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PE teachers' perspectives and identification of the barriers to implementing TGfU in England using Occupational Socialisation.

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Oral Presentation Abstract

Teaching Games for Understanding (TGfU) was introduced into academia over 30 years ago but has met resistance in adopting it into mainstream schools. The aim of this study was to identify the barriers to implementing TGfU in English schools, through the lens of Occupational Socialisation Theory. Qualitative data using semi-structured interviews were collected using the three phases of Occupational Socialisation (Acculturation, Professional Socialisation and Organisational Socialisation) providing information on teachers' childhood, university and workplace experiences. The data were collected from 15 secondary PE teachers from across 13 state schools in Yorkshire, England. The study found that teachers' childhood experiences underpinned their choice of career with parental influences and experiences of PE in school being major contributing factors. Whilst at university, the teachers adopted the teaching method of their placement mentor in preference to those taught by their lecturers. The major finding of this study was that in-service teachers' job experiences had the greatest influence on their current teaching practice. The two main areas of influence were the PE department ethos and teachers' education. In all, five main barriers to implementing TGfU were found, these were: lack of understanding, lack of knowledge, lack of support, reluctance to change and lack of time to plan and implement TGfU lessons. The teachers' opinions on overcoming these barriers included: coaching awards, advertising on social media and teacher centred websites, improved subject resources and the need to be educated through on the job training to allow for greater networking opportunities. The latter two ways were viewed by all of the participants as the primary methods to overcome the barriers. The findings of this study suggest that focusing on teachers' on-the-job experience is the most effective way of improving the chances of implementing the TGfU model in schools. This study promotes targeting organisational socialisation through on-the-job CPD training as a means of re-educating teachers.