Reconceptualising Physical Education; post humanist critique of the Out-Of-School-Hours programme of a key stage 2 junior school in Brighton.

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1. Chapter 1, Introduction and rationale:

1.1.   Introduction:

This research moves to address the narrow understanding of Physical Education (PE) and its fundamental importance in influencing Out-Of-School-Hours (OOSH) operations. As Evans & Davis (2010) state, the subject of PE should not be, '... asked to perform aberrant tasks like altering the nation's collective, or individual, waistlines.' (p.768) Rather, its position and purpose speaks to holistic embodiment, nurturing agency and self-efficacy while allowing space and opportunity for providing grounds to critique the social injustices and inequalities at play within wider society (Hill et al, 2018).

It is social injustice and inequality that leads me to this research. Evan & Davis (2010) established that PE has made little impact on wider activity participation rates across demographics. Further, it is apparent that those poorest in cultural capital are the least likely to be actively engaged in physical activities outside of school. In addition, they highlight, from Ball (2009), that 'only 7% of the variability in secondary school GCSE grades is attributable to the school; that is to say, 93% has nothing to do with it (school)' (Evans & Davis, 2010, citing Ball, 2009, p.767).

It is here that they, as do I, position the wider question of who our schooling system is really for: who does it support and what does it hope to achieve? Irrespective of grades, it is important to note however, that schools influence the life chances of individuals (Ball, 2009, in Evans & Davis, 2010), and this logically moves to consideration of community activities that support the cultural capital of pupils.

This is the reason why schools must look outside their statutory duties and consider community services, focusing upon balancing social inequalities ever apparent within society. I move to question if PE and OOSH, when repositioned and reconceptualised, have potential for levelling up the playing field within society (Evans & Penney, 2008) speaking directly to inequality and social injustice.

The article 'Measuring a Plant Does Not Help It Grow', (Williams-Brown & Jopling, 2021) aptly situates this thesis. Their research concludes that:

> 'teachers are still struggling with the consequences of the standards agenda … the heightened neoliberalism after 2010, which has increased the emphasis on performativity, accountability and achievement in schools, has intensified their opposition to how standards have been implemented.'

(Williams-Brown & Jopling, 2021, p.238.)

Throughout this research I consider these agendas and question the notion of performativity within education (children being seen as a simple performer of tasks), the impact it has upon individuals and critically, their environment. I then look at the nature of OOSH operations, posing questions that concern the rise of the 'external provider' and their increasing influence upon performance focused within PE and OOSH. I build on the report of the 2020 All Party Parliamentary Group; For a Fit and Healthy Childhood, from here on referred to as APPG (APPG, 2020), and provide a unique vantage point on OOSH that until now has been overlooked within research, addressing the money funnelled out of the system during 'extended days', simply meeting childcare needs; the negative implications this has upon driving further inequality with profits stripped through the use of school facilities; how harnessing this income has vast potential; and the ability of OOSH for creating value through implementation of programmes that are enriching for holistic development as part of an integral whole school curriculum.

1.2. The urgency for individuals to be more conscious of their environment

'This Civilisation Is Finished', a starkly titled book by Read & Alexander (2019), necessitates the urgent adoption of transformative practices if we are to even salvage any kind of civilisation after the total collapse of our current one. An emergency response needs to be undertaken now within all areas of society. I agree with their position that:

'...academics, politicians, scientists and activists are self-censoring their own work and ideas, in order to share views that are socially, politically or personally more palatable.'

(Read & Alexander, 2019, p.1.)

The idea that our civilisation, as we know it, and as a result of our own actions, is coming to an end, would hopefully prompt immediate response in all fields to provide strategic guidance as to what an emergency response might look like.

Within the realms of primary education, the entanglement of wellbeing and environment is something that must therefore take to the fore. Roberts et al (2020), citing Wilson (1984), posit that 'biophilia' is our innate attachment to our natural environment, and that our existence is entwined. It is our desire to project ourselves as masters of our universe, dissected by Foucault's critique of the human sciences invention of man as a focus of knowledge (Foucault, 2001), that may be credited for simplifying our existence. We have focused, through these human sciences, primarily upon our own priorities, humanist, dismissive of our place within the ecology of life, determined to be the ruler, the controller, the agent of our own destiny. But at what cost?

Roberts et al (2020) continue, referencing Milligan & Bingley (2007), who address the concerns that if children do not have experiences of the natural world in early life, they may come to find it threatening. Indeed, research demonstrates that our natural environment plays many roles, see diagram 1, beit physical health; cognitive function; spiritual development; psychological wellbeing or self-care (Roberts et al, 2020). Jordan (2009 in Roberts et al, 2020) suggests that the natural environment operates as a secure base for children, allowing them to mediate negative mood states and maintain more positive ones. Whilst valuable, these humanist positions are in danger of leading to a perception that we are somehow separate to nature, that 'it' (the natural environment) can in some way help 'us' (humans). Logically this leads to an objectification, with Clark & Mcphie (2014) expressing concern that this simplification of our relationship with the environment is part of the reason for the crisis we find ourselves in.

