callaly got its share?

There seems to be quite a few. There's a lot of nice kids and there's a few horrible ones. If you've just got one or two horrible ones that's the whole lesson disrupted....the whole lesson is spoilt.

Have you had a good cry yet....about your job?

No.

Nothing has really got you down to that extent?

There's just one class. They are really really horrid.

When were you last angry?

About 10 days ago.

Tell me about it!

It was a volleyball lesson of third years, they don't like volleyball because it hurts their hands. And there are a few bad kids in that lesson. And there are some very nice ones. But you don't get to know the nice ones until you have got to know the bad ones. They were just playing up. A couple of them come from very large families and to get any attention you have to shout. It's one thing that really gets

me annoyed, its when people interrupt when I am speaking to the whole class. The other schools that I have done my T.P. in, they've never done that...they have always had respect. And I do get annoyed when I am interrupted when I am speaking to the whole class. They did that constantly during one lesson and that really got me annoyed.

What are you doing about that now?

There is one particular child...I'm carrying on from where the last teacher left off. Whenever she talks I just signal to her to come over, she comes over and just stands there and I spank her bottom. Well that's O.K. with one child....it works...but the others? But on the other hand the others are beginning to realise that I'm not so bad after all. And they are learning that I want them all to be quiet. I think they will.

You haven't had a moment of despair yet and said "I'm going to chuck it all up"?

No.

You sound very convinced that you won't.

I maybe will. But I haven't met it yet. When I came for my interview to this school, I thought it was a nice school. The actual lay-out, buildings and things, there are two quadrangles in the middle of the buildings. I think that's a really nice feature. I thought that was very nice at interview and I didn't think there would be any discipline problems or anything. But after the first few lessons I became a bit disillusioned. But you say to yourself that you have to work a bit harder at this. I've got a tougher job on my hands than ever I had imagined.

It is often said that moving from college into your first teaching post is a 'shock'. Would it be true to describe your experience as a shock or not?

Well it's a shock....in the way that you are not...its unlike T.P.....because after six weeks you forget about the school. You don't have to go back and face the children and the staff again. But I wouldn't really call it a shock (said with conviction). It is just different.

I think most probationers experience this feeling that in full-time teaching it goes on and on and on.....

I'm quite pleased that it goes on...cos I know on T.P. at the end of six weeks you feel that you have achieved something with some classes and you feel as though you would really like to go on... which I can do now.

Has anything scared you yet?

Well yes. First lesson with one class. Two children in the changing room after the lesson literally were at each other's throats. That was the first week.

What did you do?

I didn't want to go in and pull them off. Honestly it looked as though they might have turned on me. I thought what's the point of a teacher getting mauled up. That's just not on.

How old were they?

Third years. They've got really fiery tempers. And if something sets them off there's no holding them back. I talked to them and shouted at them but they wouldn't....eventually they did...split and I tried to get to the point of stopping the fighting, they were fighting about borrowing someone elses top, this P.E. top and they wouldn't give it back. I went to see the Head of P.E. and she has sorted the problem out for me. And since then they've not done it again. I think that was just them messing about....

trying me....seeing how far they could go with me.

Has it disturbed your teaching of that class since?

No because I can now recognise them as individuals.

Perhaps you are getting to know individuals better here than you did on T.P. by now

Well no, not really. Because on T.P. I had very small classes. With the multi-racial schools and their problems they tend to have small classes. I mean twenty was a big class. And the other school, it was a selective school and the children were very nice. They were quiet when you told them the first time.

Tell me about the nice things that have happened so far. There must be a lot of nice things that have happened.....the kind of things that you feel quite excited about.

Gym Club. We've started a gym club...that they have not had for a while. I like the gym club, yes...except there's so many people in such a small area...which is such a shame.

You created it?

Yes.

Who do you open it to?

Everyone who wants to come. All ages.

How many takers have you got?

Not everyone comes every week because they have other practices on like...sometimes there's Dracula which is the big school play this term. Quite a few go to that. But if everyone came there would be

over forty....which is a lot.

If I had no ability in gym....would you take me into your club?

Yes. We are doing B.A.C.A. Awards because they don't get the chance to do them in lessons. I'm very strict...if they don't have their toes pointed for everything or they have one leg slightly bent they won't get it. So they know they have to work really hard to get it (award). It's achievement...to get something. That's very important. I do enjoy it I just wish... there's just a lot to get through.

How often do you hold this club?

Monday lunch time and Thursday after school.

Any girl could come along twice a week?

Yes.

Are the numbers fluctuating?

We have been going about 5 weeks....We seem to have more there on a lunch time....I think this Dracula practice takes many of them after school. But I do enjoy that.

However cohesive a team is each individual member will feel in some way different from the others. In what ways do you feel different from the other members of the P.E. Department?

Hm....

(Prompt) Professionally....different people, different personalities... different values....what do you stand for?

First of all when I came in....there's the school. What they expect from children. Before you start any lesson in any school I like to

find out what's expected of them. Are they expected to change for P.E? What are they expected to wear? Are they expected to have showers.....this kind of thing. Whether the school runs, say a games lesson, or a warm-up skill...game situation practice... I would do that even if the school didn't. I think it is stupid going straight into a game....unless on very cold days when they need to get themselves warm or never enjoy it. I don't know if that's what you are getting at?

You say that you do this differently from the others?

No. There are things that are accepted in the school....like changing room practice...but running the lesson I always expect to do a warm-up before developing the lesson....whether that's general practice in that school or not...

Have you come across anything in casual conversation...where a colleague has rather a different outlook on P.E. or how they conduct themselves in the changing room or whatever? Have you been shocked in any way?

Nothing has shocked me as such but at college....dance...I hadn't done any dance at school....not M.E.D.....I did Scottish Country Dancing.....So when I went to college that was my first basic introduction to M.E.D. I enjoyed it. But now that I have come here they do a lot of Dance-drama. Now Dance-drama is a completely new idea to me. They do aspects of dance. They do a theme and they put that theme into some kind of dance drama.....Whereas I just carry on my dance until I know where I am.

You are free to do that are you?

Yes. To start with I'll do what I know...then perhaps I will do some dance-drama.

Have you been asked to teach something for which you have not been adequately prepared for? Leaving you feeling ill-equipped... called on to do something and feeling deficient?

No not yet. I think something like table-tennis I wouldn't know where to start. I didn't do any table-tennis at college. I've played....it's similar to tennis.

But you haven't met a situation where you feel completely unnerved?

No.

Your college course seems to have prepared you very well.

Well.....Hm.....School prepared me well. Before I went to college.... I did a lot of P.E. at school. It was a boarding school perhaps that had something to do with it. We always had 40 minute games every single day of the week. Except for Sundays and Wednesdays. That's a lot of games. And on top of that we had two P.E. lessons a week. One would be Scottish Country Dance and the other would be gym. So I really did a lot of P.E. before I went to college. The actual college course, I think, was too academically orientated. First year we had 10 hours practical....per week. Second year it was down to 5 hours and third year it was two hours. We could go to other options we hadn't chosen. We all had to choose options. But it is difficult to get the happy medium....because you are being trained as a teacher and an educationalist...and if you want to go on and do some research you have to know how to set about it. In the first year we did a lot of practical...and looking back I wish we had improved our own skills... with some regard to our teaching...to us teaching as well because there wasn't any sort of....I know when we went out on first year teaching practice in the summer term I had no idea....about anything. If they had said something about when you are teaching...for example swimming. "It's best to stand here....standing here so that I can see you all in a row or something like that!"...There was nothing. That was a whole year without much in the way of teaching you how to teach.

Have you had much conversation with the Headmaster yet?

No.

Do you know what he stands for? Do you know what he cares about?
Do you know what the school stands for? And where do you fit in
to the story?

Well...from what I can gather the Head doesn't seem too keen on uniform. The Head doesn't seem too keen on discipline. I mean if I had something of a problem I wouldn't go to the Head with it. I would go first to the girls' Head or P.E. beyond that to the Head of boys' P.E. I find that it's funny in a school.... there is a uniform....so people should be expected to wear it. But they are not told to wear it. They can come to school in anything they want. Green trousers and a pink top. It doesn't matter. You can tell them to put on uniform next day. But if it got to the stage where you sent the child to the Head I don't think that he would back you up on it....which seems peculiar. I don't really know what he stands for yet. No.

He has not met you to enlist your support or explain the key
problems of the school or the main objectives and values?
He hasn't spoken to you?

He has spoken to me. But that was when my car wouldn't start and I went in late one morning.

Would you go to him....Would you knock on his door and say that you
would like to discuss something with him?

Well I have not had reason to yet. If it's something about P.E., then I have no qualms about talking about them with the L. of D.

When you meet old colleagues....when you write to them or when you
meet them later, what do you tell them about the school?

I don't know. Hm...It's a larger school than I have ever taught in before. The discipline doesn't seem so obvious.

Do you have to establish your personal discipline on the pupils?
Or is there some school routine that I could inherit if I came as
a new teacher to the school?

I think if you set your own standards.....then the children would know what to expect from you. There is a duty list and it wasn't until you are actually on duty...that you are on duty with someone who is senior. You have to ask what you have to do. The children are expected to take their coats off before they enter school. They have to walk on the left hand side of the corridor...not allowed to run in the corridor and things like this. When they go out of school they are not allowed to put their coats on until they are outside.

What is that for?

Because when they put their coats on in the corridor they poke one another...They are not allowed in to school before 8.50. At break time they all have to go out into the yard...not allowed in school. You only find this out by doing duty and asking colleagues...and things like that (pointing to some newly prepared sheets to be distributed to parents of first year pupils).

(Referring to sheets) Does that bear any relation to reality?

Well I did read it but there are a lot of things that aren't very..... I did take the trouble to read and I thought well (expression of extreme scepticism).

Do you feel isolated by living at Grange Hill?

No. I am sharing a flat with....I answered an advertisement. I was told on my interview "You will find it very difficult to find accommodation in the area." I thought, great, thanks for the warning. And I did. I found it very difficult. You see it's eighty miles from home to here. And I had to make three or four trips before I found something. I had to put three different adverts in the paper until I found one that was suitable. It's nice, better than living in a bed-sit. I think that it is more difficult to make friends in a bed-sit. You spend a long time by yourself...In the flat, there's always someone there to talk to. It's nice. I went to a flat rather than a bed-sit because it can be so lonely. I have a car I'm very lucky. There is a bus every hour. I'm glad that I do have a car because when I finish my practices at school I can go straight home. I don't have to wait for a bus or anything. I always think that travelling time is time lost. If I were waiting for a bus I would be thinking "If I were at home I could be doing this or that." Preparing lessons...marking books and things like that.

So you haven't had to go through a period of isolation or loneliness?

Well she's not been in for the last....she's been working away in a Branch up in Edinburgh...the last three or four weeks. So I have been by myself for three weeks.

The Midlands' schools that you worked in during T.P. were they a good preparation for Callaly?

No, not at all. The first school was multi-racial. The problems were completely different...learning their names, pronouncing their names. Much easier here to learn names. There are problems of course with coloured children. But they had small classes. Then I went to a selective school in the south of Birmingham. A very nice school, it was good in the way that the previous school I did a lot of disciplining...you tended to do more disciplining and less teaching. Whereas in the other school it was the other way round. You did so much more. Then coming here it really has made me think, has made me realise how long it takes some children to grasp

F.6/11

what it is that you are saying. There's no easy way..... at all. You take it nice and slowly. It is the luck of the draw really which schools you get and whether it is a good preparation for the job you get...I know that I did apply for some private schools. Looking back on it I'm glad that I got this job than a private school. I'm quite pleased to have taken this job. It shows that I can cope. It must be much more difficult to go from a private school to a Comprehensive...by coming here it has proved that you can cope. The school that I went to as a pupil...I'm glad that I went to it. If I had **gone** to the school at home I wouldn't have done any work at all. There was an emphasis on academic work, and an emphasis on games. So you did work. You had to work. Because work was set down. If you weren't there doing your work at a certain time people would come round and say "Why aren't you doing your work"? Whereas at home I would have been out playing on the farm.

What did you make of Midlands?

I didn't like it....It's like a concrete jungle. I'd come from the country.....Sirr(smiling)...(chuckle) Oh it's a huge place... You can walk for miles and not see a green field. Some of the flats that I lived in during the three years I was lucky...but some were so damp and so cold...and they had to pay money for them!

(personal discussion concerning an ex colleague of mine who teaches at Midlands College).

I have the impression from you that this is how you assess your view...for now. Your view of the school is not too easy; the context has a number of difficult families. But you are a member of a pretty cohesive department...given certain reservations. The P.E. staff in general put in many more hours than they are given credit for. There are some very nice facilities which are

F.6/12

taken away from them for exams....

I think that it's dreadful.

And you are one of the probationers who is very pleased to have come here...not quite what you expected, but it hasn't got you down at all at any time. And after six weeks you are doing very nicely thank you.

Well, I hope so. I am enjoying it.

I should be interested during the future to know whether the school allows you to expand professionally. I hope that you have not found this an intrusion.

No, I have found it interesting. I think that it is a good idea. At college it is inferred that it is either black or white. In the actual school situation I wonder what would they do if they were in this situation. I think that many lecturers are out of touch. There is one thing that I disagree with...P.E. teachers being expected to teach another subject. I teach Geography. I have only got one class. To be quite honest I quite enjoy teaching Geography to first years. I haven't been trained for it specifically...but I have equivalent to 'A' level (Scottish Highers)....But I think that you should stick to your P.E. The children do realise "I'm she's not just P.E.....she does teach something else too." But it is a lot to do. You see we are expected to stay behind for practices a lot after school. Your lunch times are not your own. You have very little time to prepare and do your marking. Also, another thing you haven't got your own room. You've got to trapse around the school....There's nowhere to leave your books...you're not settled. Not like you would be if you were teaching in a classroom. At interview I was told that I would be expected to teach another subject. And I have Highers in Geography, Biology, and Chemistry....I'm not properly trained to teach them. I think in a Lab. you really need specialist training.

I find no fault in your reasoning at all.

I wasn't too keen on the idea at all. I got some special help from lecturers at college. Now that I have started it....I mean...I quite enjoy it. I'm glad. If I go for another job I can claim to have taught Geography as well as my P.E. It should be to my credit.

Thanks for giving so much time. Please get in touch if you have any further thoughts.

End of Recording

Follow-up Comments

Yes, I now have thought about giving it all up. A few days ago everything happened at once - a child running home for her father - him laying into me (verbally) - I was rescued by the Head of P.E. (Girls) but it was quite a frightening experience and made me sit down and think. Anyway it's all back to normal now and things are going O.K. Also, getting on well with all P.E. staff - but Head of P.E. She doesn't seem to pull her weight where lunch time and after school activities are concerned - so we're working on three cylinders rather than four.

Did a lot of pupils know you at the school? (M.7's previous appointment)

Well they did. When I went to college...I did three years there and I came back. I found that some of the younger children were still going to the school that I was going to. It didn't cause any great problems. The problems were after school when I was in Castleton or something like that and you kept bumping into them in the crowds.

Do you travel from Castleton every day?

I used to. I found it very difficult to find anywhere to live here. I asked the local Education Authority and I wrote to the local housing authority for premises and they said that they couldn't help me unless I got married, and I'm not getting married just to get a house. So I had to travel backwards and forwards until I got a house, somewhere.

Where are you living now?

.....just on the outskirts of H. Eventually things will be sorted out. But for the first three months of the first year here and the first two months of the second year here I had to travel.....because I got pushed out of the first place I was living. And they wouldn't give me any help with travelling expenses.

Are you still a single man?

Oh yes. I know people in the same situation who have said, yes, lets get married for convenience...because they need somewhere to live.

Do you identify with H? Have you any commitment to it or any loyalty to it?

Not particularly....I tend to go home most weekends. I myself don't feel any ties with H.

You are not tied into any clubs or societies or anything?

I play Badminton for one of the local clubs and I do a lot of activities with the school....in my own time. But apart from that I don't feel that I am (native of H)..... I don't feel any loyalty to H. or the the

Education Authority.

Do you have a particular sympathy with the area of the school which is not dis-similar to the area you were brought up in? The problems must be much the same. The pupils must have similar kinds of problems.... Do you feel locked into the same kind of people?

No. The situation that I lived in was very similar to this one. The problems that they face here are the same problems that I faced when I was going to school. It is so similar that you can appreciate some of the difficulties....But at the same time things have changed such a lot now.....compared to when I was at school. Such as the free meals and the transport...grants for clothing and P.E. kit and I think that on the whole it is a lot easier for them than it was in my day. There are a lot more facilities now. A lot more people prepared to stay behind and do things. But a lot of them (pupils) don't seem to be prepared to take their opportunities.

You think that there are more people...teachers....who are prepared to stay behind and do things?

Right.

So when you were a pupil there weren't many teachers who were prepared to stay behind?

No. My school career as far as P.E. was concerned, was basically play-day. "Here's a ball lads....off you go...you can play football for an hour." And that was it. We were not taught anything...as such. I was under the impression that is how P.E. was taught....until I went to college, I must admit. I thought that there must be more to it than that. And that is my impression. There were very few activities after school I thought....unless you were very very gifted. And then they would take you for the football teams. But they wouldn't take anyone just because they were keen.....You had to be good as well. And, of course, a majority of the people did not fall into the category of being good and keen so

there was nothing for them I found. Now down here it is totally different. Even if they are not so good there are activities for them. They are not totally excluded. They can come along and they can try.

Do you think that the kids make the best use of it?

I think a lot of the kids who are gifted do...but I think there is a small percentage that just don't want to know. They know they are good; they know they have got the talent. They think, "I'm not going to bother. It's on a plate for me here." I think that they will not realise it until a lot later, that they have missed out on a lot of things. There's a lot of people round here who are good at football, that's all they want to do. But they are good at everything else as well. They just exclude the rest. They don't want to take part. I think the day will come, possibly when they leave school, shortly after they leave school...they find that there are other things than football. They probably will wish that they had taken part in things...other things..But that's their problem when they leave school....There's a lot more now than there used to be.

How sympathetic are you to the 'comprehensive' idea?

(reflective pause) I think basically that it's a good idea. But there are drawbacks....obviously. The way things are at this place... for P.E. anyway, when we get a good group they are based on intelligence. So nine times out of ten when we get them they are quite good at games anyway.....they are physically well developed, they are intelligent. You tell them things and it goes in quite well. But when you get the bad groups as well...they are not so much bad in discipline. They are poorly qualified to do P.E. really. You get a full group of the bad ones. The odd one isn't so bad but the other..when you get a class of 25 or so, and they are all the same...you feel a bit low, at the end of the session. You don't think that you have actually done much...

you haven't achieved much with them.

Would you prefer mixed ability?

(reflective pause) I think that it depends on how it is split. If you have a large group and you have one or two poor ones... I think that I would prefer that to sort of half and half. Because you can then cater better for the smaller group.

What you have described to me is that the better endowed physically and intellectually are grouped together. Does that happen right at the first year?

For the first term they are let off a little bit they have just arrived and they are being sorted out. Not until Christmas or so that some of them get changed again...regrouped. So for the first term its not so bad. After that you often find that one or two of the better lads in your poor group are taken away and one or two poor ones are put back into your group so they become much the same... It appears to happen throughout the school.

Do you have much idea of what is going on in the other schools in the town?

The impression that I get from the other schools is that they don't do much. And what they do do is only what they are good at. For instance when I first came here they didn't do cricket...they did cricket as lessons...but we didn't have any cricket teams. So I started one or two cricket teams, because the kids were keen and they wanted to have a team. So I made one or two teams. And I phoned round the town...all the big comprehensives, I was given fixtures with about three of them I think....the rest of them said "Oh we don't do cricket"....."we are not bothered." So that's it. The same applies with other activities. I do a lot of swimming....I phoned round the schools and I get three or four fixtures. The others say they are not that bothered. We only do it for the town gala, at the end of the year.

We are not bothered. But at the end of the year when you see them swim or play cricket or whatever, they have got some good people who would benefit from some extra stuff but they don't bother. If they have got a good team they flog it as much as they can....and take on anything if they have a good squad. But if they are poor they don't like the idea of losing. Which I think is wrong because they are then playing for themselves... not for the kids benefit...I don't think. If the kids are keen then something should be provided for them....if at all possible.

Do you meet the other teachers from the P.E. Departments from the other schools?

They get the football teachers together....or the rugby teachers together or the swimming teachers together....But that's about it. The P.E. teachers don't come together as one body. I see one or two informally when I go to play badminton, but on the whole I don't see that many.

I get the impression from talking to you that the P.E. is stronger here as far as you can judge?

Well. I think that it is. Although I don't see that many of the other P.E. staff. I see one or two they tell me roughly the same thing. For example, Eltermere....there was a lad who taught here on supply and he went to Eltermere and apparently they do nothing up there. Their Head of Department has no motivation...no interest in any after school activity....as far as he is concerned. If anyone wants to do anything - then that's their pigeon. But he doesn't want to know. And I think a lot of people are taking a leaf out of his book and saying "I'll not bother. I won't do anything." I think that on the whole we have one of the stronger schools for our activities. I could be totally wrong.....

It must be one of the biggest teams (P.E. Dept.)?

I think that it is one of the biggest. I'm not sure whether it is the biggest school....it is certainly one of the biggest. Maybe Aiden is bigger.

After that account, I get the impression that the schools are not serving the future citizens of the town all that well. They could do a lot better?

I think it could, yes.

What about Callaly?

Well, here that situation does not arise because I think as much as possible is being done anyway. It is the other schools that need to be sorted out. I used to go down the College of F.E. I used to play Badminton there and I used to do Volleyball down there. And I used to go down there before the sessions actually started and I used to see a lot of the kids from school down there. They went there to take up other things...or to continue things that they had started here...at night time. They weren't always the most gifted ones either. They were some of the poor ones too who aren't just pushed to one side actually brought out if possible.....which I thought was quite good. They just didn't give up....."I like that". "I enjoyed that - I'm going to try a bit more". As I say, I don't know all that much about the other schools. This place takes up most of my time....I think that Callaly does its fair share. Teamwise we ran 60 (sixty) teams.... that's just on the boys' side. Not mentioning the girls....most of those are taken by the P.E. staff.....There are some.....

Sixty? (interrupting)

Sixty teams. Which is quite a lot. I don't think any of the other schools in the town run anything like that. Another thing is..... although we don't specialise...because we try to have so many

activities in the school programme itself, we still tend to do quite well at the end of the year.....as far as competition is concerned. Whereas a lot of the schools are just specialising....they don't actually dominate any actual area. We always seem to do quite well as well, which I don't think reflects any praise on them.

Which are the things that really excite you in the work that you do?
Where are the big returns for you?

(Long reflective pause)....Well one thing is when you come to the end of the day for me personally, when the kids think "that was a great session.....That was great....." I enjoy that. It means that what you have been doing has not been wasted. It hasn't gone over the heads.....it means that I have actually got through to them. And then you can see it building up....gradually. That what you are doing is gradually getting through to them. They understand what they are doing.

You have been here long enough to see two generations through..

Well.....come next year I'll have been here with a full year group.... so I will have seen them coming in the first year and going out.... You can see them getting better and growing up and getting stronger... developing their speed and their skills.....which I didn't experience at the previous school because I was just getting things started and then had to leave....and I felt as though I hadn't done anything. Whereas here you can see things right in front of you. I think that is one of the main pleasures for me.....at the end of the day. The other one is seeing some of the poorer ones actually getting better. Because they come off the field as well saying "Oh I enjoyed that..." That is one of the main things.

You have a particular interest in swimming?

I have now. I used....my main interest used to be in trampoline when I was at school myself....before I left school...trampoline was my thing.

Then I started playing rugby when I went to college...then I was injured. I damaged my back so the trampoline and the rugby was then out. So I went to start on Badminton for my own enjoyment. One of the areas that gives me pleasure is the swimming teams. When I first came here, there was me and another lad who has since left, we started doing those and we have the best squad in the town without a doubt. We have got some very good swimmers who did very well in the Yorkshire Bank Competitions. They did very well in that for the first time....hopefully they'll do better this year. We are entering two teams this year as opposed to one last year. And this year we are entering the girls team which we hadn't got last year.

All your swimming is done in the school?

It's all done in the school.....it gets full use. I go down there three dinner times a week and two evenings and during the holidays for a couple of training sessions. Specially when we have matches on...i.e. Yorkshire Bank Competition we have a bit of extra training. H. Swimming Club...they use it quite a lot. I also take a couple of non-swimming groups. It's not standing idle...It is fully used. Which I think is a good thing. It is an expensive piece of equipment, if it were standing empty. The same thing applies in the Summer holidays when the fifth years have gone, those periods those fifth years would have used we sort of let the pool out to Juniors from the neighbouring schools to come in so they get used to the pool rather than have it standing empty for...

Does the pool suffer from the examination encroachment in the same way that other P.E. facilities do?

No....It's only the sports hall and the gym that are basically used for exams.....Sportshall is taken for about three months of the year...the gym for about a month....2 weeks maybe....But the Sportshall is out of action at the time we need it most. You have to make the most of it. We have to teach in the classrooms which is O.K. for one or two sessions....

but after a while...the kids are there to do games...and you can only do so much in a classroom you have to take them outside to do something practical.....so we have to take them out to do something outside.....in the rain and the wind.

When is the Sportshall out of action then?

It will be out of action shortly (interview in October) for mock exams....I think that it may be shortly after Christmas. It's out of action then for three or four weeks or something like that. And it is out again in the Summer for the exams. But it is one of the worst periods that it is out of action for. During the summer it's not so bad....but in the winter, that's when we need it. And as well as that you have to be careful what you are doing because the gym is next door to the Sportshall and you have to watch the noise all over the place and moving around in the drama hall. Both of them are very poor when it comes to sound....sound travels a lot. You have to be very careful what you do, the sound travels very easily from both of them into the Sportshall.

In what ways are you different from the rest of the P.E. team in this department?

I wouldn't have thought there were any differences really.

You don't think so?

No.....I haven't actually thought about it.

It seems to me that when there are eight people....it makes for a very good team in one sense, but at the same time it also leads to some tensions, because there will be some things that you will prefer to do differently from your colleagues. I would be interested to know how you would do things differently from your other colleagues...male or female...

M.7/10

Let's deal with the male/female issue: most schools do have tensions between male and female staff....what about Callaly?

I personally agree with that because I think that it is two departments within one department...male and female. On the whole I am not particularly impressed by the female side of the department. We have two new girls in now who have just come.

I do get the impression that there are two departments.....Tell me the difference between the male and the female.

My main bind against them is when winter comes. They don't know where the field or the yard is, they want indoor space all the time. And the programme here is worked out at the beginning of the year and it is worked out so that each group gets so much of one activity and so much of another activity....all worked out for the year - 'balanced'. So that means that when the winter period is on you might be down for taking a sportshall session. but during the course of the year that position will be reversed. And once the winter comes...as soon as there is a slight bit of frost or it looks like rain the girls... one particular teacher heads for the nearest bit of cover possible. And it means that whatever you have got prepared for that activity is gone. As we haven't got the space or the facilities to do it in. You don't mind when the weather is really bad and you don't mind now and then....but the thing is that it is every time. You see you go out when it is your session and turn for outside, in the cold and the rain. And the kids come out with you....no problems. But as soon as it is reversed they don't want to know. During the summer there is no problem because the weather is not that bad, but during the winter it means that a lot of the things that you have prepared you can't do. And the kids realise it. Half the kids get one thing and another half say that we have done one thing and we should do the other thing we should have done.

This seems unfair and unjust to me.

M.7/11

It gets me down a bit because it happens all the time. And the thing is that because she is the head woman.....we have two probationers here now and it is a very bad example to them. Because apart from this thing about going or not going out and doing their fair share, she doesn't do any activities either at dinner time or after school, which I think is a bad example to the people who came. She could have done a little bit more than that... So the others got into the same role and did nothing. It hasn't happened with these two yet....but I think there is a possibility that it might. As well as that the girls tend to be, especially J.A., she tends to expect the male side to do everything. If you are arranging things....say athletics...anything like this she expects you to do all the spade work, preparing all administration side of it. And she turns up with her team, if she does that. She expects that when the drama hall is being used the male side should clear out of there for the girls to come in and use it.

Is the department carrying this particular person?

Yes, I think so. Yes. It would be a lot better if she was moved out, and someone else who wanted to do the job was moved in.

She has divided loyalties now.....different commitments. How long has that been?

Well that has been since I came. She got the job when I came, four years ago. So for four years she has been a passenger. There is no payment for taking overall charge...but she was the person in charge at the time when I came back. But now that she is head of year she can't do the Head of Girls P.E. and the Head of Year properly. Something has to give. And her career doesn't lie with P.E. now. It lies with the pastoral....to be Head of Lower School. She wants to move in that direction. So she isn't going to bend over backwards for the P.E. department....if she can make another career. I think that it is totally unfair which is the way it has been for the 4 years that I have been here. But that's the way it is.

M.7/12

Is it possible to do anything about that issue? I would be worried about the morale of the department.

I don't think so. I think that the subject has been brought up.... moving someone in.....but I think that it has been squashed, because of the way things are.

Has the department met as a department? To express disagreement and differences....and anxieties within the department? Would you be in favour of such meetings?

I wouldn't mind having one or two but I wouldn't like the idea of going overboard with them. I think one of the reasons why we haven't had them is that everyone has got their own commitments within the school and it is very very difficult to find the time when everyone is free especially on the male side when everyone is free to come in for a meeting. Especially last year....for fixtures. Rugby fixtures, football fixtures.....things have been chopped and changed so much that you never knew when you were going to get a free night anyway. And we don't particularly like to have to cancel practices. You work so hard to get the kids used to coming along for sessions...and then you start cancelling them....cancel one on a Tuesday night and the following Tuesday you may have to cancel another one (you may have car trouble..) and so it goes on. One can easily be 3 or 4. I think that's one of the reasons why we don't have meetings. There's never been a night when we are all free. At the same time things have actually been mentioned.

I would be angry about it.

As I say there are two departments within the one department. And I think the way we look at it is that it is our department and we look after our side. If the young girls (colleagues) came asking for help, fair enough. But if J.A. comes along, well she is meant to be looking after it - so 'get on with it'. Let her get on with it. I suppose this is D's responsibility. At the end of the day.....But you can't do

M.7/13

your own job and the after school activities and prop up the other side as well.

What's the standing of P.E. in the school? What's its status like?

I think for the job it actually does in this place it is very very low. We are looked upon as the lowest of the low....in this school.

Really at the bottom?

Yes. For example.....

By whom?

I think that it comes from the Head. There's a lot of the other departments....the languages, maths and sciences....You're there to around

You didn't hesitate about that at all so you must feel strongly about it.

Well I do. You know I think....well at the end of the year the Headmaster is the first one to come down to ask D. about the achievements of the department....a list of activities done and so on. He wants the results and so on. He is the first one there, for his report for the Governors. The thing is that for the rest of the year he doesn't want to know. You go up to him with problems and he says "Oh sort it out with someone else"...."don't bother me with it"...."I haven't got the time."

You have actually gone along to him to try and talk to him?

Yes.

What about?

M.7/14

Well.....there was one time. I used to come in on a Sunday morning. I used to take a trampoline on a Sunday morning. So I went to the Head for permission to come in. So I went up and asked him....."I would like to bring some pupils in..." And he said "Don't bother me..." "See the caretaker. If it's O.K. see him....but I'm not...." and he walked off. The responsibility was his but he didn't want to know.

How long ago was that?

During my first year. He just didn't want to know.

Would you come in on a Sunday now?

Not any more. But it is not because of him. It is because of what happened at the end of last term....The action for extra pay.....

Tell me a bit about that....it is really very interesting. Were you involved in it?

I was in the N.A.S. and was called out. Stopped our pay. Got a letter at the end of term saying "if you are a naughty boy again we'll take full action against you...We'll let you off this time by just docking your pay but if you do it again then you will get your hand rapped." The whole of our department was really annoyed about it....considering all the extra time that we put in...and for this one occasion they dock this 'X' amount off your pay. It also annoyed us that the Union didn't take any stronger action over it. But that's another matter. So what I did then, I cancelled a lot of my activities that I used to do. But the thing is I still enjoy taking a lot of activities and I like to see the kids get on. So what I did, I stopped doing one or two activities but the ones that I did....I did more of. In fact I spend as much time here now as I did only doing two or three activities....before I was doing half a dozen. So in fact I haven't really achieved anything.

N.7/15

You are back to square one now? You haven't really made your protest have you?

The problem is.....I used to take two football teams, a rugby team and trampolining....swimming teams, some badminton, I did volleyball, non-swimmers, and what I did was I used to travel around to get football and rugby matches organised....to get swimming events sorted out and this that and the other. Well why should I go round like an idiot....especially when they take this attitude...So I thought I would keep on one or two of the activities....that I can concentrate on where I don't have to do as much work as I was doing before. But as it has turned out I am doing as much work now with these two activities that I was before.

Take me through a typical week.....or take me through this week.

Take me through a full day.

First years...a double period for skills. After break. Lunch time free today. After lunch I get third year Rugby, After break I get first years for . Then I am free after school today. Tomorrow: Vth year first two, Vth year after break, 4th year after lunch for swimming, 2nd year for Rugby after break. After school I do swimming practices.

So on Tuesday you are in the pool at lunch time as well as in the evening. How long does that take?

I take them from 12:00 to 12:35 or so. Something like 40 minutes.

On Tuesday after school?

Until 5.30 p.m. Wednesday is quite good. First two periods free, Second two 4th year swimming. Dinner time a trampoline group. After lunch free again. After break I get a tutor group and after school I take a swimming session again. Thursday - Vth year all morning again. Lunch time swimming in the pool. 4th year for Rugby. After break 2nd

Year for Rugby. After school 'non-swimmers' in the pool (to 5.30). Friday - 2nd Year Rugby, 3rd Year Rugby, Swimming session again (lunch time) 1st year Rugby, 2nd Year Rugby - then I collapse! Saturday morning.....I used to come in for matches. This coming Saturday a trampoline group. Before this action was taken I used to come in on a Monday dinner time and night and Friday. But all I have gained really from this action is that I don't come in on a Saturday and I don't come in on a Sunday and I don't do a practice on a Monday dinner time or evening.

You have stopped Saturday and Sunday work now?

Yes. I am confident that we shall get through to the finals of this Yorkshire Bank (swimming). I will get the kids in a half term before for extra swimming sessions.

Without this extra work, the kids will loose a lot?

There's a lot of kids come forward for these activities. You do cater for a large number, yes.

You seem to take a lot more 4th and Vth year and not many 1st and 2nd.

It is just the way it works out. I got quite a lot of junior forms last term. Each group gets two periods a week. We all take part in Vth year one's.....so everyone is down....You actually take everyone by the end of the year. Again you may get the better groups this term....but in the course of a year you get the other groups as well. So you are not being hard done to.

If you were made H. of D. what changes would you make?

I don't think I would make any at the moment. I think that it works well. Most of the kids are getting a lot of activities....they get six activities in a year. That otherwise they wouldn't. And there

are a lot of kids who are poor at things like football. But when it comes to some of the other activities such as the swimming or the volleyball they are good at it. Otherwise, as the P.E. Adviser said, he'd rather specialise in two or three subjects and they didn't bother with things like badminton and basketball and volleyball....they just concentrated on one or two activities. But at the same time you have got people who are good at those but poor at the other activities and are missing out a lot. As it is now a lot of people are getting more from it.

It sounds great. But so does the notion of 'Options' sound great. I don't know whether it is true of this school or not but so many schools in their 4th and 5th year where they can take a choice of trampoline, table-tennis, badminton, riding and so on. It's a total waste of time. It is just a matter of the P.E. teacher giving out equipment and saying 'Go'. How does that work at this school?

Well the 'Options' are only for the 5th years here.

I call that 'baby-minding'.

By the time they get to the 5th year they should have learned enough skills to be able to cope with the situation.

Not much teaching goes on though, does it?

It does go on. But I think that it is not structured to the same extent. But it does go on.

This is what I am getting at: I can only compare it with schools that I know better.....they get out the table-tennis table, the badminton equipment and whatever...and the kids just go and 'play'. There's no coaching. There's no improvement of standards....

I think that what happens is for things like football and the rugby sessions when we go out...most of it is for the game. But it stops

M.7/18

for bits and pieces....but not as much as it would if it was a 4th year group. There's no individual skill practice at the beginning. Things like the weight training that we do, well that has to be taught. Trampoline that is also taught. The same with the table-tennis and the badminton....that is more the game situation with bits and pieces brought into it...like a bit more position and a bit more technique....things like this. But you don't try to innovate as much as the actually playing and getting on with it. You do try to introduce things, so that they do develop over the term. They should really develop most of the skills over the 3rd and 4th year.

Coming back to your idea of being H. of D. then, you would keep the structure more or less as it is now?

I have not thought about it. But as it is now - at the moment, yes, I would.

It is ticking over very well. You couldn't sharpen it up anywhere?

There's probably areas that probably could be improved but we would have to think about them. At the moment the way that it is going without any sort of deep thought about it, it seems to be going quite well. All the schools in the town have a different way of doing it. For this school it is working.

Accepting that there are two departments, is the male half a harmonious team? Is there a tension that exists? Could you describe it to me?

Well actually I think that we are very lucky on the men's side. When I first came D. was....When I came another lad came, he was a probationer. He stayed for two years then he left. When he left we had a supply teacher to take his place for a term....and he left and M.E. came to take his place. And on the whole the six people who have been here.....I think they got on very well with each other.

M.7/19

There's very few problems....really. The only problem comes from the female side. On the male side there do not seem to be any problems. Nobody takes offence at anything....because we realise that what is said in a helpful way...or in a joking manner and no offence taken.

You seem to have developed a nice division of labour as well. You are taking responsibility for swimming.....'X' the basketball. And that seems to have worked out very well.

Until this action that happened at the end of last term, we all had a full quota of activities. It just so happened that things fell where you could apply your own interests. It just so happened that you haven't stepped in to someone's main area of interest. I think that when the interviews were held this would have been taken into consideration. There wasn't this attention on football and letting everything else go. I think this was considered at the beginning so that there was an overall strength rather than just one dominant one. But on the men's side there aren't any problems to worry about.

Except the status in the school. It doesn't seem to be recognised at the top.

No.

I'm surprised that staff do not seem to be able to get to the Head and talk to him. He is a very hierarchical type?

I always had the impression that the Headmaster is someone away from the school. He's the one that runs the place. He's the one you have respect for. He never really is allowed because of his position to associate with the rest of the body....Because you are supposed to look up to him. This one I don't feel that way at all...I think he tries too hard to be one of the boys, to associate with the rest of the staff. And I think that by doing that a lot of the staff have

M.7/20

lost that bit of respect for him....of whatever it is.

But he doesn't associate with the P.E. staff?

I don't mean that he comes in and joins in wholeheartedly. I just don't want him to come down and make some stupid statement. Some comment from anyone else would be taken as a joke. But from him, it's a sly remark, totally out of place.

I think that he's lost a lot there.

I have no real complaint about him. He hasn't come and bothered what I do in any real sense. It's a bit funny...He's....I think the main thing is he's languages...he'll bend over backwards to do anything for that. But P.E. and Music...he doesn't pay any attention to. He couldn't care about...so long as they don't cause any problems.

Is this true of the Deputy Head?

There used to be two but one left. I think the Deputy Head couldn't... should have someone with a bit more life about him. 'X', you know he's.....he's a canny lad; he does his job...But....

He doesn't make up for the deficiencies of the Head?

No. As well as that the discipline in the school....there is no backing at all....at the top...as far as discipline is concerned. If you do anything...if anything happens, its on your neck...you get no backing from the top. There have been some situations where things have happened, the Head couldn't care two hoots. It's your problem.

Have you ever had any bad nights from discipline?

M.7/21

I have had one or two parents who have come up complaining that I had mistreated their children.....

What kind of things?

Getting hold of someone, shaking them. Something silly like that. Nothing really bad. Or I have belted one or two people but not reported in the book.....and of course taken to task for it. "These children have got rights..." They can call you the biggest E. under the sun. But they have rights. And you get no backing from them at all.

What's the kids' language like to the teachers?

Oh that's alright.

Respectful?

Yes. You get the odd outbreak.....where you take some action afterwards. But on the whole it's O.K. If you do get any comment it is in the heat of the moment.....and it's not sort of deliberately intended....it's just.....sort of happens.

Is the P.E. staff isolated from the rest of the school?

Apart from the fact that we are separated from the building. Geographically there is some separation. Socially most of us go across to the staff room at break times.....social activities are O.K.

That's an easy relationship?

I think on the whole the P.E. staff get on very well with the rest of the body.

Do you have any personal friends that you would have a drink with at night or have coffee at their homes...?

M.7/22

Oh, quite a few. Especially the ones I started with. When you first come it is like going to college; you have your year group. I suppose mainly I associate more with people who joined with me; one because they came with me and two because they are my sort of year group.

What subjects do they take?

D.S. one or two maths teachers, one or two science people, one or two in the art block....There's no isolation.

Is it the sort of relationship that you would spend an evening having coffee at their house....or something like that? Is there that sort of relationship in the school?

Yes.

When were you last out to a member of staff's house?

Probably about two weeks ago. In fact I stayed the night there....A guest of a married couple. You know it doesn't happen every night because everyone has different things on....

You feel that there is nice social life within the school as well? Often schools generate a kind of informal social life....which in itself is very interesting.

I think more could be done on the social side....for activities at the end of term....but on the whole there's no sort of walls built between various groups.

If you had a free choice would you move from Callaly now?

Yes. (no hesitation)

Would you go to another school in E.?

M.7/23

No. (no hesitation). I wouldn't go to another school in County. I am not impressed by the County at all. So if I was going to move I would move out of the County. I don't bother looking at the County Bulletins, because all the jobs are for the County. I have no intention....I don't see the point of moving from H. or County to another school in the county for a scale one.... which appears is what is happening at the moment....there's nothing but scale 1's. If I was going to make a break I'd move totally out of the area. What I hope to do, is stay for this year. Again mainly because at the end of this year I will see a whole year group come through....and also by that time...as I say I have spent a lot of time with my swimmers...and I have one or two competitions lined up for them for this year. And I would like to see them get through those and the League. And hope that what has been established...because I think we have established something on the swimming side now...it was dead before....

You must feel quite good about that.

I would like this year to get something really big or something really established, finished. And then leave and then know that they would have to bring someone in to take over and not just say "he's gone so pack in now, we won't bother." But I think that at the end of this year after we've done one or two other things I would like to get out of H.

I get the impression that if you left at the end of this year you would feel that your biggest contribution had been through the swimming.

Now I would, yes.

Clearly there would be all sorts of other things that you have been involved in, but perhaps the biggest influence that you have had on the P.E. department.

Actually what I hope to do eventually is to go to a school of coaching... possibly....but that won't be for a while yet. But that's what I would

M.7/24

like to do.....to get out of teaching as such and do coaching.
But we'll just have to see what happens here now.

Are you doing anything about that now?

That's another thing. I have taken one or two courses, but I find that H. is very very poor as far as courses are concerned. They did an advanced Trampoline course last year which I wanted to go on.....because whilst I would not actually be able to do the things now.....But it is just the coaching side. So I applied for that and they wrote back to say that because of lack of numbers they're not bothering...This tends to be their attitude.

The course fell through?

It fell through because they claimed there weren't enough applicants....But I know of half a dozen applicants from this school that wanted to go on it. And they said not enough. A lot of the courses that come through don't really apply to me. A lot of them are for the women....netball, women's hockey and dance. But I think it is very very poor, flow of information from the County....

What is it that is generating this antipathy in the County?

You are not the first to say that you are not impressed with the County.

I don't know.

Do you see much of the Organiser?

Not much. But I think that's a good thing. Because when he does come in he does nothing but criticise. I have no objections to constructive criticisms....no way. But it is one of the easiest things in the world, I think, for someone to come....watch someone do something and then they can say "You did this, this is wrong. I didn't like that. That was bad. That was bad. You will go back to square one". That's basically what this one does when he comes in, which I think is wrong.

M.7/25

He has only been in twice; apart from interview that is. Not virtually seen me....just been in the school. He has come to see probationers. But he has been in a lot of places and seen other people....That is his method. But the good thing is that he doesn't get away with it. For example he has been once or twice to see Joe and he didn't like what he did and he pulled him to bits. And D. backed him up to the hilt. Said that is what he had been told to do. He was only doing his job. And what he did was sound.....there was nothing wrong with it. And so he backed down. But I think if it wasn't the fact that the whole department was there and it had been one to one he would have continued with his line that "you are wrong..." But there is no sort of constructive stuff coming from him at all. As I say it is just as well that he doesn't come in....He just upsets things.

It doesn't seem as though there is any co-ordinated policy between the P.E. Adviser and his H. of D's....or P.E.A. and the whole of the teachers in H?

I don't think that there is. I think that P.E. Adviser has his own activities and I think that he is quite prepared to let H. or Callaly go its own way as long as he can get on with his bits and pieces. I think that he has one or two favourite schools where he does pop in a lot and do some work. But as far as Callaly is concerned....it is stuck out compared to the rest really. It doesn't have the same status as the other schools in H. If he graded us he would probably put us at the bottom.

What gives you that impression?

From what other people have said. When he has gone into other schools. When he does come in he doesn't come in for very long.

In the four years that you have been here, what has been the direction of the P.E. department in particular? Has it strengthened....lost something? Look back over the four years....stronger or not?

M.7/26

I think it is getting stronger. What D. does is to try and put people in their strengths. Although we teach everyone in the course of the year, he tries to keep you on to your strong subject. Which I think is a good thing. It is very rare that he will put someone down to take one of his weak subjects, for whatever reason, he tries to keep it that way and I think that on those grounds the department's benefitted...because you are teaching subjects that you enjoy doing. In other words you know quite a lot about it and it gets through to the kids that was. I think on the whole you get stronger. In fact I think from the results alone that will bear this out.....they are a lot better now than they used to be. It's not just on that side....a lot of the kids that are leaving are a lot better because there are more activities...and as I said at the beginning I think we try to take some of the weaker ones in. If they are keen enough to come back at 4:0 and say "I'd like to take part in a practice"...and they have two left feet.....

End of recording.

No follow-up comments.

When I came the other day you told me that you had come from the
Cheshire college.

Yes....that would be in May '77. I was unemployed until approximately
1 week before Christmas of the same year. I got on the supply list,
but there was very little going at the time.

So you were unemployed for the first term?

I got one week in at Towry. But it was the last week before Christmas
and you know what that is like.

What did that do to you?

In terms of teaching it didn't do me any good, because there
wasn't any teaching for us to do. It was mainly keeping the
lads occupied.

Did you get a job?

No. I didn't start until February 1978. Peter, the other lad
went into hospital and Alan came down to see if I was available
and I was teaching P.E. from the February until Easter and then
I did several weeks in the remedial department here and then I
did a further seven weeks teaching English and Drama so I was
here until the February, then in September last year I went to
Callaly for a one term contract and then about four weeks before
Christmas Alan phoned up again to say that David, the lad who was
here before was leaving, would I come here on supply. So I came
back last Christmas, was interviewed and got the job.

Alan told me that you were one of his pupils and so that really
you are part of the Eltermere set up.

The old set up.

You must have experienced some of the turmoil, or didn't it touch you?

I was in the Upper VIth when it was the first year of comprehensive but we didn't really see it as such, because as we were in the Upper VIth we tended to be in smaller groups.

You must be pleased with this job then? Correct me if I'm wrong...
You were without a job for a term, living in Hucklebrough at that time, and then you got a temporary job here, moved across to Callaly and then came back here. You are in a very strong position to make at least a tentative comparison between the two. Given the choice right now, if you had a permanent job at one or the other, which would you go for?

Callaly.

Can you expand on that?

At first I didn't know many people there, but when I got to know them I found that the P.E. structure is such that there it seems to be better organised than here. All classes had two double periods of P.E. a week. It was a block system. If you did swimming the first half term the chances are that you wouldn't do swimming again that year. Perhaps that was the only draw back. Here they get swimming all the time and they get two games lessons. In the lower school they get an extra P.E. lesson. I was impressed with the organisation. (Head of Department) D.A. is very good, I am not saying that Alan is not organised, it is just that it is a different system and also D. is lucky in so far as he has four members in the men's department which makes life a lot easier from that point of view. Alan is coping with virtually the same number of children.

Is that so, I wasn't sure of the numbers.

I think you will find that is so, although we have gone down now and been regrouped. I think we are group 10 or something, instead of 11.

I was staggered. You see D. has four males now and four females and that is a big team. Now you have only got six altogether haven't you?

Yes. Six full time. Here we might get a group of sixty and there will be two of us on. Down there you get half a year group and they are split into 3 on ability and one member of staff goes with that group, so you are on by yourself, but on the other hand, D. comes with your timetable and says, "Right this lesson is a double lesson. With this group you are doing rugby, with that group you are doing soccer, with the next group circuit training and the next swimming." Although we've got a scheme of work here, it is not as strict as the one down there where you are virtually given what you are going to do.

If you were suddenly made head of department here would you favour going on to some such systems as they have at Callaly, this sort of blocking it into a six week block?

I have often thought of it since then. I think Alan has the right idea with the swimming. I think it is important that they do swimming all the way through.

So the pupils here do swimming every year, all the year round?

They do it the first three years. They have one swimming lesson per week. That would leave a further single P.E. lesson and a double games lesson.

Has he got his own pool?

Yes, it is on the other site. Again I was influenced by D. Now what they did there.....again they are very lucky, they have all the changing rooms close to each other, instead of here where the boys have this site for one half term and then go to the other site. Down there, the children go to the activities and the

teachers move around from them. So if we say for example, one changing room in the sports hall was for the girls to do hockey here and that group came across the girls and perhaps you had boys changing to go out and do rugby (soccer on this site because there are no soccer posts on the other site) and another group for rugby went to the other site, so that instead of having all boys on one site and all girls on another they actually go to where the option or lesson is.

Obviously a split site like this one has its draw backs.
Callaly has that advantage because they all go to one P.E.
centre and so the girls are changing in the same changing room
whatever their activity, whereas here they will go to one site
of two.

Yes, there is a gym on one site and a sports hall here.

If I am in a first year form and I am a boy, I will come across here,
will I?

Yes, for the first half term of each term, so for the last half term the boys are on this site. From now until Christmas they are over on the other site.

What is the reason for that?

I would imagine that it is so that both boys and girls get Sports Hall facilities.

I see, so that if I am changing across here, I shall use the
Sports Hall. I am not likely to have to change here and then go
across there and do gym?

It happened last half term because Iris did some hockey with the girls, so she brought a hockey group across here as there are no real hockey facilities on the other site, just a rugby pitch.

Do you find it a disadvantage knowing Alan. Having been a pupil of his?

I thought so at first, but I have been very lucky in so far as I have been on holiday with him as a pupil and I have been this year as a teacher.

Does he accept you as a professional?

Yes, I think he does. I think Alan found it easier to adjust than me. I mean there are several members of staff who taught me.

I only think about it because of the way I look at my own kids and I still don't accept that they are 26 and 22 and that they are adult and can give me my marching orders. It is a very big adjustment I think.

It is very difficult to say, "Alan you are doing this wrong, I could do it this way" because I don't feel in a position to say that to him.

Now why not? I am interested in that.

Well it is not just the fact that I know him, I think it is the fact that basically I have been out of college two years and of that time I have probably only taught for 70% of the time. Yet Alan has been teaching for many many years. Although he might have his set ways or his set ideas at the moment, in his view they have worked, and there is no way in which someone new can come in and say "Let's change it."

I am interested in this, because as a head of dept. I would expect my team in which you would be one full member to say, "We want some changes here." particularly the newcomers who are fresh to a new set up, because I don't want to miss a good idea and this is one

of my missions really. You must have come across some things which you would like to change. Have you come across anything like that?

The major thing was this timetable, but Alan's argument is that the facilities aren't suited to it and we are two members of staff down. He was particularly worried about the swimming. He thought the swimming would be cut right down so he explained his point of view.

Swimming is his top priority?

I think he ranks it very very important.

Do you regard it as important as he does?

I think so, yes. Looking back, when a child gets seven weeks swimming and doesn't get any more, it is very difficult for him to pick something up. Plus the fact that when we are doing swimming we can deal with different areas. We can do technique, survival work etc.

Were you convinced about swimming before you left college?

You sound fairly committed to the swimming now.

I think I had an open mind when I came out of college. We did quite a lot of swimming at college. It always seemed to me that once you could swim half the fun was taken out of it unless you were particularly committed to some part of it. Watching them now, and I have only been here a year, when you see the improvement it shows it is worthwhile. Some kids get really miserable when they go for two years and they just can't swim and they think it's themselves - not themselves psychologically - they think there is something wrong with them if they can't swim and they just haven't got the confidence to have a go.

There can't be many non-swimmers at the end of three years.

No, not many.

My reflection on that is "What a service to Hucklebrough that is".

We find that we get one or two club swimmers come here. We don't get many. We, like every other school try to get a team out for as many things as we can and the swimming gala is one of the most important things each year. Obviously some schools get cups and things, and we are at an advantage when it comes to that. The only thing with club swimmers is that it is very very difficult to keep them in check in a lesson. You find you are setting things for them to do because they are so much better, which is a bit unfair at times because you feel that you want to go and help them as well even though they are very good swimmers. If a kid is a good swimmer and his technique is not very good there is very little you can do about it because it is a natural thing. Sometimes you are splitting your best group into a group of 9 and there are two good swimmers.

Do you put your kids through survival tests?

Personally, no. Alan and Peter do. Peter has his A.S.A. This half term we will be doing survival teaching - the techniques involved and probably at Christmas Peter and Alan will test them. We usually do two lots of tests a year, definitely in the summer and I think some at Christmas.

You have to see a whole year through yet haven't you?

It will be a whole year this Christmas since I have actually been full time.

From the months that you have been here what are the strong points of the school?

It is very difficult to say, because we don't do well in any inter-school competitions. Probably - we did very well at soccer last year in so far as our 1st and 2nd years both reached town cup finals. The 3rd years won the league and the 4th years didn't have a team and the 5th years didn't have a team so probably last year soccer was very strong. But this year with N.A.S. action and money being docked, a lot of teachers have said they are not taking teams for soccer.

Has that happened here?

Yes.

So really since N.A.S. action a lot of teachers have said "Why should I bother?" In your opinion has that hit the school badly?

Yes.

How many teachers have you lost - people who would have run the teams?

Instead of running 5 teams this year we are only running 2.

Which two are those?

1st and 4th years.

Is that soccer or rugby?

Soccer. We are running soccer in the 1st and 4th years, rugby in the 2nd, 3rd, 4th and 5th.

So the rugby teams are still strong.

Yes, well they are strong so far as they are running. We have one or two good sides and one or two good individuals.

So the extra-curricular games have taken quite a hammering as a result of N.A.S. action. Has anything else taken a hammering?

Well not exactly a hammering - we don't have cricket teams. We don't have tennis teams - summer is very lax. Athletics we concentrate on mainly. We do have a full half term teaching tennis now.

Do the teams matter much to you as a person?

It is a bonus I think. If you can work for a week and go on a Saturday morning and you have a good team that is going to win and people are going to say "Well done, you have a good side there", I think it is rewarding from that point of view.

So that you personally get a kick out of any of the teams that you run. They are important to you?

Yes, very. It would be difficult to say I am not doing any more.

Could you do that?

At the moment I am like that with next year. I am doing soccer this year, but with all the people who say "I'm not going to do any soccer..." I have just taken the 1st years to give them a chance and I am hoping that next year someone will pick them up and then I can say I am not going to do any soccer this year because I want to concentrate on rugby.

At the moment are you sacrificing your rugby to keep the soccer teams going?

I am not sacrificing the rugby. I still get a session a week with the rugby team. There are two of us who take the rugby team. We share it between us.

Which team is it?

It is the 3rd years. They have never played rugby before this year. They have done it in lessons but they have never had a game so we are virtually starting from scratch.

How is it going?

Well we said to them at the beginning of the season that the results don't matter so long as you can learn. We played Bamburgh and they beat us 36-6 and then we played City School and they beat us 35-6 and then we played Callaly and I was talking to Joe and he has had his lads for 3 years and we beat them 38-12.

They are picking the game up then. They are not being 'thrashed'. If you are playing teams like Bamburgh and City School Bamburgh used to be a rugby only school.

I was talking to Head of Department from there last week and he said that now they don't teach soccer in the lessons, they just teach rugby and they are leaving it to other members of staff to do the soccer out of school.

What kind of curriculum does a boy or girl get here in P.E. in 4 years? Just a personal generalisation on your part?

In the 1st three years this year they get one double games a week, one lesson of swimming and one lesson of P.E. The games in the winter involve soccer and rugby. They usually do one for half a term and switch when they switch sites. In the summer it is athletics and tennis with some cricket, if we can get that in as well. The P.E. lessons - in the 1st year it is biased towards skills - simple ball skills to begin with and some basic educational gymnastics, running, posture, body positions etc. We try to build it up so that in the 3rd year they go on to more formal gymnastics, vaults and somersault.

Do you believe the gymnastics are worthwhile?

M.8/11

Yes. I think from gymnastics you can get a lot. Gymnastics is a skill more than anything. If you can teach someone to run properly when they go out and do it on the field they are going to benefit from that, but I wouldn't think it is the be all and end all.

Did you do a lot of gymnastics at Cheshire?

Three years. It was the only course that ran 3 years. We did formal and educational gymnastics.

So if I came along as an organiser or inspector and said, "You want to chuck gymnastics out" you would fight me for it and say it is too good to throw out.

Yes. I wouldn't say fight, but I think it is a matter of convincing people how important I think it is - like a lot of situations it is a personal view. Gymnastics unlike a lot of games offers different levels where pupils can see themselves. You can get a boy who is really bad at soccer or rugby and he just can't compete with the rest. Put him in a gym. and he can do his forward roll and then he goes on and can do a backward roll it is an improvement on him and he can see it. It is probably easier to see personal improvement than any other.

Where do the biggest skivers come in because there will be a fair proportion of them - the sick, lame and lazy. Incidentally what is the proportion between Callaly and Eltermere skivers?

Very few at Callaly.

So the problem is greater here than at Callaly?

Yes.

Where is the source of that? Is it the sports hall, swimming, gymnastics, games or right across the board?

I don't think swimming is so bad because generally kids like to go into the water and splash about. I think games is the major one especially when it gets muddy and windy, and they start 'forgetting kit and it's getting washed' and so on. P.E. is not so bad because normally they are inside, it is warm and only a single lesson. I think games is probably the biggest one. We split each year group into 3 sets, bands 1 2 and 3. Band 1 is the top three classes, Band 2 the next three classes, Band 3 the third year and upwards is the bottom three classes, but in 1st and 2nd years.... it is the bottom two classes. Band 1 tend to come with very few excuses just join in all the time! We find that when a note has come in from these it is genuine. I think it is what the text books say - better kids are better performers. In Band 2 of the groups I take the top two classes are the same - the majority of them join in. I think mainly the bottom end of Band 2 and 3 are the worst.

Is that what makes life difficult for you?

It can be sometimes if you have a lot. With some classes we have 4 groups in a band and you might have 12 people not joining in and it is very difficult to decide what you are going to do with them.

In your time here, I am just thinking of Eltermere, have you finished a day or a week in despair thinking "Have I done any good?" Where a woman would just cry?

Yes it has happened three or four times, not just here but at any school I have been to.

Can you describe that despair to me?

M.8/13

I wake up in a morning thinking I have 4 and they'll be bad today and after yesterday I don't want to go in today especially if it is something very simple and the kids just can't grasp it. It goes the other way too. Once they grasp it you are up at 7 o'clock next morning running into school - but if I have had to work hard to make a thing understood I just feel drained at the end of the day - shattered. I just don't look forward to going in again. In the long run common sense prevails and you have to go in sometime, but that lesson if it is one particular group is in the back of your mind until next week.

How many classes have you got like that?

Not many actually. I have got 3, 8 and 9 and I get them on Tuesday for a single P.E. On Wednesday for a double games and on Thursday for swimming, so I have got them for 4 periods right in the middle of the week and sometimes they are great and sometimes they will go out and do exactly what they want.

Are these 14 year olds?

Yes, 3rd. years. Sometimes they are absolutely stupid for no apparent reason. They will all go bezerk at the same time. Swimming is not so bad, but it is a very small group.

Have you ever felt like getting out of the profession?

No. It took me too long to get in.

It has never driven you to the point of saying, "It isn't worth it".

No. I enjoy it.

So by and large you get more profit than loss out of the profession?

Yes, come the week end I am always looking forward to going back on Sunday.

M.8/14

Now you are still playing aren't you?

Yes, rugby.

Tell me a bit about that. Which team is it?

White and Black. When I was still at school I joined Old Boys as a colt, because they were very, very good colts and I played for the 1st team before I went to college. When I came home on holiday I didn't play at all.

What position do you play?

I played back row when I was at school, prop now. I played prop at college and prop in the early days at school and switched to back row later on.

Are you still enjoying your rugby?

Yes. More so now. The first year I came out of college and couldn't get a job I said to my mother, I am not playing! Because I thought it would be better concentrating my efforts on getting a job rather than going training twice a week and playing on Saturdays, so until February I didn't play at all. A local junior side, Boys' Brigade have a sports hall and I used to go training once or twice with them. When I came here on supply they said "How would you like to play for us now?" And I said "Yes", on the understanding that I would be leaving at the end of the season to join Wanderers to which they agreed. So I played for them until the end of that season and then joined Wanderers at the beginning of last season 78/79 and I have been there ever since.

I find this very interesting, because one of the things I am wanting to probe is the links that teachers make between the boys

M.8/15

and girls who are leaving school to get them into the sports clubs because that is not happening much at the moment. I am interested in your own position because you said when you were unemployed you didn't want to play. That might have been a salvation. I imagine that when you are unemployed it is a demoralising thing and I would have thought to stop yourself getting demoralised your rugby might have kept you buoyant.

I think it might affect different people different ways, but I was more or less in a state of depression and I felt that I couldn't go on playing. I went to watch - that was one of the reasons I joined Wanderers. I used to go and watch them. I used to go and watch any game.

When you were watching, did you enjoy being a spectator or did you feel you could do better yourself?

I found I could watch it and be more subjective - obviously after you have played a game you talk about it, but it is a different game altogether from what you see on the side-line. I found I could watch it and talk a bit more common sense to someone who had been playing, about it. Also it is a good chance to watch better players and learn from them.

I'll tell you why this is important to me, because Hucklebrough is in for a very rough decade as far as jobs are concerned at all levels, in my opinion. This is guesswork, but I feel for some of the boys who leave you there are going to be no jobs for the rest of their lives. I am perhaps making a false assumption that P.E. is important because it might keep a boy from becoming despondent and suicidal. Now if they took your line the job is supremely important and because they can't get a job they are not going to participate in sport. Do you think that is going to happen? Yours might be a typical reaction.

What I am trying to say is that in my position I had a qualification that I knew would eventually lead to some work of some sort - whereas

M.8/16

the lads who leave here - a lot of them are going to leave with nothing.

Does that make P.E. more important to them?

I think if you can get a child especially from the bottom bands and he is good at something, I think it is important to him that you take him as far as possible.

So do I. As you said, once you have taught a boy to swim that is for keeps. Even if he is unemployed he can go swimming if he can get the money to go to the swimming pool. This is why I think swimming is so important. Eventually, he is going to grow older than his rugby and soccer. This is why I am interested in Athletics. The school clearly thinks Athletics is important in the summer. Where do they go once they leave school for Athletics?

In the winter sports, rugby especially, we try not to pressurise them where to go. Alan, Peter and myself have all got strong connections with Wanderers and it would be very easy to say to them, "Now you come down to Wanderers and we'll coach you down there and stick in there." We think this is unfair in so far as if a child says, "I am going down to Wanderers to get some coaching," Dad might be a committee man of the Old Boys and he is straight up to school. Other schools do it. I know Bamburgh channel theirs to Beavers. We try not to do it. If a boy says, "Which club would you join?" you have to try to say, "Have a look round and see which suits you." In the summer it is not so bad as we have one Athletics club in the town, The Harriers, so we can say, "Let's go down there if you want to do some proper training."

But it is a pretty duff club, isn't it? Do you know much about it?

Not a lot. I know they have one or two good athletes, but regardless of the fact that it is duff or brilliant, it is a channel for the kids after school. Even for the worst athletics club in the world it is still a chance for them to compete or take an interest up.

Do you think that many of the pupils that leave here get involved after school?

No - a minority,

Does that worry you?

Athletics or anything?

Anything. The question is this: They have spent 11 years going through schooling and throughout that 11 years they have done P.E. every year. What is the pay off in P.E. when they leave?

I think the majority of boys who play rugby for the school do go on.

So you are fairly optimistic that they will go on with rugby. What about soccer?

I don't really know very much about the situation concerning soccer in the town, but looking through the local papers, you often get a few names which you recognise as having been to our school..... possibly as much. I think that the amount of old boys' talent in this town is incredible from years gone past, but you always get to the point when you say "If so and so kept on playing, he would have been a fine player." Some people when they leave school, who are good at both make a decision to go one way or another, some play because they enjoy it at school. If it was a favour for the teacher and all that they just pack in. You get some of them who want to play and they go on.

Coming back to the programme throughout the school - 1st, 2nd and 3rd years get a regular programme of P.E. What happens in the 4th year?

4th year goes down. It is suddenly cut to one period of games.

Is there any exception - anybody allowed to duck it at all?

No. Last year the bottom two classes - IV 8 and IV 9 got 2 doubles a week so they were getting 4 periods of games.

They were the less academic pupils?

Yes.

Now what happens after IVth year?

Vth year normally go on to an option scheme

Now let me declare my hand on the option scheme. Options sound great, but I see many option schemes where the P.E. teacher has abdicated his responsibility. He gives out the equipment and that's it. There is no progress. Now how does it work here?

If you saw it your first reaction would probably be despair because we run an option scheme with only two members of staff.

How many options are you running? About six?

Well, you try to give them as many options as you can - you can't possibly hope to get round them all. What we have this year is that the boys do three options - badminton in the sports hall and soccer or rugby outside.

In the Vth year they just get the one double, do they?

Yes. Going back to when I was at Callaly in that situation you had all the P.E. staff on. So they had badminton, soccer, rugby, table tennis, volley ball and trampolining.

They actually did some coaching - so that if I took an option for table tennis I would get some coaching instead of just playing.

Yes.

M.8/19

But here you are running the option system but you haven't got the professional manpower to sustain it so it has to collapse hasn't it?

Yes, but I think the lads enjoy it in so much that they can do what they want and just go out and have a game of soccer.

Do many truant from it?

Not band 1, but quite a few in band 2, band 3 this year is not so bad because it is a very small group so you can keep tabs on them. Band 2 is a big group of 4 classes, about 60 boys so it is a bit hectic when they are on.

Would you keep it on if you were in charge?

I think if I could I would try to change it to some kind of system like they have at Callaly. The way they do it they are given a piece of paper to write the options down 1, 2 and 3. Head of Department took it home and came back with a sheet of paper and lists for each one.

Is this a nonsense that I am suggesting that if you want to run an options system in the Vth year are there members of staff around who might come across and actually lift the standards. Staff outside the P.E. Department who might help.

Not in this school. Head of Department stopped it all.

He didn't want other people in?

As far as I can gather. We had one last year, a woodwork teacher. What used to happen was the other lad would come across with me and then any kids who were skiving and what not, Head of Department would take away so it got to the situation where we had one specialist P.E. teacher taking the skivers away and leaving one specialist P.E. teacher and a metalwork teacher to do the P.E. lesson so we were very much restricted there. The only way round it is to have more staff on but when the Vth year are on because the swimming goes on all the time

M.8/20

it is likely that swimming is on so you have to have one male and one female member of staff in the pool, which only leaves you with two.

Of the whole programme which section would you conceal from me if I were an inspector - which do you feel slightly ashamed of? There must be some part which you feel you would rather no one saw.

Teaching wise or after school?

Anything

Basketball. The lad who left was very keen on basketball. I have inherited it. I don't mind doing it because it is a change from anything I have ever done. We did basketball at college. I find the game enjoyable to watch. I like teaching it but it gets to the point where - well we are running three sides this year.

So you are actually running some basketball teams?

Yes. I have the 5th years and I am just starting the 2nd years up and Iris who is here temporarily is doing some boys basketball because the girls do netball and there is a positive transfer between the two.

Not all the schools in Hucklebrough are running basketball teams are they?

It is getting less. In about 3 years it will probably be finished.

How much time do you give - lunch times and after school in an evening?

I have practices Mon. Tues. Wed. Thurs. lunch times - that is all basketball. I keep Friday lunch time free because it is a good time to do phone calls and get shirts organised for Sat. games. As yet I haven't got a practice on a Mon. night, basically because

K.9/21

I am trying to keep it open so that when we have to do some swimming I can start putting the swimming practices in there. Tues. night I have the 1st year soccer, Wednesday night I have my rugby team, Thurs. night I have 5th year basketball, Friday night is free at the moment but we will be playing the basketball matches on Friday nights.

Are you happy about that? Do you want to be involved like that?

I would rather be involved like that than hope to run a side and not do.

You may be well aware of the dangers of committing yourself so much. Are you aware of any of the disadvantages of doing that because that is putting in a lot of time isn't it?

The only time it hits me for example is when I have an appointment at the dentist and I have to go and I can't do a practice. With each team (it is like spreading the butter too thin instead of concentrating and getting a good bite) I just get one practice a week, apart from the basketball at lunch times and they get two practices a week. You find the lads look forward to it once a week - say getting out to do rugby and if it is cancelled for any reason they feel a bit cheated because they have to wait another week for the next practice. It would be nice to have two practices a week, a lunch time and an evening, but the lunch time is short here.

You must finish very weary at the end of the day. Clearly you are very fit, but you must be weary at night.

The rugby club train on Mon. and Thurs. I don't go to the Mon. one. There are several reasons for it. It is not just the school. Mon. is a bad day. I have four double games for which I am outside so the last thing I want to do when I go home is to get my gear and go

M.8/22

training. I tend to stay in on Mon. night. Thurs. night is probably my latest night because we have a 5th year basketball so we go to the sports hall, do a bit of coaching and play until about 5.15 p.m. so it is 5.30 p.m. when I get home and that night I must go to rugby training.

The danger that worries me about someone who is so committed as you is that they may jeopardise their own personal development in so far as attending other courses or improving their own professionalism which you will be just too tired to do - for example Open University or other courses.

I was thinking of Open University, but at the moment this year I can't afford the time.

Well at the moment you are just delighted to be in a job and you want to enjoy the job.

That's right. We showed an improvement last year. Before in the swimming gala it had been a question of picking a team a week or two before, but myself and Peter we got into it a bit more last year and gave them practices.

Head of Department has opted out of all extra-curricular work?

He is just taking the rugby side and there are some very good lads.

Do you feel bad about that: that you are slaving four lunch hours and four evenings?

I would be lying if I said, "no" but it is his choice although I take it for granted that it is part of the job.

Does the head and senior members of staff appreciate what you are doing?

It is very difficult because they don't actually see results as such. Basketball - there's not a great deal of interest in the school, rugby there is. I think a lot of staff take it for granted that there should be a rugby team in the school and that it should be a good rugby team. There are quite a few interested in soccer and say "Well done" and many members of staff ask what the results are.

But they are not helping with any teams?

Not at the moment.

So the P.E. extra-curricular work is done entirely by the P.E. staff?
There is no-one else out of the school helping?

By five out of the six P.E. staff. Head of Department is doing his rugby now so all six are involved.

But is there no-one from English, French or Maths....?

There is a classical studies teacher takes a 5th year rugby team at the moment.

And that's all?

Yes. You see last year the 1st year soccer team was taken by a lad in the Lower VI and the 2nd year soccer team by a lad in the Upper VI.

That is one solution if you haven't got the staff but it is not satisfactory.

But, H. Association said that if you haven't a member of staff with each team, you can't play, because obviously you get problems with kids on the field. With formers can't cope with them.

Is the P.E. Department isolated from the rest of the school?

I think it is in a way. I think we have isolated ourselves in so far as we don't go into the staff room for a cup of tea. We have our own kettle and we just stay together. We probably see more of each other than any other department. We are probably closer and know what is going on about each others lives. It is very rare that I go into the staff room.

Have you had a long discussion with the Head or Deputy Head about the school policy in P.E. or professional matters?

No. Peter and myself were talking about it, basically because we both feel there is a lot of wasted talent going through, not wasted in so far as not used but wasted in that it is not being tapped - we are not getting hold of it. I think Peter and myself share the same point of view that the head should come out and say "We are going to be a good rugby school" and we can turn round and say, "We'll do the rugby - if any one wants to do soccer, come along."

I know the head is ill at the moment. Has he been off a long time?

He has been off for most of this year. I didn't really know the head when I was at school but the deputy head taught me.

You can talk to him easily?

It is the same situation as Head of Department. I couldn't suggest making changes. We consider that we do quite well considering the set up. I think we could do a lot better.

You are still worried that there is a lot of talent going through and you are not making the best of it. Is the Dept. one dept. or are there two?

M.8/25

Alan is Head of the P.E. department. Peter is on a scale 3 as well, so he is on a par. There was a girl Pam, who left to have a baby, so we are waiting for a scale 2 post to be filled. We have Joan and Jillian who are scale 1's and Iris who has come to take over from Pam. In theory Pam was head of girls' P.E. although Alan was still officially head overall.

I felt there were two departments before, a male and female dept. but is that not true now? Do you identify as a team of six?

Yes, although there is no integrated groups.

Is there a feeling of a pecking order - a hierarchy - is there an awareness of it?

I haven't felt it.

You would have done by now.

In the girls dept. there isn't one as such. I think perhaps Iris who is temporary - the other two came at exactly the same time. Peter was head of dept. before we went comprehensive so I think he feels on a par with Alan.

Is the relationship good or not?

At times it can be a bit strained (exceptional)

That doesn't spill over on to you?

No. I hope not. I wouldn't like it to.

I take the line that whilst we are all P.E. people at heart we all have a philosophy of our own.....a crusade if you like. What is your crusade that the others don't share? In what way are you different is what I am asking?

M.8/26

I think that I am trying to get some activities going teamwise that the others wouldn't because there is no back up. The example is basketball. I have three teams out yet there is no one else apart from me who teaches basketball in a lesson so they are coming to me for an after school activity and I am having to teach basic dribbling which should be done in lesson time. I would welcome some support. Alan would jump on me if I hadn't taught basics in rugby.

Could you ask for support?

I suppose I could, but because of the relationship I wouldn't. What happens is we split up the group and Alan will say "You do some basketball with them" and they all go and do whatever they are going to do. If I hadn't done any basketball myself what would happen? Perhaps Alan doesn't feel confident in basketball.

It has changed so much in the last ten years. Do you feel loyal to Hucklebrough? Would you apply anywhere else if you had the choice?

When I was first applying I applied all over - but that was a different situation - any job would have done. Obviously I have to start thinking in two or three years time how to get on and improve and if that means going out of town.....

You don't want to get out of P.E?

Not yet. I was thinking about this when I talked about Open University. I would like to do something like economics for which I have no teaching qualification but I did at 'A' level and enjoyed.

Thank you. I am pleased you have a job and that you are so obviously enjoying it.

Yes I am.

End of Recording

No follow up comments

Your account promises to be a most interesting story because of the richness of your professional experience before arriving at this school. Can you possibly tell me of the big impressions that that whole string of experiences has had on you? Has your belief in P.E. diminished?

I think it has changed my attitude...very probably. Difficult to say how. I suppose like everybody when you come out of college you are very idealistic in many ways and yet teaching in what were very difficult circumstances, in that you saw very little of the other staff, I was there on my own (Westingham) just one man and myself... trying to build a department and also they hadn't had P.E. for a few years before I went. There had been no P.E. member of staff. So it was a different experience from the other situations.... building up from the start when you are idealistic...I think that makes it slightly different. You make mistakes and learn by them. It was a very rewarding three years. You took it from nothing and built it up. What you built up was yours. The kids came from very poor homes..and it was rather a nice relationship. Anything you did for them you got terrific appreciation from the kids.

You speak very warmly about that. It is a very happy memory isn't it?

Yes it was. It was a very happy school. Because of its difficulties.. you felt that everybody was working for the children, which I think is important. I valued the response that I got from that type of child. I thought "that's the type of child I like teaching."

What type of child do you mean? Westingham only means one thing to me which may be a distortion?

Very mixed. The kind of area where a lot of the children come from problem homes. Maybe father was in prison...maybe a one parent family...over-crowded housing. The kids really had very little. You felt as a teacher that anything you gave them was important. If they were important as people, which I thought they were....

Has that personal spirit diminished over the years?

Yes, I think it has. It has changed in some ways.

You don't have that same feeling of reward right now?

Not in the same sort of way. But I don't know whether that is because of my temporary post as opposed to knowing that it was a permanent job, knowing that I was starting out on a teaching career. That was very much the first stepping stone. I knew exactly where I was going and what I wanted. At the moment I don't.

Did you move directly to Castleton from Westingham?

I had got a scaled post at the school and moved to Castleton for the same scale because it was a different type of school, because at that stage I wanted as much experience as I could get of different types of schools. At that stage I certainly hoped that I might move into either lecturing or organising. I thought that I needed a broader base than I had initially. That, basically is why I moved.

Which clearly payed off.....in three years to Midcaster. If the teachers are right about lecturers getting further removed from the reality of teaching..you would resent it just as I used to resent it.

Well, no I didn't because I could see that a lot of that was true. From my own experience and the people I knew around me, I was very aware that that was possible...and the reasons why it was possible. Although you go out and you visit a school, and you sit and watch a lesson, which is often in an ideal situation...The class is very much aware that there is someone looking at them as well as the teacher...so it is a false situation, as compared with one teacher being in an area with one class. So you do see a false side of what is going on. What I tried to do from my own point of view was a bit of coaching with youngsters...so I still maintained the link with that age group, so I did a number of hockey courses....tennis courses so that I kept in touch with the age group. So I think that to some extent...Oh everybody said that I would find it difficult going back

into schools that I found it less difficult than I thought. May be I am reasonably adaptable...I don't know...but it was far easier than I had anticipated. I think that there is a period of time when it is great to be back with kids. I suppose that you make that extra effort because you know the situation is going to be different. Initially you get this very rewarding feeling, but I don't know whether it is within P.E. you've got different activities.... maybe it was the activities I was teaching when I started last term. But this term seems slightly different than last term.

The change from lecturing to teaching here was immediate?

Yes. I finished lecturing in March. I came here at the beginning of the summer term. It was a nice time to change over, I think particularly since the emphasis was on athletics, which I enjoy teaching. So I think that that spins off and I think that in a way there are fewer problems in Summer term teaching than there are in a Winter term. I think the girls like being outside in the summer. Sometimes they are frustrated when they can't go out in the winter (1). So you have different sorts of problems.... different pressures really. So summer term teaching is easier though you've probably got one or two groups but it is an easier teaching situation.

As we are talking today are you screened from the politics which exist in all schools? I assume that all schools have tensions between departments or particular power holders...tensions within departments. These tensions do make life difficult. You see I am trying to identify the difficulties of the real work situation.

I think there is; But I do not think that I have quite discovered... I think that there are tensions and difficulties there but I haven't isolated where they are. Also I think that the situation within the department is different this term compared with last term.

Because there is a key member missing?

Partly because there is a key member missing, partly because there are different people having to come in...partly me because I have come in in a slightly different role than when I came in last term....all these are different sorts of pressures, which have slightly differing effects. But sometimes it is difficult to say that....well some pressures make things better and some make things worse. The combination of them is sometimes difficult to isolate.

Can I talk about some of the pressure that you felt were on you. I believe that if I went back into any school appointment I would make 101 mistakes...knowing that other colleagues would expect me not to make errors arising from very particular issues...Lecturers or ex-lecturers should not make any mistakes...the kind of mythology that surrounds those no longer at the chalk face. Did you feel that pressure?

I think that I did to some extent, yes. I think particularly coming into a school part way through an academic year...is slightly different from starting at the beginning of the school year. Your relationship with the kids is different. They all know that you're new. Whereas if you start at the beginning of the year, in September, there is also a group of children who are new with you...there again is slightly different.

Did you find any resentment on behalf of the pupils....you taking over during the year?

I feel more resentment coming back now, than when I came back at Easter. That may be partly my attitude..may be partly their attitude...probably a combination of both. Mainly because when I came in the summer term it was the beginning of a new block of work...so therefore you start off on your own footing to establish what you want. Whereas coming in part way through a term...if somebody else has had those groups, for four or five weeks....They have established their relationships with the group...you are then picking up the work that has been done, and continuing work which is partly done

and trying to finish it. Picking up somebody else's way of doing things is not easy. It is difficult from the children's point of view...They tend to offer what has been expected by one person, and I am asking them something which may be slightly different and they are not quite sure how to respond to it. So they are trying to please me but they are trying also to...it may not be quite what I am asking, because the terminology I might have used may not be the terminology that they have been taught, so you have this slight conflict....an uneasy truce situation..you are weighting each other up again...it is not easy...not easy for them...not easy for me either. Yes, it is more difficult coming into that situation. Coming in at the beginning of a term is new and therefore easier. The build up defined what I want back and it goes on from there. Perhaps now after half term this difficulty will become easier...It might well do. Because I am starting building up again what I want...not picking up somebody else's bits...May be my ways are very different from the person I am picking up from.

Is the person you took over from now back in the team?

She has now left the district...your suggestion does not present any problems.(2)

How well have you been received by the present P.E. Dept.?

(reflective pause) Very well. I think that when I first came, last term, one or two people were a bit wary....."Oh you've been a lecturer sort of thing...." But I don't think that lasted for very long. Then they accepted me as I was.

You would work at that wouldn't you?

Yes, I would.

Have you won?

I think so. I was quite prepared to slot into the department. That's

me. Wherever I am I will fit into the role that is expected of me in the department.

You regard yourself as adaptable and versatile?

Yes, I think so. I think that I could probably work in any situation. I don't mind working under people and I don't mind having people under me. I think that I am adaptable to either situation.

Your manner suggests some reservation...You are not going to endorse it without any reservations? You are not absolutely certain are you?

I have some reservations...But I am not certain where those reservations lie. I don't think they lie basically within the P.E. department.

'Hunches' are, like feelings, difficult to put into words.

I feel that there is more confidence in me in the department than there is in the hierarchy. That may be quite unjustified...but that's the feeling I get.

I'm not wanting you to justify...my point is that if you feel that it is there then for you that is very real to you.

I feel that it is there but it is very difficult to isolate and say that it is there because of 'X' or because of 'Y'.

Are you aware of a very strict hierarchy in the school?

Yes, I think that there is. This is the feeling I get. True or not it is the impression I get.

Are you 'on guard' a lot of the time?

I think I did.

Now do you feel that all eyes are on you when open to public gaze?

Not particularly no. The school I feel has a different social make up...no...that's not the right word either...You see..if I go back to the Midcaster situation everybody knew everybody else. Perhaps we knew each other too well, with being a small establishment...And the two schools that I had been in before that...I knew everybody on the staff. This, I find is not happening here. I don't know whether it is with the split site...But there is certainly a very different atmosphere in one staff room from the other staff room. I think it is that that I haven't quite come to terms with. I suppose that the situations that I have been in before everybody got on with everybody. There may have been slight friction from time to time, but you have in any place. It seems very much faculty based here. You get to know your colleagues in your faculty. But I don't feel that I am getting to know many of the other staff. That might be partly me, but I think that it is something within the school which I haven't quite come to terms with. And I don't quite know how to come to terms with it. But there is something there.

In trying to unravel you must endeavour to read the relationship of other members of the department to colleagues outside the department, do they seem isolated as well?

On the whole, yes. People are isolated as a department. You go into the staff room on this site, and all the P.E. staff sit together. There's another little group that all sit together. Everybody had their own place almost....within an area of the staff room...which I still find a bit peculiar.

You would like to alter that wouldn't you?

Yes, I would (spontaneously and unambiguously) (chuckle) I would just like to see everybody mixing much more. I don't think we are isolated. We should all be part of 'the school' I think everybody is involved. Whereas 'this is our little area'.....'that is our little area'.....Little cardboard boxes. No-one from the cardboard box is allowed in that cardboard box. May be because of my own professional background I find that peculiar.

The forthcoming Christmas informal gatherings will be especially interesting to you?

Well, you see when I first came back...the day that I came back...
 "Oh we are having a ladies night out. Would you like to come?"
 Now this was from the other staff room. You see the other staff room, because it is a smaller staff room I have got to know more people there. I know the faces better...I know some names..christian names, I may not know surnames...small talk is possible up there. Whereas it isn't so much down here. So they said, "Would I like to go?"
 So I said, "yes, fair enough". Well the ladies go out for a 'do' together. And then, apparently, the men organise a 'do' together. Which I thought was funny you see. That it should be isolated. At the end of term we have two staff retiring. Now I think that it is because the two staff are who they are that we are having a 'do' where everybody is invited..And we are invited to bring wives and husbands, girlfriends, boyfriends....So in a way I think that's a good thing. But apparently that has not happened so much before.

What is Aiden's P.E. strength? What does it stand for? I will give you an instance. I came here four years ago...and I got the impression that the school then put a great deal of store on inter-school competition. It was competition fired. Other schools said of it that it was a boiler...a pressure cooker. That was a generalised description of this school then. Now you are an outsider coming into the climate for the first time, how do you describe it? What is it's generalised strength?

I think that it is unfair to say so but it did not have an identity when I first came. I felt nothing like that. There were political reasons, I think, why things in a way had been left to decline.

I take the line that social systems do not stay on a plateau; they are either on a decline or on the way up. You felt that you identified a decline?

I felt that it was very much on a downward trend. You see I know that I came at the time of the Industrial dispute with the union...I did

find that a strange situation. I had been the sort of person in school I worked lunch time, every night after school. My life was teaching. That was important to me at that stage. I came into a school situation expecting a lot of things to be going on all over the place. And there was nothing. I know that part of this was because of the Industrial dispute, but I am sure that there was much more to it than that. I felt that there wasn't the thriving clubs and teams...this sort of thing.

Has it come as a surprise to you for me to describe the school in the way that I found it four years ago?

Having talked to many people, I gathered that the school was very well thought of in the field of sports in the area. And there didn't seem anything happening.

When you say ~~there~~ didn't seem to be anything happening, do you mean such things as the lunch time activities and the after-school activities?

Yes, there was nothing even ticking over. I think that it was getting to the stage of it getting to the bottom....it had wound down and dropped. Now coming back this term, I find that all sorts of things are happening. May be my impressions were unfair because of the summer term.....summer terms are different from winter terms. People were fed up with the Industrial dispute that was going on....

Do you think that the Industrial dispute has hit the school hard?

I think that it has. But it is difficult to justify that statement. I suppose in a way they condition children to the things that are going on. Then suddenly things are not going on. And I think that there builds up a resentment that things are not going on. I don't just mean in the P.E. field; I'm thinking of other things..other societies. But when I came back this term...perhaps there was a staff meeting at the beginning of term and I don't know whether this is something that might have been discussed...but there are lots of things going on now this term. But they didn't appear to be going on when I

F.9/10

was here last term. In all sorts of fields.

Is there a regeneration of the personnel within the department?

I think that with the influx of new people in the department...I don't know how it was organised..I mean I wasn't here at that stage, but they are prepared to do things for the kids. When you look at the timetable for the use of areas at lunch times, and it is very difficult to find an area that you can use. This is the funny situation as I have come in....that the person that I am taking over from had no clubs for me to pick up, so that I don't immediately fit into the department in that sort of way. If kids come to me and say, "Can you help me with something?" I will say, "Yes, if I can find an area." Then you look and there isn't an area. So I think that things are beginning to happen again. Partly because of the change of personnel within the department.

How many changes of personnel have there been?

Three.

Out of eight?

And then there was myself. So there were three absolutely new to the department. I suppose that in some kind of way I feel as though I don't quite belong...and yet I did belong.

We are looking at relationships..and I get the vibrations that there are some difficulties working in the department, because of the relationship issues.

Yes I think so.

How big is that issue?

(pause) In a way this sounds funny...from my point of view it is easier and its not casier.

I was thinking of the newcomers; that must be quite a problem coming into....finding a department that has its inter-personal problems.

I think that some of the inter-personal problems are not here at the moment. The three new people are to some extent still finding their feet. Maybe that's unjustified on my part, but from my experience I feel that that is so....but I think that is partly because of my relationships I've had with students over the last few years...

You have been very helpful in standing back and looking at the school with me, giving me a very good picture, I think, that I wouldn't have otherwise known of. As you are now involved in the centre, where do you see it's real problems?

(whew) I think that it is beginning to build again. Things are beginning to happen after school.

But what is the state of the programme in curricular time as opposed to extra-curricular time?