'Critical outdoor education has sought to overcome this dualism by describing a relational understanding of the world emphasizing ecological systems and highlighting humanity's 'connection' to the environment. This relational approach aims to tackle the 'crisis of perception', argued to be the root cause of anthropogenic planetary degradation. ... relational ontologies, as currently conceived, may reinforce a static conception of the world by emphasizing 'points of being' (subject and object).'

(Clarke & Mcphie, 2014, p.198.)

Through conversations with professionals, reflecting upon OOSH and PE, there was little acknowledgment of the importance of the link individuals have with their environment other than how they can 'use it' for their own wellbeing. There is a slight indication from Speaker F (2021), following a prompt, that the OOSH adventure club supports a sense of belonging. Continuing, Speaker F does acknowledge that there is a need for change, with schools being prompted through the local authority's commitment to change (Our plan, 2019).

1.3. The lack of definition of PE, its long standing critique;

I turn to focus upon the critique and material/discursive analysis of the current PE curriculum with an emphasis upon how Objectively Measured Performance (OMP) has led to a reduced focus upon the holistic benefits of PE, opening the field to an increased reliance upon private coaching organisations which are, inadvertently or not, driving inequality in a system designed to work towards greater equality. The narrow focus of PE has been subject to debate since its very introduction. Much before the dawn of the national curriculum, the endeavours of the subject were mocked:

'There is very little to know about riding bicycles, swimming or golf .... Furthermore, what there is to know throws very little light on much else.'

(Peters, 1966, p.159.)

Peters in many ways missed the point of the learning potential of the subject. Indeed, PE is the only subject that can focus upon total positive embodiment: 'positive body connection and comfort, and agency and functionality' (Voica et al, 2021. P.106.) Unfortunately as we understand from the APPG's report in 2020; Griggs (2010) and Griggs & Randall (2019) among others, a vast majority of PE and OOSH activities are delivered through outsourcing to coaching organisations and individuals who have little or no understanding of pedagogy, let alone embodiment, but are focused upon the OMP of the sport they are affiliated to. If, through this social acculturation (Lawson, 1986), pupils perceive themselves as simplified output models, how might they realise their existence is entangled (Clarke & Mcphie, 2014).

Stirrup (2020), working to understand pupils' perceptions of PE, concludes that:

> 'Pupils felt judged and in turn judged others on their ability to perform and play sport well. Furthermore, pupils' constructions of PE as sport is reinforced by the coach's data and how they view both PE and their role within PE – ideas of 'playing', 'competing' and 'sport' is echoed in their data.'

(Stirrup, 2020, p.23.)

Sport focus is not inherently poor practice and indeed great outcomes can come from sport-based education but, as we know from Kirk (2004), 'even when it is taught well, sport-based physical education has serious limitations' (p.189.). Kirk continues to state that sport is not the right place to look for the basis of a meaningful physical education programme. Siedentop (1994, in Kirk, 2004), Ennis (1999, in Kirk, 2004) express and support Kirk's view that there are:

> '...minimal opportunities for sustained instruction, little accountability for learning, weak or non-existent transfer of learning across lessons, units and year levels, few policies to equalise participation between boys and girls (in co-ed) and high-low skilled players, and a student social system that undermines teacher authority.'

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(Kirk, 2004, p.189.)

Lewis (2006) supports Stirrup (2020) here, suggesting that there is a tendency to define communities with a deficit or medical model of need, pre-defining a need that is then catered for by a system trying to 'fix' that need. If the need happens to be an 'ability to perform' then Lewis' logic would insinuate a 'deficit' within the non-performers and, once again, we see pupils begin to 'judge' each other, meaning they become objectively measured.

As we begin to see, through Lewis (2006), Clarke & Mcphie (2014) and Stirrup (2020), we have been systematically dissected from our environment, objectifying each other and the environment as something that can be measured for 'performance'.

It has also been well argued that PE has a profound and holistic purpose:

'… for students to develop a critical consciousness, appreciate multiple perspectives, and engage in actions to enhance equity, democracy, and social justice.'

(Hill et al, 2018, p.470.)

Not only this but the importance for instilling a love of Physical Activity (PA), as part of embodiment, has been under-recognised. Further still, opportunities for supporting a vast range of health benefits has been almost completely ignored, with focus still being placed upon competitive sport (APPG, 2020).

Education is not and should not be seen as being done to, if pupils become the subject or object of education this only reinforces and condones power and oppression.