I think that on the whole it is very good. From what I have seen on the girls' side, it seems quite well balanced. They get quite a good cross section in many ways...I suppose the thing is that I am quite hockey biased yet they don't do hockey. I don't know whether that is a conflict...?

If you had a daughter coming here to do P.E. as it is now, and she were 11-16 do you feel that she would get fair value?

I think she would get very good value. She would certainly get a good background in gymnastics, in swimming, on the netball side, on the basketball side...And then athletics and tennis in the summer. So from that point of view yes. I'm very well aware that there are some areas of P.E. that are missing. But also you have to weigh up the time available and what it is possible to teach in that time. The way that things are blocked, I think that they do learn something in that block (3).

How are they blocked?

They are blocked on a half term basis.

If I am a first year girl....?

If you're a first year girl then you will have $\frac{1}{2}$ term gymnastics, $\frac{1}{2}$ term swimming, in one of the periods (per week); Netball would run all through the term. As a second year you would be introduced to basketball; third year, badminton and...not quite sure....

Do you find the $\frac{1}{2}$ term block most acceptable?

Yes I do, because in that time you can teach them something solid about that area and there is the carry over from one lesson to the other. If you have something only once a fortnight I feel that you are wasting your time. They do not know which lesson it is that they are coming to. By the time you have had them a fortnight..or you may have missed a day because of something going on in the school, they don't know what you will be doing so you start from square one.

There is none of this in this school where a class will arrive and the teacher then makes a spontaneous decision as to what will be done at that moment?

The children know what they are coming for. There's only one lesson where, in a way that happens. That's in one of my lessons...I have a Vth year option, which should be a netball option. Now if it is raining then you have the problem that you've got very little space available so therefore we do something else. That is the only lesson I take where the kids don't know quite what is going to happen. Even with the fourth and fifth year options, they opt for a block of time. Say if you opt for badminton you know that you will be committed for the term. Which I think is good because I have seen.....

Can I be critical of the options...I see so many options systems which in my view are a disgrace. In many cases it is teacher abdication - reduced to giving out the toys and letting the pupils amuse themselves. What is it like here?

It doesn't happen to the extent that I have seen it happen.
 If there is an option there is a member of staff with an option.
 There isn't a member of staff with a number of options going on.
 So it's not that situation.

Is the quality of what is done dependent on the quality or commitment of that particular teacher? So that a committed teacher working with a Badminton option, then the pupils will progress in that option?

(pause) I don't think that is altogether true. (chuckle) this is being honest...I think that within some of the Vth years that we have got here, we've got what I would call a discipline problem. Therefore I think that I spend more time sorting out the discipline problems... because of the problems that the girls have got...rather than on the teaching. Now I know all the 'theory thing' that if they have the choice and lots of things to interest them....this (learning) will happen...But in reality it doesn't. Because I may have a girl who says that particular day says, "no, I am not going to do P.E." So you may spend your time sorting out that girl's problem..... denying the teaching to the rest. That is the reality of the situation. So....am I a bad teacher because I want to sort that kid out? Or try and do something about that? Whereas I have neglected the rest. Or should I teach the rest and neglect the problem? It is a constant dilemma. Which side do you opt for? You can easily opt on the wrong side on that day. You may not have picked up something that you should have picked up....because something else has distracted you. But that I think is the reality of the situation. But you have to deal with it there and then. Sometimes you may choose to ignore it. But you ignore it because of reasons that are valid to you.

I believe this to be very important. We are all terribly sensitive and we don't discuss it. I believe that this problem is universal... happening in all schools in the Country....It is this... is it more important to open a discourse with the sick lame and lazy than to proceed with the badminton? I don't believe anyone has the 'right' answer....if we had we...all teachers....would not be in any dilemma... What I want to know...is...is that being discussed in the department? Or is it like so many other departments....swept under the carpet? It is not admitted to be a dilemma?

7.9/14.

I don't think so because I have had a most interesting example just this morning. I had a group which I don't particularly like taking. If they are honest all teachers have groups that they don't like taking. You can be idealistic and say that "I like them all", but I don't think that is honest. There are a few peculiar characters in that group....and I had one girl, she was changed and all ready to do the activity and then she just refused..just stood there and refused to do anything. There were three of us teaching in that same area....and as I moved round I wasn't getting anywhere with her at all, at that stage. At least she was showing that she was in there. I often get a lot of back-chat from her, but I wasn't even getting that this morning. Occasionally if I tried to chat to her I got quite a bit of abuse....It was a knife edge...where you move...So at that stage I would 'leave her be'....things would either sort themselves out or they would erupt. So I moved on to another group but keeping an eye on the girl who was the trouble maker...and yet another member of staff had a word with that girl, O.K. she sorted it out. Well maybe that is a failure on my part..but that member of staff has been here a long time and has known those kids from their first year which I think helps. If you've seen those kids come up through five years, you know the difficult ones. And you have the kind of relationship so that you know what to say. Whereas I didn't quite know where to move on the knife edge. I know that. O.K. she came into my lesson which....I mean we are all in the same area. Alright she was sorting that out but I was keeping an eye out for her group which that was happening. One of the girls was trying something on and the rest knew that I was watching. So, O.K. I don't see why that shouldn't happen....Sometimes we may talk to someone in another group....but I don't see anything wrong with that. So I think people are aware of it.

Without actually making it explicit and agreeing to a strategy they (the teachers) are none the less 'doing' it?

It's happening, yes. I thought that was fine. Maybe other folks would have resented it. But I find this happens. Maybe because it

was that particular member of staff. We both accepted what was happening. We both knew what was going on. If it had been another member of staff it may not have worked out the same way.

Can I now switch to the consultation within the school. How much consultation between you and the Head?

In some respects I have to say very little.

How much does the head know about P.E. and how much do the staff make it their job to keep him well informed about what is going on... and explain the direction in which they are going?

This is a bit political.....(pause) I think that this is where some of the friction has been in the past. There has been a very definite feeling that the Head doesn't hold P.E. in high esteem. That is where a lot of resentment has arisen. I wasn't here when all that erupted... but I think....I get the impression that he's not particularly interested. That may be unfair but that is the impression that I get.

There is, you think, been quite a confrontation....a hiatus?

Yes.

The 'fall out' hasn't finished yet?

That's what I think...the department was suffering from when I came. That's when you asked about the team side of it...I think that was all a sort of fall out from these conflicts...The result seems to be expressed in "why should I bother". I think that this is the reaction that has happened.

This could be the sort of difficulties that P.E. teachers could be working under generally? This social conflict is part of the conditions I am trying to understand better. Some conditions are easy to account for such as insufficient netballs...they can be counted...but the 'hidden' difficulties are elusive.

A lot of them are political things.... Political in a number of senses. A lot of them are personality things. A. is a personality and sometimes he is not very easy to deal with. They are the kind of things you can't legislate for...some people are much more aware of what is going on than others. Some people are aware and don't want to know. Some people are aware and are concerned.

There is a sense in which P.E. teachers are their own worst enemies because of their devotion to their subject. Do you feel that about the people here? You will know that they (teachers of P.E.) are never grey they are always black or white.

(pause....expression of doubt) I'm not so sure of that. My feeling about that over the years has changed. I used to think that people were very much black or white...they either worked very hard or they were the laziest people out. And there was very little in the middle. Perhaps I am getting older...or getting to know more about people, but I think there are more shades of grey now than there were when I started teaching. Whether that is because of changes of situations or because of my changing attitudes...

May you have greyed?

Yes, I think I have.

Can you describe how...which areas have been modified by experience?

End of Recording

Follow-up Comments

- (1) When they have to go outside it is very cold or the alternative is very limited.
- (2) The person I took over from has left the district. The kids felt that I was here permanently. On supply now. Therefore here for a limited period for another member of staff who will return next term. The kids are very well aware of this situation and at

F.9/17

times this causes pressures and sometimes resentments.

- (3) On reflection I don't know really, feel it is justified, not playing an implement game in winter. In many ways netball and basketball are too similar. However they reflect the interest of the staff who were here when the decision was taken.

Further post-interview comments

When I first started teaching I was prepared to work every lunch time and every day after school. Being single and living at home or in a flat this was possible. Having got married and just moved into a new house I now find that I have slightly different commitments. I am prepared to work most lunchtimes and after school but not every one. As you gradually get to know the kids and they get to know you the pressures reduce and the relationship is different. The pressures constantly change there may be some slight changes of attitude since I met you but I feel that statements I have made are basically true.

If I pursue something which is out of bounds please say so. I will understand. I have to say that already I have the impression that there appears to be a lack of support and a lack of encouragement from the hierarchy.

Yes, we've had that all the time.

That is a real problem isn't it?

It has been like that ever since I came into the school.....lack of support. Even with the last Head, although he was a little bit more sympathetic we've still had to fight for P.E. as regards the time allowance on the timetable for instance.

It seems to me that here is a very strong team of energetic, some very committed teachers....I don't know which of the teachers is committed and which not so.....but this strong team is not getting many pats on the back.....There are two, for instance, who have not been welcomed to the school by the Head.

I don't know about that....They say that they haven't been welcomed by the Head? Well I don't know about that score and in that respect we don't know much about the two probationary teachers yet, we are still finding our way with them. But I would think that it is probably true. Not many people are welcomed and shown the ropes in the way that they should be.... in this school. What happens is that the department to which the new staff are to go to they have to do the job, and show them the ropes. But it is lacking I think we do help. It is not that they don't get much encouragement.....they don't get any encouragement from the top.

There seems to be very little recognition with or without salary allowances.

There is very little recognition in the way of allowances.....for staffing in the P.E. Department anyway. Only two people have allowances in the P.E. Department.....and one of them is not me. I get my allowance for pastoral duties.

i.e. for Head of Year duties and I have to do the girls P.E. as well, having been responsible for that before. They just don't have anybody paid to do it. Now that is lacking on the girls side. There are two on the men's side....paid. Another thing is the lack of equality between Departments in the school, which can be a bit of a sensitive area. Some Departments have Scale 4's where others have just Scale 3's. Now this happens throughout the Country I know, but in some areas they do have Scale 4's in P.E. Departments.

So this differential does exist in the school?

Oh yes. But you have the same number of children coming through your hands, haven't you? We have the same responsibilities throughout in your particular area. The old argument is that you don't have any marking to do. But on the other hand, you can't sit down in your lesson, other than on very rare occasions. You have to be among it all the time. The argument is used too often. They forget that you give up your evenings, you give up your lunch times.....give up your Saturdays. We even give up Sundays....sometimes...and holidays. So all this can be very discouraging to any staff without some form of recognition. The older staff are fed up with it but used to it. But when the young ones come in and experience it, it is not very good encouragement to do extra work.

I regard you as the senior member of the department? Is that right?

I came here from City College after 14 years of Industrial experience.... that was in 1970. I came, following temporary women teachers into the P.E. Department. Two of us started together as probationary teachers.

Looking back over nine years. Two things might have changed; the school certainly has changed and you must have changed.

Yes....but I don't think that I've mellowed (chuckle).

I wasn't going to suggest anything of a derogatory nature. Clearly after nine years you get a sort of wisdom about the school and the profession....a sense about it that others can't have. I must indicate that the school has gone from strength to strength. Or have I got it distorted?

No in some respects it has gone from strength to strength. When I started in 1970 there were 900, I think....on the school roll. When I came to the P.E. Department the children didn't wear uniform of any description for their P.E. classes and it was an uphill battle all the way. Now, I would say that we have at least 90% bringing their own P.E. kit. That has meant a fight all the time. We have quite a number of children who can't afford their kit.....we have to try and find them something. There has been an improvement in that respect. We now have... we did have every child getting two periods of P.E. When I came some only got singles. A single period before lunch for instance....when some of them had to go to lunch at 11.45...which meant if you started your lesson at 11.20 and they had to go at 11.45 for lunch....they did not have much lesson time. That has been overcome. The only thing now that is really a problem as far as time allocation is concerned, is the fact that the VIth formers don't get any P.E. on their timetable, whatsoever. We had hoped to overcome that this year.....In fact we were promised that it would be implemented this year but unfortunately hasn't. And we have some of the 3rd years going back to one double period per week instead of two because of extra Latin lessons. Looking back we have gone from single periods to doubles for most pupils apart from the VIth formers. Yes definite improvements have been made but it has been a battle..... throughout the time that I have been here to achieve this.

All the time I have been here staff have been willing to take children for clubs. Until 1973-74.....we were given encouragement from the top.... in that respect, for running the clubs.....with just words of praise as recognition and a visit by the Head on occasions, at the right time. But since then those occasional words just don't come, either to staff or to children. The Head has to be prompted to do this. I don't think that this should happen. He makes no bones about the fact that he thinks nothing

of P.E....and would never back you up on anything. So that in that respect we have diminished...we have gone backwards. This business of points and allocations intended to give people some encouragement to stay just doesn't seem to be forthcoming. And I can't see that getting any better. Because they are cutting back and downgrading posts that have been senior teaching Scales i.e. Scale 4 to Scale 3 and Scale 3 down to Scale 2.

Are there any other positions in the school that somehow undermine the morale or functioning of the P.E. department?

There are lots of people who do not hesitate to voice their opinion about P.E. in critical fashion.

To the pupils?

Yes, and to the staff. They imagine too often that we just give the pupils a ball and let them kick it about, which doesn't actually happen in our department. All credit is due to the staff who try really hard... and a watchful eye is kept on them to ensure that they are not just giving them a ball and telling them to get on with it. The pupils are taught something....or should I say, we try to teach them something.

I seem to remember when I came four years ago that the problem then was with the numbers of non-P.E. staff who were 'assisting' with the P.E. curriculum.

We had to try and give them some basic information and knowledge that they could use and give them the type of activity that they could do. You couldn't, for instance, give them trampolining to do.....they couldn't take that kind of responsibility. They couldn't take swimming. You couldn't give them gymnastics. We had to use them wherever we could.....and take our own responsibilities at the same time.

Can I come to you now.....to your particular philosophy and problems....
You are in a classical conflict situation.....('conflict' defined). Do you
feel divided between the demanding role of the Year Head job and a member
of the P.E. Department?

Oh, yes....personally I am. Because I find that I can't give as much time as I used to to the P.E. side. i.e. clubs etc. because I have other things to do....with the second years...afterall that is what I am being paid for. I sometimes have to discipline children and hold detention times....you have to do. So, that means when I could possibly have been taking a club I can't now. I have other problems which don't concern school really, but which has meant that a lot of my time has been gobbled up. I have been doing O.U. and also father had a stroke and I have been visiting him every day...So I experience a lot of pressure. I used to look after for instance, Hockey club. Now D.P. has taken that over for me. She is doing quite a few clubs really. I also said that I would help with the musicals in school...i.e. do the dance scenes and take part if I could. This time I haven't taken a part, because I don't know what is going to happen to my father. I wouldn't like to have to stop out at the last minute, if I had a part. But that means that towards Christmas....getting towards Christmas...it means every night. Every lunchtime is spent practising so you can only give your time to so many things. If you have promised to give help, with music also for instance, well....you can't take on other things.

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

Yes....things that you can never envisage.

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

Well, for instance.....I have my father out of hospital over on a Sunday, because he is obviously going to spend most of his days in hospital.

F.10/6

I have him out on a Sunday so that he can have a break. This means that I can't do any school work and I can't do any other work. Now that time I had put on one side for O.U. work. Now it means more work at night time. But of course my school work has to come first.....I have to get that out of the way. So that every minute that I have free in school I am working....on the school work, trying to fit it in all the time. With the P.E. the clubs have to go at the moment. I had to give up something....but I also made sure that someone else was stepping into my place. The clubs were not going to fall by the wayside....because we had built those clubs up over the years....and we have some children quite keen to do things so we don't want to lose the continuity.

Now that kind of solution does not happen in an instance; you have to work at it. The process could be a rather painful process. How did you arrive at it?

Because you are continually thinking about it and reviewing the situation... you are trying to improve things all the time...for yourself and to keep the other things going. At the moment you see, my O.U. has finished for a while. Really until next February. This is the time that I thought that I'd be involved each night on the musical....and I promised this time to them which means....

You intend to keep the O.U. on?

Yes, that's one of my priorities....I'm going to keep that on but I have to fit in everything else. If I have a lunch time practice I go to see my father at 4.00 but if it is a 4.00 practice, I will go at dinner time to see him. He's in the geriatric ward of the General Hospital in Hucklebrough. In the geriatric ward, so that I can go at any time to visit. That has helped in the situation. Until July he wasn't on the geriatric ward....I then had to go at official visiting times. That was difficult. I have delegated club work with the P.E. staff that we have at present.

As far as your pastoral work is concerned do you get enough time?

No one appears to get the time that it takes ever.

I have to organise (with D) the girls P.E. To get the timetable running together with the boys'. We work quite well together....we have no grumbles in that respect in the department. The department works very well as a team.

I get that impression.

We seem to be quite happy. There's give and take. If I'm not happy I'll go and tell D. and if he is not happy he will come and tell me. Any issue like that we will try to resolve it and get it out of the way. Then we get together as a department for battles with the hierarchy. Coming back to the pastoral difficulties.....As well as the P.E. organisation I have to keep an eye on the probationers as well. There are two at the present time. I timetable myself so that this year they don't have the really difficult classes. I timetable myself with those on purpose....I can also keep an eye on the discipline to some purpose by this careful organisation. I try to give them an easy ride...trying to minimise their discipline problems in this year. They'll have some! They have been told that should they have some (problems) they just send them to me...then I will sort them out if possible. You can soon be taken in by P.E. with some of the excuses the girls bring unless you know the children and their families.

They are lucky then, that you are still organising the P.E. timetable.

They also have somebody to lean on and get good counsel....

I'm having to do that side as well as doing the pastoral side. Now at the beginning of the year with the pastoral side, I have to go through all the record cards for my new intake, i.e. the new year that has been passed onto me. Now on that score we do try and feed in information from one year to the next. But you still have to go through the record cards yourself.

How many have you got in your second year?

250...something like that. I've had 300's. So you get used to this.

If you had free choice now would you get out of P.E. into a different subject?.....to blend with your new role?

I think that P.E. blends very well. But I don't want to be exclusively pastoral I want a share of the academic side as well. I don't think that you can draw too fine a line between the two.

Is your teaching time exclusively P.E. now?

Yes.

Is there any chance that you could be doing any other subject teaching later on?

There could be if I requested it. To come out of the P.E. department. Now the thing is that the thing that makes you want to come out of the P.E. department is the attitude in school towards P.E. I wouldn't blame anybody for wanting to move out.

It's not a loss of faith in the subject or the contact that you can get with the pupils...its the discouragement?

I think you get a lot of satisfaction from the contact with the children down there (P.E.)....I do anyway...I get satisfaction from both the able and the less able....no matter what the age group....Yes, it is the lack of encouragement, and, as I say, I wouldn't blame anyone in this school from wanting to get out of the P.E. department. I don't think that within the department they can grumble...You see they get their share of each year group. They get a share of the bright ones and the less able. Apart from the fact that I do take the two really difficult sets in each year group they do get an all ability range....It is fair shares for everyone. They are not getting bogged down with all the less abled pupils.

Whereas in some departments a particular person will take all the bright

ones and someone else takes the less able. This might work in some areas of school....If they have a particular vocation for a type of pupil.....

I think that the people in the department do appreciate that feature of the department.

That's another thing we try to work for....as well...to try and keep them happy in the department. I must confess that it can be soul destroying being out in bad weather, all day long. That could be timetabled but we try and share it....trying to share....being out, say, for half a day and in for the other half day.

Yes, I can see that whilst the facilities look admirable they are used to their absolute maximum.

There is no spare capacity at all. None whatsoever, If we have to come inside there are no classrooms for us to go to. The rest of the school is timetabled in such a way as well that space is full to capacity.....even to the use of cupboards which are used to teach in. If it wasn't that half a year were on P.E. they wouldn't have the space for all the classes in the rest of the school. So in a period of particularly bad weather we haven't got a classroom to take them to....We are stuck anyway so we try to run two classes together a little bit of give and take....perhaps run three sets in the sportshall and this kind of thing...two sets in the gym...trying to ensure that the children get something out of it.

The loss of facilities for examinations is a problem.

Oh this is terrible....it makes you despair...especially if you get bad weather.

If your best friend were moving into the district and they had two teenage children and they came to this school do you think that they would get a good Physical education?

It is difficult not to be biased....but I think that they would, get as good a deal as far as the programme is concerned. In some respects I think they would get a better deal because I understand that in some schools....I can't be entirely certain....but they are not as organised as we are.....I gather that some don't have even a syllabus as we do...This is on hearsay from supply teachers coming in and telling us this that and the other.

There appears to be very little communication between the seven schools' P.E. departments. Not much is known about what is going on in the different schools...?

Not much communication really. Information tends to be gleaned.... as I say from supply teachers.

Do you think that there might be some benefits accruing from more formal meetings between the P.E. staffs of the different schools. Could it be that the schools are jealous of each other that they might be unwilling to share ideas for the good of the whole town. I got the impression four years ago that there was a good deal of healthy but intense rivalry between the schools....a great deal of interschool competition. It might be very good for the sport, lifting the sport no end, but whether it is good for the system, in the town as a whole.....it could lead to bad feelings between different schools and could easily lead to schools seeing themselves in a pecking order. Can you clarify this position for me?

I think that there is rivalry but.....(pause) Personally I wouldn't mind getting together with other schools.... discussing with other schools how things were organised and how they go about things. Because I think that the only thing that can come out of it would be beneficial. i.e. If you could pick the meat out of the deliberations. What I do think goes wrong is the attitude of some members of staff, who seem to be 'cup-collectors', in this competitive situation. I think that can be a bad thing in some instances. This is where a little selfishness comes into it. More so than with the children....I have met this in the town where the members of staff have been merely 'cup-hunters'.....which is

F.10/11

the wrong attitude. I also think that one or two members of staff wouldn't welcome getting together and discussing what they do.

I may be very unfair to many teachers but I think that many teachers do not reflect on why they are doing particular activities. They put so much time into their team practices that they don't take time off to reflect.....to ask "why am I doing this?"....."Is there a better way of doing it? But that may be just another college lecturer breaking wind.

No, I think that is fair.....I believe that happens. For instance, an example happened in this school this year. I was asked if they could keep those particular bibs for their team and not use them for the rest of school times. Well we don't have a lot of bibs....we don't have a lot of money and my answer to this is 'no'. We are not keeping things solely for teams. There are 650 girls in this school... so they are all entitled to share. We do keep some things aside for teams....but it is only when we put aside the money for it....I think that this does happen. Too often children will be removed from a particular group to practise as a team in school timetable time. I know instances where this has happened. To me this is wrong. You must be fair to all the children in the school. I think that meetings could be beneficial but I don't know how you would organise them. You see it's not just the town now as far as we are concerned it is the county. Before the town was quite a family unit really.

Do you feel any resentment about the County take over?

Yes, I must confess that I do. We seemed to be so much better off on our own as a Borough.

What have been the losses?

I don't think that I could put my finger on them.....to measure them... no I can't. Everything is conducted in the County centre area....It is quite a long way to travel....in many instances...meetings are all held

there.....everything seems to be 'over there'. It is a problem. It should be spread a little bit.....so that there is something in the town area, sometimes.....something in (another town) area and so on.

Because you have a teachers' centre it would be no problem to organise such meetings.

It certainly has not helped. There are many functions that do not appear to happen here now.....things are not so easy to get. Before you could just requisition things and get them direct from the shop... Yes, it was a family unit.

Have you been starved of finance?

I wouldn't say exactly starved. One can't say that. But equipment nowadays doesn't seem to be as good as we used to get. The money doesn't go as far.....I think we get a fair share perhaps...we can't grumble in that respect. It is a matter of what you can get for it. Take for instance a thing like netballs.....we pump them up but they do not hold the air....they are inferior....not worth the money.

Can you buy the quality you wish? Or do you accept the County direction.... like a schedule?

We can choose. We can still go down to the town and tell them the kind of things we want.

Insofar as we have identified the inter-staff tensions is it possible to identify some of the problems and tensions that exist between the pupils. The thing that I am trying to understand better is concerned with the changes that might have taken place during recent years. Are teachers dealing with different problems now than over the past two or three centuries. Perhaps you could evaluate over the last nine years for instance. Are there differences in pupil problems?

One of the problems is concerned with the pressures that are brought to bear on the pupils themselves.

Such as?

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

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

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

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

The loyalty I have to the town is the loyalty to the children in this school. I have become attached to the children in the school, because on the whole...we have our problems with children...but I think we have no more than other schools in the town, in fact some schools have more problems than we have even taking into consideration our deprived children and out catchment area.

Which of the schools in H. has the most problems?

It could only be an impression but how do you read it?

I think that the bigger problem could be Bamburgh or Fleetwith area.

Fleetwith surprises me. But you think that it has its share of problems?

Oh I know that it has its share of problems. It is not as nice a place to work as people might think. We had a very capable teacher here who only wanted part-time work and she spent some time at F...she is quite a wealthy person herself and doesn't need to work.....She said that she would rather come and work in this school of all the schools that she had worked in...and I think in her time she had worked in them all.... at different times.

So if a post came up elsewhere in the town you would not be inclined to go for it?

Well certainly not just for going across the board for P.E.....for the same salary...no. I'd stay here. It wouldn't be worth it...to make the move. Whilst we have our problems they have problems in the other schools too. The biggest problem is fighting against the attitude from above....that's the greatest problem we've got. We do have problems with children....e.g. no kit and things like that but they are minor problems that we can resolve in some way. We just have to be resilient about these. We must keep going on and on and on trying to get the children to provide kit. I don't think that we are going to resolve it. We will always have children who cannot afford kit and we have to provide it. But the meanest problem of all is the attitude at the top. The attitude towards P.E. as a subject. It is soul destroying to P.E. staff.

What is the nicest thing that you can say of the school as a whole?

I don't know. I get my satisfaction from the children and perhaps from chatting to them....to see them do something..to achieve something.

There is a big return from working with an unco-ordinated child and then you seeing them do something....You see I'm not a pot hunter.

Is it a caring school?

No....Not all members of staff share my point of view.

Is the P.E. department more caring than other departments?

I think perhaps....yes. We do strive to get the children to do things that we think are important. I think that you have to be very dramatic at times....a good actor or a good actress....Yet all the time there is sympathy within the department for the children that we do have coming through our hands. Tempers may fray a little from time to time down there.

That is the nature of the job I think.

That is it. But I do think that we are sympathetic to the problems that other departments aren't sympathetic towards.

I am most grateful to you for giving your time so generously. Now that you know that I am trying to win the co-operation of the teachers...if something occurs to you that you believe would be relevant to the description of the reality of P.E. teaching...and you think 'that's important' I'd be most grateful to hear about them. You may well continue to think about some of the issues we have discussed and may have more time to digest their relevance to your working life.

Yes, I'll tell you something that I think...you know you were talking about having meetings with P.E. staff. This business that they have in planning panel meetings in Maths, English, Science...they never have any for P.E. And I can't understand the reason....for that. It would give time to get together I suppose that the P.E. teachers give up so much of their own time...when do they find time to get together?

F.10/16

It all bites into what is euphamistically called 'free time'.

It is my view that discourse is so important that it should take place in work time.....it is professionally crucial.

Now I think that would be a good and beneficial thing but you would not get many other people in other departments in the school to back you.

There are those in authority who could, given the will, facilitate its organisation. Many thanks.

You are welcome. If you think of any other pertinent questions please contact me.

End of Recording

No follow-up comments.

M.11.

31.10.79

Are you from the North East?

I'm from Marton. Born and bred.

Did you come back to the N.E. by accident? Or did you want to come back into the area?

I was purposely looking for a post in the N.E.

Do you have an identity with....a loyalty to Hucklebrough? Do you feel an important member of the town?

Yes I do. I definitely feel part of Hucklebrough. I've run one of the town teams....one of the town football sides.. I've been involved in one of the trips to Twin Town (Belguim), so, yes I definitely feel that I am part of Hucklebrough.

There are a number of things there that indicates that you are locked into the school and the community, would you care to expand on that?

In my 2nd year here one of the other t's from the top school mentioned the Twin Town link to me....mentioned the trip was going away taking footballers to the Twin Town. I was running the same age group side at the school. He said would I like to go as part of the trip? With the kids, over to the Twin Town, so I plumped at it. It was over the Easter Holidays.....for just over a week....just over eight days with the travelling as well. There were two t's from Dovedale and we took the town team U.14's over there and we played their teams. It was very good. That was three years ago. It's on an exchange basis every year. They come to us and we play on the V ground and then we go over there and play two matches in their stadiums.

Are you a player yourself?

Yes...in Marton Sunday League. It originated as an Old Boys' Team... and due to a number of circumstances...financial problems but the solution resulted in losing association with the school...A pity really.

Tell me more about the town team involvement.

I'm not involved with it any more. It came down to the fact that I was running a town team and I was also running a team at school. And then the situation at Aiden became such that we were very stretched...and I felt that it was my duty to run two teams at school rather than a town team, and the school team. So I had to give up the town team. I didn't have to but I decided to.

Do you see P.E. being of importance to the future citizens of Hucklebrough?
Do you think about this very much. (pause) Do you see yourself as being
involved in very important work? Do you look at your job in that way?

I don't look at my job as in years to come...all that much. I think maybe I should do. But I think at the moment I'm more involved with what's going on at the moment.

The future for a good many pupils from the school is not very promising
Job prospects are really quite worrying. Some pupils will not get a
job ever. Some of them will be well qualified and not get a job. Do
you think P.E. teachers see themselves as having a role to play in
the citizenship of future Hucklebrough? Do you ever think of it
in those terms?

As far as jobs are concerned?

Not so much in terms of a job as much as the kind of sports you are
introducing them to....soccer, swimming and all the activities you do.
If, for instance, you are unemployed your sport might give you an identity
and a self respect.....In your day to day actions does that come into your
mind often?

It doesn't a great deal. I must admit....no. I would hope that everything that we are teaching at this school will get a follow through...when they do leave. Hopefully they will get an identity from it. But as you ask.....do I think about it during my time at school, I don't.

Perhaps I'm aware of it and maybe teachers don't have time to be aware of it is the link between school and adult clubs. Clearly you have got a passion for football, what do you do or what does (the school) do for those boys who are good at football...how many will go on? How many who are doing athletics are going on to do athletics? That kind of link.... because generally speaking it's not working...It might be working in your case.

I think that in this area and particularly the pupils of this school are very lucky because of the facilities they do have around them for when they do leave school. The majority of children I know who are reasonably proficient at football, rugby...whatever...have been picked up by either members of these clubs or by recommendations from their teachers and in most cases have gone to swim or play football or rugby for the town or for the clubs.

Do you think Hucklebrough is a good town for sport provision? For recreation?

For recreation, yes. There are two rugby clubs in the town. The boys from this school are involved with Beavers, a great deal.

There is a traditional link there?

There is. Most definitely. Children from this school if they are good at rugby....basically because of some of the members on the staff, not necessarily the P.E. teachers are taking them over to Beavers and getting them involved. There is definitely a link between Aiden and Beavers.

It would be very difficult to be good at rugby here and to feel lost once you left school?

Yes. Very difficult indeed.

Are there any club officials on the staff?

Yes. Two or three.

I see you smile because of the fear of accusations of poaching.

Yes that's right but we also see that they play for the school before they play for the club. Whenever I see the Junior Colts play down at Beavers now...."That's our under 16 side isn't it"?

It sounds as if Beavers is really an Aiden O.B. Team....?

Very much so.

Do you live in Hucklebrough now?

No. I live in Marton. I live at home with my mother and father.

If you had any children would you like to think of them coming to Aiden?

Generally....the school generally I would have no qualms about them coming at all. But the travelling from Marton would not allow it. There would not be a great deal of room for them in my car. (A sports car MGB).

Of the seven secondary schools in Hucklebrough which would you recommend your best friend to send his teenage children to?

Without mentioning any names there would be some I would definitely not recommend.

Which ones?

I have heard bad reports of Gargrave. And I've heard bad reports of Eltermere and Callaly.

So you believe Aiden is well up in the batting order?

Yes. P.E. wise I would like to think that it was the top school in Hucklebrough.....P.E. wise. Overall I think it is in the top three.

What do you think are the top three in P.E?

It's difficult. Dovedale are very good in football...Bamburgh have a very good rugby background, with it being an old Grammar School. I like to think of Aiden being at the top because they are near the top at both rugby and football. We are trying to do both. Dovedale have started doing rugby this year. I would say that Callaly have an all-round very good standard....basketball as well..and Fleetwith and Bamburgh, yes, I'd put Callaly second behind Aiden. Definitely. Then it's Fleetwith or Bamburgh.

What do you think the P.E. professionals would say of Aiden? How would they refer to you? How would they identify A?

Very much as I have described Callaly. That we are an all-rounder school. Nearest the top in most of the sports. I think that it is a good thing that we do every sport. And we are fairly good at every sport. I don't like to see the schools that just do the one sport and the kids don't get the option of football or rugby.

Tell me if I am wrong but I got a general impression of Aiden that at that time it was very very competitive...the inter-school competitiveness was a driving force. It was highly charge competitively... It was tuned up to be competitive...about four years ago. You would be here then. Was that a false impression?

No I don't think that it would be. I think that we always have been competitive. I think that you have to be.

I remember being told about pupils turning up at 8.0 a.m. in the morning for athletics practices...they seemed to be turning up Saturdays, Sunday evenings that sort of thing at that time. Does that still go on?

Yes, yes. There's still practices for whichever sport there is. I think we are still very competitive. I would say that when we do a thing, we make it very clear that we are doing it. We do it well. We intend to be if not top near the top in the town. I think that it is the best way to look at it.

Coming back to the Department again, I take the line that always those who are thinking about their work are wanting to improve it. They look for ways to make it better. If you were wanting to make the work of the department better....better than it is now, what sort of adjustments would you like to make? Assume that it was your responsibility. All human organisations are invariably imperfect. It is not a derogatory statement that I am making the assumption that in some way....when you look at the P.E. machine as it is operating..... you will probably know it as well as anyone in the school..."if only..." then it would be better. Would you think aloud about some of the things that you might like to change? Where are the things that cause you frustration or cause stress which would reduce your effectiveness? You see I'm trying to identify the problems which you have to face.

I find that difficult at the moment because quite honestly I find it a good system, that we have running at the moment. I'm not saying that there isn't room for improvement...because there must be in some ways. But I quite like our system...and the way we have got things organised at the moment.

Has it changed much in your time?

When I first arrived at this school we used to have single periods which were almost useless. We used to get kiddies arriving from one lesson... 5 minutes....change...10 minutes quarter of an hour lesson....shower change....that was it, which was just about useless. That's been completely wiped out now. They are all double lessons.

All your 4th year pupils get two double periods?

Two doubles a week plus option time.

Options are over and above the two doubles?

That's right, yes. The two periods are basic P.E. Quite a number opt for additional P.E. I would say about half actually apply...try and get in...obviously we have to cut down sometimes numberwise....

You have to in some cases. Usually the P.E. courses are very well supported when we put them down as options.

I would interpret that as being a very healthy state of P.E.

Oh yes. In the fifth year the options continue.

Recording fault at this point interfered with the continuity...But the discussion went on to elucidate the options structure and the need of a 10 day cycle.....There has been a whittling down of time. The single periods have gone but overall there has been an erosion of P.E. time.

Has that caused a lot of anxiety in the department?

It's definitely caused some anxiety. I would not say a lot. It has caused some problems. It has obviously made us change our programme, in some ways....less time.

You work on a half term block of work?

That's right.

Does the swimming run through continuously?

The swimming gets a lot of time in the first and second year....we find it is very important in the 1st and 2nd year...with new children. The third year don't get any swimming unless there is a freak opportunity for them. By the fourth year there is swimming options. But if the fourth year didn't opt for swimming they wouldn't get it. It is a very popular option....yes.

What are the irritations then for you? We haven't come to those yet... that make life a little tiresome for you? Or is life idyllic...you have a nice programme...nice kids...not many problems.

No I wouldn't put it quite like that (warm chuckle)

Could you get on to the problems? There must be some underlying problems somewhere and I am trying to sift them out...if I can.

Difficult.....difficult.

What is the status of P.E. like in the school generally?

What do you think the Head thinks about P.E?

I don't think that the Head has any great belief in P.E. I know he will always back us up and help us in whatever we are doing. He will come out and support....and say what a grand job we are doing. But there again I don't think that our Head has a great deal of time for P.E. Unfortunately.

Does that worry you personally?

Yes. Yes.

Are there other power holders that upset the smooth running of the P.E. department?

I don't really think there are. I think very much we are left on our own. To get on and do as we wish. There again coming back to the Head....from the top I don't think that he has a lot of time for us.

Although the Headmaster may not have very high opinion of P.E....he pays lip service to it as you say.....it doesn't seem to alter the energy and vibrancy of the department a lot.

He hasn't altered it in that way...but if we come back to time...we have lost out on time...it's since I arrived...when I arrived this new Head master arrived....it's since this time that we have lost the P.E. time. So I put that down to him unfortunately.

Have any members of the department retreated from their commitments?

Yes.

Has that been on a big scale?

(Pause) no reply

I would imagine that the N.A.S. - L.E.A. conflict must have sapped an awful lot of energy out of people who were quite devoted and did societies and clubs and so on. And they have pulled out and said, "Why should I bother"? A human gut reaction. But it appears that those who did that and acted harshly....some are beginning to drift back...they can't stop themselves from coming back. Could the same thing happen with a head-master who was under-mining a department?...If he were undermining it people will say that if I'm not respected for the time that I am putting in I damn well won't bother. Do you think that it might have happened a bit?

I think that it definitely did happen...with P.E. specialists, Yes.

Did it happen to you?

It happened with me to a certain extent....but I felt that if I was being undermined..and I'm not respected enough for what I was doing simply by taking away all my goodwill and running clubs and the like, I was cutting my own throat and not helping myself by doing that anyway and definitely not helping the kids. I did cut down from what I was doing but not to the degree that some people did.

Also in any team of human beings there are tensions that exists between people who are working together and there will be tensions between the colleagues within this department. The fact that some people pulled out more than others could have generated a good deal of tension. Did it upset the balance and the smooth running of the department?

No, I don't think that it did because it was handled very well...It was in the time when Ian Bates was head of dept. I think that he handled it very well. He put his own point of view. He held his team together very well. He was very disappointed about what happened at faculty

head level with the headmaster and the erosion of time. He was very disappointed about that. I think the way he handled us.... he put his own point of view...said what he was going to do. He did stop taking clubs. Not altogether but he cut back a great deal. And then he said he obviously would have no effect...what he thought about us wouldn't be lowered if we followed his example. He didn't say, "You must keep doing your clubs or can't do clubs...follow me and we will stick together....He said please yourself." Which I thought was fair enough. He did not try to persuade us. The clubs were there, if we wanted to do them and we felt that we should, fair enough we could stop.

What is the position now? Is the position restored?

It isn't back to the point of the height that it was when I started. When I started at this school there was hardly a lunch time or at 4 o'clock when there wasn't a member of staff...a member of the P.E. staff doing some kind of practice or session or something with the kids. Now most times there will be some work with the kids at 4 o'clock but not to the same degree as we were.

What are the other things that make life more tense than it need be?
Whilst there is one department...is it really one department or is it two? Many P.E. departments are in fact two, men's and women's. What is the score as far as you see it here?

My personal feeling is that there are definitely....there's definitely a boys' half and a girls' half.

What are the differences between the two? Does that make for difficult working...does it make it tiresome to work?

I don't think that it makes it altogether difficult and tiresome but there are some situations where standards are not balanced.

Could you give me an example?

Standards of pupil performance...and sometimes to a lesser degree discipline. I think that the discipline in the boys' department is higher than in the girls' department. In all fairness to the ladies...the girls' side...it needs to be quite often. Boys tend to be on the aggressive side and boisterous. Good to see in some ways but you have to be on top of it. On personal performance there's a great difference. But not being qualified with the girls myself I don't really know if that is a problem within the girls' department, or is it just typical with girls. Rather than as I would like to see.

That I appreciate.

I took some girls for badminton two years ago and I was amazed to see the way they were...they seemed very negative in their approach to it.

Can you assess the ways in which you think you might have changed during these years here...your outlook on teaching and on P.E.

I am definitely enjoying my job. I have changed basically because of experience. When I started, I came to this school and it was a good situation....but there again I was a probationary teacher when I began to find my feet. I feel now having been here a full 5 years and in my 6th...that I know what's going on. I know the children better, and although the situation is not as good, I'm now in a position where I can use the teaching time better which is basically experience.

Do you feel that you are enabled to make progress to your professional peak? You must now be feeling very strong and influential...do you feel that your talents are at all restricted here?

No. I can't say I do. I don't think my talents are restricted. I think if they were it would be up to me to go out and do something about it.

When were you last angry?

A good question....Quite often I get angry with the children. But I think that is inevitable. The last time I went home angry with a member of staff concerned a girl in my class. She had been off school for a month and she had always had trouble with her attendance....truanting, I am now in my third year with this class in the 5th form. And I went to see the Head of this particular year. This girl had been off school for three weeks. I went to see Mr. X. about her simply because through the class and two of the girls who come and chat to me, had said that her mother is almost blind and her father has T.B. she must stay at home to help. And I was most disgusted that I had had them for almost three years and nobody had told me. Had I turned round to this girl and been really nasty to her....trying to get her into school and making sure that she didn't stay off....Well when I found this out I thought it was a very reasonable excuse for her not to be in school. Although having said that there must be help and care available in society....rather than having a young girl stay at home. But I was very annoyed that night when I went home. To think it had gone on all that time and nobody had bothered to tell me.

Could you call Aiden a caring community?

I'm not sure...a difficult question. I think that everybody does their best. Or most people do their best...it's quite often not deep enough.

How compassionate and how caring is the P.E. Department?

(long pause) I think so yes. I think that it has a heart, yes. We have strict rules...we have strict discipline. The children know that they must abide by the rules. They know what's going to happen if they break the rules or go against the teacher or whatever. But I think the P.E. Department as a whole cares about the children. Definitely, yes. I think you've got to. Whether it is one of your top children or one of your non-entities, you must care.

Can I return to an earlier question....I would like to push you a little further on it....what improvements would you like to engineer if you

could? You found that difficult because you found the present formula very acceptable. During our discussion have you thought of any area where you might like to see some improvements? Are all the aspects justified...or are some redundant....perhaps need re-thinking about? Too often P.E. teachers may be inclined to teach something they do not believe in the pupils no longer believe it to be worthwhile. It seems to be doing nobody any good...I wonder why they do not abandon it...chuck it out....replace it with something which they can believe in? Has to be kept up to date?

At the moment I think that everything that we are teaching is good and is up to date. I have no objection to anything we teach at the moment. Again going back three years in the 3rd year we introduced wrestling. Just very basic techniques. We found that to be rather negative not a lot of come-back from it....no future for it. So we cut that out in the 3rd year. And we also found at the same time we were doing badminton alongside wrestling and we found that the kids were enjoying the badminton but not having enough time... so we cut out the wrestling and extended the time for badminton.

Have you got plenty of equipment?

Yes. We could say that we could use more but I really think that we are very lucky here.

In your time here, what has excited you most? What are you most pleased about. You feel quite proud of?

I enjoy taking the town teams...they were the best children in the town....playing for the Hucklebrough side. We were taking them away to Seaham and all the surrounding areas. Again because of what happened at higher levels - the erosion of time - meant that people weren't taking teams here which in effect meant that I had to give up the town team and come and do....well I felt I had to come and do.... it was more important to do school teams, than the town teams.

Do you regret that decision?

M.11/14

I don't regret it yet. I feel that I should be working more for the children actually at Aiden than I should be for the town. But when I was doing one school team and one town team I thought that was the best way of doing things.

Do you think that the inter-school competition in the town can lead to too much competitiveness between the schools?

It certainly leads to what we might call local Derby's. In some cases it leads to intense rivalry.

Rarely do all the P.E. teachers in Hucklebrough meet together. Could it be that the competitiveness between the seven would not make that a good idea. Would you welcome something like a convention say once a term - in school time? Would you think that there would be any benefits? Would you be keen on it?

(long pause) I would be interested to hear what everybody else said. If there was a convention and everybody put points of view, I would be very interested to find out what people are thinking at the present time.

You don't sound too convinced.

I'm not too sure. At the town football meetings, where there is one representative from each school, I don't think people are altogether honest in their propositions. That's the main problem.

That can't be good for Hucklebrough

Not at all no.

The kind of pupils you have here are not by any means the worst in Hucklebrough are they?

No,

The worst being at.....?

M.11/15

I had the impression about this time last year that Gargrave had a lot of problems with the children. There was a lot of breakages...about the time of the N.A.S. Dispute. There was only dinner ladies left in school.....I know they had a lot of broken windows and doors and chairs broken. Most of the staff were going out of school. The dinner ladies were left in a hopeless position really.

Did you find the N.A.S. dispute unsettling?

Yes (definite and swift response)

Have you got over it yet?

I must have got over it now. I came out of school because the N.A.S. we'll leave at 3.30 I think it was...I was not totally convinced that we were doing the right thing. In fact the longer it was dragging on... although it isn't the best way to support your union...I was getting to thinking, "Oh well I'll forget about this Union. I'll get on with my teaching." George and I sat down and chatted about it and we agreed that it was not doing us any good at the moment...not doing the kids any good. It was alright taking away goodwill...but I think that P.E. is a special case....and there was no consideration given. I was disturbed about it. At the end of it I was going to leave the Union....but then that solved itself.

It must have been a very uneasy time. Will it take a long time to recover?

Completely, yes. Coming back to competition...inter-school competition. There was a time that I wanted to play only 'friendlies'. There were teachers in the town who did become too intense.....

End of Recording

No Follow up Comments

So you came at the same time as Mr. S?

Just completed 12 months having come in the January 1975.
I was teaching infants before this. I'm not even secondary trained.

That's interesting. Tell me a little about the transfer from infants to secondary. You are the first person I have spoken to who has done that change.

I was at (college named) and I was infant trained. And as I hadn't done - been accepted for a Wing course, I didn't think secondary was right. So I did infants because I suppose I like the little kids. But I did main course P.E. Then when I left college I got a job in my home town which is (city named), teaching infants and my husband when I got married - he had been at (neighbouring college) at the same time and he came from this area and to be honest when I applied this was the only job available. There were no infant jobs at all...so I thought why not, why not have a bash at it. I've loved it. I would never go back....unless, with children, I found it necessary.

So even if you had the option today of going into an infants school or stay here doing P.E. you would.....

I would stay in P.E. Definitely.

What gives you that kind of satisfaction?

I think it's mainly because I am taking part in sport which is my biggest interest. The little children were much more rewarding in that you got out of the lessons that you did with them. You could see the progress you were making with them very rapidly. But with secondary your main treat that you get out of them is when the team does well...something that you are doing out of school...it's not so much the actual lessons. You can say to yourself that that lesson was good or that lesson was bad....or they weren't in the

right frame of mind for this or....But you don't see the progress the same.

Do you get cross when they don't win?

No, I don't get cross. I think it's more in taking part...seeing them enjoying the preparation for a match. Like I've got a group of third years....basketball players, English schools league and they are playing in January against a team from (another County) and they are so excited about it. The enthusiasm is marvellous.

And you are too?

Yes..

How far have you travelled with the kids?

We've not travelled very far at all. We play generally in the Hucklebrough area; mostly within the borough boundary.

What other teams do you get involved in?

Well I do basketball teams and the hockey teams....mainly. I also help with the swimming teams and other things as they come along but you try and help each other out as much as possible.

From my discussions with Head of Department yesterday, it appears that there is an unbelievable commitment to P.E. and teams, in the amount of time that you give in lunch hours and after school..... even before school. What sort of time do you give up?

Well I give up all but.....well, put it this way. I give up two lunch times a week and every night and I come in occasionally in a morning when we've got an extra thing on....like there was a tournament on last week....a basketball tournament so I came in at eight o'clock to meet the kids for an extra practice before school.

And then I have Saturday morning matches. And if I haven't got matches I have practices, especially now when it's dark nights and you can't play hockey in an evening.

That really is going well beyond the call of duty....

If you want a team that's going to do well you've got to give that time.

Do you have time for your own sport then?

Well yes, I play hockey on Saturday afternoon. For (club named) I also play tennis in the summer, though not for a team. It's just a social thing.

Does this isolate you from the rest of the staff because you must rarely meet them?

No, I don't think so. I think we are a bit insular, yes...we tend to sit together in the staff room and go out socially together.... it's just the P.E. people. We usually go to the rugby club together.

It sounds as though it is a very cohesive group.

Yes, I would say that.

I believe that anyone coming straight from college would under his (Head of Department) leadership indeed be very very fortunate. He is so clear where he is going and what he wants and I think that above all else is what is appreciated by someone who is just starting in the profession.....What do you think?

Oh yes. Well look at my position when I came to this school I had never been in a secondary school apart from when I came for my interview here, from the time that I left secondary school myself. And I knew virtually nothing except from what I could draw on from school days....and what I had done on my main course at college. Nothing from my 'education' because I had done nothing with a

secondary bias at all. And the schemes of work are organised here... you know, how you followed them. Particularly for gymnastics or certain things. Swimming is all organised with set schemes of work. So for me it was smashing because I came and knew where I was. And then from there they don't mind if we pull away from the scheme if our group doesn't want to follow it in that sense....we have that flexibility.....But when I first came in knowing that there was a frame work I could follow and knowing the standard that the children would be at because of the scheme as it was, it was so easy.

How much teaching had you done at your other school before you came here?

A year and a term.

You must feel pretty confident now?

In my case, yes. I've learned so much since leaving college.... Of course I didn't do secondary at college I had to rely so much on what I had learned myself and on what I've been able to pick up from other people. Because the rest of the staff....not only the Head of Department are very good if you go and ask them something or you don't have to ask often, they'll suggest something...but suggest it in a nice way....not as if they are criticising you....but just explain what they would have done.... but not belittle you in any way. Which I think is very useful.

I am interested in this. I have a feeling that in women's P.E. the specialist woman tends to regard herself as some kind of superior animal to anyone who has not had a specialist training. Those that have been to I.M. Marsh for instance seem to think that they are an animal apart and look down upon lesser mortals who happen to be doing P.E. Is this a distorted picture or not, in your view?

Well I only know this school...and in this school it's not like that. Jane, she's fifth year Year Head, now she's been teaching for many years and she has bags and bags and bags of experience and she'll

help you and show you - she doesn't look down on you in any way.

Is she specialist trained?

I don't know. I've never even asked.

Ah well that's interesting the mere fact that you don't know is confirmation of what you are telling me. Because they would otherwise make it pretty clear..... So you've been made to feel very welcome in this department and you are very happy working with this team?

Yes.

Do you feel that the contribution that you make in the school is recognised in the school generally?

The contribution I make?

Yes.

Ehm....I don't know. It is well recognised in our department... I think....and the head, he takes a great deal of interest in the things that you are doing.

Would he know about the amount of time that you are giving?

I don't know.

And it doesn't worry you very much?

No. I would expect to give this amount of time up.

How many times have you spoken to the Head since you came?

Oooo. Very seldom.

He is an isolated and remote figure isn't he?

Yes.

Therefore I would expect him to appoint one of his deputies to take particular care to make - if he is wanting an overall school community - you feel welcome in to the total community. I can see how this happens in P.E. Has anyone gone to the trouble to say "How are you getting on?"...."Is there any way in which we can help? or....

No, I don't think so. Nobody has actually said, "How are you getting on" or.....

Would you think this arrogant or would you think of it as an imposition?

I wouldn't like it. I would rather go and ask for advice if I needed it. Rather than be approached. I would feel that there was something they didn't like about me or what I was doing if they came to me. Mind I suppose I'm thinking of tutors coming in when I was on T.P.... and that used to be a nerve racking experience for me...and I am thinking of it in terms of that...yes.

Do you regard this interview as a bit of an interference?

No I don't. I regard it as a nerve racking experience again....

Do you?

Yes.

Oh, I'm sorry about that it's entirely friendly..

Oh yes I realise that but I am not the sort of person that finds it easy to talk to people....or probably one of these people who

tends to accept what somebody else says rather than make my own
and try to say the right thing (she was near to tears at this point)

Now that you have worked in the comprehensive system for a little while, how do you view it?

The P.E. part of it or do you mean....?

All aspects

Well I prefer the old system....Grammar schools because I do feel that the good children are getting lost and the poor children are getting left behind. But there again I haven't got a lot of experience on which to base that on because I don't teach many classroom lessons. The only lessons of an academic nature I teach are things like orienteering, which tends to be a classroom activity.

Do you do orienteering in the school or do you take them out?

We base our work on the book by John Disley 'Map and Compass' and we branch out from it as we are going along. We do courses around the school. Mr. Wane is doing one this morning....and my group are doing a scoring orienteering course round these school fields on Wednesday afternoon. We can use the park just down at the bottom there. We have just been away, Ian and I, on a week's course....orienteering...Royal Copse Outdoor Activity School which was just for C.S.E. people.

How many pupils did you have up there?

31 I think. But there were altogether 60 pupils in all and three members of staff....a science teacher came as well.

Do you go on many of these residential courses?

I've been on the two that have been run since I came here....
because I also do Duke of Edinburgh Award with the children in

my spare time. There's 19 doing it this time...I'm just the organiser in the school, co-ordinating the people outside the school who assist....for service courses and things like this. But the staff help me a lot, particularly with the boys physical activities. It's been running for a while. I took over from the teacher who came before me.

You seem to have slotted into the team incredibly quickly.

Considering your infant training...

If I came here as part of the team I could not teach things like archery and roller skating.

Have you had to attend a lot of courses?

I'd done quite a lot at college. I have always been keen on archery. We did an archery course at college, simply because a friend of mine was doing skill learning as a dissertation so we took it as a new sport for her to study. And then I have just been particularly interested in Outdoor Activities...done a lot myself. Not qualified unfortunately, so I can't take sailing or canoeing or something... but I have done courses in them so that I know enough to give them a basic introductory thing without actually taking them out.

Do you think that the Newsom Report is right to ask teachers to be concerned with linking school leavers with the adult clubs and societies. Is that our job in your opinion?

I think it is our job to prepare them in some way....to give them some sort of starting point. But I don't think that you can force them. I'd love to see them joining the clubs....lots of different clubs....only because I've got so much out of them. But I don't think it's our job to force them.

Could we be better at it? Could we give more time to it do you think?

Yes....I think a lot of them would join if you introduced them to a club...if you had the time to take them to a club in say groups of two or three.

But how could you do this with your timetable and extra-curricular commitment?

I couldn't.

How many of the leavers actually join clubs do you think?

Do you mean Youth Clubs or Sports Clubs?

I was thinking of sports clubs. Say the girls whom you have taught netball, hockey and that kind of thing....How many are going to join an adult club?

Very few. Very few. Mind you I don't know the ones that have just left this summer... 'cos I only had one group in that year.... so I don't know many of them. I would say out of the fourth year group, which I know quite well, there will be a body of about ten of them who will go on to do something. Quite a lot of them come back and play at Night School. There's one club that the teacher who was here and left in the summer, she still runs a club here... for basketball. And there is a group there who joined some three years ago and they still come. But in general it is only a small minority.

Would it be any bigger if we gave more time to it?

If we made it easier for the pupils would it result in more participants at the adult level?

Yes, I think it would. I think it would particularly for the children who are leaving school at sixteen.... for a few years. But I think that an awful lot of them will find like I am finding now, I can't do the sport I would like to or wanted to do because I got married. And quite a lot of them will get married younger and start families and not be able to do their sport.

How does your husband react to the amount of time you spend on sport?

He is a keen sportsman himself.

Does he understand?

Well he doesn't really understand. We do have these arguments. But the snag is, he plays squash at one time and I play hockey at a different time...they don't coincide. It would be alright if we both played at the same time.

There is a great deal of fitness emphasis in the school. Do the girls have this emphasis?

No. The boys do this but the girls don't do any circuit training. I would like to see them doing some sort of fitness training. But unfortunately the girls have this idea that if you take part in too much P.E. you are going to become a big muscley female.... lose their femininity. I would like to see them take little more in the way of training. But most of the girls I've got who play for teams, play for say two or three or four teams even. And they are practising every lunch time and every evening something or other. So their fitness is building up. But in the lessons there is no emphasis on fitness. They tend to work at their own level.

Do you take most seconds and thirds?

No. I have all years. I have one group of firsts, one group of seconds then mainly thirds, fourths and fifths.

Do you like the spread that way?

I prefer the older ones to the younger ones. Now that I've got used to them. They frightened me to begin with. My group of fifth years when I first came here they were so big and mature and I just didn't like them at all...Now I prefer to have the older ones.....

It is a colossal change in your short career isn't it? You must feel highly qualified in coping with such a wide range of children?

I think I've got more opportunity of going back into an Infant or Junior perhaps.....

What are you most proud of since you came here?

(A very long considerate pause).....No...not the teams because the teams that I am involved in I have taken over from somebody else. And I don't take first and second year teams at all.....I don't think that I can put my finger on anything....that I am particularly proud of.

Assuming that all institutions, like schools, are always capable of being improved...what changes would you like to see made here?

This is where you've got me. This is where I don't think. I rely on the other people to do that. I tend to fit into the system.... I follow....I admit it.

So coming into a well structured department as you have has suited you down to the ground.

Oh yes. I tell you what I would like to see.....Not so much choice in fourth and fifth year. They have so many P.E. options they tend to take P.E. as just another thing. At the end of the third year they choose for the fourth and fifth year the options that they would like to take from art and craft things and all sorts...science...but they are allowed some extra options in P.E. Which for the girls are Badminton and keep fit....they can do swimming and orienteering together....they can do an extra basketball they let a larger area of P.E. options that they can take up....But they do not choose wisely. We have some girls who have chosen to swimming and orienteering and they don't like swimming because of the lads.....They get their hair wet, and they are conscious of their figure when they are in with the lads. But they don't realise it before hand. They choose something like that and they are stuck with it for two years. The other problem is the outdoor activities. They choose to do this thinking this is a good skive.....They are out ice-skating here and horse

riding there and they don't want to do any of the written work that goes with it, or the background work that goes with it. Once they realise they've got to do it....they develop a bad feeling. The fourth year we've just got now have accepted it because they went into it straight away. The fifth year unfortunately have had so many changes of staffing, in the first year that they did it...that now they have just become a scrappy course...You know so many changes of staff with different interests with outdoor activities.

Which is the difficult year in your experience, in this school?

Where is the most anti FE feeling?

Fifth year.

So it can be quite a battle to get them involved?

Well they do not participate in any of the teams. I am not talking about the boys....I don't know them a great deal....but I gather from the men staff that the feeling is the same but the fourth year girls are keen. So the present fourth year girls when they get to the fifth year will be good I am sure they will be much better than the present fifth years.

Thank you for your co-operation. I should like to keep the contact with you now that I have established this relationship. Now that you know what I am interested in perhaps you will think of other matters which you will be prepared to discuss at another meeting.

Yes. That's especially true with me...I shall think of many things later in the day or at home.

End of Recording

No Follow-up Comments

In four years since I last spoke to you, I have certainly changed, Aiden will have changed and Peggy will have changed. I would be very interested in the way that you have changed and the way that the school has changed.

I can't remember anything I told you last time. If you would like to ask me something specific in the way that it has changed....

I will give you an impression of the school when I came four years ago....I was left with the impression that here was a school which was absolutely alive and buzzing and bursting at the seams. And I wondered where the energy came from? How do you explain that kind of energy? First of all the personalities of the teachers....there were some real dynamoes...that may still be the case. May be you could reflect on that in a minute....The thing that impressed me more than anything else - and I'm not so sure, on reflection, whether it is a good thing or not - but I was immensely impressed at the time...that the thing that mattered, the thing that made it such a strong department...it was thriving on inter-school competition. The thing that really mattered to everybody that they won everything. The facilities were very good, and the people that I met were just vibrant personalities....which is enormously reassuring in the profession really.....but I wondered at the same time whether it was too tense.

Well it has changed a lot really. It is a pity that you are not talking to Ian and Keith as well. Now she is at the moment on maternity leave....Liz...and Madge is here in her place, now the real driving force behind the whole department at the stage when you came in then....was Ian. Now he's a very very organised person. When I walked into this school, I walked into here and there were schemes prepared for this, that and the other....I could pick myself up wherever I was...and just teach. And if you had an idea...or wished (a) you had an idea...or wished to improve something...he was the ideal person to go "yes, it was a good idea or no, it wasn't"...He would direct it in any way he thought or agree with you if he thought that you had the right idea. He was trying to build up a very very strong

section within the school which was all to do with not just the really competitive athlete, but the poorer child as well. So that there were clubs and facilities available for children of every ability in almost every sport. Therefore he has tremendously high standards. We also - at the time you came in - we also had more time on the P.E. course allowed within the timetable. About three years ago we had our P.E. time cut; cut down from two doubles and a single in the first and second years, and two doubles in the third year, two double in the 4th and two doubles in the 5th for each child...every child had that much time. But then it was cut to the extent that now...1st and 2nd have two doubles...which is still fairly good...that's reasonable. In the 3rd year, if they do languages then they only get one double of P.E....if they don't (take language) they get two doubles. And in the 4th and 5th years, unless they opt for extra P.E. from one of the option choices which they get from Art and Craft, or Geography or History or whatever.....then they only get one double of P.E. But (emphasized) the unfortunate thing with the extra options is, normally you find that it's the children who won't be taken by somebody else or think that P.E. might be an easy option, or can't cope with the academic subjects and therefore try to get themselves into one P.E. course or another. Now we try to be fairly selective..... (2) They'd never be there. So we try to direct them to creative subjects or something like that. Even the C.S.E. groups, we have C.S.E. as an option in the 4th and 5th years. But if they are taking both German and French then some of the children may have to come at a different time than the rest of the group because of the subject clashes....Therefore I have a lesson 2 girls coming when I have a second year girls class. So I end up with a very difficult situation, trying to teach C.S.E. which is following an examination course - a mode 3 exam - and at the same time trying to teach a 2nd year class.

Did you design the Mode 3?

No Ian designed it; it was his course. He's had it running now for 5 years. When I first came here 5 years ago it was just under way.

How's it thriving?

It's doing very well really, I think....I consider it is doing well. I was very pleased with my results last year; I had 11 girls and 7 got grade one's. But the girls were better than the boys...I was lucky. I had academic girls choosing to do C.S.E. So they found it quite reasonable, They got to a very good practical standard as well. They were good all rounders... they were on every team.....

If I said that I was against exams in P.E., would you try to convert me now?

I would say that for some children it's a good idea....But I think in a lot of ways once you try to put an examination on in something like P.E....because of what it is you try to make it too academic....too difficult. The course we have here.... the actual written part of it only constitutes about 20-30% of final grade. The rest of the time is on practical work....we do orienteering...practical standards at officiating sport...Duke of Edinburgh Award....developing an athletics interest or a swimming lesson. (3)

How much time do the C.S.E. pupils devote to this work?

They have two double lessons. A full afternoon or a full morning each week. In addition to the normal P.E. time. I like the course, it's a very good course. I've been teaching for three years...the kids respond to it. At first they don't like it, because they had not realised that they had to sit down and write about P.E....but once they start understanding it then they become interested.

I think I have the time pattern now.....

I didn't complete the story....what had happened was because they cut back on the time that we were allotted for normal P.E. lessons, Ian was very very disappointed. He had been promised originally when Head took over here...some seven years ago, Ian had been

here before when it was the Boys' School...He has been promised that P.E. would feature very highly in the timetable...and his promises had been eroded..cut back and cut back...So Ian had turned round to him and said, "Your not willing to provide me with the time within the school curriculum I'm not going to compensate out of school." So therefore he said to us all "I'm not now going to do all the things that I was going to do before." You see he used to come in before school in a morning. He would have a club then. He would do team practices each lunch time...week ends as well as every night. Matches here there and everywhere. He was entering a fabulous number of competitions. He really really was - and still is - a very dedicated person as far as P.E. is concerned. But because of this (conflict with Head) he said that because of this he couldn't... so he said to the rest of us....we got together...and he explained that "this was my point of view...this is how I feel about it..... therefore I can't insist on you....or try to force my beliefs on you in any way.....so you must do it as you like now.....you do what you feel you want to do." And about two years ago he cut back to quite small numbers of things with quite a lot of staff. But now it seems to be building back up again...From a different point of view. The drive isn't there to say that you've got to do it. But now I find myself trying to fit in as much as I can because I want to do it...because the children are so keen. I find it hard to say, if a child comes to me and says, "I want to take a swimming award...." or something like that...I think to myself...well I have a free night on so and so....if I'm going to do it for her then I should offer it to the rest...or whatever, so you try and cater for different groups and different things. Obviously sometimes you have to say "no, I can't do it...." because I also believe that if you are going to do something you have to do it well..otherwise you do not do it at all. It's no use fiddling about with odd teams and odd practices and odd clubs. If you are going to do something you should do it regularly each week. And give them something to aim for.

The reduction from the time that the powers that be eroded P.E. time and that had it's knock-on effect on the attitude and morale of the Department, in truth has it been a great loss to the school?

Or the school pupils. It might not have been as upsetting as it might have been argued to have been?

I think that it has. There are a lot of children who are not getting the opportunities that they used to have. I'm thinking particularly now of a boy that was in my class - I had a class in the last two years and it's only in this year with doing Ians job that I have passed my class on to Keith who just joined us - and I have a lad in my class who is very good academically....taking lots of science subjects and things like this. He is very very keen on sport. He's opted to do his C.S.E. in P.E. so he gets a double lesson and he also gets his two doubles for his C.S.E. subject. But unfortunately he is one of these who does languages so he comes at an odd time. So he misses out on the practical session and ends up doing a theory session and a session where he is joining in with a younger age group...and not really getting the benefit that he would from working with a group of his own age. He's also very keen on basketball. But when Ian's cut back... that was one of the teams that went. So since his third year he now hasn't played basketball....because nobody is taking that team...that group. So it doesn't affect all the children. Some of them will be lucky and.... that they will be in a group that somebody else was taking at a particular time and they've gone through and they've had the chance to be involved in all these different kinds of things. So a lot of children...not the majority... have missed out on the opportunities that they would have had if there had been more going on in school, yes (emphatically)

You assess that there has been a genuine true loss?

Yes. Many opportunities have been lost...for a child to play his sport. But I'm a great believer in the value of P.E. on the timetable particularly things like team games which give you these...any P.E. which give you these real experiences for interaction between children. Out of just sitting in a seat in the classroom. Actually have to get on with another team player who is not quite as good as the others....or having to accept the decision of another child

while they are trying to umpire...or having to cope with other difficulties that they just would not find sitting in classroom.... particularly to do with the development of their personality...Those kind of things are getting cut in half by the P.E. time being halved. They are sitting in a classroom being talked to...or writing down... Now I know that it's not like that in all classes and a lot of classes pupils do get the opportunity....but a lot of time formal teaching has to go on. So valuable experiences have been lost that P.E. gave... it's been taken away. (4)

If I read you right....in the four years here you do not appear to have lost any faith in P.E.

Oh no.

You must have some doubts sometimes?

I think that perhaps I have become more convinced in it's value. I think probably originally I accepted that I had been told to think that way...perhaps through college education or whatever... or just accepting my role, therefore it should be. Perhaps now I'm beginning to see it a bit more...But also I'm not a very deep thinker very often....things just happen and I just get on with them. I don't often look back and say...."Yes, I think we ought to do this or this is where it helps."

Do you feel bad about that? You sound to have a guilty feeling...

I tell you why.....Not so much a guilty feeling about it but.... if it comes to something like this where I'm being questioned on what I think or you are wanting me to tell you what I think... then I think to myself "should I have sat down and really assessed why I am really doing this job...or why I am here...or...and I don't...I enjoy it.

Do you think many teachers do?

No. I don't.

I get the feeling that you have not lost too badly in total? There is still a fair amount of P.E. on this timetable

There is actually...when you see some of the other schools, but I think that Ian had such high ideals for what it could be that his disappointment to some extent rubbed off, on to us.

I thought to myself before when I came...I wonder if he is too hard a task master?....for a probationer teacher for instance. Yet you were just that really weren't you?

No. I'm actually infant trained...and took P.E. as my main subject... and taught 18 months in Liverpool - Infants...then came here. Now I probably knew less than any other probationer..at least they have done secondary practices. And I came here and everything was so clear for me. He was very helpful. M. was helpful too and I think he was very good because he directed us so well. It suited me perfectly. Now obviously there were other people who had conflicts with him about it and didn't stay long...(5) there has been quite a reasonable turn over of staff. But I don't think that that was his fault at all. I think that the difficulty is that because we are such large department and that there are so few points awarded within it, there is not much opportunity for promotion unless you are going to move schools.

I would welcome your opinion on this. Has this department by comparison with other departments in this school got a reasonable share of Scale 3's, Scale 4's and Scale 5's.

Some of the points that are awarded within it (the P.E. Dept.) are for other posts as well. For instance Jane's scale. She is scale 3. Her scale 3 isn't for P.E. It is for Pastoral work...she is a year head. However if we approach the boss about it he will probably say "it's partly for P.E. responsibilities." But apart from hers, there's Head of Department, which is a 3. Ian's job. Head of Girls' which is

a 2, then I have a 2 which is for Outdoor Pursuits. So that's all there is within it. The only person in here with a scale at the moment is me. All the others are ones...Now I will get the 'acting' scale when I have done ten weeks of Ian's job. But even when I get that, nobody else will be appointed Head of Boys' or Head of Girls'.

Is there another department in the school having the same numbers of staff?

I really don't know how it works....but I do know that let's say smaller faculties like the music or the religious education..... They have a three and four in the faculty and have a 3 and a 2 even in that. A Head and a Deputy even though there's only three in it. This is something that I haven't had to deal with...because I have only just stepped into the job, but Ian has approached the Head on many occasions to ask for the opportunity to be given to other members of staff. He has been disappointed on many occasions to lose good staff because they can't get a 2 in the school and so a good scale 1 from here has had to go somewhere else to get a scale 2.

The relationship between Ian and the Head must be a very uneasy one.

Very difficult.

Does that spill over on to the morale of the others?

(long pause..making a precise assessment) It did at the time when they were most at loggerheads. Now really not so much. Some people do a lot more than others. Jane for instance is one of these people that will do so much...when you meet her she's bubbling with enthusiasm....she really is. She does everything that she possibly can. If say for instance, because Liza did not do more than one or two clubs at the very most...because she stopped doing her netball, then Jane felt obliged to take up her teams and so she tried to overcompensate..she tried to do too much. She went the other way. Or I believe that she went the other way. I mean she might disagree

with me entirely...it's entirely her opinion. (reflecting further on the question) But....most of the rest of them...well...I suppose you see that even that idea of Jane's rubs off on to me I've looked at it this year and said "well there's nobody else doing swimming perhaps I ought to do it this year."

Isn't it creditable that the teachers will go on doing so much following a rebuff as has taken place here?

I think, in fairness to the Head here, he is very obliging whenever he can be. So long as it doesn't mean that he has to give us more time...or the P.E. timetable. I don't know how he works it out. He said to us that he believes it to be a valuable thing..but I can't honestly quote him to be fair. But I have found him to be very helpful this term wherever he can be. He has been very reasonable when I have asked him for help with say people who need to be out early or.....

You have no hesitation in going to him

I have. But that's not his fault. Because I'm a bit retiring....I force myself...It's not his fault in any way. He was very very good in saying "Come to me with any problems you may have or anything which you want to discuss..." I've only actually been to him a couple of times on just minor issues; but he has been immediately helpful. And I must say that he is the only Head in Hucklebrough that will come and watch a team. I think that it is very important. He arrives down at the swimming gala to see how the team's going on at the swimming gala or at the athletics when the competitions are on. He was at school the other night when there was a netball match. He went across and watched for a little while. He was down on Saturday morning when there were rugby matches on. He didn't stay the whole time...But that, I think, is important. Equally so I think it is important that we as P.E. teachers do the same sort of thing when our kids are representing, say, towns or counties or whatever. When the athletics was on in Darton...I had some girls from our school competing, and unfortunately I couldn't go...I normally go with

the team but I had my mother and sister coming for the week end to stay...but I still made time to go in the afternoon with one of my sisters to get across...and immediately I arrive they all rush up and say we've done that or the other...didn't think you were coming..and they are delighted...That's rewarding to me. And that's one of the reasons I do clubs and teams..because those are the children who really want you to be involved. That's where you get your energy from. Don't you think?

Yes I am sure. Children reflect their feelings...they radiate your teaching. You know very well when you are teaching a good lesson... or a bad lesson...they tell you instantly...Yes, this is where the energy comes from. If I were a very personal friend of yours and I were coming into Hucklebrough with two teenage children, between 11-16....and you would want to advise me very very well. Because you do not want to lose my friendship..which school would you advise me to send my kids to? A boy and a girl.

(long pause...reflecting) Unfortunately I honestly couldn't advise you because I only really know anything about our school and Fleetwith school. And I only know the other school because I have friends who teach there. My impressions of the other schools would be probably quite false. I think that some of them are scruffier than others in the appearance of the child, therefore I would say the discipline was weaker. But I think traditionally Bamburgh or Fleetwith have the merit behind them. (pause) but I am a bit of a loyalist. I like this school...there are things about it that I dislike..but I would say that if you were going to place them in the comprehensive system... then perhaps this would be the best one. But I would have to say to that you would have to go and look at the schools yourself. I mean anyone would get an impression...you would get an impression going into a school what it's like. Fleetwith the children are smartly dressed they are mostly from good backgrounds. Me, being biased towards P.E. would say if you've got a girl send her there. Because Gemma Jones is great...If you've got a boy...it's a bit weak on the boys' side (chuckle of understatement)

Point taken.

Assessing other schools I really wouldn't know..I don't know enough about them. I'm not from Hucklebrough. I haven't lived here and I don't know a lot about what they are like.

I think that it is a very hard question from all kinds of points of view.

Even if it was a child of my own, I wouldn't know what to do. I would probably say (reflection...) academically if they are going to do well it makes no difference which school they go to.

Recording fault at this point. Any report would be unreliable but teacher supplied the following paragraphs A - E recalling the topics and views expressed.

- A. I do not feel that academic qualifications are the be all and end all! Obviously as competition for jobs becomes harder they are becoming more highly valued. However a balanced and all round education is essential.
- B. Changes in P.E. Programme - We are continually modifying and altering the subjects taught and the way in which we teach them. We have taken (e.g.) hockey out of the programme due to the lack of interest by both staff and pupils and replaced it with Basketball - Also a ball handling game as Netball is. (trying to qualify this - but why should I). If circumstances should change then I would consider including it again. e.g. a keen hockey player being appointed to the staff (using their strengths - Teach it well or not at all).
- C. P.E. is a faculty in this school and so I attend the Faculty Heads meetings on Tuesday lunch times. The head and deputies also attend. This is where the policies of the school are discussed and all major decisions are made.
- D. A valuable role of the P.E. teacher is to introduce the child to sports and activities he/she may follow when they have left school. I have former pupils now playing for local hockey and Basketball Clubs. The teacher can provide the link.
- E. I run the Duke of Edinburgh Award in the school and organise and take all the outdoor activities visits and courses.

Follow-up Comments

- (1) 4th and 5th year P.E. is timetabled so that it crosses over with Maths and English. Therefore although they get one double per week it may be on a Friday one week and a Monday the next. their next lesson being a week the following Friday.
- (2) e.g. A child who cannot manage to bring full P.E. kit in the first three years to each lesson, would not manage when he/she had to remember their kit 3 or 4 times a week.
- (3) This is not clear. C.S.E. P.E.

Assessment

- 20% Field course - Orienteering: File and practical standard
 - 10% Swimming: Life Saving and standard compared to year.
 - 10% Project
 - 10% Oral work
 - 10% Individual Pursuit
 - 10% Games
 - 10% 4th year exam.
 - 20% Final exam.
- (4) Because of loss in P.E. time there has been a cut in the amount of effect P.E. can have on the social development of the child (beneficial effect in my opinion). But also it had restricted the development of skills. This ability to learn the skills required in a games situation helps them to acquire new skills in other areas of their lives e.g. employment.
 - (5) Just one man who left because of conflict.
 - (6) Morale may have been low for a while and still may be. Promotion will be hard for any of us to find when the head does not feel that P.E. warrants extra posts of responsibility. Jane tried to compensate for the cut backs Liza and Ian made in club and team activities but perhaps took much on and so found it necessary to cancel clubs and was for ever re-arranging so that the children lost their sense of importance each of these activities had.

I am interested in particular at the problem end of secondary schools....
I fancy that many people are unsure of the solutions to the appropriate
programmes of P.E. for the 13-16 year old pupils

One of the secrets at the top end is 'progression'. Many of the schools I know come to a stop after about the third year. And it gets difficult. They've pulled all their best tricks out of the bag. They've used them all. They've used all the novelties and used all the stimuli.....and there's nothing left. I deliberately, in the scheme of work, hold back. I make it progressive and make each year a new and different year. 'Progression' leading from each year but different. So when they get into the fourth year there is something entirely new. When they get into the fifth year there is something entirely new. We do this through our objectives in the first place.....and the way we do them...And the development is quite complicated. For example our foundation course takes three years. Our object there are 'development' and growth. Physical development. Building up a vocabulary of skills and experiences....Three years. And the fourth year we concentrate on physiology and understanding fitness. And understanding the part that games play in our lives. Games in our culture. Then in the fifth year we turn our attention to recreation and leaving school...post-school physical world of sport. So there is something entirely different.... a new approach altogether in the fifth year. When we broaden out like that in the fifth year in the way in which we do it..... This year we have not only revised the things that we have done before...but we have introduced one or two new interests...building on the vocabulary of skills that we did before. Using the skills that they have already learned. We've arranged into one of the things that the kids call 'Super Stars'...you know the T.V. thing. For us it is a Modern Decathlon. There is this competitive element which is tremendous for the boys.

When does that come in?

Begins in the fifth year. We complete it before Easter, so that those who are leaving us before Summer....as early as they can.....They do

complete this thing before they go. And it is worth them keeping working at it. We keep charts and keep showing them the charts. It is progressive... It is kept up-to-date. It's plugged on the notice boards. When we introduce something that is new we do all the schemes, Ties up with the evening institute so that they can carry on with an interest. You can't do archery in your Foundation Course...because you can't get everybody that experience. You can't get a class working in archery. But we do it as a test...in a small group teaching skill in the fifth year. So it is a different approach and that's how we try to maintain fresh interest each year.

Can I go back to the physiological understanding that you go for in the fourth year? It is done by yourself. Or is it done by the whole team? Is it somebody who is sympathetic to your approach?

Everybody uses Circuit Training as their basis of training.

Do the kids maintain the same amount of time allocated to P.E?

No. For the first time...I maintain that every child needs some physical education. I will never ever carry on doing the job if any child in school has no physical education. They all need that part of their development looked after...at all stages.

Have you had to campaign for that?

It is a constant battle. You are on your guard the whole time. And as soon as any pressure appears on the time....you establish your values.

Where are these threats from?

Pressure of examinations in the fourth and fifth year.

When you say the pressure of examination...who are the leaders of this lobby? Heads of Department...Head?

Because of the set-up. The Faculty Heads meeting they call it. The Heads level in the school. Head, Deputy, and then Faculty Heads.

Of which you are one?

Of which I am one. All areas of the curriculum....have a Faculty Head. There are six of us. And all things of this kind are done in democratic meetings. Now the Headmaster can impose...he has the right in the end....He has overruled the sentiment of the meeting...But not very often. And I find that other Faculty Heads are sympathetic to me. But the Headteacher who feels that he has public pressures in a town like this...results of examinations and so on.....in a very close community....that kind of pressure. He is also, I think, from an academic background himself. He feels different priorities to the rest of us. I have discussed this with him quite openly.....there is a dialogue going on at the moment, because our comprehensive year are coming up now for the examination stage...they are going to be under more pressure. I am trying to make them think about the whole programme in fourth and fifth years. Many of them don't think about areas of education; they don't think about the physical aspect of education...or the social and academic...they think about subjects..they don't define them in terms of a child's development. They don't conceive of them in different areas. So I will go in and fight for them to do a 'craft' subject...to have a balanced education.....And I will fight for them to be doing something aesthetic, art or music. In order to become a rounded personality. I am just as strong about my own physical aspect. Every child needs this kind of influence and experience....whether they enjoy it or not...in all subjects.

And at this moment in time you are just about able to hold the fort?

Just about. Every child in this school gets his P.E. at least once a week.

Will this be the only case in Hucklebrough?

As far as I know it is. When I talk to other P.E. staff, they don't seem to have this as one of their priorities. So I presume that if you don't have it as one of your conditions, you will be trodden on...

You will be pushed aside. In favour of examination subjects usually.

And you are able to put your case at this Faculty Head meeting?

It sounds crucial?

It is crucial. If there was a difference in status in the school, say between the Science Head and the P.E. Head. And he has access to meetings that I didn't have access to, then I expect obviously a very different picture.

Have you had to fight for that position...that status...as a P.E. teacher?

I had to when I was just teaching in my first few years. When I was in the school that existed here before this went Comprehensive.

This was a joining of two schools?

Three schools. Boys. Girls and at the top end was the Technical. So the three came together. I was in that part of the site. I had to establish myself there when I arrived. A new bloke with just two years teaching experience in (named area). And I sort of climbed up the ladder. In the estimation of the staff I had to win my colours. And after five years I was up to the same level as the others....well then they had Heads of Departments. It wasn't big enough for Faculty Heads. So I started here in '73. If my post had been Head of P.E. Department..... which in this school is a lower level...and not Head of P.E. Faculty on the same status as the others, I wouldn't have accepted the job... because of the things that I have just mentioned.

So P.E. is a Faculty on it's own?

Yes, completely separate. There are six. Maths, English, Creative Arts, Humanities, Science and P.E.

That must have been a pretty big battle?

No it wasn't. I established it. We are like this today because it was

like this in the other school. Either it was to be like that or I wanted no part of it. No blackmail just a statement of fact.

That must have paid handsomely?

Oh, it has. That in itself is only one part of the overall picture. I would never accept anyone else speaking on my behalf. I know some schools in which P.E. is in another Faculty.....Creative Arts or whatever. I can't see how somebody without really experiencing the subject knows enough to represent it properly. But once you have established that...the battle continues. Whenever anything comes up, you have to have a very broad view of it. For example, we had an Options system operating in the fourth year where the children start to do a little bit more of their special interest and special abilities. Basic timetable plus a little bit more of those things in which they are doing examinations or have a special interest.

That's throughout the school? Not just in P.E?

Throughout the school on a Faculty Basis. Now of course the first approach to that was, "Alright, we'll that's the Science Faculty, we'll do an extra Biology examination group." Well my response to that is "fair enough"....."so long as you also do a science group for those who have not such a high ability." You see if you divide people up among the Faculties for extra time it has got to be the whole range of abilities. So that one Faculty...it can be P.E. in some schools ends up with the dregs. The bottom end of the range... The Creative Arts or the people who do Community Service. The point that can't be answered that if these things are worth doing in Education....Craft subjects, Community Service...It's worth them all doing it. In the name of Education. There is another argument going on at the moment....about the number of examination subjects a child should take. My view is that if a child wants to do say three languages, French, German and Latin. Then I'm afraid that is 'academic' education. And two more examination subjects. There should be some relief in other areas of academic education. Perhaps they should only do one science....To retain a balanced education in some science. But if you are going to be the 'Arts' type with

languages, they should compensate by dropping a language not do without a craft subject or without humanities....and that kind of thing.

The principle of balance as it is argued in the Faculty Meeting...Is this a hard one to maintain?

Yes. It is. Without being conceited, you are educating other members of staff, who have never thought about physical education. They have come up through a traditional Grammar School. Where academic education was the only objective. Where all other things were incidental...or accidental. (Jet plane obliterated much of the next few lines)
It was implied that the Heads of Comprehensive Schools are recruited from Grammar School tradition.

Do you believe in the Comprehensive idea?

Yes. Comprehensive is the right idea...but I don't think that the bigger school is the right idea. I think that if we had the same unit of 400...it could be Comprehensive and could be better organised.... more efficiently organised.

You appear to have resolved many conflicting concepts.....

It's the fact that you are fighting all the time. I'm not teaching enough. I spend too much time answering that ('phone) and all this paper work. I don't like it.

How often do you hold a Faculty meeting...The kind of meeting where principles are discussed...where there is opportunity for dialogue. Where you have the opportunity to persuade both men and women, and young and old?

About one every three weeks. On a Monday lunch time. But that again because of the size of the school...and the problems that arise, tends to be the work of a policeman and fireman...dealing with problems, where people are going wrong. In organisation, facilities...who needs

these keys. And we are going to use this system for getting people there because we can't cut across there. Or there is this timetable alteration.. It tends to be that kind of work instead of "Look, let's have this approach to games.....to gym..." I know that I should be doing that but unfortunately I have to deal with the day to day events...so the other parts tends to be me and two at a time. I know it's wrong but it happens at break times. At lunch times. Or at night times. Or driving in a car somewhere. Or you are taking two teams away in a bus. Or just when you are getting changed in the next door changing room. I know that I am not covering all the ground. I do have a scheme of work. Which lays out the approach. And why I am doing things. Schemes of work don't cover the objectives...they cover the organisation and practicalities. The programme...the whole outline...will give reason why.

Has there been much resistance by the people who are working in your team to your ideas?

No resistance. But a lot of inertia. No resistance. But a lot of inertia. It's a shock....when you make them think....why? are you doing it? How does that fit into the whole scheme. I think many of them came here and were shocked to find that they were not just allowed to decide what they were going to do on a day to day basis, on a very shallow level of P.E.

Have you had many people to deal with that have come straight from college?

Alas that's one of my biggest problems. Even though I have got this Faculty Head status, I don't have the amount of posts for other people inside the Faculty, to keep experienced teachers here. And as soon as I influence people and form a team, they are off to a new place. Bigger posts. Five out of nine of my teachers are in their first year of secondary teaching. It is a tremendous problem for me. You can see why I am always putting out fires now...dealing with problems day to day.

I would think that someone coming straight from college to come here under this system under your leadership, they would be dead lucky. Do they see it that way?

(reflective pause....assessing answer carefully) No. They see themselves working much more strictly than their contemporaries in other schools. They find that they have to approach their work more seriously here. They would probably say that I get at them a lot more. More than they would want. They feel that the pressure is great. They probably feel that we have taken on too much. Trying to fight an impossible battle.

If they had worked in a school that had become apathetic....full of defeated teachers they might think differently.

Next year they can see something come to fruition. And they can see something that works well here...people having problems in other schools...perhaps through lack of motivation. We have very little trouble of that kind. We have had members of staff move on to other schools... then they perhaps come back and express that they didn't realise how well things were....

Five Probationers is awful lot in one year.

And I have had four probationers since 1973 that have gone so that's nine we have had altogether.

In what ways have you changed since you started here? Have you changed very much?

Enormously.

What do you treasure now that perhaps you did not earlier?

I understand now. I feel that I do. Whereas I came out of college I didn't know what I was doing. I did some good work I think. I think when they go out of college they should be balls of fire. They should be prepared to try anything...tell the world that they are going to put it right. That's what it should be. I'd like to see people coming here who I would have to restrain. I would sooner have that than the other way round. I find more lately that I am having to.

Are they coming out keen?

No....they are coming out like vegetables I am afraid. You've got to motivate them. Push them. You see it has to be the whole vehicle that has to be moving....and they are swept along with it. And if they don't run then their feet drag on the ground sort of thing. Most of our momentum is in the kids in the school. Their attitudes. The work that they do. And if I have done three years good work when a new teacher come to start work the next term...he finds the kids ready to go. He finds them all prepared and moving...expecting to get on with things. Well he gets swept along by that I'm afraid. He doesn't have to motivate them. The whole programme of the school is moving as a whole.

I interrupted...you were telling me that you came out of college like a ball of fire....But now you understand.

I wish that I had the energy that I had. When I came out. I feel as though I am far far more effective now. I do things in a different way...and use the energy far more wisely. It is the old old story of life, isn't it? If I know then what I know now...I could...with that energy have done so much. But even so you are prevented by constraints from doing too much. It becomes diplomacy and negotiation. I have just mentioned meetings and what have you....to get your programme moving and developed. Determination you need all the way through.

I imagine that being a member of the Faculty Meeting is continually sharpening just what it is that you stand for.