Stirrup concludes from her research that PE appears to:

'...foster a performance pedagogy which reduces the importance of the individual's needs and judges learners against performance criteria, often in a competitive environment.'

(Stirrup, 2020, p.24.)

It is also articulated through the narrative that the understanding of the subject is not solely through the curriculum or the pedagogy but influenced through the pertained value that the participant sees (Stirrup, 2020). Therefore, it is the content, activities and practice and culture that become the 'Social Acculturation' (Lawson, 1986). This is reinforced by Kirk (2004), as expressed earlier, that even when delivered well, sport education focus does not lead to the intentioned critical awareness, because it is stopped in an elite sport culture, based upon valuing performance. The subject is unable to shake off those shackles it desperately wants to dismiss.

Evan & Davis (2010) offer further insight:

'As in education generally, increasingly demanding strategic and navigational skills are needed to access and manage children's learning and acquisition of physical culture/capital out of school, as sport/activity routes become more formal and complex. Opportunities and spaces for spontaneous/informal play and games are increasingly prescribed, limited and regulated to occur only in formal environments.'

(Evans & Davis, 2010, p.772.)

Stirrup (2020) expresses that the PE has been used to promote increasingly narrow views of performance, promotion of physical activity or to combat obesity. These are much wider complex issues perpetuated through the inequality in society that Evan & Davis (2010) and Stirrup (2020) speak of. If we look at wider consequential failures of the subject to tackle this impossible task, The World Health Organisation (WHO) outlines that 1 in 4 of all premature deaths are caused by physical inactivity (WHO, 2018). The WHO (2018) and UNESCO (2016) among others clearly state that a minimum of one hour Moderate to Vigorous Physical Activity (MVPA) should be undertaken by children under the age of 18, daily. It is also demonstrated by the CMO that only 20% of children in the UK meet these requirements.

Again, if the subject is being used and seen to cater for these crises, its practice is working exactly against this purpose. The continued focus upon sport-based education is critiqued by Koorts et al (2019) and Weed (2016), among others, who further demonstrate in their respective research, that participation in sport itself does not provide the necessary daily MVPA levels and calls into question if there is even be a health benefit when there is a focus upon a sport within PE curriculum.

It is here that the question must be asked as to why our institutions, set up to speak to inequalities, have been enabled to operate in a way that, in the words of Evans & Davis (2010), '… has by default come perilously close to becoming part of the problem it seeks to resolve, inadvertently, sustaining a form of education which… preserves structural relations between social groups' (p.776.).

With Evans & Davis (2010) contending that the nature of our current schooling practice is increasingly exclusive itself, Williams-Brown & Jopling (2020), add

> '…enduring use of SATs ... suggests that the standards outcomes need to be rebalanced by focusing first and foremost on the wellbeing of all children.'

> (Williams-Brown & Jopling, 2020, p.227.)

It is a critical lens that must be brought to bear if we are to nurture children to themselves be critical of the structualised system that leads to oppression and class domination (Hill et al, 2018). Hill et al continue, referencing Maclaren who proposed that:

> '…globalisation and capitalism are the most significant structures of social control that lead to international class domination.'

> (Maclaren, 1998, in Hill et al, 2018, p.471)

As I have just laid out, there is a demonstrable need for the subject to focus upon holistic health, instilling a love of PA, embodiment and the vast range of health benefits (APPG, 2020) and logically therefore, our connection to, and health of our environment, with a recognition that the simplification of the subject, disconnecting 'humans' from the environment, is counterproductive (Clark & Mcphie, 2014). The focus upon sport education is not necessarily the answer for PE (Kirk, 2004) and it has not enabled pupils to develop a critical consciousness (Hill et al, 2018). As we understand more about our pending civilisation collapse and the need for transformative principles to be applied across all spheres of research (Read & Alexander, 2019), surely then it is the root of a 'crisis of perception' that needs to be addressed through education (Clarke & McPhee, 2014). But, does the status quo enable these issues to be addressed?

Both lead professionals I spoke with in regard to the subject of PE and the OOSH period framed equality as central (Speakers M & S, 2021). They both saw developmentally appropriate assessment as essential and were critical upon the reliance of performance-based outcomes. Speaker M (2021) comments upon how we should assess the development of children, so that it is meaningful for both the educator and the pupil. They continue to state that not only is a linear performance model failing children but that both agency and motivation are misaligned with this approach.

One might contend from the above, that it is children themselves who have had their needs pre identified and that our current system of schooling constraints is focused solely upon those needs being met.

> '...PE becomes focused on measurable performance, with notions of ability encoded in policy and school recontextualisation of this policy..'

> (Stirrup, 2020, p.17.)

1.4. The neoliberalisation and commodification of education:

With the above identified, along with the complexity of education; PE and OOSH, it might be considered that there would be some drive to support the profession to bring about better outcomes. Unfortunately, this does not appear to be the case.