It didn't take me long to get the idea that there is more to this than I thought. I was at school full of enthusiasm for sport. Not physical education, sport. I loved games and sport. Come the Vith form you had your 'O' levels....Talked to the P.E. bloke...I fancied doing more when I leave school, "Right, P.E. college is the thing." "What do I need?" "Oh you need so many 'O' levels...you will be alright." I just went into through sport itself. No desire to teach at all. I had done my teaching practices and I had done my education

but it was an academic thing. It wasn't a.....I wasn't committed to it. And I hadn't tried to understand it. I hadn't done any research. Nothing of that kind. Just did what I had to. I had a great life at college. This changes you. The life itself did a lot for me. Whereas the courses didn't do too much. And then out. Stand on your own two feet. Balls of fire....want boys to enjoy sport as I had enjoyed it. That was the whole attitude. I wanted to have glory and success enjoyment and excitement. And then you suddenly realise that there is more people in this school than my type. My type in this school may be 10%. And I am here employed to teach them all. And at that stage in the first year or two I began to change. I was in a school in (named City) that won the Schools' National Gymnastics Championships. The other P.E. teacher was a gymnastic specialist. And I saw eight boys coached to a tremendous level...and 470 odd neglected and wasting. It was as bad as that. Since then I have been completely against elitism...the small group work.

Was there a big difference between the two experiences?

Yes. The kids are not half so sophisticated up here. If you met resistance to the kind of work you were trying to do, it was much more determined resistance.

What do you make of the opportunities that are available for the pupils from this school continuing any field of recreation? Is Hucklebrough a good place? Is this neighbourhood a good place?

It's quite good. It's quite good. We have the sea for a start. We have a good local authority facilities in terms of swimming pools...and in terms of Indoor Bowling allies...The Forum nearby... soccer, rugby, a hot bed of rugby.

Am I right in saying that you have a Youth Centre attached to the school?

Yes, yes. But that is very very disappointing I'm afraid. Without being unkind to them.

It's u.s?

It is...as far as carrying on physical education is concerned. Because the wrong element are allowed to dominate. If five-a-side football is allowed to dominate these Youth evenings the wrong people grab most of the time...using the courts and gymnasias. There's no development. No progression. No coaching. No sound competition. No mixing with girls and boys with it. That is the easy way out you see. I know that they have perhaps a tough job... Well there's one Youth Centre in the town that does well. But that's because the Leader has come from a different direction. He came from a Basketball direction. And somehow the different game had broken up the normal deterioration of a Youth Centre into a five-a-side-sit-and-drink-coffee nothingness. And he has created plenty of enthusiasm.

Bamburgh?

That's the one. And it is better looked after because again the whole thing is soundly based.

Is there a teacher in the school that works in the Youth Club?

That's right. Though it's more a teacher who works in the Youth Centre who works in the school. He is the Youth Warden and he does perhaps two mornings in the school or afternoons in the school and four evenings in the Club...that kind of thing. To make up a week's work.

You think that the experiment hasn't worked?

I would say so.

Is there any way in which we can make the link between school and clubs any better than we do? Is that part of our job?

Yes. I think that it is about $33\frac{1}{3}\%$ of our job. But the Clubs and the Local Authorities (or some authority) must make their $33\frac{1}{3}\%$ contribution. I think that the Careers Advisery Service..or it could be the Youth

Service...We have to get them prepared with skills and attitudes. We've got to prepare them with names and addresses....And meetings and venues. We take our fifth year and show them the Forum and show them all these places.

Do you have any club Secretaries coming to your pupils to introduce their sport?

We get a lot of them in through our own efforts. Mainly the rugby clubs. We get the pupils to play for the Youth teams in the local clubs...We have a local club near here, Hucklebrough. The majority of the players are from this school. A lot of the local football teams are from this school.

So you encourage the older pupils to play for the local Youth teams.. of the bona fide Clubs?

As long as the school comes first.

Does this result in any conflict between you and the pupils or between the pupils or even staff?

No. I think that if we relaxed it would do. If we didn't keep our fifth year teams going, and working. When we have a swimming match we have from first year to fifth year. We don't have just first to third year, which are easy to get matches for...we struggle and get a fifth year match....All part of the whole school team. And they don't become detached.

Has this been on your initiative? You went out to the clubs?

No. It's developed naturally. One of the other Faculty Heads is on the Committee of the rugby club. We do it on that basis. Some of the parents of the children play for the rugby club so it's part of the community. It is a well knit place. And we did it that way.

What's the catchment area of the school?

First, second and third year are drawn just from our immediate catchment area. Fourth and fifth year, some of them come from the other side of the town. The parents had some element of choice as to which Secondary School they sent their children to...if they didn't pass the eleven plus.

Are they mixing pretty well now?

Hmm. Yes. There is a break between Lower School and Upper School here. First two years in the top school. They only come down here for some specialist subjects like Physical Education. My attitude is different from almost any other teacher in the school. I never think of it as anything but one school. I never consider it as Lower School and Upper School. And I have told people who think that way that I would never think of it like that. Once you get a split like that, you get variation of standards. A lot of the criticism I have of the staff here is that they give a lot of time and energy to the first and second year...when it is easier to do anything at that stage; they will accept anything. And then they don't try hard when it becomes difficult later on. You should regard it as one school completely.

Where do you see your next battles coming?

I don't. If I ever meet another big battle, I'm not going to fight it. Seriously...I feel you can only fight so many. And I can only keep struggling for so long.

You don't seem that sort of person if I might say so.

Well...It has been very intense...and hard...and almost a continuous 24 hour battle 7 days a week for several years. I don't get disheartened, You develop a sort of resiliency that makes you sort of rubbery instead of hard.

Looking back, what are you most proud of?

I am most proud of...I think in the depth I've had....the depth of the school's physical education. Getting right down through the

whole mass of the kids and having some effect on them. Immeasurable effect on some of them. We'll go to a championship, like we did last week, it was a X-Country championship and we do a hard piece of training like X-Country...we do it methodically. We do it properly. Every kid keeps in this school a graph of his performance. We try to teach one simple message, "hard work gives us some end-product." Any subjects at all; P.E. careers anything at all. And we keep a record of their work. (some charts were demonstrated) They do their little set course and they plot their improvement as they go on. So every child in the school has done this...and sees some purpose in it....And they love it, they think that it's great. So it comes to the X-Country championships, we have four teams in there last week. Whereas every other school has one. Now they turn round to me and say "Oh...the organisation....all these kids..." (Well of course if it is worth doing for a few, it's worth doing right down...to boys who aren't all that brilliant, but can get something from the competition some progression. They do their fitness and know why they are doing it. Instead of some schools who have to flog them to do hard pieces of work, we have them right down wanting to do it. Now I have had boys coming to me, apart from some of the teams, "you know, I can beat him sir." And that's what I am proud of, how it goes down. That's the depth.) When we have house matches we don't just have little teams....great big teams. Now X-Country, everybody runs. Our Basketballers, third. fourth fifth year, they go right down beyond the people who play normally, to the people who did their second year basketball scheme as part of their development of skills. And they do a little course again at lunch times, to get up to standard. And a refresher course and go up to competition again. And they are part of the school. And instead of just touching the surface, with things like that, you are having to reflect on them. (So I think this depth is where we differ from other schools....on depth.)

Do you compare yourself with other schools often?

I used to but I don't any more. I think generally the standard of physical education in schools is...indefensible...it is shocking. (said with almost embarrassing frankness...accompanied by a chuckle) In schools it is the area of education that has the most power. Power for good or evil. We could do far more than other people. The other

people can cram knowledge into children, yes, but we can have an effect on their whole attitudes and personalities. And if it is done wrongly....it changes the other way....it can establish attitudes characteristics of people that will never be changed or eradicated because it is at the forming of the personalities...It may even be too late when they get to us at 11 years. To have as much effect as we need to have. But the standards are so shocking. I'm afraid that I couldn't defend them...not half the things that I see going on. And of that half I couldn't say that 10 were being properly done. So there is no point in comparing yourself to that. I think, that anybody with a bit of common sense and a bit of drive, could come into the world of physical education and do well.

Where do we in colleges go wrong then?

I wouldn't blame you. I think that it is the 'chicken and egg' thing. If they had the right kind of P.E. in schools they would come to you with the right attitude. Perhaps different people would come to you, to be honest. They would choose 'physical education' I think if you are a good performer in physical education it means very little. And

I think it is the good performers who go on to become physical education teachers. Mainly again, go back to the school if they have an interest, a tremendous interest in the physical, a tremendous enthusiasm....if they haven't got the ability they are neglected by the teacher....They are not catered for in the schools. They are catered for less now that schools are so big, in most schools... And they don't go through the process.

There is something that does not add up to me. Probably because I am not asking the right questions. First of all, you have five probationers, yet you have this depth of effectiveness which I would be proud of. How do you get these young teachers....you can't do it entirely on your own I admit that you must be the inspiration.

I'm the organiser. If you approach it in the right way, you've got tremendous possibilities with the kids. All the kids of the younger age, and you can keep them with you for a long long time...there's tremendous potential in all groups of kids that come to secondary schools. And then if I organise it correctly....if I put the right

timetables...if I argue and state the case for so many lessons of P.E....I had to make the case when this school became Comprehensive to retain three gymnasias, a sportshall and a swimming pool. I know of no other school in the Country that is so well off for areas for Physical Education. That means that some P.E. lesson being wasted outside in terrible weather when the sympathy of the kids is not there; they wish that they were inside...they wish that they were warm. It is too cold for girls to do hockey and at the same time retain some sympathy for P.E. Here they are inside doing practices. If I do the organisation that way I have an effect on the probationer whatever he does.

Are the facilities enough for the size of the school?

No. I can say that, and another school has only one gym. And I will say "yes, well look at their physical education programme." They try to do nothing. They haven't got an ambitious programme.

You need an awful lot of indoor accommodation in this part of the Country to enable all those who want indoor facilities at any one time....too many people wanting one facility.

I've got to be very careful of that. I've got to be careful that staff don't take advantage of my attitude to that. When it is good enough to do the outside games which itself has tremendous possibilities.....so many experiences for kids can't be had inside. You have to get them outside...and get them playing.

In the fourth and fifth year you are ensuring progression.
But what happens to these kids...and I am sure will have some at Aiden, that don't want to do anything?

You simply fight the battle that everybody fights. You have a basic organisation, that you don't let anybody step outside. They follow the timetable and bring their equipment...It will be explained why they have to do this kind of work....and you just fight the battle that way.

So they don't bring their kit?

We thought that this fifth year was going to be a bad year to keep winning. I have had one boy sent to me by another member of staff...for repeatedly not bringing his equipment. That was Thursday. For the first time I have had to physically threaten a fifth year boy. "If you don't arrive with your kit, it's the end of the line for you. Speaking to you and asking you has not worked. When I come to take your lesson next Wednesday....if your equipment isn't there, son, I'll be treating you very hard indeed." And they know that that means I will, if necessary, give them a good thump. Alright I'll get a cane out. Now this child is nearly beyond much help as far as I am concerned. But that's not as important to me as the rest. They've got to see that my organisation and the basic expectancy of them all in terms of reliability is going to be backed up with force.

Can you cane in this school?

Yes. Yes. Now discipline itself I could talk about for $\frac{3}{4}$ hour. I don't break the law with boys. But I do in a certain way physically threaten them. It is done through your attitude to them. I didn't understand it at first. But you do it through some other kind of force. It is a physical force with having actually to resort to it. Or very rarely. Or if you do it is more smoke than fire. You might rattle somebody against a door. You know without actually harming him but make a lot of theatrical.....That's the way with my fifth year I must admit.... I tend to choose my ground carefully. Make big demonstrations with determined characters and I make sure that the rest know about it.

You see you will have inherited your own traditions from your previous school.

Except that we didn't have the Raising of the school leaving age.

Now you are building up a firmer tradition.....More routine...

No-one gets out of it.

You will have some difficulties from less experienced members of staff in such a regime.

When I spoke to you about putting out fires..one of them is to deal with these kinds of...for everybody almost. Now I'm gradually saying to the other....now when I dealt with that lad the other day the teacher from whose class the boy had come from was with me and saw how I handled it. Now I don't have to turn round and say..... this is how to do it. They get to know what's worth while now. Now they're in a situation of probation and I say, "Now don't touch the children at all....Not even a gym shoe or a cane. Nothing in your first year." "But still insist on things...you can do it."

I mean I very rarely have to fill in anything in my punishment book. And it is more with the first years. They don't accept that you mean what you say. I find that the biggest problem with children in the school. Fifth year know you well enough. They know that when you say something, if you are consistent, you do insist...whatever the odds that you insist...If what you say is soundly based and it is done and it is acted upon then you don't have the same problem.

How much communication do you have with the Head? Firstly to explain the problems...the difficulties and secondly what you personally stand for? May be you have a successful communication with him? I don't know. Does he know what you represent?

Yes. He's seen my programme of work....and approved it. He has his black bound copy in there. And I have one copy for each Faculty Head. Six copies. Which to any Inspector, any adviser, any parent, any Governor, he can say, "There, this is what we are doing in school and why. This forms our programme of work." So he knows that way. He hasn't the time and I haven't the time to spend a lot of discussion periods, talking about it. You tend to discuss things as they crop up. This week-end I had a football match. Saturday, out there in the snow, the Headmaster came along. He does now and again. And he happened to be there in the snow watching. Now parents from the other school in (named town), were shouting and abusing from the side-line. Me as a referee.

M.13/19

Now this depressed me. And in terms of Physical Education you may as well not be playing football if you are playing on that basis. And the whole basis of this was that this match should have been 30 mins. each way and not 25 mins. Well we won by the odd goal. Now I had to come inside, come to this office, get the rule book, go out there and show it to their teacher. "Oh, yes. I am very sorry. I'll make the parents shut up..." Now the Head and I have discussed that this morning for 10 minutes. He said that I had conducted myself with great restraint...and very well. And "Isn't it terrible?" To which I agree...it's not worth doing in those conditions...etc. So through everyday conversations he knows that my attitude to these things is..And the standards that I insist on... and so on. So he is aware of the position.

So you think that he is sympathetic to your cause?

I still don't think that he is free from prejudice, I still don't think he has a fair system of priorities in the school, but I think it's fair to say that he is sympathetic, which is not quite the same thing.

But the school structure he must have made?

Yes...but he inherited to a certain extent. The Head Teacher from the Upper School that he took over from had this system.

What do you see your future as being from here?

I have no career aspirations. Now that might be difficult. But I don't want to be admin. The adviser has come round and said, "Why aren't you applying for this (Missed dialogue because of jet plane noise)..... the Deputy head's....without conceit are surprised to have a P.E. bloke at these meetings talking like he does...or does what he does or think what he does. And they say things like, "why don't you do this course and that course and become that...." So I think that some people are disappointed in me, in terms of not wanting to go anywhere else. I don't get any satisfaction from the money I earn. I don't get

any satisfaction coming here in a morning. I hate getting up and coming in...like everybody else. I am looking forward like mad to this holiday on Friday. But I do get a tremendous satisfaction from the kids themselves. And as much from those kids I was talking about at the bottom.

You enjoy the leadership though, don't you?

Oh yes. I enjoy being in charge. That's great. Because I am conceited enough to think that I have a lot to show the other teachers. The other week we have.....again catering not just for the best. We have clubs for the people who need extra....Remedial kids if you like. And we do it especially in swimming. We are determined to teach everybody to swim. The ones who have been a problem in Junior school. They should all be able to swim when they come here, really. Anybody who can't swim when they come here is a tremendous problem. Two of them looked at me last week. "Sir, I've got me time for one length" because they all do tests in everything. I believe in tests and recording progress... "Will you put me time down, sir?" "Well you couldn't swim at the beginning of term." "I've done a length, sir". Two little ones, they had been going down on Wednesday dinner time and the Friday dinner time. Well...that...it's tremendous. Full of it they were, and reading as we do research, that makes a big impression on a kid. That's the main thing..that will make more impression on those two kids than four years ordinary work in the school..and the way they develop. That success in swimming.

Do you think that will keep you going. So that you don't go stale?
In the role that you are in?

No, it won't. It won't. I'm at about the stage where I am going to semi retire. I am going to do an ordinary teaching job. If things don't improve in the school, in terms of teachers, if I can't, in a short time, establish a permanent team or a semi-permanent team... you know, a majority knowing what they are doing...getting on with it, taking weight from my shoulders. If I can't get people progressively doing that more and more, I'm not going to continue any longer. I

M.13/21

believe as strong as ever in what I am doing. And why I should be doing it. But I am not prepared to continue to walk the treadmill. I want progress. So by semi-retiring I think that I will become a Pastoral teacher, which, I must say, is an easy option. Or I'm going to go into science, I think. a 9 to 4 job.

You will miss all this.

Oh, tremendously. I'll try and take the odd group of swimmers. Or the odd group of Basketball players or Rugby.

Would you like to talk to students? Unpaid. Not to insult you. But there is no money in the kitty.

If I talk to students I would like to talk about the real world of schools. From that sort of angle.

Yes. Just about how you've found it. It isn't like the books.

I would say that it is apart from the books. Apart from the programmes that they do in colleges. And perhaps their own schools...perhaps more in their own schools before they came here. Before they came to college.

I want these young students to meet someone of genuine commitment.

Well I feel as if the battle I am fighting is a drop in the ocean. Things change far more slowly than many of us would hope. I keep saying to members of staff in school, "P.E. has changed so much since they were at school." Now what I mean is, that the best in physical education and a true physical education, in any school would be much different. Somebody can turn round and say...they do...one of them whose son is at another school in town...."look this is happening..this is what they do." "Ah, yes. I can't defend that..." It is the case of the chicken and the egg...you've got to have the right people doing it and you've got to have the right organisation. So, to change other teachers. To change the attitudes of parents. To

change the attitudes of headmasters and Governors. All these things have got to be done. Their attitudes have changed to many other things in school.....But it changes over a period of time. And for me...I think it is too late for me I'm afraid. A lot of advisers know what they are talking about. But somehow they are detached. Somehow they are not effective 8 hours a day. They are not keeping the pressure on, like we have to do. Our Adviser, he helped me a lot in self criticism and self probing, thinking about what I was doing. I think that he knows the theory. He knows a lot of the practicalities of teaching...on a lesson basis or a terms scheme basis. But he doesn't know the connection between the overall objectives in physical education and the organisation of physical education. How you develop the programme to make such and such condition come about. And the every day pressures that are part of that. I don't mean pressures in terms of a high power business...ulcers and so on. But I find it no problem at all to tell you the truth. I don't end up in a temper. I don't end up physically tired or headachey through that kind of pressure...just a constant pushing...constant awareness of what I have to say....What I have to be on my guard for.

End of Recording

No Follow up Comments

Last term, I was going round the schools to pick up where I left off 4 years ago. Clearly in your own school they wouldn't give any quick answers if I was getting anywhere near the Ian B. V Head battle so I might not have got a clear picture. Nevertheless it was quite clear that there had been two things which had distorted the programme as you had it running 4 years ago. I went into the school last term and quite clearly it had been a winter of discontent in between, with N.A.S. strike, caretakers' battles and so on, which I think had had some effect in poisoning some of the schools. However in Aiden there had been this other clash which people were quite honest about that Ian had fought for something, lost out and said to his staff, "Right, that finishes me" and was so pig sick of it, "You please yourselves, as far as doing extra-curricular work is concerned, that's your business. I am not going to encourage it nor deny you the right to do it." I don't know if that's how you see it or not?

That's a fair representation.

If you are prepared to tell me what led up to that, because it must have been a collision of the first order.

It must be seen in terms of 'the last straw breaking the camel's back' rather than a single thing. It is cumulative. I didn't really know what I was struggling against. I was struggling against a particular manner of a head teacher who was all things to all men in the early stages of coming to the school which stage by stage when we came to crux points and matters of priority slowly became eroded so that in fact what was all things to all men became many things to certain men, which through reality had to be modified and I was the one where the modifications took effect. I was fighting against this hierarchy of subjects that I told you about when I mentioned the faculty system. You had to get in there on level terms at the beginning, otherwise it wasn't worth going in at all. The non-selective intake which included what was a previous selected group - the top end of the ability range - was progressing through the school, 2nd, 3rd and 4th year coming close to 'O' levels and this produced more of the

clashes in ideological terms than philosophical terms and I couldn't pin down the head teacher in the earlier stages, but I managed to pin him down in the end. In fact to be crude, three of us, faculty heads were along the same lines. Over the years I had managed to take them with me and change one or two of their views through faculty meetings and discussions. One day, after a particularly heated faculty heads meeting, three of us asked the head teacher and his curriculum deputy bluntly what was the absolute bare bones, basic priority in the school? The head finally admitted that it was a competition between the schools in this town to get most 'O' level passes. That above all else had to be their over-riding priority. That was the moment at which I said, "If I can't change your views after all I have said in the last few years, unless there can be a fair concensus about our aims and objectives, even though not exactly a priority...exactly right...that can't happen of course, unless there can be a general agreement there is no point in me at my faculty head level trying to progress and develop as I want to. That was the thing, the final thing that led to the crunch, the movement of the 'O' level type of child into the 4th, 5th and possibly entry into the 6th form. Do you want that breaking down even further?

What was the head's response to that? Did he realise that over the years that you had fought I am assuming that you had made the case that what matters to most of these people are subjects and not areas of education. They did not think in domains of development at all. You were very much identified at that time with the notion that education was for the development of all children equally in that school.

All types and abilities and all aspects - there are two sorts of dimensions and two ways of looking at it. The head teacher and other senior members of staff paid lip service to these principles and philosophies in the early stages and that satisfied me to a certain extent; encouraged me to keep up the fight and where realities appeared the situations arose where these philosophies needed to be considered I tried to bring mine to bear and remind people of what I said earlier and the direction I saw us going, and would like my

aspect of education to go. Now and again it was a matter of compromise. Sometimes I would win and sometimes I would make some progress, just enough to keep me in the battle. There came to a point where there was no room for movement and the head teacher's view point and his curriculum deputy was "Take it or leave it."

The battle that you fought then, how long ago was that?

In the 1977-78 academic year.

Two years ago. At what point did you go back to your colleagues and say "This is where I have got to" because you came very clean to them.

I had within my faculty teachers who were of more than average ability, of strong character and used to go through me to the head teacher to find out what prospects there were for promotion and advancement. In view of what had been said to me earlier by the head teacher, in fact specifically at the first lengthy interview I had with him even before appointments were made for the comprehensive school, when I was still a faculty head in the old mixed secondary school, when I asked what provision and development in the terms of scale posts I could expect on the basis of that, I was going back to him and saying, "When are these going to materialise for these chaps and women who I want to keep, who I've trained - I've covered the ground work with them and at last we are making some progress now that we have got an established team." Another crunch was taking place then in terms of authorities constricting the number of scale posts available. The school was expanding its modern languages dept. because of the 'O' level courses reaching fruition. A choice, or rather an addition of German and Latin to the original French came into being. In view of the conflicting priorities he made it clear there would be no scale posts. He had gone back on what he had said originally. I said, "I would like you to tell this to my teachers. I will give the information to my teachers second hand, but you must confirm it. Will you meet them and explain why?" Because I had related to them, although not explicitly, that he had

implied that there was room for progress in the faculty. He got them all in his room with one or two senior members of staff and explained that I had made the case and that we had disagreements about priorities in the school and in fact he was sorry to have to tell them that there were no arrangements or proposals in the structure for any scale posts. As a result of all this I lost members of staff. I lost G.J. (female) to Fleetwith school, S.B. who is now a deputy headmistress at a special school, I lost D.R. who went to the College of F.E.

Would you have held him if you could have given a scale 2?

Yes, I think so. That is my judgement, but I can't tell.

The other three women, if you had been able to offer them scale posts you would have kept as part of the team?

Yes. Another thing happened in parallel. An experienced man who had been with me for many years had to take a pastoral side step in order to move up one scale. In fact I lost with him lots of valuable areas of P.E.

Is he still there?

No, he is also at a special school. He, in fact, became so disillusioned with what he had had to do to advance himself, to step into something that really wasn't his main interest he left teaching and became a publisher's representative for a year and then stepped back into teaching at a special school.

So where do you go from here?

I decided to stand back after such a crisis in my professional life, I know that if I ever move into another area of education I'll always have the feeling of possibilities left undeveloped and knowing how much potential P.E. has that people don't appreciate.....

Do you still believe in that?

I still believe in that. I very much believe it is the most powerful aspect of education, because of it's combination of mental, physical and the 'whole child aspect' of P.E. It is potentially the most powerful.

You haven't altered at all in four years?

Oh no. I have developed. I have gone further and further in terms of feeling about P.E. I really feel I know of nowhere where P.E. is well developed in schools. I haven't met it in literature, I haven't met it in practice, I haven't met it this year in college. It is a completely untapped field as far as I am concerned. What I was doing at Aiden was just trying to get things started. I could see so many places to go and so many fields of development. But it needed first of all to get the facilitating status in school: me to get more experience, and an experienced team working, ticking over, so that I could stand back and get into the philosophy and construction, implications and development of the subjects. I never got to that stage I would have liked to.

You haven't lost any commitment at all.

If I became a head teacher I would put my money where my mouth is. I would be 'not holier than thou'. I would develop P.E. without doing the many things that the head teachers who don't know P.E. fear I would do. People don't expect me to be objective about P.E. They think I am so much involved and have a vested interest in P.E. so subjective about my judgements in P.E. They think that because I argue the case strongly that I am too single minded about it and that I don't understand other aspects of peoples lives. I believe I do but it doesn't make P.E. to me less powerful, potent or important. I also feel with P.E. that it is a double edged sword. If you don't construct the aspect of P.E. in schools properly then it works strongly against you in many ways. I think because it is such a powerful influence on young people in terms of culture of our society being reflected in sport and P.E. that you get the wrong kind of powerful effects on young people...I think it destroys that social standard and behavioural standards and destroys attitudes and inculcates

unhealthy attitudes because the effects that P.E. of a school, properly structured and taught and developed is not strong enough to counteract the stronger effects of T.V. sport and peer group games.

When you look at P.E. objectively as you are doing now, I tend to categorise teachers into different stereotypes. Do you do that at all? I tend to look at colleagues and say, "There is a sport colleague, a recreational colleague, aesthetic colleague, fitness colleague.... It is not a derogatory term at all, it is meant that they probably believe in the whole range, but believe more in dance or aesthetics than they do in games or athletics or competition.

I tend to be very critical of P.E. because I think there is so much potential there. I think it is an untapped field. I think it is the way people get into P.E. with what they bring into the profession. They come in as I did, come in through sport or a particular sport. They are interested in the practical performance themselves. They think it is an attractive course at college, they are not really interested, in education, they are interested in physical. So you get into there and there is so much against you. I think that in the main teachers are concerned with sport and education of the physical and very few of them even get as far as thinking of education through and by the physical and getting a picture of the whole field of what P.E. means and can do.

The physical still matters to you - fitness, competition, sport in its wider sense matters to you or have you modified that?

Oh yes it matters. You tend to fight where the battle is joined so I have been fighting in philosophical and organisational terms because everyone will accept at a superficial level the value of boys playing games. They won't understand the reasons why they are important but they will accept it so there is no need to fight the battle. But, if you try to persuade the head teacher that P.E. and games don't appear as separate things on the timetable, it will always (distortion) as difficult - P.E. and games - entirely different. There just isn't the understanding, so I have to fight back and say,

"P.E. includes games. It is just one of the aspects and one of the vehicles." It is that kind of battle I have had to fight.

Did you ever get behind the mind of your head? In other words, if I went to your head and asked, "What do you want of your P.E. dept.?" What do you think he would answer?

He wanted an excellent third priority development of that aspect of education - third or fourth priority. He would think it important in its own right.

Would he think it was important?

In itself, yes. In relative terms relatively unimportant compared with the old fashioned term 'academic development' of the most able pupils. No, it is not important. It is nothing like as important. I'll tell you one thing that he said that is symptomatic of that. When I explained to him in terms of timetable construction that P.E. was a development of people and therefore they needed regular P.E. each year of their school lives - it was a developmental thing - an ongoing process - he said he didn't believe me. He disagreed with me. He said the most able pupils could concentrate on 'O' level passes and then return to P.E. in the 6th form and catch up. I said, "It is a temporal thing. You can't catch up on a development that should have taken place between the years 2 and 14 by coming back to it when you are already a young adult and your attitudes etc. are becoming established. You have to see it as a developmental thing, as a separate aspect of education altogether.

Did you have this sort of dialogue with him?

In fragments yes, and perhaps that was part of the problem. I still believe in relative terms that many physical educationalists would come into my school and think, "Paradise, faculty of P.E. all these facilities, constructing your own timetable, deciding your own ability groupings and constructing your own programme of work. All these things. So much money to spend, thousands of pounds on equipment. If they only realised that it doesn't mean that much without the philosophical basis of equal priority.

You have reached the stage where the philosophy has to be right before you can construct any kind of programme. Going back to what you said before, that you can't put a wise head on young shoulders - One of your problems had been that in a staff of 9 you had 5 probationers and by the time you trained them up you hadn't the scales to offer them so you couldn't keep a stable team to test your philosophy so it never came to fruition. How are you going to get the wisdom on those young heads early or is it not possible? If you have a probationer come into your team you can train them so far, but don't you think there has to be a time of.....It is the responsibility of the head of dept. to hold 'think sessions' and seminars with his own members of staff or is he too close to them that he can't do that?

I think it is the responsibility of the faculty or departmental head to a large degree. This was supplemented before by better rather than good, local sports association meetings. P.E. was such a vibrant and dynamic thing as you said that there were tremendous contributions made by the majority of schools to the local sports association and quite often there were philosophical arguments about competition and what the nature of competition should be and this sort of thing. Quite often two or three of us felt we were banging our heads against a brick wall, because, for example, there were teachers from other subject areas involved so it was like spitting against the wind in some ways, but at least it went on and there was a start to it. Also, P.E.A., to give him his due, used to have meetings about various things. When they were producing a Schools' Council Report on P.E. we were involved in discussion groups and so on.

Who was involved in these?

I think one teacher from each school - the newly formed comprehensive schools. Normally the head of department. Those haven't existed since P.E.A. was taken away from here and made into a more general adviser covering a wider area. It isn't his fault he can't, because as well as that he has been superceded by senior advisers and the senior advisers have had a large effect on the world of P.E. that I talked about in my school.

There is a good deal of bitterness in Hucklebrough that has crept in since I was last here.

I like my senior adviser very much as a man but his view of P.E. borders on the ignorant. He is a humanities man responsible particularly for our school and he is involved in the organisational structure, the whole situation in the school. P.E.A. hasn't got the influence compared with a man like that. Many things I would lay at the door or P.E.A. in terms of the establishment of comprehensive schools in Hucklebrough. He was in a position then to be a lot stronger. He could have used my case as a thin end of the wedge, but at the time the staffing structures were being organised for the schools in Hucklebrough. He was an instrumental in making them all one scale below the faculty heads. Whereas I was given the status of a faculty head I was given the salary of a head of department. His view was that if I was given a scale 5 everyone would want one. This would cause unrest in all of the schools. I would lay that one at his door.

To me it seems that as a community of P.E. teachers that is identifiable in Hucklebrough that they would meet by accident through the sports association rather than by a P.E. convention or association. I felt that P.E.A. should have called more often a meeting of his P.E. staff. Has that ever happened in your time?

It happened prior to local government reorganisation. At that point we no longer had P.E. Advisers, we had County advisers, three of them.

Did you come at that time?

I was here long before then. I remember the tri-partite system - six or seven years of that. Then two or three years of Hucklebrough comprehensive organisation, and since then four or five years of new L.E.A.

In discussing the County takeover with a number of P.E. teachers there is a great deal of resentment about that. I get the feeling that it is an emotional reaction rather than the real reaction.

Apart from the fact that meetings are held in D. rather than in Hucklebrough - a distance factor.

Can I comment on that one. That is unrealistic because we still exist as a district as we did as a borough in the old county. The meetings held then were just as far away if not further. I don't think that is a valid point.

I thought it was emotional rather than rational and I have yet to find an argument that would convince me.

If teachers have had an interest in a particular association of a national body or a regional branch of a national body then the body themselves have made recalcitrant noises like the schools' rugby union who wanted to stick to traditional areas and were loath to change with the reorganisation of county boroughs and that caused some pull in two directions. It was ridiculous really. We had the fact of local government reorganisation, we should have committed ourselves fully to a new identity but we didn't. It has taken time, personally and in terms of associations of national sports bodies.

This notion of getting a particular philosophy is crucial to me. I find that as I am going round and in conversation with so many teachers that they are what is being referred to as 'puppet teachers!'
They are just going in, doing a job, that is a job that has been done for so long, but they are not reflecting on the way you have and do not know what the hell they are doing it for. Unless they have got that basis they are just going to be puppets or robots doing a particular teaching job. It may not alter the teaching much whether they have got a philosophy, but they'll know why they are doing it. But they don't know why they are doing it and I want to ask how do you put that right if it is true?

I am even more critical than you. I find it very rare indeed even heads of Depts. in P.E. have even thought in philosophic terms about

M.13/11

their own subject. They have simply adopted existing practices.... They consider the relative importance of games or swimming in very shallow terms but they don't get down to the basis of P.E. as a concept.

You must have found it very frustrating wanting to debate P.E. with them or movement or philosophy.

When you can't find the debate amongst your own contemporaries or you can't find it or head teachers won't give you it, what do you do? You fight that 24 hour battle I talked about hoping that you will in the end show through your actions if not through your words and that happened with my first head teacher. He saw it happening. He was a pragmatic man who knew the details of what was happening and it had an effect. To make the most of a simple point - if he had x pounds to spend and he gave $x/2$ to one teacher and $x/2$ to another and said, "Use that in a teaching programme" and he saw that I used my $x/2$ to good effect and the other didn't, the next year I was given x completely and he was given none.

I am appalled, but someone has to be accountable for the fact that there are only two people who have had a secondment in 9 years. in P.E. in Hucklebrough - if my facts are right. D.O. has had a year off and yourself this year and no one in Hucklebrough has had any time to go back and reflect and get a few things sorted out to re-charge the batteries if nothing else. I think that this is an appalling record.

Have they asked? I asked for the first time this year and was given it.

Did you have much difficulty?

None at all. I was given every encouragement in the world. That didn't conflict with any of the other priorities in the school. My headmaster gave me every support and so did the senior adviser and P.E.A. every support. Without being overconfident about it I felt from the start that it would be given to me.

M.13/12

Have you any idea how many other teachers outside P.E. get secondment?

I have no general view of all schools. I just know that we seem to have in our school almost one a year and I am the first one in the P.E. Dept. that has asked in the last 13 years and I have been given it. The one previous to me last academic year was a remedial teacher. D.O. is taking on my mantle these days in Hucklebrough in terms of he is in my opinion becoming the most thoughtful and constructive and influential member of the P.E. community in the town.

It is nice to have that confirmed.

A.J. is the elder statesman, not a very wise elder statesman in some ways.

I have only identified three rebels in the town, one a woman who took the head on and won. From her story she took him on and he withdrew, but she had to go past the head of dept. to do it. That clearly weakens the status of the head of dept. because he should have done it. You have fought.

I don't regard myself as a rebel, a revolutionary perhaps.

I am wanting people not to withdraw from the fight just because there is a fight on. Fortunately, I think that the way the D.E.S. now, after having stood back and abdicated over the last 20 years they have never committed themselves explicitly to any policy as far as secondary schools are concerned. They have never said anything in terms of secondary programme at all. The fight has been left to people like yourself and smaller people in smaller schools. It is a pity that they haven't taken the heads on. Now there are certain constitutional things that they can do.....

Taking the Head on is not enough. The Head is still one of the most powerful people in our society. This idea of replacing bureaucracy and the benevolent despot by autocracy....A lot of it is very shallow and not very true. He is still a very very powerful man.

Would you like to see the Head with less power than he has?

Yes, through training and education. I think a lot of it has to do with the quantum league of head teachers from being a teacher to being a management leader. You don't get many head teachers who have come from P.E. I don't know any. One or two junior school heads, no secondary heads. They seem to have come from upper echelons and the subject hierarchy again. Things you do in your younger days have a big impression on you. This is a personal view and philosophy, but the music of your teenage times, the dress of your earlier years, the subject that you start with and your old college...everyone thinks their own college is a superb place. These things stay with you and when teachers become head teachers a lot of them know little about P.E. They have a subjective view of their own P.E. lessons as it was for many of them at school and that is virtually the only experience they had. So a lot of it has to do with how head teachers get there and their backgrounds and their histories.

I am wanting to write sympathetically about P.E. teachers, trying to articulate that they have had a raw deal. On the other hand I have also got to say it is no use expecting to be spoon fed, you have to educate your head and colleagues. That is part of your job, it is going to be tough.

There is an old crude saying that is true that 'If you pay in peanuts you are going to get monkeys'. That is the case with P.E. It is in such a low status, lowly paid, low priority position that anybody who is in P.E. who is any good very soon becomes a head of house, changes his subject, moves into his second subject and gets promoted. What is going to come first, the chicken or the egg?

The morale of the teachers I have spoken to is very low, particularly the young male teacher who is often just looking for a way of getting out of teaching. They have enjoyed their sport, they enjoy some of the P.E. they are doing but they are getting no support, so some of them are broken.

You asked me where I see myself going. I was beginning to say that I stood back for a year. I haven't taken this secondment year for purely personal educational development. I have taken it to stand back and take an objective view of where I am after the battles I have been through and the position I am in the school and what I see likely to happen in my school and the reality of opportunities in other schools in other areas of physical education and to decide by about May or June whether I am going to stay in or not because I have one or two other opportunities and ideas.

There are always two things that are in parallel but in tension as far as I am concerned. There is the ideological, educational you and me and there is also the work you and me that is in the work market place. In the end we sell our labour for the highest price we can get for it. Sometimes one can conflict with the other, that you come to a point where if you are not paid enough you must say, "I believe in that but at a price for my time and commitment and skills." You must have felt very frustrated that your skills were not rewarded.

Yes. I think if anyone turns round to me and says, "You are abdicating and giving up this main battle because you are never going to get anywhere." If they say to me, "That's not the way to go on, you should continue to fight," I think I have fought long and hard enough to justify turning round and saying, "No one could have fought harder, worked harder, thought more deeply about it and tried different attacks and approaches. I tried to prove it on the ground. I tried to do it through hard work and dedication for many years." When you think I have a 40 year professional life if I stay in this profession, for the first third of that life at least I was involved in trying to establish these ideals and philosophies. It is not a short period of time.

Are you a political animal?

Yes. That doesn't categorise me politically.

Where would you categorise yourself?

A philosophical socialist and a practical conservative.

That is difficult to place.

Well, I believe in the theory that socialism is the answer, but I believe in practice it won't work.

The pragmatic fights against the theory in you. That is the cross that all radicals have to bear that they are impatient to have society transformed.

Human need dictates a socialist view, human nature a conservative view.

I can see better your philosophy now. Last time you said you believed in comprehensive education. Do you still believe in it?

Yes I do, very much. It may end up that the idea in itself will move into the field of saying it just won't work. It is a marvellous philosophy, the ideals are right, but it will not work in practice. It will have to be a tory view of education to put it crudely. I still think that if a few things, a very few things....in my school there are such tremendous teachers...I could pick out half a dozen teachers that couldn't be matched anywhere and couldn't be matched in other professions by more skilled and learned people. In the college that I am in now I have been tremendously impressed with half a dozen members of staff. The people are there sometimes in the wrong place at the wrong time. Education is such a political shuttlecock.

It is fundamental to me that underneath there has got to be an ideology of some sort...I don't mean ideology in Marxist terms, I mean ideology if you have a coherent ideal base, but in the end it has to be a political question that you have got to answer. Is education for everybody equally or is it for some unequally. That is a gross oversimplification, but I think that teachers are sweeping that one under the carpet.

Because I find myself in political dilemmas doesn't mean that I avoid thinking about it. I can think about any little detail like

raising of the school leaving age and think that this is a good thing in terms of social equality and education is so valuable in it's own right as well as from other points of view and then I can see human nature and sociology being what it is I can see the problems and damage done quite often by recalcitrant pupils who make one think, "Should they be here should they really stay for another year?"

That is our own ignorance and our own ineptitude because we haven't learned how to cope with them..... Because you are a political animal you go into an area of dilemma.

My dilemma seems to be between theory and application.

Social engineering is a slower, lethargic and very much more difficult thing to do than talk about it.

I can talk about equal status of aspects of Education and I can talk about language development and development of P.E. in schools. I can speak for the ideal that people in charge being responsible for these areas in schools might be given equal status and then we can work things out on the same level in terms of management and organisation and development and evaluation etc. but I then think there is something in the fact that there are market forces at work and we are short of language teachers and there is an abundance of P.E. teachers comparatively and I think, "What is the answer to that?" In practical terms it is only to offer posts to give French and German and Latin teachers, so there is another dichotomy.

You had particular administrative skills that have been acknowledged by all the people who have worked with you. You must also have had particular man manipulation skills.

I don't think that is fair comment. I wasn't particularly skilful in that especially in my early days. I was pretty crude. I used to dominate people and it wasn't the way to do it. It was effective in many ways, but I wasn't skilful in dealing with them. I tended to dominate them and put them in a position where they couldn't do

other than what they should do in my terms, what was expected of them. If they put obstacles in the path, I used to remove the obstacles, not very sensitively. I wasn't good at that - I don't think that is fair comment. I was effective.

You frightened people?

Yes, I did to a certain extent.

Would you do that again?

I would resort to it, but very, very rarely. It wouldn't be the basis of my work. I would convert people now. But it is the time scale again. I think I was forced by time scale. I had teachers for a short time and there wasn't time to convert them, I had to do it in a hurry or not. That was a subconscious gift I had, to know I had to do it that way.

Can you think of an example where you handled something clumsily and crudely and you might do it differently?

Well, I have had a dialogue with other senior members of the staff at school, frank dialogue. You can see a reflection of yourself in what other people think of you and you have got to learn. I was very intolerant in the years 1966-1970. I am intolerant now. I am very intolerant of teachers who remain in the job and are completely unsuitable in temperament and ability to the job. I think we should get rid of incompetent teachers. All this business about finding nice cushioned VIth form tutors places for them - I am in complete disagreement with. I was intolerant in almost every way generally then. I have spoken to a teacher in front of another teacher and given him a dressing down. That is not good enough. I would never do that now. I am more sensitive. I would have him in my office and on the carpet but quietly and confidentially. I would not shrink from the need to do it and I am not hypocritical about it. I would expect the head of the school to do it to me as has been done in the past. My first head teacher really gave me one or two 'red carpet do's.' I don't believe in authority as a euphemism for the boss, but I do

believe there comes a time when you have to bring someone to their senses if you believe that their experience is not sufficient for them to change themselves. If their own motivation cannot come from themselves it has to come from someone who is in a position to help them and to help the school.

If you could plan and design the next 5 years, what would you do?

I would get a Master's degree next year, and a Ph.D. the next three years after that. Then I'll be able to turn round and say, "Right, I can stand on the same level and discuss anything...in terms of... I'm not doing P.E. because I have to..." There would be other avenues that would be open to me...But I am still going to prove my commitment to P.E. by staying in it. And then I would hope that the Head would change in my present school...Or I could go into another school into a fairly senior position and try and put even more basic philosophies into practice. Being in P.E. is like being under-privileged. It is like being a boxer from a ghetto you come out fighting. You've got to survive. You've got to fight to survive. And when you are in P.E. you are in this under-privileged position you learn lots about education generally..having to fight for your own area...your own aspect. And many of the things that I have learned about P.E. have come from working on the ground.... I am talking about the general organisation of schools. And I would like to have a chance somewhere of putting that into practice. To show that somebody who is committed to P.E. can also be committed to a complete and general education....comprehensive education in the real meaning of the word.....The Head and I have argued about the meaning of the word comprehensive. Brief argument. Discussion.

You are the only one who is having any discussion with the Head.
There appears to be no dialogue.

Well one of the main reasons is...at least one of the things that I established before I got into this school, I had the status of faculty head...where I am involved in policy making **discussion** once per week. This to me is the crux of the school. Not the

administration or the Pastoral part of the school or the mechanics of the school.....it is the curricular innovation and development....by Faculty Heads.... The management team in our school is the Head, Deputy. The Heads of School can belong to this if they wish to....but some abdicate their responsibilities in my terms...one of the Deputies...and Faculty Heads. And that's why I have been able to have some discussions at least. The disappointing thing over the years has been, as I have said, until you pin people down, Headmasters for example, Curriculum Deputies for another, you can think that you have conducted a very logical and well based educational argument...meeting. They can go away and ignore it. And that has happened. So being in at it is not the whole of the answer.

This is why there has to be a different power sharing system in schools. I'm not sure what will follow or what I particularly want but it will change....Power will be taken from Headmasters.

The Headmaster's image has to change...Principal Administrator or Executive Administrator....Professional something or other.

That sounds like Bill Taylor...arguing that you really don't need to recruit Heads from the classroom at all.....Heads need a different array of skills...management skills...and above all else a political commitment....they must make explicit what their policy is...where the school is going.

I think that P.E. teachers would benefit from some sort of course in... not politics of education but school organisation. The intricacies of school administration and management. Somewhere in their course. So that they are aware of the sociological world of the school..... Where power lies and how it is affected and so on.

Yes. I see your point...But students generally who come to teacher education at present are very young and this kind of issue is something that they are not very interested in.....But I am very interested that they do it once they have been teaching some time... not long, but long

enough to have an appetite for reflection. Power and the curriculum is crucial. Who manipulates power as far as the curriculum of Aiden is concerned...that needs examining sharply. Until you have examined it you don't know how to put it right. I feel sure that tomorrow's historians....if there is still a world? They will question, "Christ, how did they organise the schools in those days?" Because there is no basis on which it works today except by the good will and apathy of numbers of teachers...One or two inspirational teachers provide some important momentum.....

I agree with you to a large extent. You take the 7 schools in Hucklebrough, I should think none of them has ever served as a teacher in a Comprehensive School below the level of Deputy Head. None of them will have had training in management before they took over. None of them will have had any P.E. experience or understanding. Take those three things together it doesn't give the scale one P.E. teacher much encouragement. Does it? Both in direct terms if he looks at it that way and in indirect terms in the effect that he has that percolates down to his life a scale one P.E. man. I could have a tremendous life at Aiden. I could have constructed for myself there a very nice feather nest. Plenty of everything that everyone would like. And plenty of power to give himself an easy life...to cocoon myself... away from difficulties or the burdens of professional life....

You've not mellowed have you?

Hmm? I still have the belief and the commitment. But in terms of commitment in an individual school...no. I have tremendous identity with the school. I suppose I have guilt feelings at leaving the battle at a late stage....or at least pausing in the battle. I may find that after a year away I can start again. That is one of the possibilities I know.

End of Recording

No Follow-up Comments

Are you from the North East?

Hucklebrough.

What are your feelings about Hucklebrough?

I have quite strong feelings actually. I wanted to come back to this area....I never wanted to go anywhere else. I didn't think that I would be lucky enough to get H. I was quite prepared to come back home. In fact I didn't really look elsewhere for jobs....until a friend suggested that we might try and get a job together somewhere on the N.W. side, which I did like. But I preferred Hucklebrough. Anyway that fell through because she got a job first. And I looked in Hucklebrough. I came for a C. pool interview first of all.

What did you reckon of Liverpool?

Oh, I loved it. Very much....the people...there was lots to do. The college was marvellous and I made loads of friends. We still keep in touch. There are some nice places in Liverpool. Sefton Park is just a short walk from college. It really is a big park...you can't believe it....

Do you ever see yourself in a missionary role? Supporting the town of the future?

In certain areas; its only a small minority that I feel that I am a success with. They will go on and do something after school....they'll go and join a club or represent their town or county. Although we might try to prepare them, to go and join a club or join a badminton group in a sportshall....only a minority will do that...when they've left school.

Do you think that it is our job?

What I try to do is to stimulate an interest in every activity that we do. And I think that we do cover quite a wide range of activities in school. First of all to get their interest and to get them to enjoy what they are doing...and to give them a chance to get out of the classroom to take part in some physical activity. But I do see out of school activities as part of my job. You do see the people who are going to go on after leaving school and do something.

So you feel that the numbers of people who will go on to take part after leaving school will be in a minority?

In girls' P.E. I would say so. But not in boys' probably.

What parts of P.E. are more likely to have success in this endeavour?

Netball I think. Netball is quite strong in this area and badminton. I would say they are the two. Possibly swimming. We have quite a few clubs swimmers who have actually joined the club whilst still at school. There is a strong town swimming club.

Is it easy for somebody to swim at school and link with the town club?

I think that we are very good in swimming in this school anyway. All the children from 1st year to 3rd year get one lesson a week. Which is a lot compared to most other schools.

There can't be many non-swimmers at the end of the 3rd year.

Very few. Ten may be. And even then they can perhaps splash across for a width....not totally non-swimmers.

You speak with conviction that you consider that a good policy?

Oh, definitely. But netball is very strong as well.

You can see that I am interested in this area. I went into the

Leisure and Amenities Centre of the Civic Centre the other day. Just supposing I am a new person coming into Hucklebrough and I wanted to play Netball, so I went there and I said, "Can you give me any document that will tell me the sports clubs in the town?" They did give me a document. But clearly there are some significant sports that are not on that document. So I challenged them by saying that the list was not comprehensive..."I am interested in Netball, Squash, sailing or rugby and so on." They did not think that there were any other teams in the town. After that I went up to the Planning Department.....May be the Planner ought to. Because they are planning for the future. They couldn't add anything. So the best information that was available was inadequate - no netball going on in the town for instance. Or, if in doubt I could refer to a Mr. S. at the college of F.E.....as Sports Council Representative. It is really difficult to find netball if it is going on. Additionally, I have more confidence to chase this information than many school leavers at 16 or 18.

They would probably just give up wouldn't they? (1)

Something is at fault. Either the town is at fault, or netball organisation is at fault. They need to get together.

Yes, I would agree. I think that it is a closed shop in some ways. The thing is that I am a netball player, so I have the contacts.

You're a netball player and you have lived all your life in H. so you know your way around.

Yes. I have the contacts and I can tell my children in the school, who are interested. "You know you can go to the College of Further Education, on Thursday evenings from 6.30 to 8.30 to play netball.....doesn't matter how good or how bad you are... you can go in and mix there."

I take your word for that. But would I really be welcome?
Say if I came from Eltermere school?

(pause).....

You hesitate you see.

It tends to be groups. And possibly they don't always welcome new groups. But the girls I have sent down there and have gone and enjoyed it.

I know that you have a passion for netball. I am wanting to know why the girls at Woolworths or the girls that are on the dole don't play netball?

Well, the girls at Woolworths play. There is a team.

Am I right in saying that netball and hockey teams for women are full of teachers?

I wouldn't say so. I think in Hucklebrough there is a Summer League and it is virtually Factory teams. Some Youth Club Sides as well.

If you would describe the netball scene to me I would find that enormously helpful, because I just can't find it out. You may be my one key to it.

Well, basically it started off with some of the girls who were playing County Netball....from Hucklebrough. They decided that they would like to have a night of...or an area where they could play netball and have other people come as well. Not necessarily County standard players but just anybody. So this is how there was a woman's....

How long ago was that?

Well I did lose touch for the time that I was at College. And when I came home I didn't play really.....over the holiday time. I would say....definitely since I came back....about 1975.

Did you know about this network whilst you were still at school?

No. I didn't. In actual fact. No.

Were you an old Callaly scholar?

No. I was from the old Bamburgh....now merged. I can't say that I do remember that. When I was at school, all I did was to play for school. And I played County School Netball. And really that was enough. Because I was playing Club hockey as well.... at that time.

So you are one of the pioneers of popularising netball.....
to a point?

Well....to that extent I would say yes. But this College thing (the F.E. College) snowballed. They did get a lot more than they could cope with. And I know that they did ask for more time....or another hour or another night, so that they could split the two numbers up. And I don't quite know if they did get that to be quite honest. Because I lost contact when I was pregnant....and I missed out a little bit then. Then it got a bit nasty. A couple of girls didn't think they were getting a fair deal, so they branched off. This was about a year ago I would say. And they called themselves the 'Factory'...because one or two of them play from the factory down there. They got a sports Centre, I think in Eltermere Sports Centre. It is over towards Gargrave school. On the Gargrave estate, there is a sportshall with a learner pool attached to it. And they got that. And from there another team branched away and formed a group. Now they have this Sports Centre from about 10.00 to 1.00 on Sunday's. And they now have young people from schools going into there as well. But again that is not well advertised. It really is a matter of who you know. You see they can tell

me and I can tell my girls...that if they want to go then they should go there from 10.0 to 1.0.

Are you an Officer of the Netball Association in the town?

No I am just friends with...

Is there a Hucklebrough Netball Association?

Yes.

There will be a Secretary?

Yes. It will be (name) I would think, or (name).

If I ask something that you would prefer not to answer do say so.....
But do you think that she is deliberately not advertising it, so
that it is intentionally a rather closed shop? Rather selective...?

I'll answer that because I think.....Yes. Because these teams really, are of a good standard. I would place them in the top four in this County now. I would say so. Not the team I play for, I play for a team at B.A. Ladies, just because I have friends there. And I am not involved with the teams in Hucklebrough. But they are in the top four. And they obviously want the best players that they can get. And they just want to concentrate on improving and winning with that one team....winning the tournaments. But they are now tending to think now....well if someone becomes pregnant or someone leaves, we will need some young people to feed into the team. I think now that they are realising it and they are running two teams - which is virtually a school girl side.

You really think that's happening?

Definitely, yes. And this Summer League that they ran, they have handouts to everyone that was in that. All the girls, all the women who were in that. And said about this thing from 10.0 to 1.0 on a Sunday.

Would it be a stupid suggestion on my part to expect them to send as many copies of the leaflet as you have school-leavers?

No. It might lead to too many people turning up.....then turning people away, because it is only one court, and if every school in the town did that....and each got say 20, that's 7 - 20's 140 to go and play netball....

I would be excited about that. Great there is a demand. And facilities may then be found inadequate....facilities may then be found.

To be quite honest I don't think they would be so keen to accept that number. They are really interested in improving their team, but running along side it a junior side.

Is the Secretary a teacher?

No, she's a nurse actually. But she has played County netball for years and years. She has some coaching and umpiring awards....quite well qualified.

Are there 'Netball Schools' and 'Non-Netball Schools' in the town?

Before we came this was a 'Hockey School' and there was hardly any Netball played at all. In fact the first year that Joan and I were here, we lost virtually every game that we played...we were really the laughing stock in fact. We were just a push-over. Because we are both Netball biassed in the sense that we have both played to a fairly high standard, we decided to get that off the ground....Pam was a hockey person...I know that sounds a bit bad but we are interested in teaching all activities but out of school Netball was really my thing...and Joan's. Pam concentrated on the hockey, so we worked on the Netball..and now..well last year we won the senior trophy and my present fifth year team were runners up in the County. So we are now a Netball school...and by the same score hockey is now receding. And all the schools are all quite good

netball schools. The present standard is very high. Especially among the older girls.

Is it fair to say that most school girls will get a good Netball course?

I would say so, definitely. Hockey is not totally out of the picture. Its patchy. Yes. We are trying to run both...and we are doing quite well really. Again there are stronger schools in hockey. Fleetwith are a good Hucklebrough school. But most of their members of staff play hockey out of school.... they have slightly more interest in Hockey. Although they run a good standard of Netball as well.

The notion of balance. Pam was keen on Hockey and neglected the netball....Do you think that balance a good principle to operate?

I think if you can find an even balance and don't become too biased towards one, which we possibly have done...in the past.

What I am trying to understand is this: if you have three women colleagues all believe and are really good at teaching netball... I can see nothing wrong in saying "we're better at netball than doing hockey". Would you argue about that?

Yes, I would really because there are only seven players in a netball team. If you're not in that seven, but you are still keen enough to come and practice and all the rest of it...then you might find that you are good at hockey. Most of the netball players are also good hockey players in actual fact. There is a hard core of children who are skilled in both. So it is only fair that you give most people a chance to play...those that wouldn't make a netball team but would make a hockey team. I would try to ensure that both are taught. We have tried to do that, although we might have spent more time on the netball to get it up....to what it was.

You must be very pleased in retrospect.

Oh, we are pretty proud really...members of staff from the other schools remark that they know that its going to be a hard game when we play Eltermere. Whereas before it never was. We used to dread going to matches....because we would lose by a fair amount.

What is the inter-school competition like in the town? Is it fierce?

Very fierce. Definitely.

Is it too fierce?

It is at Senior level I would say. The last Vth and VIth Form League that we played...that was a bit too fierce. The matches that we played in anyway, people were winning by one goal...lost by one or lost by two. And I found that there was arguments on the court...at odd times and after the game...both teams complaining about the umpiring. "That should have been a goal..." and all the rest of it.

Teachers got passionate about it?

Yes. It meant a lot to them. It all rested on a particular game to win the league. Yes, it was important. But it is definitely not like that lower down. In first, second and even third year teams.

If you could you would like to 'cool it'?

I would prefer it yes. To me, although I would love to win that league it's not so important that I would visibly show the children that I really wanted them to win.

Tell me if I am wrong, but when I started this inquiry four years ago I got the impression that the schools were at each others throats. And 'sport' wasn't healthy. It was so serious I felt that this is not what 'sport' is about. It was too sharp....needed the cutting edge taking off somehow.

There's still a fair amount of rivalry. But I can remember when I first started here, when we had the sports...and we weren't really too good, so I don't think that I really saw it in that light. We were very pleased if our kids just did well... or if they finished a race or something like that in the first year. And even now they are not particularly good in athletics, although they have moved upwards. But in one or two schools where you know that they are going to have a good athletics team, it is pretty fierce. Definitely. Perhaps for the boys more than the girls....But the netball that's fierce, yes... that league. In fact it has got to such a pitch that sometimes that you have wondered why..."Is she adding time on"...."shouldn't we have finished by now?" If you are away....there's one particular school that I go to and...there will be two or three of them (teachers). Two of them will be shouting and one umpiring. It's their home ground. And psychologically it finishes our kids. Well I don't do that here. I'd like to think that I don't anyway. There will just be me...and I umpire fairly. Even if I can see that the other half is not being umpired fairly. I think that does happen...a slight amount of cheating...or overlooking an offence....and just letting play go on. I did find that this time actually. And I don't like that. I really don't. I mean I would love to win that league...in fact we won it last year so we wanted to keep it in the school, but we haven't I'm not upset, but I wish we had won it.

Rank the P.E. Departments in the town by what you think of them 'doing a good job'.

That's a hard one.....

It is a hard one...you can only do it by a general impression.

Well....whew....Dovedale in the boys.. They get a lot of support from staff...and parents coming to watch games. But also I do think they do work hard in their department. Their football

F.14/11

especially is very very good...generally, I mean there are odd teams that can beat them in certain year groups, but I would say that they are probably the best. Athletics, Callaly....They have a good thing going now...boys and girls. They usually do well. Aiden in swimming. They usually carry off the trophies. They seem to spend a lot of time on the swimming...Though we are definitely catching up. Ermmm....Fleetwith for hockey really for the girls. They do pretty well. They have some good players. Netball is fairly wide spread, I would say. Bamburgh used to have the upper hand. But that was because they had mostly Grammar School pupils when they began. They do improve faster...they are definitely more intelligent. But they are now falling back in the sense that we are catching up with them. And now it could be any of about five. Callaly are the poorest...for netball. They have taken over our role if you like. The same with Aiden they seem to be falling off in netball, they are usually quite an easy team to beat. Gargrave are quite good at both Hockey and Netball...it can go either way.

You found that difficult to answer...sometimes it is the boys that are strong sometimes the girls....it's difficult to see a department as a team. You suggest a boys' section and girls' section. Now do you think that other people will look at Eltermere and they will see it not as one department but two departments...girls and boys quite separate?

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

Do you mean then or now?

Well not so much now. But it is still a bit of a joke that there aren't more teams run because we have had a drop off in the boys' side. The football and the rugby....there just aren't the people to take the teams.

You seem to judge the effectiveness of a P.E. Dept. by its sports teams and results.....

Well looking at the seven departments in the town as a whole that's the only way that you can look at it. What they do out of school....You don't know what they do during school time.

Would you be welcome getting together more with the P.E. Staff in the other schools? May be to see what problems they have.... what is P.E. doing in the town generally.....?

I don't think that it would be a bad idea. But even meetings for different sports they are never well attended anyway. You never get a representation of every school. They are the only meetings that take place at the moment.

Is there never a meeting of the towns P.E. teachers? A kind of Convention?

I don't think that would be a bad thing...if everyone supported it and there were representatives from all schools.

If there were a full day...advertised now...during term time, The Director called it or The Advisers called it, and it will take place on a school day, say, in February, how would you personally react to the idea?

I think it would be quite a good idea to go and see if other people are having the problems that you are. Or where the successes are. I hold the view that most of the children in this school are apathetic. And I don't know whether it is just this catchment area or whether all the schools find this. (2)

It might distinguish common problems as distinct from local school or particular departmental problems.....And there seems to be no communication system like that at all?

No there isn't. No. The nearest we probably get to meeting as a body is when we have an Annual General Meeting of the Hucklebrough Sports Association. Alan is the Chairman of that. So we are all expected to attend that. And we have a meal before as well. And we all get together and we do have a general chat before the meeting actually starts. But that's the nearest we actually get to that kind of meeting.

I think that chit-chats are valuable but it might be more revealing if it were more structured.....Perhaps something could be done jointly....co-operatively. I regret that there seems to be no communication between schools. But it may appear to the teachers to be a very pointless and silly idea.

I don't know really, because when we do go away for a match or they come to you....and the kids are getting changed, you find that people will say "Oh, I have had a lousy day today..." "do you find this that and that...." and you will chat about your problems or successes when you get together. But that is only that school's view, not the general idea of the seven schools of the town. So I think people want to talk about it... because we do talk easily about things.

Whilst there are people in the profession are themselves apathetic, it sounds as if most P.E. teachers care a lot.

I think that they are very concerned.

Again if I trespass...do not feel obliged to discuss any issue, but I would like to know more about the team of P.E. teachers in each school. I am of the opinion that if you have a human team.... any human organisation.....it will be imperfect. I make the assumption that P.E. in (school) will not be perfect....there will

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

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

So if you wanted to change any of that you couldn't?

No.

Because Alan's too strong?

Yes.

Too dogmatic? Too authoritarian?

Yes. And also we are in the situation where we haven't got a Head of Girls' P.E. There's nobody....Pam left to have her baby..... she's not coming back. And we don't know what's happening about this scale 2...about this job. So none of us feel that we can go to Alan any way and say can we change this?.....or what do you think about that.....? Because nobody's got that responsibility given to them. Whether it is Joan or I, or some outsider whatsoever. But nobody has that at the moment. Pam never did go to Alan and say "we would like to do this or that....how do you feel about it... can we work it?"

How approachable do you find him?

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

I can see a delicate situation because there are three women, and there is a post available. Therefore there will be anxiety not to step out of line...because there will be the fear of losing a possible chance of a scale 2 post. Is that a reality? What is the relationship between the female members, in other words,

Well. Joan and I have done exactly the same....Both went to same college for three years at the same time. Both here for the same time. But we have both said that if they decided that either one of us should have the extra responsibility, then that would be it! But we would work alongside each other. And one wouldn't say, "I'm the boss...and you do this and all the rest of it." We would work side by side. But that one would be the spokesman. She would co-ordinate the female partnership...and say what do you feel about this or this..."What would you like me to go and see Alan about?"....."What would you like to change?" But at

the moment we perhaps go separately to him and say "Can this happen or that happen?" Only because there is no leader. Pam just accepted everything that Alan said. If she disagreed with it she would come and grumble to us about it, but she wouldn't stand up to Alan and say that we would like to do this.... can't we try it, say for three weeks or four weeks? So at the moment it is not the best of situations. There have always been tensions here and it has been a handicap. Very frustrating. It is one of the problems of working here. When we are there as a group...we all get on well together. There are no tensions there... people feeling like that (tense) Well we have all to each other at different times had a little moan...about the way things are and wishing it could be different. You know...I've thought of going elsewhere....really because of that. Because we are the only department in the town that doesn't have a Head of Girls' and a separate Head of Boys'. We don't even know if this scale 2 is second in the department...or whether it is someone to be responsible for Girls' P.E. I would think that it would have to be that. Otherwise you would get men applying for the job as well. So, therefore if you accept the responsibility for girls' P.E. then you are the so called Head of Girls' P.E. and act accordingly. But all the other departments in the town they work separately but together if you know what I mean.....There is one big Head...but there are two, a female who leads the women. And she is able to say "We have so much to spend, this year or this term," to the other women in the department..." What would you think that we need?" We don't ever get that chance....with Alan.

Do you know what money is available to you?

No. We don't know anything at all....about finance. I don't know. There is an Aladin's Cave...the P.E. store. Well we are not allowed to go into it. We are not allowed to take anything out of it, without going to Alan First and asking if we can. He has the only key....it is always locked.

That can't be good for relations...professionally

That's not. It isn't.

What other things prevent the proper functioning of the department?

Well.....he has this thing about.....(hesitation) Oh, I hope I don't sound as if I am going on about him too much.....

I have to find out the reality of these problems.

It's nothing personal against Alan as a man because out of school we get on fine. But in this job he is very keen on safety. Well we are all aware of the dangers...But in swimming he will say, "We've got to have a man and a woman on because we have 30 people swimming backwards and forwards.....We have got to be able to see all the kids in the pool. You've got to have your Bronze Medallion. You've got to be able to get in and save anyone....if they are in difficulties." And all the rest of it. Yes he will come to a lesson and say, "I've got to go and do this. And he'll leave you with 30 kids in the pool. Boys and girls for you to take as a whole group. And he can disappear for a whole double....and just never come back or come back when they are getting changed. That leads to resentment. He does the same in games. You know, we have them in two groups....I mean I have been out with a group....we have a big band altogether that come together so we have to split them up into two groups...."this is my group...this is your group" and the kids know that...And you go out and do your thing...and then you find that he's disappeared somewhere or he's got something else to do. And he would send them out with a few balls...and they are just kicking it anywhere....or it can be coming over on to the hockey pitch...it can be disrupting what Peter or Michael is doing...When they are trying to teach.....trying to work....trying to get some success in their lesson. And the other kids see Alan's group just kicking the ball about and just messing about and doing just what they want.

I can't see how you get change...how you update...how you innovate...
with this kind of set-up? I can't see how it can be done.

Well, it isn't. As I said to you it is the same as it was when I came to this school in 1975. I mean I can try different things in my lessons....different ideas and skills and all the rest of it....but basically its just swimming all the year and this and that every half term. And it just doesn't alter.

Some of those things you agree with. But you also want to evaluate other areas where change might be most beneficial.

Especially this Human Movement Course. Because it was offered to the kids. And we built it up to.....And he said in the booklet to parents...that it was an opportunity to go and do sports that we can't offer them here....we haven't got the facilities for... Because mostly it's a whole afternoon. So we can go out of school... we have the time.

What do they do then?

We just do the Winter games...that we already do with kids. But, to try and make it more interesting we've done some Umpiring... and taught them how to Umpire. We've done some rules with them... and that kind of thing. So they get more of a general view of the whole sport. And some coaching, we have said right...next week we want you to have a warm up ready for a netball lesson because we are going to ask one of you to take the 'warm up'...because we only have eighteen in the group....it's just a small group, which is nice. There's plenty that you can do with them. But the Squash never happened. Then we do indoor games Badminton, Table Tennis... but really you can do that in your double games. With the 5th years.. they are offered that anyway. They have a certain amount of choice.. we will say to them, "There's a Netball group and an indoor group" (and in that indoor group they can do things like Volleyball, Badminton, table-tennis...) So they can more or less choose what they would like to do.

Have you felt professionally restricted....in your personal teaching....
your full talent has not been reached yet?

No....There are things that we did at college that we would like to try.....Lacrosse even...like to give them a taste of that. To give them a taste of everything.

Have you seriously looked at other jobs?

The reason why I stayed partly was because I married B. and it was easier for us both to be in the same school. And we could help each other.....although it doesn't always work, to work together....because you can get bogged down about the problems or what have you.....and you find that you will talk about that out of school as well. But I have looked around. I wouldn't say seriously.....to be quite honest. I am basically happy here....We have seen a lot of success since we came. Both J. and I....we have worked to try and lift the standard and I think that the standard has lifted....definitely improved...And we have a stable department...or we had before Pam left. We had $3\frac{1}{2}$ - 4 years as a threesome. And we had a good system going. And the kids were improving with the bringing of kit. And they weren't opting out as much as they were doing as before. They knew that if they missed after one week they would be doing work instead of P.E. And now we have far fewer pupils who drop out of lessons. The fifth years are still pretty apathetic. As I said before I really believe that it is an apathetic area....We still have problems about people turning up for teams. Picked perhaps to do hockey or netball and they spent the whole lesson moaning... "I wish we could do this..." "can't we play a game...?" I just wonder if it is like that over the whole of the town. Or is it just this area? I don't know. Even the kids who have a load of ability. They are the worst kind...have a lot of ability, picked for a town team....or picked for a County team. And really you are responsible for them. People look and say "she's from Eltermere...." and if she doesn't turn up because she

can't be bothered or she missed the bus....so she didn't want to go....it's a reflection on you. But really it's not because I do feel that it's apathy. There is only so much you can do... You can say "You go here. You get this bus....Take this kit..." and all the rest of it. You do as much as you can. You can't be there on Saturday morning to get them up and say, "Come on I am going to take you to so and so." You've got to let them do a certain amount themselves.

So the satisfaction that you have had out of your job is in your own little sphere.....

I've had a lot from that, yes. But also in the lessons as well. The attitude is a lot different. When we came here, I actually had quite a few fourth and fifth year groups...well they had a certain way of behaving from years one to three...and I battled on with them.....I didn't give in, but I thought I am now going to concentrate on the first years that come in. Now I have fifth year girls that I took in their first year...and you can see the improvement. It is far better than when I started.

You can see some returns for your efforts?

Yes, definitely. That's partly why I wanted to stay as well. Because I knew that I was beginning to see some success....some improvement, and I didn't want to walk out on that.

What's been your worst day in school?

In the first year that I taught....full-time. I had a fourth year they were called Clump B...They were the lowest academically. We had Clump 'A' and Clump 'B'....and I had them for swimming. They were awful. Oh, they really were! Dreadful. This is what I mean....they opted for swimming....they actually opted to do it. And then it was a stream of excuses. "...can't do this"... "got verrucas....got this....got that" And I ended up taking half the number I should have....actually into the water. And the rest

sitting at the bottom. And it was only after the third week I had been there, one of them asked to go to the toilet. I let her go.....into the changing room. And of course, she smoked in there. Once I realised that she was away for a long time. So I got the swimmers on the side and got them to sit still while I went in. And, of course, I actually found her in the act of smoking. But I couldn't do anything about it because....to punish her.....I couldn't cane her. So I then had to say to her that I would deal with her later, which isn't the best way of doing it. You are much better doing it on the spot. And then I finished the lesson. And of course she went back to join the others and they thought she was marvellous because she had tricked me and all the rest of it. Then I had to take her to the Year Head. And she 'finished her'. And that was awful because they must think that I am an idiot....that I couldn't punish her there and then. Then also that day I had a 2nd year remedial group for hockey. And they were....they really were 'mouthy'. They never shut up. And we came out to do hockey. And one of the things that I said to them was "dribble to the first line that you come to...and then come back to me." So they set off up the field, and just kept going...and kept going (chuckle in retrospect)....right to the top. And they knew that they had passed the line....it was well marked. It was just to try me out. And with this swimming in the morning...first two...and then last two was this second year group....I felt like packing in then! It was awful. But really looking back now, it was only experience. If I had that group now....it was really just the way they were....they just talked and answered back and called each other names. It was just the way they were with each other. But I was jumping in all the time, telling them to be quiet. Now I would allow a certain amount of flexibility. I wouldn't be as dictatorial as I was then. Not that I would be easy on them, but I would understand that this was just them. Just the way they were. And as it happens that group who left last year, I got on really well with them.

I didn't get them as third years I thought....great! I haven't got them again. And then I got them as fourth years. And whether it was because I had improved, or whether they had matured or settled a little bit but I had a great relationship with them in the end. I was sorry to see them go. And I used to laugh looking back at the lesson. I mean they were only second years... and they seemed such a problem! Such a mountain! to overcome. And I used to dread taking them. Yet as fifth year, I quite looked forward to the lesson. Strange!

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

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

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

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

How do you think the girls look upon you as a person?

Well I think....I think....they like me. I thin in P.E. you get to know them better because....you see them in different situations. And you also see them out of school after school for practices and you get to know them better. And they'll come and talk to me. If they have a problem they will often come to the P.E. people.... to J. or myself. To have a chat about things. I think they are grateful that now they aren't the laughing stock of the town because the girls who were....

Do you think the pupils feel this do you?

I think so. The older ones do. I mean the ones that are fairly fresh into school, they're not aware of what it was like anyway. They look and see the fifth year team and say that they are good. But they weren't when those fifth years were first and second years....they weren't.

What about the apathetic ones? Do you think that they are at all sensitive about this?

Well I've heard them say..."Oh you've got a good team haven't you..." or something like that. When they have played in lesson they say, "they are great those girls....they're really good...." And I suppose in that way they recognise it all.

Do you consider yourself a caring kind of person?

I think so, yes.

Do you consider the school a caring sort of school?

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

Which school would you send your children to in Hucklebrough?

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

Would it care for your little girl or your little boy?

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

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

It wouldn't worry me, no.

They would get their fair whack?

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

You're hooked. Aren't you?

Yes. I really care about it (with conviction!)

Yes I can tell.

And I care about the kids very much. I mean I have tried to start a house system...in fact we have. And I raked round some old shields and cups....put first to third year into houses.

End of Recording

Follow-up comments

- (1) I would say that it is difficult for a schoolgirl/young adult to be able to join a netball club in this town without her knowing someone already attached to it. If a person wishes to play netball in the evenings then she must use her initiative and enquire at her own evening institute or directly to the College of Further Education, as to what is available to her. The pupils at this school are informed of the classes/clubs available to them since I know the women who run these sessions. Girls whose physical education teachers do not know of this facility will be sent to enquire for themselves or will be sent to county schoolgirl trials from there, the people

running clubs or night classes for netball often ask some of the girls to attend their club. Really a schoolgirl (if she has the ability) goes from a school team, to county and then to club. Anyone of limited or less ability will have to either join a youth club and play there or enquire at an evening institute (I still do maintain however that this is not well advertised). Provision has been made for young mothers and unemployed teenagers to play netball by our County Chairman (she organised a sports hall and coach and advertised it) - the response was dreadful and the course was scrapped.

- (2) Although I feel that this idea of all the P.E. staff in Hucklebrough meeting to chat and discuss ideas and problems informally is a good one, I feel sure a day or part of a day must be set aside to ensure everyone comes. One of the valuable things to come out of it may be that new ideas could infiltrate into departments - ideas that have been successful. It would also be a good opportunity to talk over the problems of everyday school life - to see if others have solved a problem more successfully than we have been able to do (e.g. what do you do with those people forgetting kit, forging notes etc). I feel very much in favour of it but only if all members of staff were to be there.

Were you pleased to come back to Hucklebrough?

Yes. I always intended to come back. I felt I owed them something for giving me the chance to go to college. I like the area. I like the people. I think you understand your own area. I wanted to do something for them.

Do you really feel that deep down?

I felt the town had put me where I was, they had found the skills in me, playing netball, athletics or whatever. It was the teachers in the town at my school and other teachers who had coached various teams that I had to.....

Which school was that?

The Convent. I honestly felt that Hucklebrough had done alright by me I'll put something back into it - especially when you have been away from home for three years and you are looking for somewhere to base yourself - I think you tend to think "I'll go back to my roots". I know where I am and when I have found out about the job, look elsewhere as we thought we would have to, because the job situation round here has been so static.

Do you regret doing what you have done or are you pleased?

I have some personal regrets. I am not talking about school, but I don't regret it as far as the job and the town go. In fact I feel as if I am some way to achieving exactly what I set out to do. I feel that I am now putting something back into the system by being with all the teachers and organising all the netball in the town.....because some of them taught me.

You must find that very satisfying now that you are putting something back into the pool.

I find it very satisfying to go to Dovedale because my P.E. teacher is still there. She too gets a great kick out of seeing me and seeing me with the children. She gets as much out of it as I do because she knows she started me off.

You speak with such affection for her. Do you think any of the girls here with regard you with the same affection? You would like that, wouldn't you?

Yes, I would. I think I get on very well with the girls, although some of them just tolerate me. I don't think I have any particular problems with them, at the moment, but with the moods of children, who knows.

What has been your worst day at Eltermere?

It was a day in my first year, when I had a particularly bad group. I always think it is bad for a young teacher to go in and be given a 4th year group of girls who have been there 4 years, who know the rules and you are just floundering around. On that particular day, I ended up taking this whole group by myself, of 4th year hostile girls who hated P.E. and I thought, "I am never going to get out alive."

Whereabouts in the 1st year was that?

Just after the first half-term. It wasn't a day. It was the worst hour and ten minutes of my life. I think it did me a lot of good because there has never been one like it since. They have never been the same since. I think we had something to get over between us.

You are obviously enjoying your job.

I do enjoy it

When did you last cry about your job?

I have never cried about it. I have never got to that stage where I have cried about it.

Are you able to switch off when you leave school?

Yes. I think I have had personal worries to distract me from it, which have helped me to switch off because once I went home I was having various marital problems and they were worse than anything that happened here....I was glad to be here.

Are they still on?

No - solved completely - divorced.

So there is a sense in which everyone commiserates, but it is a relief to have got it over because it is a traumatic time. How long did it last? One can't divorce one's personal life from the professional one. It is just that sort of job. Teachers have to live with problems of illness, divorce etc.

It lasted about eight months from start to finish and it was very bad and horrible, but I found the kids were a great comfort because I think they sensed there was something not quite right and I immediately gave them my complete attention and that was it.

So your job was a lifeline?

It was an absolute lifeline, because the way the situation developed... The week before half-term started the whole thing blew up in my face and I had a day off school and I was like a zombie. I came into school and everything was normal here and that was peace to come into school. It sounds silly because the last thing you get in school is peace, but it was peaceful and I had somebody else to concentrate on and that was fine for me. I threw myself into that. The next week was half-term and we were off for a week. That was possibly the worst week of my life because I had nothing else to think about but me and what I was going through. To come back to

school again seemed as though the pressure was being let off all the time. I put myself into the job. It wasn't easy to teach. At times I was just going through the motions. I wasn't really getting involved as I would like to because of certain things they would say. You get an awful lot of time with the kids when they are getting changed and they just want to chat with you. They would mention things about being married and that would turn my stomach over. I got married at the end of my first year teaching here and there were about 50 kids outside the church and this particular bunch it was on their mind all the time and of course after you have been married a time they are saying "When are you going to have a baby"? It was a great comfort to be at school and know that when the bell went you would know what to do and you weren't just sitting there thinking "What shall I do?"

Teachers do have to live with various personal problems. You feel weak if you tell the head you are not up to par - you can't tell the kids - you don't tell a soul about it.

That is a part of teaching I find hard to accept - that there are the children and there's you and you can know a whole lot about their personal life - for example a girl can say "I am not speaking to my mam. I have not spoken to her for three weeks" and I say "Why aren't you speaking?" and they tell you the story but you are not allowed to do the same thing with them. I would have liked to have said to the kids, "Please don't talk about that. I am going through a situation at this particular moment and would rather not talk about that subject", instead of having to pretend that everything was wonderful. I felt as if I was lying to the kids, yet I wouldn't expect them if the roles were reversed to lie about what their situation was. I think it is unfair. At the same time I understand the need for it and the reasons why and accept them but I think sometimes it can be a bit false. As for example, I would like to assemble the whole school and say, "I am now going to be Miss 'X'" and change my name back. "Don't associate me with that marriage any longer."

It doesn't exist. But you can't do that because you are telling the kids your private life.

It is immensely difficult.

It is. I am sort of two people even though I am one. I know who I am and I resent them calling me the other name, especially as my husband has remarried, so I really resent being Mrs. - all the time.

What are you going to do about that?

Nothing. I am going to leave it. I probably won't stay here and if I go to a new school I would start again as Miss X. but it would cause too much confusion to change here.

I gather that looking back over the time that you have been here you are proud of some of the things that have happened.

When we came here, the girls dept. was just nothing. We came fresh out of college bursting with ideas and we knew that you did a warm up, some skills from what you were going to do, a small game leading up to a game and that whatever you did at the end, you played the game of hockey, netball or rounders and we thought that was it. Then you are suddenly faced with a group who look at you and say, "What are they talking about?" The first thing that really excited us was when we got that format working and got the kids to accept that they would take all these steps, play the game at the end and put everything that we had done into practice. We felt that we had achieved something then. I am sure they thought that if you said, "We are going to do netball" they would just split into teams and play the game and that would be it. There would be no progress and no teaching.

That must have been a struggle to get that established.

It was because they didn't want to do it. They couldn't see a point in it and I think if kids can't see the point, they just think, "No" and you are working against their will. We had to nurse them into it. I think it helped when we had a band of three or four classes to take between us.

How many would there be in that?

Between 45-60, in some cases 69 which is just not on - you can't give that number of kids the attention you would like to give them. When you are playing netball for example with 7 players to a team, you have 14 to a court, what do you do with the other 26? We used to be running up and down with two games going - 28 kids playing netball and 6 or 7 that you gave skills practice to running about and you are umpiring a game and a row breaks out and you have to turn away immediately. We used to feel as though we had been absolutely wrung out when we had finished some of those lessons with so many children until we got the routine established and say "If I don't see it, it hasn't happened, just play on". Now they accept that and it is not so difficult.

So although you are still coping with big numbers, you have a formula established.

Yes. The next thing we got a kick out of was establishing two teams for each year group, an A and B team. We had netball teams. Pam was doing hockey and gymnastics. She was quite prepared to do that because Pam is a hockey player, and we are netball players. We had a great system going - the department was great for about two or three years. We really achieved fantastic things.

You speak in the past tense. What has gone wrong with the system?

This time last year Pam found she was expecting a baby and she said she would leave in February. In January we had the oil crisis when we were coming in 2 days a week. There was no way in which you could do games because the place was too cold and it was too

cold and it was too cold outside, apart from the fact that the kids weren't bringing any gear to change into. We had the aftermath of that for weeks. We didn't get into a routine at the beginning, so it was just hopeless. We struggled with that - Pam left - we had another two weeks of the oil crisis and then we got a teacher on supply who just wasn't up to it. She couldn't do anything right. It wasn't her own fault, but she hadn't had the experience of teaching or been well tutored at college. She did two days per week.

She was just a supply teacher in the area?

She was the only one on the area list at the time. We said, "This has got to stop - we can't have this." The other thing was, when Pam left (she was scale 2 for girls) Alan said, "I assume all responsibility for the whole dept. - anything that happens with the girls is my responsibility". I think, possibly looking at his motives, he thought that Jillian and I being absolutely equal would apply for the scale 2 and he couldn't afford to come down on either side so he kept it all. As far as we were concerned, it wasn't satisfactory and it hasn't worked out to be satisfactory. He said, "I want to know if there is any indiscipline and if you get any problems". We sent a couple of girls to him and he just didn't deal with them as we wanted, and as far as we were concerned it just wasn't on. I think he has to accept the blame for some of the things that have happened by saying he was in charge and through no fault of his own not being able to cope with the consequences. Jillian and I are great friends and we would have accepted a decision so long as some female was responsible. Then this supply teacher found she was pregnant and left and we got another supply who is still with us. I feel that because Alan said he was responsible for the dept. she feels responsible to him and him only. She does things without consulting us. It is difficult for someone to come in from outside and not obey all the rules of etiquette.

There are some real tensions there.

It is a difficult climate to work in.

What are the prospects? What is there to look forward to?

A scale 2 has to be filled so a decision of some sort has to be made.

This is possibly going to be sorted out by the fact that Jillian is hoping to have a family. She has just lost one baby and has decided she will not apply for this scale 2 which I would hope would give me a very good chance of getting it but it will be up to Alan.

Will it be entirely up to him?

It will have to be advertised.

So you are living on a knife edge at the moment.

Absolutely. He hasn't given me any encouragement so I feel that perhaps he doesn't really want me. There is another job coming up that I know about.

How do you get change if you want to experiment? If you want to bring something in and throw something out, can you?

No, you can't.

Is there anything that you are doing at the moment, that you don't believe in? Anything that makes you feel it is a waste of time?

Not really. I think the way things are, most of the things we do are very valid, apart from the time we are allowed to do certain things. We have some single lessons of 35 minutes and when you are talking of some child who has been here or next door getting over to us - obviously every teacher wants every minute with the children - and they are let out when the bell goes, by the time they get over to us and get changed and present themselves, it is a big chunk out of the lesson.

You are probably left with about 10 working minutes.

Yes. To a certain extent there is not a lot of value in those single lessons, but what we are expected to do in them is very valuable - gymnastics, swimming. I think the kids in this school do very well as far as swimming goes. I think that it is possibly the best thing that we could do for them is to teach every child to swim and give them some kind of certificate. For achievement I think you get an awful lot of results in the swimming pool.

You can't do that in a single period, can you?

We have to. All swimming lessons are single periods.

They have 10 minutes to get across from one site to the pool, then changing time, they are going to get so little time in the pool.

That is true. Out of 35 minutes they get 15 minutes on a good day. Sometimes if they are exceptionally keen, because they run like the wind, you get 20 minutes. At the other extreme, for the ones who don't want to go in, it is a very good excuse to be late.

So you would like to change that?

I can't see how it can be changed. I don't think we have an awful lot of credibility in the school.

What you are saying is that the standing of the P.E. dept. is not held in high esteem - by whom?

The staff. We are, the four of us as people and teachers, but they look to the top. Any time when there are negotiations about anything, he is the one that goes in and he is the one they see.

Does he agitate a lot?

When he has to, but he rubs people up the wrong way, I don't know why.

You must lose heart with that kind of leadership, are you looking for another job?

Yes, there is another job going in the town. I think after 5 years I should be looking for a scale 2.

It is very difficult at this time because there are very few jobs around. Obviously if a scale 2 came at another school you would be tempted to go for it. Would you go for a scale 1?

No.

Supposing someone else came in on a scale 2 and you were left on scale 1 - that would hurt.

Yes, that would really hurt. I would definitely go. I have made that decision. At an interview I would have my letter of resignation ready and say, "Take that". I know that it is rash and that the reality of it is that you can't do that unless you have somewhere to go, but that is the measure of my feeling. I feel that in 5 years I have given them a lot and it is the least they can give me.

I hope it doesn't work out like that, but you have to look at different possibilities. I am trying to understand the knife edge you are working on. You are going through a difficult professional period, aren't you?

Very.

You are very fortunate in that you are able to switch off at night aren't you?

Yes, I am.

So you can still sleep?

Yes.

By choice if you wanted to go to a different school in the town, which one would you choose? You must have some knowledge of the people you are working with.

Dovedale because of Mrs. E. or Fleetwith because I have been there and know the set up. They let me go in and help and do an extended T.P. when I was at college and I took a small group and they liked me - apart from the fact that it is a very good school.

Maybe you would choose Fleetwith rather than Dovedale.

Possibly. Although I think the world of Mrs. E. and am extremely fond of her it could be difficult to work with her. I think to a certain extent M. suffers under this here. I saw what she did when we were in the 3rd year at school. She broke her leg skiing. There had only been Mrs. E. in the dept. and they got someone else in straight from college who was a past pupil who Mrs. E. treated like a daughter, absolutely adored her. Although she had this great feeling for M. she kept her down and M. wasn't allowed to do what she wanted. Mrs. E. would take her group and say what she was going to do and M. could go off with her group, but it was always a case of, "I'll have my group first."

That would stifle any professional development.

It did. I think M. was only there 3 years and then gave up to have a family. I don't think she would have given up as soon had she not been in that situation and she even went over to teaching another subject.

Do you think your talents have been suppressed at all?

I feel we all go along a straight line and if we are on a collision course with the leader try to deviate and skirt round it and placate him and try for the quiet life rather than an explosion.

You are aware of the fact that you are not allowed to expand professionally. You haven't reached the pinnacle of your professional talents yet, have you?

Oh no no. It has done me good in one way, as far as pastoral care goes. Kids come to me who have problems and I can talk to them. I feel it has helped me from that point of view, because I haven't been able to see what I can do regarding organisation in the girls' P.E. dept. I have gone over to pastoral care and I think that has been a big advantage.

Do you identify with any particular type of pupil? If a kid comes from a broken home, alcoholism etc.

I have a leaning towards that particular type of kid because I think that my background was so secure until this disastrous marriage. Now after going through that I can understand some of the problems that these kids have. You get extremes. You get the girl whose parents have given her a brand new hockey stick and all the gear and they are standing there and I think, "You can look after yourself", but the little one at the end who is freezing with all her sister's cast off gear - that's the one that gets my attention. I tend to think that when I have children in my lesson who are on the netball team that they get the benefit of my coaching outside school, let's look at the ones in the corner who are not even managing to catch the ball. Even though they can be frustrating and get more out of them being able to catch the ball and get some enjoyment out of the game than my netball team who can walk all over them.