Not only are these activities largely exclusively designed, supporting the performance ontology, but they are also poorly implemented (Griggs, 2010; APPG, 2020). It is these OOSH, along with PE delivery that have come into question, with the APPG 2020 report, voicing concerns over lack of regard for any kind of accountability.

Considering the ever-increasing drive to marketise everything (Ball & Mannheim, 2004), outsourcing is more easily understood, especially when curriculum areas take an approach that is purely based upon performance. Griggs (2010) writes candidly about the pressures schools find themselves under, demonstrating in 2008, that PE was already readily outsourced due to the lack of confidence of many primary teachers, citing that only a few hours of training within a Post Graduate Certificate of Education (PGCE) is not sufficient to instil confidence, knowledge or skill set to effectively implement the subject. This is supported through conversations with speaker S (2021) who questions the time made available within ITE for PE and calls for schools to put their funding to better use (PE and School Sport, PESS). To be spent upon CPD for all teachers, provided by academics not companies. Speaker S continues to suggest that an alternative use of the funding would be the employment of pedagogically proficient teachers, within primary schools, to support effective implementation of PE.

Callanan et al (2019) further support this with findings from the three-year review of the PESS funding, 2013-2016, that the teaching of PE by external coaches increased by 40%, see table 1.1 (Callanan et al, 2016). This review from the National Centre for Social Research continues, outlining the increase in external sport coaches providing OOSH sessions, rising from 57% to 90%, see table 2.2. Further, the report cites a head teacher who clearly has concern:

'As soon as it's announced in the press that schools are receiving £9000 extra funding for sport, 'white van man' appears with.. the bag of balls.. and the little bit of paper that says he's got a level 'whatever' in football coaching. That's not quality. That's not sustainability. That's somebody that's making money out of schools where that money can be better spent' (Headteacher)

(Cited in Callanan et al, 2016, p.43.)

Table 1.1

	Before (2012/13)	After (2014/15)
Class teacher	94	83
Specialist PE teacher or PE lead	23	55
Schools Sports Partnership Co-ordinator	10	25
Teaching Assistant or equivalent	14	18
External sports coach	38	78
Sports specialist trainee or apprentice	4	12

Table 1.2

	Before (2012/13)	After (2014/15)
Class teacher	73	66
Specialist PE teacher or PE lead	27	48
Schools Sports Partnership Co-ordinator	8	22
Teaching Assistant or equivalent	20	28
External sports coach	57	90

It was Lewis (2006) and Evans & Davis (2010) who drew attention to both the potential, and the inequality that OOSH might create and yet, as we see from APPG (2020), it seems that no systematic approach has been taken to ensure that the potential has been realised.

With a performance ontology opposed to one of equality and social justice it appears that performance is perceived as 'pre-valued' through an implementation of the National Curriculum (NC 0, and as Hill et al (2018) and Ross & Gibson (2007) state, this is symptomatic of neoliberalism.

'Neoliberalism is marked by deregulation, open markets, economic liberalisation, and privatisation in the belief that free markets can mitigate economic and social problems.'

(Ross & Gibson, 2007, p.2.)

Schools are a relatively new, but unsurprising, casualty of neoliberalism with the economics of the system necessitating continuous growth and constant new avenues to profit from, thus it is not surprising that schools have been driven to this cause.

'A not-so-new, but a growing international force that challenges all theoretical positions on social justice stems from neoliberal ideology. At a superficial

level, neoliberalism aligns with humanism due to a focus on self-actualisation and individualised education solutions through choice (e.g. private schools, outsourcing education).'

(Hill et al, 2018, p.472.)

Lewis, (2006); Griggs (2010) and Griggs & Randall (2019), consider the transparency of the practice of outsourcing. This is voiced again by Speaker S' concern for due diligence and safeguarding. The thought that organisations and individuals would be capable of providing ethical practices should be considered at the very outset of any negotiations. Yet there is very little consideration other than basic operations to complete the work (Griggs, 2010). The problem identified as the performance pedagogy leads to, as Powell (2014) suggested, a 'pragmatic approach' to outsourcing, leaving teachers feeling that they lacked the necessary skills to implement the performance basis of the subject.

As we have seen from above, it is not possible to achieve social justice and equality through the outsourcing of services. Head teachers 'don't know what they don't know' (Speaker S, 2021). It works against the very principle of education and it might suggest a total reworking, reimagining and reconceptualising is needed.