This is why they are coming back to you because you respect them as individuals.

There are some very bright children and some of very low intelligence who are poorly co-ordinated. They attract my attention. I think they are the ones that need my help.

I get the impression that you are a very caring sort of person and the children will recognise you as such.

Yes, I do care. I have worked very hard to create that impression and that is why I think I don't have any problems with discipline, because I think they know that I would be fair with them. They appreciate that.

Is it a caring school?

Yes.

So if your child at 11 years came to Eltermere as it is now, would you be worried?

I would have some worries in certain subjects knowing what I know about the place but overall it wouldn't worry me. If anything was in them, this school would try to bring it out, whatever it was from swimming to physics with a few exceptions.

Can we look at what probably will be a reality - that you will get the scale 2 and start leading the girls side of P.E. What changes would you make?

If I got the scale 2 there would be two scale 1 posts and I would want two very committed individuals from a very good college. Highly qualified....highly qualified. From a good college...not some obscure place.....A good college that we know about. Somebody that would come and say, "Yes, I want to work in your school. I want to help you. I'll do out of school activities...."

You would be happy if Jillian stayed?

I'd love that. That would be tremendous. It is the third person that worries me.

There is a third person here now?

Hm!

But clearly you wouldn't want her?

Hm.

Is she likely to stay?

She is temporary. But I think there is a very good chance that she will be appointed.

So that would be a legacy that you wouldn't enjoy taking over?

No. It would be a disadvantage to me. I can foresee great problems... when I want to do something....will I still be able to negotiate the roundabout? I think I am going to have to go straight over it in order to be me and get what I want for this department. I am going to come in 'clash' head on with him. I know I will. And he knows it. But I think he realises that that will happen no matter who comes.

I think anyone worth his salt has got to fight in education.
I don't see education as a comfortable passage. If you believe
in something it makes the battle worth fighting. You have that
sort of strength don't you?

I think so. I have no conflict in me. I know where I think I am going and what I want.

Where would you look for the biggest improvements most quickly?

Continuity. To establish some kind of routine. That is why we have had this down surge in this dept. - because the routine is continually being knocked over - and by establishing a pattern in the dept. where there are three people who are to be taking children for a whole year with definite aims and objectives.

I am this third person. Assuming that I am prepared to co-operate what would you like me to do that I am not doing now. What is it that I am doing now that is upsetting the applecart?

Not really doing anything. To sort yourself out and decide what it is that you are trying to do. I don't really think you know what you are trying to achieve. I think at the moment you are instructing. You do this, you do that with nothing in between.

Would it be worth while the three of you getting round a table and discussing what you are doing and why. Could you do this or would it be a waste of time?

Yes we could but it needs someone to lead it.

So this is one of the things you would do?

Yes, but I don't think I would be allowed to do that. I think I would have to say, "I have the responsibility for the girls, let me do it my way" and I just have the feeling.....which is why the other job in the town is tempting, because I know I could go in there and the head of dept. would allow me to be responsible for the girls' P.E. maintaining the right to come in and say "I don't think you are doing it the right way." I think if you could transport me to that other school I would know exactly what I could do and go ahead and do it but here I am going to have to fight.

Are the posts to be resolved simultaneously?

Yes. If I am offered the other one in the town and don't take it and then I am not offered this...I suppose I'll have to take the first job that is offered me.

Which way do you really want it to be?

I would like to stay here. I like this school, I like the kids, the

staff are good. I hate the idea of deserting the sinking ship. It hurts me when the other schools in the town say, "Haven't you got a team in for this, haven't you done that?" I am very loyal.

Rank the P.E. depts in the town. Which do you regard as the most professional P.E. dept?

I used to think it would be a toss up between Fleetwith and Aiden but at the moment I would say Fleetwith, Aiden, Bamburgh, Gargrave, us and Callaly and Dovedale.

These are going to change - they are changing all the time. You put yourselves in the bottom half.

Yes, because of all the things that have happened to us in the last 18 months. We were just starting to get somewhere and now we are right back to the image people had of us. That hurts. It seems as though it has vanished.

That must be in your depressed moments and surely it is not as bad as it was 4 years ago?

No.

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

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

Take a pick between the two.

Perhaps winning because of the lift it gave the kids - if you had seen their faces. I am thinking of one girl in particular

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

Are there any other day to day problems that you meet?

I think a lot of outside influences on the kids are putting them at a disadvantage. The image that is reflected by the media on what the average 14 - 15 year old is like, vandalism etc. put you at a disadvantage because you have these problems before you even get down to the problem of teaching them something.

Do you think some of the kids are trying to live that image?

Yes, some of them are.

Is there a big truancy problem?

Yes.

A big staff truancy problem?

No, a small one. Just the kids. They are not forced to do anything they don't want so if they don't want to come to school they don't. The parents are not there - they have left home early to go to work and come in after the kids at night. I think we have a high percentage of latch key children in this school.

Given the catchment area of the various schools in the town has Eltermere got a tough deal?

Yes.

Would it be the worst catchment area?

I think it is possibly the most varied.

I believe you said earlier, you had extremes.

You have just to look around. It ranges from some very good council houses with some extremely nice private houses to factories, poorer housing and slum dwellings.

End of recording

No follow-up comments.

Presently living in the catchment area of the school.

I live with my parents about a mile away...which isn't...I don't like it, because I live in the catchment area at the moment.

Living in the catchment area can be a problem.

Oh yes, I think so. So much so that I am seriously considering getting a flat or even buying a place somewhere. (1)

What things make it uncomfortable?

Things like, for example...I play basketball, a night class at the school but it is not attached to the school as such. There are a number of teachers....that kind of thing. Well this other teacher had asked me to get some print outs from the Mail that we get in Hucklebrough....Just a write up on basketball in general. She keeps a scrapbook. And I had asked my mother to keep the papers, and she had forgotten. And I was going out to school in this track suit which is quite startling...you can't miss it...I noticed the bins on the driveway with all these papers in. I dumped them in the house after rummaging through the bin. Then got in the car and came to school. A kid came along "Miss, I saw you rummaging in the bin this morning..." things like that. If I'm out it's "Miss I saw you the other day..." I don't like being in public so much. And the problem of coming to my old school I'm not...although the P.E. department are all different except the Head whose away anyway... She's very nice anyway. But all my old teachers I feel that they all treat me as a child. I don't think that they have fully accepted me. Especially as I'm an ex Secondary Modern girl as well.

You indicate that you feel as though you are still living with it as a problem.

Well I always think that I have this chip on my shoulder, about being to a sec. mod. school....and not going to a grammar school. It annoys me that I have had to do it the hard way. I left when I was 15....I

didn't do my 'O' levels. And had to go to a College of F.E.....
pay my bus fares, pay my books, paper and all things like that.
People at the High School were getting all their books provided...
getting it the easy way. Then I went to College and did 4 years
and did my degree.

How long were you at F.E. College?

3 years. Just as much as I would have done at school up to eighteen.
I obtained 8 - 'O' levels and 2 'A' levels. My 'O' levels were in
year blocks. Then I did two 'A' levels per year. So my 'A' level
course was all crammed into a year. When I got to college I thought
that my general knowledge was lacking...and I used to blame it on the
school all the time. Perhaps I was a slow learner...I don't know...
It was only at 14 that I started to develop....more intelligent and so
on I suppose that it wasn't the school that was responsible, but I do
resent it. I shouldn't I suppose.

You're really a vindication of the system that has changed.

What you did would hardly have been possible 20 years ago. What you have
proven is that the system is improving.

Yes....I don't know what the comprehensive success rate is in this
school...as this is my first year here. It would have been much
easier if I had been in a Comprehensive School. I would have been
recognized and done two years for 'A' levels. Instead of having to
cram it...and of course I had no Vith form friends...the people I
went to college with were a lot older...housewives and so on.

It must have taken quite a lot of personal courage and determination
to see that three years through....

I wanted to teach P.E. and that was it. I wanted that very much.

It paid off that you were by yourself? You got where you wanted.

Yes. On the other hand....I was quite good at Art as well and I went
to Art college for the final year of the 'A' levels (H.) and I

couldn't fit the courses in that I wanted to. So I had to miss one lecture one week and another the next week...it was so complicated that I had free time that I couldn't fit any work into and I used to get so frustrated, It was very difficult.

You learned to work on your own which many pupils in the school system would miss?

I had to. My parents wanted me to do Art, which made me doubt "Do I want to do P.E?"

Looking back on this split interest, do you now regret doing what you have done?

Never (without hesitation)

No second thoughts?

No. I think that eventually I probably will go into that field.... into design or something. But I want to do P.E. now. I think that it is important now. My parents typically doubt the wisdom of my choice..."What's the good of knocking a ball about...you don't learn anything..." and so on.

You have had to overcome a good deal of parental hostility as well as the school system that operated in your case?

Oh yes. During the first year at college, I didn't like the course and I wasn't very happy at college....And my parents used to come through....pressing me to do Art...thinking that it would make me happy. At the end of the first year I left college....I went to Wearport College of Education. I told all my lecturers that I was going to take the place that I had been offered at Manchester University.....I had every intention of going. But I didn't! (chuckle) I had decided that I really did want to do P.E. and I went back and eventually did my 4 years and I have never regretted it since. My last year at college was for me the best year of all. I learnt so much,

it was unbelievable. I found the course difficult in its structure... 2 year certificate and then a 3rd year exam to go into the fourth year. I'm not a steady worker. I am likely to get down to work a few weeks before the exams...getting up at four o'clock in the morning...and work through....have a sleep in the afternoon and get up again. I really worked for three or four weeks and I did well. If I had worked all year....I didn't I just messed about...I'd have got my Honours easy. I keep thinking...."How much potential have I got?" I want to stay in teaching a few years...perhaps two years here. Then I want to do a Master's Degree...something to really tax myself....It doesn't sound very modest...how can I put it...I think that I have so much to offer, but I can't do it here. I want to do a Ph.D. or something in P.E. similar to what you are doing...to get it across....if I can that's what I really want to do. I am not yet articulate enough in the school to put my views forward...I don't think. Maybe when I get more confidence...I will.

I hope that you will practice putting your points of view. Don't lose heart. Keep testing your views against sharper minds. Don't retreat.

Oh I will.

On reflection at your course is there any one book that influenced you very much indeed?

Well I can give you a person more than a book. Miss (lecturer named) I was bound over by her. She was an amazing woman. The first two years we did general P.E....the certificate course....and in the third year there was a lot of sociology skill acquisition which I was very interested in.....and I will probably follow that up...which we had to drop at the end of the third year, which I thought was such a shame. It was very important I thought. Then last year we had (lecturer named) it was the first time I had met her and she made us do a seminar which I was not very keen about.....and I really had to work for her...and to get up to date I had to go through all the P.E. Journals and I really learned what P.E. was about.....I had to find out. I came to terms

with exactly what I was teaching.....what I wanted to put over.
In that year....6 months really.I learnt more than I have ever
learned. It was a tremendous course. I had to work....I was taxed.
It made me think.

Your account is a tremendous success story you know....I think that
you should be proud rather than resentful.

I don't think that I have reached my potential. And I don't want
to stay in teaching. I have got there now....but I want to go out
and help other people like myself. I have joined the P.E.A. and I
want to keep up with it all the time. I want to put my views together....
with what I am learning here...I want to write it down and get it
published...that's my next aim.

Have you got any ideas for what you might do?

I mentioned skill acquisition but I think that would be more of
a study. If I was doing something for the P.E.A. I would have to have
related it to the school. The teaching situation as it is. I've learned
a lot of ideals....being an educationist or a recreationist and so on...
educating for leisure. I know all that. Now I am in a school and I am
in a position....can we do it? Or am I just going in and teaching just
a few skills and that's it. Or am I educating the 'whole child'? (2)...
which is what I want to do. I want to promote the excellence of the
talented pupils and also the fat and the lazy child. To bring them on
perhaps through dance....something creative. The mind and the body...
all this kind of thing I am very interested in...getting the child to
realise their self concept....gaining confidence in themselves....
Having done the theory work....I am now relating it to the real
situation. We have a few children in the school who are very shy,
and are plump and people tease them all the time. I see my job to
encourage that child....in it's whole personality.(3) Not just teach
P.E.....I think that is part of P.E. Every child has so much to offer.

Are you writing about your work at the moment?

Not at the moment I am not.

If you could possibly find the time...I know how difficult it is... but if you could keep a diary as you suggest.....you are interested in applying the theory of which you are so recently familiar...and try to note what are the things you achieve...and also note the things that prevent you from achieving your goals. Keep asking yourself questions about your job....Don't be afraid of expressing your emotional reactions. Remember that John Holt started with a diary. He was both curious and critical of the teaching situation just as you are. Piaget started that way. So why not G.R? The essential thing is your reflection...becoming a reflective teacher. You will meet teachers in this school for sure who have never reflected for a moment about their professional activities... they will be the 'puppets'.

Right now I believe that I am in the best school in the town and in an excellent department. I know the faculty Head....he was in the boys' department when I was at school. I knew him vaguely...And I came to school and he gave me a programme of teaching..and I was reading it and I thought "He knows what he is on about". I was getting quite excited by this. Then I learned that he was going off on to a degree course; he was just so efficient, he knew exactly what he was doing. I was very pleased once I had got there, that I knew he was like that.

If you didn't teach at Aiden where would you like to teach?

Bamburgh then (long thought) Fleetwith because of the children...their catchment area...an elitist area. Then Callaly, then Gargrave, then Eltermere.

That wasn't problematic for you?

Not really once you think about it. Although after being out of the town for four years...I know Aiden is one of the top schools....and compared with other schools on T.P. I know it's very efficient. It's doing quite well. I sometimes think that it could do more. I still know that it is one of the best in the town.

You say that Aiden does well. It does well at what?

It does well at competitive sports...which is a by-product of what I want to teach anyway. If you are very good, then that's alright. But in it's attitude I think. Well the P.E. department I think that they have a bit of a conflict with the rest of the hierarchy in the school...I think so. It has not really affected me except that I think that the children are not getting enough P.E. lessons. I think that is very wrong. To me people do not understand what P.E. has to offer. It is the most important subject on the timetable as far as I am concerned. People don't realise and I think that is why I would like to go into research and say, "look what it can do"... say for the remedial child, dance could co-ordinate both the body and the mind....getting a little bit more intelligence...becoming more of a whole person. Do you understand what I mean? So they are getting more confidence.....building the self concept...less anxiety and with their friends. They would then be more stimulated in their more academic work I think.

Could you choose particular pupils in this school and monitor progress... keep a case history of three or four children...there's no end to the possibilities.

At the moment I am not happy with myself because I am not fulfilling my ideals...what I really want to do. I'm comin' in to work and I am teaching....I think that I am teaching...and I have not really come to terms with my work and my ideas yet. I can't put them together. Trying to become the complete teacher according to my own view. You have to keep a distance from the children in your first term. You can't get too friendly. So I don't feel as though I am teaching the whole child. Often there isn't time to talk in any depth during a P.E. lesson...so that you can relate it to P.E. Everything inter-related. So at the moment I don't think I am doing my job. Because I think that is my job.

Do you feel that you are improving?

Yes. If I haven't got my ideas together successfully by the end of the year I shall leave and come out of teaching.

Have you had a bad day yet? A really bad day?

I've had a bad morning.

Tell me about it

Yesterday. The worst morning since I have been here. It was one lesson. Fourth Year Options...girls P.E....They want to do P.E. because they think that it's a soft option. They are not particularly nice girls. When you are teaching them they are shouting to each other...so I say "shut up, that is very ill-mannered..." And they don't see it.

What kind of things do they say? Are they obnoxious?

Yes. I think that it is a lack of intelligence. They are not particularly bright. Things like "Oh they're always on the same team...they are good.." Just things like that, "I'll get you..." You know I don't like that sort of thing. Anyway I went to the gym. and there was another teacher there.. and somehow we had crossed timetables...it is the first time it has ever happened. Obviously it was my turn to go outside....which I hadn't realised so it was probably my fault. So when I went in and said "You are going out" It was quite a nice day. It wasn't cold or anything. "I'm not going outside" so I thought "Oh dear...come on...get your things out and out you go". "I'm not going outside" Then they started shouting..."Why do we have to go outside?" They are only third years...they should go outside. I couldn't get it over to them. I wouldn't shout. I have never shouted yet. I hope that I never will. Because I don't think that is the way to get through to children. I tried to reason with them...and they would not see it. So eventually they all went out.

How long did you spend?

Not very long. I don't think that it is my place to talk to them like children....to an extent they should know. They shouldn't be challenging the timetable issues at their stage. Eventually they all went outside. There was one pupil who hadn't her gym. shoes, so I said, "We'll walk to the gym to get you some shoes on the way out"...."I'm not wearing black gym shoes I'll get verrucas". This went on and on...So I sent them out and I saw six of them running round the side of the school....nowhere near the netball courts...and they were hiding. I was very annoyed at

this...so I just carried on, and went on the netball courts. I never followed them; if I had gone to them I wouldn't have lost my temper... I don't know what I would have done...Explained to them I think.... or perhaps got slightly annoyed.."What do you think you are doing... you are disturbing other teachers....get yourselves round there". But I feel sure that I would have got abuse back. It would have ended up in a slanging match outside somebody's classroom. And I didn't think that was the way to tackle it. So I started a game off, didn't do any skills because it was slightly cold and went straight into a game...as they weren't very happy about coming out I thought it might please them...I don't know whether I should have backed down there... perhaps a lack of experience.

Did it please them? It worked?

Oh yes. They wanted to go straight into a game...and these other six strolled out...."Where have you been until now?""Oh we have been waiting for you..." Well they knew very well exactly what was really happening...so I said "Don't you ever do that again...very ill-mannered, I'll see you after the lesson." "You are always picking on us." It is so frustrating. You can't get over to them. So at the end of the lesson I just had words with them....just said how childish it was and not to let it happen again. Now it probably will happen again, because I don't think that was the way to tackle them. I think the way to tackle them is to slipper them or something. But I want my way first...I don't want to slipper a child. I don't want to shout at a child. I want to talk to a child and reason. But some children you just can't. No matter how hard I try...with my ideals or how much knowledge I've got of what I should do, some children you just can't....you can read about what you should do...in the literature....but you just can't do it. So that is a problem in teaching situation. It is a conflict with myself....but also a conflict with other people's views as well.

People who work with youth are destined to failure. This is what you have just told me. There are many pupils that you will not influence.... you have to admit at some stage that "you didn't do much for that pupil"...

It is very sad though isn't it?

But you have to be realistic and ask if your expectations are appropriate... too high or not challenging enough.....You should not expect to win every time.....you can't.

I shall try different ways but I don't want to shout. I don't think I should. What do you gain? Nothing..the children only snigger...I've seen it happen.

Are you the only one at the moment who is not shouting?

No, I don't think so. I suppose I am alien to them really. I'm not what they expect. And because of this I think that they think that I am a soft touch.....a new teacher and she doesn't shout. Well I don't want that to happen....it is really difficult.

The options system in many schools is a total waste of time. Do you think it would be unfair of me to say that of (school)'s options system?

(long reflective pause)....No. I don't think so. The kids are doing something that they want to do...and in some respects they should be made to do other things...like ball skills as compared to racket skills. The different skills that you learn in P.E. can be transferred into the work situation....if you are on a machine and well co-ordinated. In skills that you learn in P.E. you may never think that they are going to help you to turn a knob on a process line or something...But I believe that it can be very much related to industry. I think that the kids should have an option within different activities like a ball skill or a racket skill...some kind of manipulative movement. So in that sense we do give them a choice of three things...they can do the same kind...type of activity, which I don't think that they should do. I think that they should have three different ones. They tend to continue with a competence already achieved. This is all well and good but to split it up and say that we'll do six weeks of that...which is virtually what we do.... we come a long way to what I think we should do then change to another type of skill...I want versatility. At the moment we give them three things and they can choose exactly what they want....not a different type of activity.

How long will they keep that activity?

In the fourth year...a badminton option...you would do badminton throughout the year for two lessons a week.

So you prefer that the pupil did three activities during that particular year?

Yes. Perhaps you would not get the depth of skill as you would if you did it for a year.

My quibble with the option systems is that the teacher is likely to give out the equipment, stand back and let the pupils get on with it. Does that happen here?

It doesn't work like that (here). We do teach them. For example we are in the sports hall on a Tuesday morning and there are three classes. They have chosen their option at the beginning of the year... from table-tennis, badminton and trampoline all in one area. Now obviously you can't have many on the table tennis because there is only three tables. Two trampolines so you can't have an awful lot on there. I end up with 35 people for badminton, on three courts, which is difficult, to do very much with really. So in some situations I think that I didn't teach them anything there. What do I do? I keep thinking that there must be some kind of system that I can use where I am actually teaching some kind of shot...and I can work it out on three courts. You can only give 12 people a game on three courts. So you have to come up with some kind of skills..that's one lesson where I keep trying to think of a better way...I don't want to go in and say "there's the rackets". I've not really done that; I have taught something every lesson.....but I think that I should teach them more.

Have you taken an intensive course in Badminton?

I played for the County

35 and three courts does seem to me to be less than an ideal arrangement. Is there any chance of knocking those numbers down at all?

Not really....no. There isn't the space to move either the table tennis or the trampoline...which is a problem.

I am interested in the effectiveness of the link between school and adult clubs in the recreation sense. Your comment on this would be interesting.

I believe that the way in which work experience is organised in school could be applied in the P.E. programme. Say for badminton in the Vth year. I know all the clubs in the N.E. I think that I should be in a position, which I am not at the moment, to say to those kids... "look there's a club at so and so why don't you go?" So that there is a link. And get some of their Club players to come into school... and to link it like that as most clubs start at 7 p.m. get the pupils at the club at 6 p.m. and take some of the kids with the club say from 6 to 7 and to see the members of the club practicing in the club situation. Stay for 10 minutes or so and then the kids go. Then later on integrate them a little bit more and so on. That type of thing. P.E. should be a continuous process, not an entity in itself.

You assume that it is part of the P.E. teacher's job then?

Yes, definitely. I would be prepared to take kids anywhere. To get their interest. I don't think they realise...or teachers don't realise that P.E. that we should be interested in the 80% of the pupils' time that we are at present involved in. Well I think that we should be. You can't just say....."Well we have taught the kids to 15. That's it." You must consider what the opportunities in the area are. Like badminton....very important. Because you can pick that game up at any time in your life...and you can get immediate success. I popped into the sportshall last night...I came back to pick up some keys...they were all different ages...a badminton night class. Some of them were very old, and the enjoyment that they were getting...I was so impressed. I do know that that sport has got such

a lot to offer people....so I think that we should teach it in school. Health and fitness should combat obesity or something...and If people are stuck in a boring job..or sat down all day then they'll know and have the competence to go out and know that there is a club there...(4)

You sound as though you have quite a commitment to 'education for leisure'.

Yes.

As a native of Hucklebrough, do you feel committed to the town?
A loyalty and devotion to it?

Yes. Although I would like to go to America, I'll always...I mean it's my home. I'd do anything to promote the town. In sport or anything. If I had (missed dialogue)
want to put Hucklebrough on the bottom.

Are there good opportunities for its citizens for leisure?

Yes....but not enough.

What is the scarcity area in sport then?

No, because every area has got a school...for each catchment area and they all have a sports centre...well Fleetwith hasn't got a gym. but most of them have two gyms and a sports hall and a swimming pool...and I think that Hucklebrough is very very fortunate. It is probably one of the best areas in the N.E. Well I would think so. I can't see all the school having their own sportshall...in the Wearport area definitely not. So you believe that there is the space.. based on every school.

But I'm not so sure that if I wanted to play netball in the town or squash...or badminton...how easy it is. Is there the opportunity?

Yes.

Hucklebrough has planned well for me then?

Quite well yes. I don't think that it's publicised enough. I don't think that we take it to the people. Even round school...well if the other clubs would agree to it...to say that such and such a club meets on a particular night, and anybody welcome. So that the kids know exactly what is going on instead of going to the Youth Club here...playing for the Youth Club team.....and that is virtually it. Then later on they'll perhaps come to the school again for badminton. There are other areas that can offer other things. I think that it is a community school and I think they are doing quite well with the community but they can do more. You might have fencing at another school or another area...and somebody here might be very interested in it...and you just have to link it up. That is the problem. It is the linking up of all the departments...no matter what you talk about. It's getting over and publicising.... some co-ordination and communication between people..that's what is breaking it down.

It does matter to you. I can see that. What other things matter to you? What aspects of the school would you like to see sharpened up or thrown out...?

I'd like to see some inter-relationship with the science department... I'm very much for integration with other departments. We are not a Faculty on our own...I don't believe that we should be. I think that we should be integrated. What we are doing in P.E. linked to science.. and to geography...you know...and the kids wouldn't be going off on all these different ways all the time. When I was at school it was just like that. We do History. We do Geography. We do this and that. Nothing was related. I really think everything should be related... education for life...that's what I believe in. And I think that P.E. is at the centre. I really do. I am really for P.E. Very committed to it now. And it is only last year at college. Great!

Can you see any glimpses where you might link across subjects?
You mention P.E. and Science without any hesitation. Could you
make a link?

In my position now?

Well let me put it this way...have you identified possible links?

Well for instance, we do C.S.E.....P.E. which I don't agree with.
(chuckle) I've never said that to anybody.....

Why don't you believe in it?

Well, primarily I don't believe in exams, full stop. And to take it
as far as P.E.....well....(groan).

Are you involved in the C.S.E. yet?

No. I mean the way they are doing it is alright. They are measuring
the heart rate. They are taking the kids out to run round the field
and the recovery rate....things I did at college. Which is all well
and good, but I don't think that we have to prove our subject through
exam success. That's not what P.E. is for. I'm for the linkage...
but not the exam. That's what I am against. Everybody is going for
academic success and the school is very academically orientated...
I know that...and P.E. is losing out to it and I think that what's
happened is we are trying to keep up there as a top faculty...I know
that we get a lot less money than other faculties..and that is not
right....

Now that you know the kind of things that I am exploring in my
research....please do let me know of any problems which you identify
and confront. I have enjoyed talking to you very much and I do hope
that you will soon get involved with your own research...let me know
if I can help

End of Recording

Follow-up Comments

- (1) Have had letters from kids sent directly to my home.
At Christmas persistent carol singers - always the same kids.
Hate shopping in town.
- (2) Education through the physical...concern with full development of child's capacities for growing and learning, physical, emotionally and aesthetically.
- (3) I believe physical education should be structured around enjoyment and satisfaction - supreme satisfaction in reaching the very best of which one is capable. Improve body image and self concept.
 1. provide child with skill and enjoyment which can be transferred to leisure time.
 2. promote self discipline
 3. encourage respect for health and hygiene
 4. encourage child's self knowledge
- (4) Must inspire attitudes and knowledge towards physical health so can base subsequent life styles upon healthy exercise.

Would you have liked to have returned to your old school had there been a post there?

Originally yes....probably. But now that I am here I am quite happy. If I had the opportunity of moving sideways without promotion I wouldn't go,

Do you have any feelings of loyalty or deep commitment to the town?

I don't have any feeling either way. I still regard my village as home. This is a place of work. I used to regard it as a place to come to school as well. But I am more social now I suppose.... I play rugby for Beavers.

Where do you live now?

I live at home and travel in every day.

How long have you taught here?

Three years. When I first came I was here on supply....started at Christmas. I worked from September to Christmas doing labouring and things like that. A lad who plays for our cricket club has his own firm and he took me on for a while.

Was it a bad time?

Not really, I didn't mind it too much. I didn't enjoy it as much as teaching. It wasn't as revolting as you might think. You were doing physical work...and things like that.

Where trained?

North West.

Tell me a little bit about your connections with (rugby club).

There appears to be an easy connection between this school and the club?

Yes, I see it as a very useful facility. I didn't start playing for the club until I had been here for a while. I'd never played rugby before. I was always a footballer. Ashmead was an all football school; there was no rugby there. I came here, and it was just a staff game...against the kids. And they played me in the centre for some reason...I scored three tries in the end... and George and Keith persuaded me to go down to Beavers. I didn't mind rugby...it is just that I had never had the opportunity before to play it. George manages the 1st team down there and Keith has his sons down there and is on the committee or something like that.

How many of the school's boys actually play down there now?

Quite a few. I wouldn't like to put a number on it. When you go down there at a week end you see loads of kids who are either still attending or have just left...or left a few years ago.

How do you feel about it when boys from the school begin to play with you?

You get used to it. It doesn't worry me. Probably because we see them so often down there. We get used to seeing them there. You become acclimatized... it is not just a sudden jolt.

What is your order of P.E. interest?

Cricket is my favourite sport...football...probably rugby...I do a lot more rugby coaching now since I started playing. We have got a syllabus to follow.

Can we distinguish between personal enjoyment and coaching satisfaction?
Sometimes teachers enjoy coaching a sport that they are not very good at
and vice-versa

I'm happiest playing cricket but it would come near the bottom of the list (coaching) I think...for some reason. But for personal pleasure it is way out in front. I am V.Capt. of Village team....played for the league team last year. I really look forward to it.

Where do you get your principal satisfaction from in your teaching?

The best example...when I first came here I inherited a first year group who are now in their fourth year. At that time they finished at the bottom of the League or something like that. Since then they have gone from strength to strength. And I get a great kick out of seeing them develop...and really do well. This is a soccer team. It is a team rather than a class at the moment. I really do get kicks running that team...watching their development. Class-wise... I don't always think that I've enough patience with perhaps the less able ones...I don't know whether the others have told you but we set the pupils in ability ranges.

I would like to know more about that.

When the first years' arrive they are put into two bands. There's an N band and a W band.....four classes in each band. N Band = 1.1, 1.2, 1.3, 1.4 and we split them into two groups To start with there would be 1.1 and 1.2 together 1.3 and 1.4 obviously the boys being taught by a male teacher. After half term, we assess them by doing various activities...training course - swim speed..speed running and swimming..football skills and rugby skills...observing them as much as possible. We try to put the best all-rounders into the top group....they become 1N1 and 1N2.

It is easy then to distinguish the better ability group?

Yes. Not always easy with first years until things settle down. (1)

Is it a good system do you think?

I think that it is a very good system. When you get the good ability kids you really can move on. Perhaps more than the syllabus suggests. Whereas the kids who are less able they are not too concerned about learning how to control a ball on their chest and juggle a ball or whatever...learn about team systems..perhaps you can alter your

approach to using more little games and things like that so that you can keep them interested and active all the time.

Returning to your apprehension about your lack of patience?

Yes....I don't think it's patience...not sure that patience is the right word...but I don't get the same kick really out of teaching kids who are unreliable with kit all the time. Worrying each day about kit...whereas you go into a top group and every body is ready in 5 minutes instead of 10 - 15 minutes. You are out there and working and enjoying it...When they get older you can join in and help as well. (2)

I assume that each teacher sees problems differently.....you will see them differently from your colleagues....Lower Band problems are lack of interest or inability to bring equipment or hostility...not bringing gym shoes....etc. If I am one of your kids who appears to be inept and not terribly keen and I forget my kit, what will happen to me?

Basically life would be made unpleasant to start with. See what effect it has.

What unpleasant things?

We make rules for everybody throughout the year throughout the school. Every P.E. lesson you must bring eight items of kit. If you forget them then we write them down...record them and give 'demerits'. (3)

Eight items?

Gym shoes, football boots, white socks, white shorts, swimming trunks, house vest in your particular colour, black and white football shirt, towel.

If I'm in the first year I have to bring that along for every lesson?
That's twice a week?

M.17/5

We can't say just bring so and so for your next lesson. There might have been a frost overnight or it is absolutely throwing it down, and you can't go outside.

How well does it work?

Very well. Basically when you consider the size of the school. Obviously we don't put so much pressure on Vth years. Once they wear a black and white shirt out...particularly if they are not particularly inclined...then we make sure they have some sort of reasonable kit...basically in the school colours.

I get the impression that Ian...when I spoke to him four years ago... that he was a dynamic and clearly a very well organised man.....a splendid leader but the danger may be that his leadership is so forceful that it squeezes out any elbow room for individual teachers. It inhibits anything that you would like to chuck out or introduce... The programme is so tightly formed that it would reduce my professional freedom. You in your third year of teaching must feel it a bit too tight. Does it work out that way?

I don't think so really. We do get used to the system and we have to do basically what the Head of Dept. says. But first of all when he gives us the syllabus he lets us go about it in any way we like. He doesn't dictate and say what we should be doing in football or something like that. Last year we had a meeting which we have regularly, and we talked about what should be in the 1st year syllabus...to revise it. (5)

So you do have regular meetings where he invites opinions?

We have a full faculty (dept) meetings for general P.E. problems, then if we want something working out...a programme working out... say it was to do with football or rugby....then the women would go out and discuss their netball syllabuses and things like that and we would sit there like we did last year and we decided to revise the football syllabus and revise the rugby syllabus...decide

in which order we should be teaching them in. He invited contributions...even though it is written down what we should be doing...everybody at the time at the school has contributed. And it is reviewed every so often. We don't really feel tied by it. Head of Dept. will always listen to you. Whether he takes any notice of you is another matter...He'll always listen to you. And if he thinks something is worth trying then he will try it.

Supposing he doesn't but you do? Would you be stopped from doing it?

Depends how strongly I thought about it I would think

What I am probing is the fact that when you have a very efficient, well oiled...smoothly running machine...like a P.E. department, it can be very difficult to introduce change...How do you innovate.... experiment?

If it were a really major decision that were going to affect the department I don't think that I would do it. But if it were a minor thing..like how I taught something....as every teacher teaches differently anyway....But I have a lot of respect for Head of Dept. To me he is probably the best P.E. teacher that I have ever come across. In terms of organisation and in teaching.

By coming to this school for your first appointment, you must have grown very much professionally. You must know that and feel that you are coming to your peak at the moment. Is there any way in which your professional development is hampered at all?

Initially I was obviously very happy to come here. First of all relief at getting a job (at all), secondly, when I found out what the place was like...how well the department was run. I really realised that I had fallen on my feet. Obviously I was very very happy just to follow and follow and follow and learn by watching Head of Department and....In free periods I wouldn't sit in the staff room and do my own work I would hang around the gym. and take it all in. I would listen to him talk to the kids...hear how

he put things over...teaching series he would teach them. I don't think that you can learn all of that at college. Most of the courses we did at college were seven weeks or something like that. I consciously tried to put myself around...watch other teachers as well...try and pick their brains a little bit. Develop my own sort of style from there. I didn't try and imitate them. But I did try to pick things up. Now I think it's about time to be looking for a Head of Department post. I have learned how to teach...I can communicate with kids...In my own opinion I am a reasonable teacher (apologising for any mistaken conceit). Again I am lucky this year because I am joint Head of Dept. with Tom at the moment. We have two new teachers as well so we are helping them along. I really feel as though I am helping them a lot. (6)

I get the impression of a very cohesive department..working in tremendous harmony and there is a team operating moving together more or less in the same direction.. Is that a true impression?

Basically yes. We come back to the leadership again. The Head of Department has got everybody together by having these meetings every so often and by discussing things.....

How often are they?

Basically when they are required. We don't say have one every six weeks. If a problem arises..maybe seen to be a common problem "We've had that problem as well..." and discuss it. Or "We've got town championships next week we need to discuss teams...and whose going to be in them....and how are we going to organise them.... and whose going to go down...." things like that.....

I get the impression that you are enjoying both your professional and personal life very much indeed. Where are the pressures? Are there any?

Within the school?

Professionally

For myself...I've been here three years and it is time for me to start looking for somewhere now....

If you could model the next few years, what would you plan?

I think it is a natural progression...I want this year or next year to become Head of Boys P.E. somewhere then Head of Department a couple of years after that. A natural logical progression. How far I would want to go after that I don't know. To me at the moment, at my age, I don't think too much beyond the next progression.

The opportunities are going to be tighter and tighter....
difficult years ahead. Are you doing anything about getting further
qualifications?

Yes. I am going to start another course on Sunday. Cricket.
I've done a rugby one. I've also done some swimming.

Did you do a B.Ed. at College?

No.

Does this not appeal to you? To do an In-service B.Ed?

I'll probably do an O.U. at some stage, I should think.
But at the moment I don't feel under any pressure to do that yet.

Looking back at your college course..are there any texts that made
an impact on you? Have any books been of any help at all since you
came here?

(pause) Well as I said earlier, I think that you learn more about teaching when you actually come into a place and start teaching than you will on countless teaching practices or countless lectures or reading anybody. I enjoy reading P.E. books and things like that... I've got an interest in them. But I don't sort of hold with the claims that they make all of the time...To me every child is an

individual. Every group is an individual group...I don't see how you can categorise something and say this will do something for this group because it worked with that group....I mean you can prepare the same lesson for two top groups even...same year...and one goes down great, kids enjoy it...they pick everything straight away. Another group exactly the same but just different individuals in it...just proves a complete flop. (7)

Do you ever stop and think "What am I teaching this for"?

Reasonably often. I quite often look back on my day and think "Well..would I do that?.....How did that lesson go?....Was there a good point in it....Was it well organised?" And I will say yes or no...and wonder what can I do with them next time? How can I put that situation right? Not always successfully but...I'll keep thinking about it....

Do you take your worries home with you or are you able to switch off?

Basically I switch off. I lead a fairly active...I'm on the cricket club committee and things like that and that takes up a lot of time.

I don't think you have any worries or cares have you?

Not a great lot, no. (chuckle) It's just a matter of getting into the routine and going on...it's like a machine I suppose. Perhaps I sometimes think that it is too well organised. That's another worry (more laughing) when I go to another school perhaps if I'm lucky enough to get a job somewhere....(8)

One of the questions you will be asked if you go for interview
"What improvement would you make to the department you have just come
from?"

Whew!

This is not a catch question, truly. All human teams are less than perfect and that is not a derogatory statement.....All human organisations are capable of improvement....or sharpening somewhere to get better. Although the department is very well run a pretty astute reflective teacher would be able to put his finger on some aspect and say "at this point we could do something about it...."

Perhaps we don't discuss the actual content.....the things that will be taught. We teach how to teach perhaps and which order we should teach the different skills...but we don't really discuss what should be in the programme itself. I think that is basically Head of Department's idea. For the most part I think that it is excellent. It's well organised. They have something new to look forward to look forward to every year...even as far as the Vth year...They are doing something different in P.E. every year. Perhaps the only thing I would....perhaps..criticise a little bit is the Circuit Training in the 4th year. I don't know whether it goes on too long...whether two terms is too long? But I think that if you are going to get any benefit from C.T. when they get into the fourth year... it's probably the right year to do it...but I also think that if it is to be of any benefit then it has to be continuous, so that there is a purpose to it...It has to be every week if you are doing C.T..... regular training. (9)

How does it work at the moment? If I'm a fourth year pupil I will start doing C.T. in September will I?

It depends which teacher you get I think. But the way I approach it is that you do C.T. every week. They only get one lesson a week remember. So they do C.T. when they just start....they do a maximum three x $\frac{1}{2}$ max., and a 2nd max. and so on to a 4th max. Now working that out unless you are very lucky with holidays, even at once a week it is going to take you until $\frac{1}{2}$ term next term. I think that it is probably a little bit too long. Plus we had an added problem last year of areas. They only get P.E. once a week. But that is also on a different day each week. So one week on a Tuesday, and one week on a Thursday. Last year a Monday and a Friday something like that. Now if the area changes, say for example they have one lesson in the boys gym, they

M.17/11

can do C.T. there all the time. If their other lesson happens to be in the sportshall, you can't do C.T. in there. So that means that instead of doing C.T. once a week it is becoming once a fortnight. And with $\frac{1}{2}$ terms and things like that there is going to be long breaks in between...the course would not be of any real use then. It would lose it's value.

I can see your argument. I wonder whether in a department meeting you would discuss whether or not you should do C.T. at all?

I think it should be done. I think it is a good.....

This has been discussed has it?

No, not really. Nobody objects to it. Nobody has strong opinions saying that it is a waste of time....

Going outside the P.E. department...Do the school politics affect you? I'm thinking of the power struggles...staff tensions and that sort of things that go on in every school....Does that trespass on to your professional life at all?

I care about it because it interferes with me sort of thing. My attempts to do things. Basically...it is as you say there are lots of power struggles and some faculty heads won't let your pupils out for this....or say they won't. We have arguments between H. of D. and other people.....Head of Department and the boss.

That has been quite an explosion....a big confrontation.

Head of Department and the boss didn't really hit it off. I think basically because of the change of Headmaster. And the attitude of the previous one....I didn't know the previous one...but evidently he was all for sport and he would do anything....Head of Department got tons of support from him. He could have people out whenever he wanted. They had lots of P.E. time in their programme. Now...this one seems to have gone the other way. He has cut the P.E. time down. He is more inclined to Music....Languages and academic successes...perhaps to the detriment of P.E. But you'll talk to him...."Oh I really want

you to do well. And I want to help you..." But whether he actually does....Actually it is a bad time to say this because he has just allowed me...I'm playing in a County Cup Match this afternoon at 3 p.m. (chuckle).....It is the first time it had ever happened. I think that it may be partly because Head of Department is away and he wants to make an impression.....though I don't know (genuinely questioning assumption).

There is an important piece of school's history locked in here. I am talking of the way that the school was so vibrant....so very very active in its commitment to out of school activities when I visited four years ago. Now as a result of this collision of the power holders there is a completely different approach to these activities...It is something about the nature of the P.E. 'animal'. I have the impression that all after school activities came to a halt...

Yes that's right.

Now it appears as though the Extra Curricular activities are creeping back again. You can't keep P.E. teachers away from teams and clubs after school. How does this affect you? People must have been affected by the conflict...there was a way in which you could not have escaped the backwash.....

No...It's...I don't know how to put it really.

Was it distasteful to you?

It is....It was....I agree with you that it is starting to pick up again now....I didn't agree with what Head of Dept. is doing...and I still don't. I don't know when he comes back whether he will start doing activities again....But I think he is taking out of kids and things, his own personal feud with the boss.

You say that with a great deal of feeling

I do, yes. I don't think Head of Department has given enough consideration to that.....(10)

Had you been H. of D. at that time, although you had lost something from the Head, you would not have let it influence the kids programme. Did the N.A.S. struggle influence you? You were hit twice firstly the internal conflict and secondly the authority dispute....

It was a really disruptive year altogether last year. I had sympathy with the N.A.S. aims...I think I had...obviously something like that made me think whether I should be in the Union or not.....They weren't penalising a lot of teachers at all who would normally go home at 4 o'clock and wouldn't do dinner duty.... would go home to dinner anyway...But they are hitting the people who are doing something for the kids voluntarily and enjoying themselves...yes with no marked effect I would think. (11)

I gather that H. of D. explained that whilst he had had enough and intended pulling right out of extra curricular activities he none-the-less re-assured you that you were free to do what you felt to be right?

He never discussed it with me at all. I don't know whether he discussed it with Tom or not? Perhaps he did. The year I came, I came at the Christmas...and I think the decision had been made in the September before hand...I think it was because Head of Department didn't do any activities that year...He did take a football team the next year and he pulled out the next year. What he did do to his credit... if we did things he would give us every help. He's really fight for us and all that.

You care a lot about your extra-curricular work don't you?

Yes. At the moment I am doing two football teams. I am going to start a basketball club as well. I'll be doing cricket during the summer... and athletics....

What kind of time does all that take?

M.17/14

I don't believe in running teams without practices. So that each team that I take does two practices a week. So I have two dinner hour and two evening practices....plus Saturdays. And before half term running each team involved matches once a week as well. Even if I haven't got practices very rarely do I go home at 4....there is nearly always something on....not so much now the dark nights. But the 1st year team will be playing or the second year team will be playing I'd sooner go out and watch them than go home.

How easy do you think it is for pupils from here to get involved with adult clubs?

The thing that is easiest is Beavers by far. Partly because it is so close. Partly because there are a lot of teachers in this school who run the club anyway. I think that Beavers also sell themselves better than most of the other clubs. If I was running a club say from outside I would be going round the schools..... sending letters to the schools...I don't think we get enough of them really. (Beavers = one of Hucklebrough's rugby clubs).

Wouldn't the clubs say that it is the teachers who should send them to the clubs?

I would put most of the blame on the clubs at the moment. I've been here teaching three years, and I don't think there has been anything from a Badminton club or anything like that. Maybe Peggy does or Ian does...? They have been here a lot longer perhaps they will get mail that I don't see.