1.5. The politics of management of both PE and OOSH services:

From Lewis' vision of the potential of the extended school initiative in 2002 (Lewis, 2006), there seem to have been several catastrophic changes in the way OOSH are offered. Unfortunately, Lewis continued, the activities appear to be provided as an afterthought, with business potential being the driving force behind this so-called value. Lewis foresaw that schools:

> '...will need to develop a sustainable ecological view of the extended school's place in the community based on systems thinking moving beyond the idea of an extended school being merely a school that is open for longer hours, pursuing its current agenda with the addition of 'wrap around' care.'

(Lewis, 2006, p.176.)

Schools have looked to providers to offer a range of services from childcare to football and the value achieved from these provisions has been, to say the least, patchy (APPG, 2021; Griggs, 2010). Griggs (2010); Blair & Capel (2011); Griggs & Randall (2019) continue a critique, pointing out that a race towards the bottom is underway with providers working to offer the best 'value' to the schools they cater for. Mainly the value they are talking of is monetary and as is often the case, it is the business manager who liaises and deals with these contracts.

Griggs & Randall (2019) provide a rather clinical explanation for the politics that has led to the management of PE and OOSH to be widely outsourced. Their research walks through the history of ITE, moving from trainees gaining a subject specialism over three and four year degrees, to a one-year PGCE approach, without time nor substance for specialism to be gained. They note an obvious drop in knowledge of the subject (PE) and a lack of the ability of Continuous Professional Development (CPD) to combat this. Poor teacher confidence within PE ultimately led to, as they say, a 'perfect storm...paving the way to outsourcing' (Griggs & Randall, 2019, p.667.). They go further, citing the APPG report in 2016 on a fit and healthy childhood, stating PE being seen as a 'Cinderella subject', with much funding allocated yet still with foundation status and leaders not being held to account for the impact and potential it has upon pupil outcomes (APPG, 2016, in Griggs & Randall, 2019).

Again it is Griggs & Randall (2019) who state that:

'The role of the Physical Education subject leader remains unclear especially if management decisions are taken by the head teacher and curricular delivery and CPD are provided by external agencies.'

(Griggs & Randall, 2019, p.673.)

They further question if the role might become clearer post the PESS funding review, with the inevitable end of funding leading to question being asked if outsourcing is at all sustainable.

It is clear that the management within the schooling system has been forced into a position to look to outsource but it has also been highlighted that this does not bring about a purposeful process, so why therefore has there not been an alternative offered?

1.6. The constraints of design:

COVID has highlighted the vast social inequalities and injustices within society. It is those who are most in need, most vulnerable and deprived that have suffered the greatest impact (UNESCO, 2021). With Moss et al's (2020) report identifying that schools are increasingly realising that they play a crucial role in holding society and economy together, schools, and more importantly education, are being seen in a new light (Moss et al, 2020).

During the aftermath of Covid-19 it has been noted that children from the most deprived backgrounds have been found to be less engaged with online learning and more likely to be engaged with online gaming (Moss et al, 2020). Yet the question of why children are engaged with online gaming has rarely focused upon potential positives, I will explore this later within the research.

Children from deprived backgrounds are also more likely to lead sedentary lifestyles, suffer malnutrition and be diagnosed with a mental illness before they reach the age of 14, compared to children from more affluent backgrounds (Moss et al, 2020). Systems and organisations must start to take heed of the WHO (2018) and UNESCO (2016) warnings of growing inequality within societies. Considerations of what children need as opposed to what currently can be provided need to take to the fore.

Time spent being physically active is one of the demonstrable areas where children from lower socioeconomic backgrounds fall far behind their counterparts. We know that physical activity is linked to a range of wellbeing factors, both psychomotor and cognitive as well as holistic health and yet the system is failing to step up to the challenge of placing focus and resource upon leveling up (WHO, 2018). Again, leading from Lewis (2006), when citing Smith (2004/5), communities within areas of lower social deprivation are at risk of having their needs pre identified, almost as a deficit or medical model.

Lewis (2006) especially draws to the attention that this is through the separation of education, society, family and the community. It is this uncoupling that Socrates refers, when he declares that societies need to be led by philosophers (Socrates in Dent, 1992). The thought and consequence of this decapitation of parts, should not be left to those who are led by power, irrational actors, declared as leaders, perpetuating inequalities through their mistaken naivety that emphasis upon business, profits and money will somehow bring us right in the end.

The view that 'Putting all our efforts into environmental awareness without building sustainable communities can lead to marginalisation and even trivialisation,' (Lewis, 2006). With the Moss et al (2020) report stating how society has been tested by a pandemic that has shone a light on the social fabric that binds us, one might question as to why no action has been taken to address this previously. Before the COVID-19 pandemic led to a national closing of education establishments, the World Bank had announced a global learning crisis, that is amplifying inequalities across education, adversely impacting the most disadvantaged (World Bank, 2018 in Sahlberg, 2020).

With schools at the heart of this crisis and, dealing with this aftermath, questions have been raised as to the real purpose and direction that schools should be taking (Sahlberg, 2020).

Again, Lewis (2006) identified that: 'The extended school notion has the potential for communities to be actively involved in participative projects aimed at building sustainable communities and environments.' (Lewis, 2006, p.179.)

Apart from children of essential workers and those who are vulnerable, children from low socioeconomic areas have had their education stripped away from them. Furthermore, their parents and carers are juggling priorities such as maintaining a basic minimum standard of living, providing food, shelter and warmth, over education and schooling (Moss et al, 2020).

In this pandemic we have seen reports, such as those from Moss et al (2020) and Kim and Asbury (2020), highlighting the various common factors that schools and teachers are dealing with. Unsurprisingly, schools in lower socioeconomic areas have been more likely to be confronted with issues of food poverty and information requests regarding monetary support and food vouchers, while schools from more affluent areas have been more focused upon ensuring uninterrupted education for their pupils, (Moss et al, 2020).

This all leads to questions about the constraints of current schooling design, as noted by Sahlberg (2020). With opportunities for children to play freely compromised steadily over decades with roaming radiuses reduced to just 700 yards in 2007 from 6 miles in the 1920's (Robb et al, 2015), Lewis (2006) notes that the critical negotiation skills and social tools children develop when engaging with other children during free play have been eroded. This freedom to play has been thrown into stark relief by the pandemic, with national lockdowns leading to a further lack of access to outdoor space, with children from lower socioeconomic and poorer education backgrounds seeing the most significant decrease in outdoor space (Moss et al, 2020).

The realisation that some children might only access open play space while they were at their school, has further demonstrated the positive environmental influence that a school has. If it is limited in some way, not accessible for some children, how can it be justified as working to level up injustices and inequalities?

Clarke & Mcphie (2014) and Roberts et al (2020) take this argument further, demonstrating that we have also been separated, disconnected and disembodied, by

means of structualised systems, from our environment and ecosystem, leaving us in a false reality that has led to our own degradation.

1.6.1. Deployment of resources:

Evans & Davis (2010) demonstrated that only 7% of academic outcomes are influenced through the schooling system but the life chances of children can be impacted greatly. It would be here that the argument for spending all and any additional resources upon community-based activities for children who are disadvantaged by lack of opportunity to access, needs to be considered. As we establish from Speaker F (2021), the additional resources afforded to them, through the generation of income from OOSH, are guided towards the 'schooling' of SEN and disadvantaged children, not focused on community or OOSH activities.

1.6.2. School systems:

Speaker F (2021), supported by Speaker C (2021), alluded to the school adopting a new behaviour approach, which is aligned with the importance of wellbeing.

As with many schools, the behaviour management system is oppressive, perpetuating the power imbalance between the knower and the learner. Behaviour and actions that, if not deemed acceptable or appropriate, are diminished to a simplified and objectified 'not good' behaviour, often with the child, not the behaviour being moved onto a 'rain cloud'. Within the focus school, adults are good at controlling behaviour but acknowledge that they want the children to develop the skills to manage their own behaviour. The new strategy is entitled 'the empowerment approach': as we understand from earlier, critical theory and a critical consciousness, socially just and equitable outcomes through the process of education, would critique 'empowerment' as a notion of power imbalance.

Speakers F, C, S and M (2021) all spoke of aspiring to have the most appropriate professionals working with children, able to develop relationships and nurture development. One of the issues identified is that during OOSH time, along with break time and lunch times, children are often with some of the least qualified, least

experienced or competent professionals. There is a notion that teachers 'teach' and all other aspects of the day are the domain of support staff or external providers. This works against the notion of equality due to a lack or absence of any pedagogy (APPG, 2020) and often, as identified through the critique of external providers, undermines the drive to nurture agency, self-efficacy, embodiment and indeed, an understanding of our connection and imbrication with our environment.

Speaker C (2021) expressed concerns, through observations of wider school practices, that it would appear that the undermining of several principles is simply exacerbated through the practices of staff and therefore embedded through social practice theory and Lawson's (1986) social acculturation. They remark that laminating; little thought for printing double sided or in colour and a throw away culture just starts to erode the values the system should be working to instil.

The structural system the school is part of, underpinned by the local authority and influenced by the union bodies, fails to address coherent, consistent and appropriate support for both children and communities. It is an overhaul of this, the transformational approaches required, that will result in a flexible working, realignment, re-positioning, re-valuing of staff and process, to fit within this process of education we are all trying to negotiate.

Speaker M (2021) refers directly to this when stating that: 'it does not matter when and what time children come on to site and when they leave, it needs to be considered in a holistic manner'. The current structure, different staff members before school, during lunch time and after school, as well as the 'teaching' staff, begs the question, how is it at all possible to negotiate any consistencies through all of these staff teams and agencies, working with the same children.