I don't want to be objectionable but don't you think you should know some of the avenues to clubs of the activities you teach...Shouldn't the P.E. teacher inform the pupils of the full range of sport and recreation opportunities in the town? The school should not be vulnerable to club criticism I do take your point.

If a kid has an interest in this sport...if he wants to know more I will make inquiries for him.....but I won't do it first. I'll wait until somebody asks me first..."How do you get in touch with the

badminton club or the athletics club or whatever." Then I'll find out.

That suggests that you have thought this one out. Has any pupil ever come to ask you?

Yes last year a boy wanted to go training for athletics. And funnily enough he was in one of the lower groups. I sent him down the Athletic Club and he went down. Quite a few go down there.

I think it might be asking too much of teachers but it would be most interesting to monitor what follow-up there is from the school to clubs. I know that I was most impressed by the documentation which Head of Department had set up on each of the pupils...the records were a massive move forward....better than most schools have dreamed of.....knowing so much about each individual child....Could it be that one could go a step further to ask each pupil which sport he intends to carry on with after he leaves school? Almost like the careers convention idea.....where the careers specialists set out their stall to acquaint the pupils of work opportunities...may be P.E. departments should make it clear to all pupils what recreation opportunities there are. Do you think that it would be pushing the P.E. Department? A little bit too far?

I must be honest and say that it's something that I haven't thought too much about. I just wait until somebody comes and asks then I will find out for him. I don't know whether it would work or not... until it has been tried or whether it would be worth it. I think that the programme we have at the moment is good because it gives them something different without skimming over any particular activity. The course in each activity is substantial...the basics are done. (12)

It seems to me that the pupils...most of all...know when they are making progress. That is what is so good about a recording system. Does it work as good as that?

Yes...times and skills tests and things like that. If we are going to do a skills session...and we are going to try again later on, then we might sit them down and talk to them trying to get them going..It

can be an amazing, the response you can get...especially the younger ones. They'll come up "I'm going to beat my time today sir.." or "I'm going to make up for last time today...I've been training hard..." I suppose that they have something there to relate to...and it is something to aim for. I would take a lot of the ideas from here with me if I became Head of Department anywhere.

Have you applied for any yet?

Not at the moment. No. At the moment I am looking basically in C.

You want to stay in the area?

Oh yes I want to stay in the N.E. I don't want to move. I'm very involved up here. I went back to North West last week...just to see some friends there.... $\frac{1}{2}$ term. Some of my college friends got jobs round there. I've kept in touch with those I got on closely with.

Thanks for giving so much time....

It has been a lot easier than I thought. I thought that it was going to be quite different.

All that I said to you at the beginning is absolutely true....I really care about the subject....(explained some of my objectives) Discussed the problem of unemployment.

I was troubled by the waste...I thought well I have given three year away from home. You might have gathered that I like home... I like this area. And I have gone away and trained and I have come back...and I can't get a job. I felt a bit bitter about it... yes.

End of Recording

Follow-up Comments.

- (1) 1st years are assessed after roughly 7 weeks. These are pupils who we do not know until they come to the school and although we do a general sorting out we do quite often miss a pupil and have to transfer him later.

- (2) Perhaps it's frustration rather than patience.
- (3) We very rarely give de-merits. More likely a real verbal roasting.
- (4) I may be overestimating top groups. The point I want to make is that there is a world of difference between top and bottom group.
- (5) It was a general soccer and rugby revision; not just first year.
- (6) I just have a feeling that I'm more useful than in the past. I enjoy the responsibility even though I'm not paid any extra. It is a new aspect; a test of my organisation and my ability to help solve any problems the new teachers may have.
- (7) Perhaps the difference may be in the teaching approach. Teachers, like everybody, are subject to moods and the approach and enthusiasm for some reason may not be there even though lesson content may be the same and groups may be similar. Basically, however, I feel that what I said at interview is true.
- (8) I worry more about getting into a rut than anything else. I don't think my teaching will improve if there is not a new challenge. Being Head of Boys' P.E. saved me this year. I hope that when things revert to normal this year I can still maintain my interest and enthusiasm. I think I will but a lot is going to depend on Head of Department when he comes back. I hope he will do teams again.
- (9) Risk of boredom perhaps.
- (10) I hope that this upsurge in activities will continue when he comes back....we look like losing 2 keen P.E. teachers and I hope that having reawakened interest in the pupils that we don't let them and the school go to sleep again.
- (11) The distinction was not in my opinion made between marking and duties which was to be done and clubs and teams which were done voluntarily.
- (12) Our option courses gives us some idea of where pupils interests lie, but I accept that this is not really enough.

Graduated from City College in Summer 1979. Appointed to Aiden and been teaching for 6 weeks.

Do you still live in Darton?

Yes, that's right. My home is and has been in the N.E. and I went to college in the N.E. as well....City College.

Are you involved locally in any sport yourself?

I was quite involved in soccer at University level but I haven't got involved here yet. I wanted to get started in a job first. At school I was goalkeeper for the Vith Form college....and in the Lower Vith I played rugby and I played for Darton Colts....but because I decided to pursue.....

(Faulty recording interrupted flow of account. It was established that Mr. D. played rugby and soccer at college, enjoyed with cricket, tennis, gymnastics and swimming as back-up)

.....I've never been keen on athletics. It is my opinion that the teaching that I got as a pupil was not very good in athletics so I was never given an interest or motivation in athletics....and although I understand the principles and the teaching of it...I'm not keen on the athletics. Any other sports...cricket and tennis, yes.

There are some sports that I enjoy doing as a person but do not enjoy to the same extent teaching them and vice-versa.

Yes, in the athletics I quite enjoy teaching it...where my ability is better than the children, and I understand it but I have not got an outside interest in it.

Did you leave college after four years with any personal crusades?

I wasn't really sure exactly what career I wanted to pursue, but now I am quite enjoying this so that I might stick it for a few years.

Can you tell me how you came to get the job here?

This was the only interview I got, this was the first interview and luckily I got the job.

You had it easy if you compare it with some of your colleagues.

My degree helped a lot and also that I had A.S.A. teacher's certificate and I am keen on soccer and gymnastics and that was the sort of person they wanted to fill the job.

When you got the job, you must have felt on top of the world because a lot of students are hanging around until Christmas or even later.

A lot of my colleagues did get jobs earlier than me. I didn't find it as bad as I had been told.

When you saw the set up before you actually came here, were you excited by it?

I did like it. It is not the best, but it is certainly very good - especially with the swimming pool and sports hall.

What are you enjoying most? You have only had the equivalent of a long T.P. here, has it hit you that the job goes on and on?

Yes, it certainly has. 9 - 5. It is very different, but I find when I am enjoying the teaching it is self perpetuating. I would rather come back to school than go home for the week end. I am very lucky here: lots of children are good pupils and it is a good school for P.E. I wouldn't like to say what it would be like in a poor or bad school or whether I would survive in that sort of school. In my final T.P. I had a few problem children and it wasn't very enjoyable because

they didn't want to learn and it was such a struggle to get them to learn. Here, there are fewer children who need a lot of pushing to get them involved.

How do you feel about the comprehensive system?

I don't agree with it because this mixed ability grouping and teaching doesn't seem to benefit the bright pupils at all.

So you would dismantle it if you could?

If I could. I would go back to the old system again, where you know what level you are teaching at and you can aim your teaching at those children. We do group and set a lot in this school, but even so, with kids of very different ability in the school it still hampers the clever children a lot.

Can you describe a good day?

It is when the mood or atmosphere of lessons has been right - where the kids are obviously not messing around or being disruptive - they are in a good mood and if I can keep that mood going throughout a lesson it is a better learning situation. When I find that the kids have actually learned something and I could even test it at the end of a lesson it is good for me. I enjoy that because it is rewarding.

Have you actually experienced that?

Yes. A little bit, not very much in only eight weeks. I find that if I am not getting anywhere that is a bad day.

Do you feel you are getting anywhere in your swimming, because it is one of the things you care about.

Just started.

Are you involved in any school teams?

Yes, the 2nd year soccer team and they are doing very well. I rate the children highly and they rate me highly because we are doing so well. There again the mood in the soccer club is a good one and the children are willing to listen, learn and compete and that makes me more interested to teach them more.

In your T.P. did you come across a department that was as well organised as this?

No, not at all.

Has it knocked you for six, all this documentation and careful recording?

It certainly has. I think it is very good indeed. Mind you it would take a long time to get to this situation. A lot of schools just plod along. I didn't have much help in my T.P. from the staff - they were just interested in their own timetable and got on with it.

What sort of schools did you go to and how good a preparation was it for this school?

My first year was in a Secondary Modern and I wouldn't like to comment on that as it was a 1st practice and one is nervous anyhow. The second year was a comprehensive and that was good and made me think I liked teaching. They did help me a little. The third year was a difficult one. I got no help from the staff at all. The kids ran wild, not well disciplined either at home or in the school. I couldn't really put my finger on where the fault was. I think it was a combination of poor families and poor discipline in the school and it made it very difficult for me going into a class where they were sometimes quite disruptive. (1)

It is just survival, it isn't teaching.

Yes. They didn't want to learn and how can you make someone learn even with physical force? In a sense I learned a lot about disruptive pupils. I survived that, learning various methods I wasn't taught in college, and I have now got that behind me and so with even the worst pupils in this school I know roughly how to cope with them.

Is your confidence building up now at the end of eight weeks?

Very much so. I didn't have much confidence at all in that final practice.

It must have been quite shattering for you to even consider whether to go into teaching.

It was at first, but I knew it was a bad school and I knew if I could get into a good school then I would be very happy to teach.

Have you had a really bad day yet?

It doesn't stand out in my mind. The 4th years have this circuit training and it was a bit of a bind getting that started, myself being introduced to the system, I was trying to tell them the system, there were one or two slow lessons there and because I wasn't able to give the children things specifically to do they were able to run round more. Now that I know the system that is improving and I can keep them occupied which stops them playing around.

Now that you have been here long enough you will be sorting out in your mind the things that you think are strong points about the school in general.

Pretty good discipline in the school generally and certainly in the P.E. Dept. Throughout the school discipline is pretty good.

M.18/6

It seems as though the P.E. Department is a bit isolated from the main stream of what is going on around it.

One tends to find this in a lot of schools. We mix easily but around the departments on the teaching side of things we are a little isolated there....

You don't do any teaching other than P.E?

No, not at the moment.

If you had the choice would you take on any other subject?

Yes, possibly as a secondary subject, Maths or Physics, but since I have a full timetable of P.E. I would rather have it that way.

This is perhaps a disadvantage, that the P.E. department is involved in the whole school community, but it does not see the community in operation.

I think it gets involved as much as some of the other departments

Do you as a person feel lonely yet?

No.

You have been welcomed into the school?

Oh yes, certainly. I felt lonely on T.P.

For some teachers in the first year, they can be almost demolished by the sheer loneliness of the job. It is often said that moving from college into school is a shock. Has it been a shock to you?

I can see how it could be with staff who are not co-operative or friendly, but not for me.

Have you been made to feel part of the system and look forward to coming in in the mornings?

Oh yes.

What is the social life? Have you been invited out to colleagues' homes or out for a drink with them?

We have been out when there are small competitions arranged and socials after the sports. I get on very well with the P.E. Dept. and other members of staff so we do tend to mix socially but not in terms of work or depts....

What contacts have you got with other teachers other than P.E. Dept?

I get a lift with a chap in the Physics Dept. a young man who has recently started. The head of science was keen to know that I was able to teach physics, so I was introduced to the physics dept.

How do you get back home?

We both have cars and by sharing we halve the petrol costs.

Does that cause problems by you staying at night?

I thought it would but it hasn't, and if we have to stay back we wait for the other person. He also takes the 5th form soccer team so he tries to arrange matches at the same time, there is quite a lot of co-operation in the school.

You say you are increasing in confidence - in what areas do you feel you are getting better as a teacher?

In building relationships and getting to know the children. On T.P. you don't have time to get to know anybody. I have found when I know people personally they will listen to me more and instead of talking around the subject when I am teaching we can get straight to the point. Their learning and skill improvement happens immediately when I know them.

What personal ideals did you hold at college that were different from the rest of the group?

I held the social side of P.E. very strongly - the social aspects that one can gain from P.E. like co-operation, competition. This is something that I value because in a sense one is learning for life. Certain values and moral codes that adults use automatically and children don't. My other colleagues had their own views about it but it didn't come out so much in them. I am very keen for the children I teach to understand basic moral codes and values such as the social side - co-operation because that will help them not just in P.E. but in everything they do in later life.

When you are playing soccer or rugby you will care very much about playing according to a code of conduct and that will almost dominate whether they win or lose or whether they have played particularly well.

Yes. Both the moral code of conduct and the rules of the actual game.

I think of games as always being in two codes, the explicit one and the implicit and for me the implicit one matters probably more than the explicit, but you can only teach the implicit by observation of the explicit.

It is a very real situation. You meet up with certain values straight away.

I would think that to enjoy sport at the level you do you must be a very competitive person. Competition really matters to you.

Yes and no. In the ideology of P.E. I am interested in the social side but myself playing, I am not so keen on the actual competitive side as the actual physical experience of playing. There again life is about competing so that needs to be taught. One needs to know how to compete and when to compete but I can gain just as much enjoyment from a leisurely game.

Do the politics of the school impinge on you yet - have you begun to recognise any of the power struggles that are going on - are you aware of them?

M.18/9

Not really, no.

Have you exchanged any words with the head? Has he met you and welcomed you to the school?

Very much so.

Did he meet all his new staff?

I suppose so, he seems very sociable. Certainly we were made welcome and introduced to the system but not to all the staff.

How did he introduce you to the system?

On interview I gleaned a lot on how it worked and on the first day, he didn't make a big meal about it but just the general running of the school.

Did he give you confidence in either you or him or both of you so that if you felt you would like to discuss something you would find no difficulty in knocking on his door and saying, "I would like to discuss something with you."

Yes. He gave me every confidence about that. He was surprised when I turned up because I was ill the first two weeks and I was a bit nervous and embarrassed having to start late and he put me completely at ease and said "Are you really fit enough?" and he was quite prepared to have the stand-in teach again for that day if necessary.

How much contact have you had with HoD?

Not much. He was there at the interview and showed us round the school and talked to us about the running of the department and that's about all.

I have got the impression that things are going well and that you are enjoying the job and that you are fortunate to be here and that you haven't come across many problems at all. The sort of problem you would take with you at night and worry about it.

No deep problems.

I don't know whether you take problems home or whether you switch off.

I have mentioned where I learned that ability. With the problems at the other school I decide that to survive there I just had to switch off when I left school and think about it at 9 o'clock the next morning because otherwise I would have gone to pieces there. I decided just to get away from it which was good for clearing the mind and saying, "I should be able to sort it out no matter what."

What recreation do you have outside school? Are you involved in any other activities for sheer fun?

I am keen to get involved in the soccer club. As for leisure - any and all sports. I am more of an all rounder than for any one sport. I have a big interest in modern music and get an awful lot of enjoyment from it. My leisure life is a mixture of listening to music and sport. There is one point about the school though, even though I said the discipline was very good, if they were more strict about simple things like school uniform even to 2nd and 3rd year level the children's attitudes might be better in the lesson. That is a point I came across straight away. The 1st years have school uniform and no one else seems to be bothered about it. I think children would then realise that they are in an establishment which is trying to do something for them. It is a bit of conformity - formal dress rather than the slovenly attitude that they sometimes get into, especially the Vth form.

You feel that spills over into attitudes in the gym?

A little bit.

G. was telling me that for each lesson the children have to bring 8 items of equipment and I thought that was expecting a lot of these pupils, but that seems to work.

That is a good standardisation

You would like to see that extended into general uniform and attitude.

Yes.

How does that show itself in the gym?

I was just thinking about the boots that they wear. They can go around looking like tough young hooligans outside the school but if they unlace their boots they still carry the same aggression and aggressive attitudes on to the field, so they might go kicking people on the field as well.

Have you seen any kids who were as bad as your T.P. experience because it sounds to have been a pretty bad experience?

Less than 1% in this school, although it could be the good discipline in the school that brings these children round like that. We have all the pupils in the school recognising a certain discipline or authority whereas perhaps in the other school the majority didn't recognise the authority. If children misbehave here and you tell them off or you explain things to them they usually know what they have done wrong.

Have you been asked to teach anything that you felt ill-equipped to do?

No. Basketball, like athletics was not taught to me very well, but I have managed to pick it up.

How are you doing that?

Sometimes with "Know the Game" books. Talking to colleagues, watching games of basketball on T.V. and reading the rules. Another help was with this well organised dept. We have got cards and schemes of work so that although I may know the game, I might not know a certain drill where the kids can learn a certain aspect of the game easily. We can refer to these cards. My introductory lesson of basketball went very well.

So that was a tremendous help coming here.

The books on basketball are sufficient, but these are an extra that made it even better and I wouldn't mind teaching basketball now certainly up to 3rd year level.

Have you been involved in the C.S.E. programme yet?

Not at the moment. For one thing, I am a probationer and K.M. has been introduced to the system. He has had a year's experience.

Are you involved in the option system in the 4th and 5th year?

Yes, I take the options courses but I am not involved in the selection.

I am sceptical of options systems

I think I am too.

It seems to me that options systems sound a very good idea, and I am sure they are there for the right motives, but physical educationalists take on too much. In too many schools that I have been into the options system is a matter of the P.E. teacher giving out certain equipment and then abdicating any further interest in what goes on. From your experience so far how's it working here?

In the 5th form I think it could be tried out where they could be given a variety of courses, introduced to new things for later on in life that they might be interested in, but not in the 4th year. I think there is still a lot of teaching to be done in the major sports even at 4th year level.

You are watching that with some care?

Yes. I am dividing the lessons into times when they are just allowed to get on and times when I teach it, but they expect just to be allowed to go out and get on all the time.

So there is a bit of tension between you and the options?

I would like to see options, but delay them until 5th year.

Are there any other areas like the basketball where you felt you should have had that at college and didn't?

No I haven't come across anything yet.

It is one of the nightmares in colleges that you can't do everything. If you do something well you have to devote so much time to it and cut something out elsewhere. I often look at students leaving college and wonder what they are going to do in their first year - they'll be asked to do this that and the other - but somehow they survive.

In my first year we had had about 6 weeks teaching on athletics, only one lesson per week and we were supposed to be able to go into schools and start teaching it. Now with the scientific background of throwing and running etc. I feel a lot more confident about teaching.

Do you look back on your training with some pleasure? You quite enjoyed your life at college?

Oh, yes.

What about the course itself?

A shambles, because it was a 3rd year B.Ed. and we were only examined on essays and notes we handed in and not on our..... well you were supposed to be able to teach. Our physical ability was just there in any case - it wasn't really examined and that was for our own benefit later on. We had to put in extra time to get our practical experience. (2)

Have you kept in contact with people at college?

A few.

Clearly you were at your college at a bad time.

I got on very well with the lecturers and tutors, but they couldn't do anything about the system either. It was affecting them too. This is only a one year job at the moment depending on how many people they want to employ next year. At the moment I am thinking I would like to stay on if possible.

I take it you are here whilst I.B. is away for a year?

It is either me or Keith who is taking his place, so it looks as though one of us will be kicked out. Also with education cut-backs they might even require few staff, which would mean we would both need new jobs.

However it is a very good first year opportunity.

Do you think you might move into maths eventually?

No, I don't really want to. I think I might move into sport and recreation.

End of Recording

Follow-up comments

- (1) Any advice the staff gave me tended not to be very beneficial, because it was only applicable in their situation, but not to me as a student.

When did you come to Aiden?

I started this September.

So you were at (named firm) until September?

Yes.

When you left college (named) qualified, did you do your casual labour, or you went onto the dole presumably or did you not spend any time on the dole?

Yes. All the way through being a casual labourer I was on social security.

What did that do to you psychologically, emotionally? Can you remember it now?

Yes. My main worry was being out of education for too long. 6 months seemed a long time. But when I got the supply job through a friend, an ex-colleague, I thought I had got back into teaching fairly quickly and that helped me a little in my applications for other jobs.

Did you get bitter?

Quite often yes.

Have you got over it now?

Yes, I think I'm going the other way actually. When I was labouring I worked from half past seven or eight o'clock until half past four and it used to be hard work. Then I'd come home, have my dinner and about half an hour's sleep; that were it. Then I felt refreshed. Have a bath. Work had finished and last night I were thinking, "Oh what a nice way to live," you know. Because last night I were thinking about what's happening today and what have I to get ready and all the rest of it.

That's the difference of course between a profession and.....

I think the biggest reason I felt bitter during that time, I used to go back to college for various re-unions at weekends and some of the other people had got jobs.

There didn't seem to be any justice.

Well in my opinion.....

Because some of those that were good teachers were without jobs and some of those who weren't very good teachers, who couldn't have cared less...

But also there's reasons now for that as well. Lecturers, being too friendly with lecturers, they dropped a good word in...I used to get bitter about that.

Looking back at College now, what do you think about in retrospect at the course. Did it prepare you well, did you think it was a waste of time?

Oh no. It was a very good course I thought, practically. And the theory of the sports was good. I thought we spent too much time on the educational side and to be honest, I don't think, consciously, I don't think I've used more than 25% of what I've been taught at college from the education point of view. Now the philosophy, probably I've used more psychology than anything else or sociology. I think that was a little over-stated, the educational side of it. The practical and the P.E. aspects, I think they were quite valuable.

Have you been asked to teach anything that you felt ill-prepared for? Well you have done supply teaching, you've done some work at this other school with 200 pupils after all. Were you called on to teach something that worried you?

Yes. Like this year I'm teaching C.S.E. P.E. which I've never taught before. That worried me to start with because I didn't really understand the syllabus or how to treat the class. But after a couple of weeks

I had a word with Peggy because the lads I'm teaching, I don't think any of them are good enough to do the exam. They say, "I'm going to leave as soon as I can." So I asked if I could change the course a little bit myself. They had too much work on graphs and...to bring in more practical sides like diagrams for soccer skills and maybe rugby skills which has gone down a little bit better with them. I'll probably come back on to the physiological side later on but I don't like having it in blocks, you know. Some get bored and disruptive.

Do you just take boys for the C.S.E?

Yes.

How many have you got?

12. I doubt if there is ever 12 turn up.

And you've found that with the physiology, the practical work thats involved, as they are not going to take the examination they got a bit cheessed off with this?

With the theory work, yes.

So you've had the freedom to go along to P. and say, "Look I don't think this is worthwhile," and you've changed it on the spot?

Yes, but I haven't sort of thrown out the normal syllabus, we are still using that as well but I'm just bringing in other things.

But that's the only thing you've met so far?

Oh well in my first two weeks everything was a trial and I worried about everything. I didn't move into a flat until about half past four the day before the beginning of term so I never had electricity for a week and a half, or gas.

Where are you living?

Down old Breakwater.

Is it nice down there? I mean it always looks very attractive.

Yes, smashing.

I know there is some slum property down there but....

Well a lot of it has been cleared out now. I live in a conservation area as well, so there's grants available, I don't know if the landlord is going to use it.

Are you married?

No.

You must be very happy with your situation at the moment are you?

Yes, well at present I am. But it's only a one year temporary job. So after Christmas I think I'll be applying for jobs.

Of course. I'm sure you are right to do that. You don't want to land up labouring again.

Well I don't know, I were thinking last night whether to stay in teaching or not. Not because of the work side of it but because of the financial side of it. I mean as I say I've just moved into a flat and I've nothing in this of any value, I've a hell of an overdraft.

Tell me a bit about that because this is quite important. There has been some research, quite valuable research done by Unions, not petty research of this sort looking into the problems of probationary teachers, those that are first out in their first year whether they are straight from college or not and they found two problems, one is financial and the other is the sheer loneliness of moving away.

Yes, it's a very big point that.

And this applies to you, the financial one is obviously of some concern.

Well especially last year when I first moved up here because after the supply job I had two months without work at all and I moved up to Hucklebrough and I think I had about £5 or £6. I had to borrow money from my parents and I found out about a scheme where I were eligible for about £20 a week re-allocation and disturbance allowance. But there was so much red tape involved in that, I didn't get anything for the first month so when my first month's wage came, I paid off my debts. And they wrote me a letter saying how helpful I would be with this disturbance allowance. I was a bit angry with the letter, wrote down what I thought and sent it back. Then started chasing each other up. I didn't get anything while...January....

Have you got it now?

Oh yes, I got it, they back paid me. But initially I came up here with no money and I were eligible for this grant but I didn't get it until I got my first months....well

You've got to fight like hell for it

Oh yes, yes.

My daughter went through this process, she went into Town Planning, she did her four years honours course and she couldn't get a job she was on the dole and she moved to Cardiff from Durham and she was eligible and we had to take it to our M.P. in the end to get them to cough up, then when we started getting rough.....

I were thinking about doing that with the council housing, I mean it were a big trauma moving away with no money.....

Because you didn't know the N.E. did you, before?

Oh no no. Never been up here before. I had nowhere to stay, I was going to have to stay in the Headmasters attic at the time. So frantically I just rang up the number from a local paper and I saw an advertisement

M.19/6

you know, Wanted: Someone to share house, professional standing. So I said I'll have it, you know. So I moved in there the day before I started teaching as well. There were 6 of us sharing, one sink in the house, outside toilet. It was dropping to bits.

You must have felt low

Very, yes.

Your morale must have been pretty low

Yes it was, it was.

Because that would be in the winter as well was it?

Yes, I moved up in November. And I were thinking then, you know, I looked at the agreement I signed, well I didn't even sign an agreement it was just a letter of agreement saying that in my first term, half a terms notice is needed and in the second term, a terms notice, and I thought, "Oh I have to stay here for 7 weeks and that means if I stay here for 7 weeks I'll have to leave". Anyway I stuck it out living in the house for 7 weeks then I moved. But as you say, red tape.

But at the moment, the flat that you've got is quite nice.

Yes, but that took some getting as well.

It'll be costly

Oh no. It's funny you see. Prior to that I was in private accommodation. You go from the sublime to the ridiculous. The day I went to see my flat; first of all I went to the street next to it to see a bed-sit for £15 a week which was a room with a double bed, double wardrobe and a bureau. £15 a week. That was sharing toilet, water and bathroom and so on. Damp and everything. Now the flat I've got now has a very large living room, spare bedroom, passageway, big bedroom, large kitchen. £28 per callendar month. I can't afford to move now. But I asked for

a council flat when I first moved up and they said, "yes". I said I was from (named) school and they said, "Oh he's not eligible!" They never gave me reasons, but we assumed it was because we were in private education. When I left private education I applied for a flat again and they said, "No, you've been in this area too long, we reserve them for teachers moving up into this area."

Was that County or Borough?

That were Hucklebrough Town Council. So I rang up County Education and said, "can you recommend me for a place in a flat?" And they said, "no, we only do that for permanent teachers not temporaries." And teachers have got flats, I've found out that they only get flats for 6 months anyway. That were a big problem and I've got a job to think about as well, a new job to go to.

You'll probably come out better financially with the flat you're in.

Oh yes. It weren't furnished. I have had to buy things for it.

What are you doing, running round the sale rooms?

Well I did to start with yes. Although my mother had her house re-furnished and she's been saving things up for me, so this half term I've got a bit more furniture from home.

It's a problem though?

Yes it has been. It has affected me at school and I hated the first half term I did at (named school) just because I was unsettled in the house. Unsettled in the job as well and on the other interviews I went to, one of the main questions was, "what's the accommodation like?"

You would be very careful wherever you moved now, wouldn't you?

Yes, very careful.

That really is a pretty hard induction, it's working alright now, but it must have unsettled you quite a lot.

It did yes. Well on both occasions. I worry, I suppose I am a natural worrier. Having started a new job and having nowhere to live nearly destroyed me for a week. I was very nervous. If I'm nervous about a lesson it means I'm looking deeper into it and wanting more out of it.

Do you feel you have reached a period of stability now? In your acceptance in the school and with the pupils and with your flat and so on. I suppose you feel more relaxed now than you have done ever since you started really.

Yes I have. It's the most relaxed I've been and I'm working a longer day at Aiden and the times' going by that much faster.

I can see one of the things that might cause you to look over your shoulder a bit, and this is the second time I've met it in the last 10 days. There are two of you, both in exactly the same position, both one year temporary, both unsure if you're going to be kept on, because I presume that both of you might well like to stay, do you spend much time thinking about this one? That you are really in competition with Stan?

No. Two weeks ago Stan and I went out for a night out, just a quiet drink, and we were talking about this. On the interview we were told that there might be a permanent place for one. They never said who or what and Stan said, "Well what do you think?" And he had the assumption that I'd probably get it because I had one years more experience than him and I thought Stan will get it because...I've got Mr. Bates's timetable and I just resigned myself to the fact that come Christmas I'm just going to start applying for jobs. If I get one that's suitable then I'll accept it. Whether or not there's a chance of staying on at Aiden.

I would have thought your prospects were very good to get another job. You would be favoured clearly, over somebody straight from college.

Bound to be, you learn so much in your first few weeks and in your first year.

Yes that's true, but you can't fight the cuts, can you? The Education cuts. 26,000 by 1981.

That's right there will be teacher redundancy. I think they are more likely to get rid of people like me, at the end of their tether, when they are losing their interest and losing their energy and they are going to appoint people who are cheaper to employ, it's as simple as that. Whereas once they've reached 55 they are very expensive for what they give. Whereas you're likely to give a hell of a lot more for about half as much, so that I think they're more likely to keep the younger element in. I hope they do.

Well it's something that's been in the back of my mind. Well, nearly the front of my mind. My father is a school governor in Hemcastle and he got a letter saying they had to lose 60 teaching and non-teaching posts within a year or so.

Were you a political animal two years ago?

No, I've never been a political animal

Has it made you more political now? Because I would have thought that it would.....

Yes it has.

Left or right?

Left. For the sheer fact we are not producing anything, you know, teachers are producing the future of the country but it's not hard cash what we're producing, it's not exports.

Has it stirred you sufficiently to go and join a party?

No.

M.19/10

Are you on the edge of even considering that?

No. I've always been biased towards the left probably because of my background.

It's very difficult to live in South Yorkshire and come away with Conservatives.

Yes. But I've never had the inclination to join a party. Probably because I've never had the time.

I care about Hucklebrough because I am a political animal, I am to the left, and I think that places like Hucklebrough have had a very raw deal. This week, as ever was, the unemployment figures will come out and Hucklebrough at the top in England with the exception of Kirby, in Liverpool and Glasgow which is regarded as the scottish problem, and I think Hucklebrough is a fantastic little place. Have you got to like it yet?

I like it in Old Hucklebrough, it's smashing down there.

I think it's had a very very raw deal by successive governments not just this particular government and I think they are just leaving the North East to rot, the further you are away from the centre of government, the less they care about you.

Oh yes, I would agree with that.

And I get so aggitated about this sort of thing and I suppose one of the things that I come to Hucklebrough for to do this research that I think that I care about unemployment and the position is not going to be rosy for Hucklebrough because there will be many kids that are in this school right now at this moment who will never get a job. Now think of what it did to you, you know, just the uncertainty, they're never going to get a job and there'll be some of them well qualified that might get a job now and again. Now I think that's a very serious state and I think that, I suppose from a point of view how on earth are you going to get self respect, how on earth are you going to stay sane and not get suicidal, how on earth are you going to get anything out of life?

M.19/11

P.E. might give somebody something that's worth living for. I don't care whether it's walking or running or swimming or rugby or whatever, it might provide something that's going to make up for the lack of work. I would like to think so but now I'm declaring a personal interest, that might be far removed from reality now.

I sort of relate that from the time when I were unemployed, because I had one or two sports to fall back on. I think apart from an odd game of squash or an odd game of five-a-side football I'm now doing more sport and more training than when I was labouring. The fact that you are unemployed leaves you in a lull. After the supply job my day used to be, getting up, doing some jobs around the house, going out to a pub and playing cards.

Your morale is so hammered, you haven't got enough spirit to go and play.....

Well apart from the fact you can't.....

You can't afford it.

True. If I wanted to go and do any sport it can't be a team game because there was no-one else to play, because people were working, just a few of us sometimes used to go down to a rugby club with a football and have a kick around. If I wanted to do any sport I used to go to Nottley - either go swimming or whatever, weightlifting, table tennis.

It's got to be something you can do on your own.

Well, or for two of you but there again you've got the cost of travelling and the cost to get in there and the gear to use. When I were unemployed I used to feel real low.

Well I've looked at some of the pupils who are unemployed in City I've been watching them over the years and you can actually see them physically, not just emotionally, physically degenerating.

Yes. True.

They lose a personal pride altogether. The way that they walk about, the way that they dress and then they become unkempt and they become dirty whereas previously you would not have been able to recognise them three months later.

It shows in Aiden as well. You know, the kids who know they have got next to no chance of getting a job, I think that shows very much in their attitude to school.

Because of your experience of the harshness of life has it tempered your teaching? Has it coloured your teaching at all? Do you identify with these kids that are in for a hard time? More than the other teachers?

Yes I do. I don't know if I do more than the other teachers.

But you've got a unique experience, they are unlikely to have had, they've never known what it's like to be on the dole.

I think I feel more for the sort of down and out kid.

It doesn't make him any easier to handle because he's still difficult to teach often.

It makes it a little easier for me to understand him.

Does it make it easier for him to identify you do you think? It will be very interesting over the year to see how they lock into you?

Perhaps. But then again I'm still pretty much an outsider. I mean when I taught in Hemscastle I got pretty good response from the kids as well, especially the down and outers. There were certain kids there who would never do anything apart from metalwork. I'm interested in one example, I had a lot of bother with a kid and I asked him to make me a fencing foil. So after that he came and asked me which bit fits where and all this and I never saw the end product but he were working well, for himself. Because there's no way he's going to become anything really.

All he wanted to do was drive the rag and bone man's horse. That were his ambition, he knew that he couldn't look any higher.

The fact that you are playing for Beavers now must be quite important to you to avoid this loneliness so that you're locked into some community thing.

Well its important because I want to keep up the rugby. I mean it's the only sport I take part in now and I think that's the main thing, it also is the social life after, the people you meet.

How much of your week goes down to Beavers? It's got a club house and a bar and all the rest of it.

Well if I train as often as I should, I did at the start of the season, it's only recently I haven't trained so much because I've just come back from an injury. Monday nights, I used to walk from school up to the Bakers get a cornish pasty or something, walk down to the club, I've got the key to the changing room, sit in there and eat that, do a bit of school work, then train, then get home about half past ten. That happened on Wednesday again and all day Saturday. So that's the amount of time I spend down there. But it's not the loneliness factor. I mean I was hellishly lonely when I first moved up and was sharing a house with six. But I'm not lonely in the flat I've got now, there is always something to do, in fact there's loads to do.

That is about the flat itself?

Yes.

You don't go spare because there's nobody to talk to?

Oh no. I mean even when I had no electricity I used to go out...well just about every night I go out about half past nine, quarter to ten and I have a drink up there then back.

Have you developed a circle of friends? Or are most of your friends teachers?

M.19/14

Yes, they mostly are teachers, although I've got quite a few friends down the rugby club who I go out with on an occasional night who all have mixed occupations but I should think most of them are teachers, yes. Not just from this school but there is one I still see normally every Thursday from (named school), we go canoeing. Four from the college of further education that I occasionally go out with but generally they are all teachers.

And you've got involved in canoeing as well have you? I should think it's quite rough here, canoeing?

Canoeing? Well I've never been down the River

Do they canoe on the sea or where....

Well they canoe down the River. In fact I've heard that there's a No Smoking sign, they just pack their rubbish (leaving pollution confirmed) down the River.

I can imagine it will be so polluted.

They do canoe down the River in fact on Teesdale, Middleton way, there is some very good canoeing up there.

Oh there is some very good white water up there

Yes. There is a lot of sea canoeing round here, in fact it's only two or three hours drive and you're up round the Farne's. That's where we canoed last summer, a big expedition.

The programme that you have been working so far, it's early to start picking holes in it and what not, are you quite pleased with the way that it's laid out? Looking at it from your point of view, in the school?

Well I am now. Now that I understand it. When I first came it was just a pile of papers saying do this, do that. If the day's got an R in it you do this or whatever, and once a fortnight this group will change round. But now I'm sort of settling in and getting used to the system

M.19/15

and I think it's well planned and well worked out. The only criticism I would have is, say for example, some Tuesdays I teach the same kid all day, he just has a full day P.E.

Does he? How old is he?

Fifth year. I have Fifth years all day Tuesday.

You'll get tired of him I should think.

Yes I do. So it's P.E. in the morning for 5th years then he'll be there again for his major games option then I've got him in the afternoon for his C.S.E.....

Oh yes, for C.S.E. he gets a whole half day doesn't he?

And then I've got him C.S.E. practical straight after.

So he comes first thing in the morning, then he gets his games after break. Then he's got his C.S.E. option in the afternoon.

I mean things like that seem to me a little too far. Unless he's got four other days of Maths and English to make up for it. But that seems a bit in excess.....

As I understand it, I.B. (Head of Department) prepares it so thoroughly and I don't know whether I would feel suffocated by it.

I did at first.

I'd have thought, "I want some elbow room for me." I don't just want to be a puppet of Ian's. That might be a very unfair statement, I don't know that's just me reacting to their stories.

Well I felt a little bit hemmed in by it. Well it just added to the confusion.

There must be something about the Yorkshire animal I think.

Yes. You look at your sheet and think, "I'm going to have to teach that and that and that and that as soon as possible." And you can't get into an area where you can teach these subjects. Then you think, "What do I do now?"

How do you feel about it now? Does it give you enough elbow room?
Or do you still feel a little bit hemmed in by it?

No, I were just panicking to start with. And now I've realised just how much time there is you know. If there is an area where I can work in and get through the decathalon I take the opportunity but if there isn't, there always will be time.

Where are your satisfactions coming from in your teaching now?

From the younger...well normally the second years, well I don't think I've disliked a lesson with the second years yet, they are sort of well-trained, they don't run around like Junior School kids, and they are still not old enough to be cheeky or hard enough to be stroppy or anything and they work very well.

So you quite look forward to your second year work?

Yes. I've got close contact with them anyway because I run a second year rugby team. Yes I like second years. First years are a bit too excitable they need too much attention. I don't teach third years apart from Art, fourth years I like.....

Did you say Art?

Yes.

You are doing some Art? Tell me a bit about it.

Well it's just basic work with two third year groups. Once a week for each group.

M.19/17

Now, you're the first person in this dept. that I know of that's doing any other subject.

Gillian teaches art as well.

Does she? I didn't ask her about that.

Well at (previous school) I taught more Art than P.E. Because I were in charge of the two departments and it were only basic art we were doing up there. And with the third years it's still pretty basic.

If you were given the choice would you keep the art or would you go all P.E?

All P.E. I think because I never trained for Art. Art is a secondary subject. It's just I had a big interest in art, you know I wanted to... I would have liked to have gone to art college as well. In fact I might try for next year.

You took art at School presumably

Yes.

Did you take it for 'A' level?

Yes.

Ah well, you've got a wide spread to.....

I like the subject, but like, for one thing organisation wise it's normally after this lesson, I have to get the kids off the field, get changed and cleaned up myself, rush about then go into the next lesson.

And then art lessons are usually an organisational thing rather than.....

Yes, well that suffered as well, you know because you have to mess

around changing your own gear and putting the P.E. gear away and then coming down and expecting other gear...because I have to build up my own stock as well. At the moment we've got a good block on figure painting last half term. And now we've got to have a change, so I have to spend some part of next lesson getting in some more equipment.

Have you kept your art going for you, for your personal enjoyment?

Not really, just circumstances. The job at (previous school) I was Head of P.E. and Art and I didn't really know many people at college who did P.E. and Art. I thought it was something rare. So I thought well I might have a better chance at that. So I applied and got the job. When this job came up here they wanted one P.E. and Art and one of the Heads of Faculty who let me know about the job said, "you might be better off applying for the P.E. and Art. You know it's not something that every P.E. student seems to have a flair at. So I did, and got the job. Had it been just P.E. I would still have applied. Even though, say, there were another school somewhere else wanted P.E. and Art.

Have you ever walked round the Art College in Hucklebrough?

No. I'd like to go round.

I think the Art College is quite a little oasis in Hucklebrough, it's one of the things that I like about Hucklebrough.

Oh I'd like to go around but then again there's travelling as well because I have to travel by bus from the Breakwater.

It won't be easy.

Well you know, things like shopping.

Two buses do you get?

M.19/19

One coming in, two going back.

Oh you can get a bus right through can you?

Well yes. Normally takes two to get back because I don't know the times of the buses coming back and normally I have to stop in town anyway, you know, and buy odd things.

And it won't be cheap.

True. 22p to come in. Going back with the two buses it's something like 37p.

I know that I'm glad of the fact that when I started teaching in Rothwell that I went to Leeds College of Art in an evening for two years. It was great. I had some pretty mean digs in Lofthouse and Thwait Gate. I enjoyed my teaching but it was nice to get away from it for a while.

I'd like to spend a relaxing period like that.

What's the thing you do like doing most in your Art? Are you a painter or.....

Painting.

In some respects that's a good thing to have, you could get on by yourself.

Anything where I can sit down, maybe have a bit of music going and spend half an hour and.....

And get lost.

Yes. Yes, just loose yourself.

If you got out of teaching what would you look for? Money I suppose!

M.19/20

Well I don't know, I mean I'm only....I've only got an overdraft because of moving into a new flat. I'd like a studio job. In fact I were very tempted when I left college. I stayed at College for about 4 weeks working in a Brick Factory and a job came up in the local paper - Artist for Royal Doulton you know, hand painting. I was told by someone who worked there they were fairly easy to get. And they train them well. In fact the person who told me, her husband was a hand artist and he used to spend 6 months of the year in America, doing demonstrations, I was very tempted to go for that but I was sure I would get a teaching job which I didn't.

It's nice to be in a job then looking for another job like.....

Yes, well I've often looked back and thought, well if I'd got the job would I have liked that you know.

I'm sure you would have.

I don't know, if you get too much of one thing. It appeals to me sometimes, probably after a first year class or something when you've had too much noise and too much shouting yourself you think "Oh for a job where you're sitting down...." But it does appeal to me, the studio job.

I think you'll be very wise to keep your options open. I think that the teaching profession might get a bit rough.

I think so.

And yet you see there is a sense in which I can't help feeling that you're very experience is going to make you a stronger teacher in the end, you'll have a big sympathy with the kids that are going to be unemployed, you'll probably be a good deal more committed than many teachers who have had an easy life. Have you had a really rough day yet? You know when you sort of finish the day nearly in despair and you say, "Oh God is it worth it?"

Yes, normally on a Tuesday with that fifth form all day.

Are they a lot of yobo's?

Yes, most of them are.

Tell me some of the battles that you've had with them.

Well once we're out, say we're out playing football or rugby there's none at all, especially rugby, most of them know that I play first team for Beavers and so they listen. I try to give them things like a club training after we did a block of lessons on skills in football I give them two club training schemes or sessions and they enjoyed that you know, the physical side of that, I don't think I teach a top group apart from 2nd years.

You've got lower band fifth years that are just waiting to get out of school?

Yes. Very much so.

They dislike school and they dislike teachers

That's right, yes. I think that's because they know that when they leave they're going to find difficulty getting a job, if one at all. They are just biding their time. "So what" attitude. I think that's the biggest battle, the "so what" attitude.

Does that dishearten you?

Yes. It doesn't make me think, oh why should I teach them. It upsets me because of the fact they realise they are going to be out of a job.

And you know that they are and you know what they are in for.

Yes.

Do you ever talk to them about it? Because this might be a way just to establish a means of communication.

If there's any....if a kid breaks a rule I always relate it to something from a factory act or whatever, well not exactly factory act but what

what could happen in a works situation. We had a big discussion about coming into school on time and then when I said, "Well when I worked on a building site if you didn't clock on before 3 minutes after 8 you lost your rain money." "What's rain money?" I said, "Well if you clock on, you're at work and you can't work because of the conditions you still get paid a basic rate." "Oh".

They'd be interested in that.

Yes. Instead of this, you know, have you signed the late book? I try to explain everything and relate it to when they're going to leave school. It's the same with showering, a lot of the lads don't want a shower, and if any of them are lucky enough to get jobs down on Teesside, it might be on the corrosives or poisons they'll probably have to shower every shift. Or if they get down a pit somewhere, they'll have to shower.

Now knowing these particular fifth years but I would have thought that just by doing that, that must have won a lot of interest.

I think it has won quite a few over.

Because this is an unusual teacher who starts talking about this.

Oh yes, when I started talking about the building site and rain money and.....

End of Recording

No Follow-up Comments