Speaker M (2021), again mentions that it is because we have enabled numerous providers into the space that the complexity becomes almost impossible to manage, meaning it is easier to compartmentalise each of the parts of the day, much the same way as we have dissected subjects from each other and humans from the environment. Systematically, we have simplified each of these areas, subject or activity, once again to a set of numbers, outputs or results.

2. Chapter 3 Positionality and professional interest; locating the context

As Dunne et al (2005) advocate, all research is autobiographical. This thesis is an analysis, to date, post-qualitative and critical of humanist qualitative methodology. I am critical of my own social and cultural capital (Bourdieu, 2004), the privileges and opportunities that have been available to me, realising that it is my own 'social acculturation' (Lawson, 1986) that has thrown into stark relief questions of these inequalities in wider society, driven by consumerism, individualism in the rise of neoliberalism, eroding our communities, society and ecosystems, fuelled through the disconnection, destruction and exploitation of our environment (Rousell, 2020).

Speaking with Deleuze's (1997) notion of immanence, I consider the future, adopting Derrida's hauntology (Derrida in St Pierre, 2014) , understanding that the potential consequences of practices has led to an objectification of children themselves and the environment they are entwined with. In the words of one of our most treasured naturalists: 'We will never care for the things we don't understand and we will never understand things that we do not experience' (Attenborough, 2020, in Robb et al, 2015, p.14.).

Diagram 1   From Robb et al 2015

It was one of my very first glimpses into coaching that embodies my passion to highlight the unethical practices now commonplace in many schools (Griggs, 2010). Neither Griggs nor Callanan nor any other literature I can find have stated the size or scale of the business that is operating under, and within, our primary education system nor its impact or implications from the more-than-human perspective. It is this business that fuels my fire as I develop further understanding of the inequality it drives, yet to be voiced in the rigor required.

I first encountered this unregulated area within the system during my own schooling years, attending a 'community college' in rural Sussex. The school enabled the head of year to set up their own side-line of activities for children during the school holidays, facilitated through an ontological position that enabled de-regulation. This model was already in operation in 1992, well before Griggs' critique highlighted the issue of outsourcing.

The success of such schemes cannot and should not be overestimated but rather analysed as to their impact, questioning, and critiquing the point at which opportunities to access physical activities within the public schooling system became elite, privatised and exclusive to those who could afford to attend. The epistemological position that has brought these operations to bare is the simplified notion that, addressed previously, that the 'markets' will bring a utopia, providing for everyone. I refer to Powell's research in 2015, he speaks of Foucault's image of the modern Government's position to shape and influence through how they conduct themselves and their operations. It is these neoliberal operations and conducts that drive inequality, perpetuating social injustice and an ontological position that supports deregulation. And the cycle continues.

Lewis (2006) speaks of this inequality, within the Extended Schools Initiative (ESI), which came out of the Education Reforms of 2002, identifying the potential to slip into a world focused upon access for the fortunate. Lewis establishes that it is this area, of greater opportunities to access activities OOSH, also critiqued in 2010 by Griggs, that has the potential for exploitation and widening inequality.

This is the coalface and crux of the problem, a set of prescribed knowledge being voiced as the curriculum and an 'open for business' sign on the door, both eroding the value base of education.

It is easy to understand why this was seen as such an opportunity for private business when, through my own secondary school experience, a hundred children would sign up each holiday and would engage in a wide range of games activities each day. The activities were each led by either a coach or, often, one of the year 11 students from the school. In addition, as the only year 10 student to book, I was subsequently invited to 'coach'. I was 14.

Researching into some of the further coaching programmes I worked with, I can only establish that none of the entities were recorded with Companies House at that time (Companies House). This itself speaks volumes, to which Griggs (2010) and Speaker S (2021) allude to: lack of regulation, accountability or quality assurance.

I have yet to find any business leaders that are willing to expose this industry and, as they are operating in the world of business and not education, it is easy to understand why they are not forthcoming. It is easy to lay blame at the feet of individuals and of businesses but let us not forget the neoliberal system in which we are operating. It is the lack of regulation and opening of the market to provide what the people want (We will force you to be free, 2007) that has led to this social practice evolving.

Asking the question of my own past experiences, putting the more-than-human and agentic materialism to work, it would appear to me that it is the entwining of my becoming through various iterations that have provided me a sense of belonging, connection and purpose. Applying the previous ideas of connecting with one's environment (Clark & Mcphie, 2014), logic would suggest that these rich memories I have for my past experiences are powerful because they connected me to my environment, albeit a sports hall, field or court, it was all community and this is something that speaker M (2021) refers to when speaking of embodiment. This also brings Lewis et al's (2009) work to the fore with regard to connection to one's

community and environment, identifying that young people who feel a sense of belonging to their community are less likely to litter.

My entire career has worked to rebut the structualised systems in place within our schooling system. The APPG report in 2020, solidified and gave meaning to this purpose citing a specific need to reposition and reconceptualise PE, recommending that:

> · *Physical education is repositioned around the development of the whole person through the physical;*
> · *Physical education is taught by qualified teachers whose training gives them an understanding of the whole child;*
> · *Initial Teacher Training (ITE) is remodelled and extended to provide a thorough grounding in PE theory and practice for every primary teacher.*

(APPG, 2020, p.25.)

My experience, supported by the research and prevalence of outsourcing, reveals a lack of value placed upon both PE and OOSH activities for supporting children.

It is Stirrup, (2020) who, through the power dynamic and the transmission of knowledge, along with Evans & Davis (2010) who argue that the system of education is incredibly close to working against its main aims, through the perpetuation of ever increasingly complex processes. This brings to question how and what needs to be explored and applied, through research, to offer any potential for change.

2.1. Critical focus area:

This research brings with it a life history within education, culminating to focus upon a an Out-Of-School-Hours (OOSH) programme set up to support holistic outcomes for targeted pupils, across all years within a Junior School (Key Stage 2).

The focus school has four classes per year, with around 512 pupils on roll. The location of the school is within the Preston Park ward of Brighton. Preston Park is considered affluent but on the edge of one of the lowest socioeconomic wards in the city (Our Plan, 2019) Subsequently, and post covid, the school currently has 20% of pupils eligible for The Pupil Premium Grant (PPG), which is in line with the national average (Speaker F, 2021). At the last inspection (2011) the school was rated outstanding by the Office for Standards in Education (OFSTED).

The OOSH programme focused upon within the research, Adventure Club, was set up to cater for an identified lack of opportunities for disadvantaged children (most often, but not always children eligible for the PPG) during the OOSH period. Children were selected by their class teachers because of their poor or lack of prosocial behaviours, lack of a sense of belonging, low social confidence, anxiety or sense of lack of connection identified via sociograms, see appendix.

I have worked with the school, as a leader of social enterprise, since 2013, to demonstrate the potential scope of the OOSH period and the link these opportunities have with quality learning, developed, and supported through curriculum PE. I was specifically interested in self efficacy and positive embodiment, as expressed by Voica et al (2021), as 'positive body connection and comfort, and agency and functionality' (p.106.).

The junior school took the decision to in-source (opposite to outsourcing) all of their OOSH programmes in 2016 and now generate in excess of £250,000 per annum from these programmes, directly charging parents, providing childcare (therefore eligible parents can claim up to 80% of the cost back though tax credits), almost as a by-product of the enrichment programmes they offer, 'Play', 'Active', or Adventure Club. The school offers free clubs to all Free School Meals (FSM) pupils and have changed their tack for this coming year (September 2021), consulting with all FSM parents and children about the clubs they would like to be involved in during term one, prior to opening up the opportunities for the wider school to access. Previously, clubs opened for booking for all and then, after most spaces had been filled, FSM places were offered, with a relatively low take up. Consequently this change of tack

has seen a record take up of places from FSM pupils for term one, with a value of £7,000.

This logically leads to questions of how and why outsourcing has become so prevalent and why this junior school's model has not become the status quo within Primary Education.

Through the introduction, context and positionality two main themes appear. One, related to the disjointed nature of OOSH programmes, the lack of thought and foresight that has brought them about, especially when we consider agency, embodiment and pedagogy. The second relating to the organisational structures that are at play, limiting the scope of these programmes. Thoughts formulate around the notion of how professionals conceptualise and frame agency and self-efficacy of children and how are institutional, structural, dimensions constraining possibilities for enabling children to develop a critical consciousness.

In the following chapter, it will become clear that this research has been constantly unravelled as post-qualitative. (St Pierre, 2014).

3. Chapter 6, Synthesis:

This chapter works to bring together thought processes, observations, critiques and reflections from professionals, literature and philosophy.

Through my own life history, as a leader of a social enterprise and a 'provider', implementing OOSH programmes, entwining them within whole school approaches, laying bare the financial business operations, critiquing the strengths, weaknesses, opportunities and threats to which this change needs to heed, it has been possible to establish flaws within the system, which have been well versed. The deconstruction necessary to mitigate these issues, might however, be the true issue. (Speaker F, 2021)

3.1. Application to PE and OOSH

PE and OOSH must be realigned within the process of education. We see through the 'delivery' it has been corrupted (Evans & Davis, 2010, Stirrup, 2020).

An understanding of the interconnectedness of actions enables us to refocus our attention and value the process of becoming (Delueze, 2004) through education. This is captured in a rhetoric applied to my actions over the years: just because we could, does not mean we should. It is this that accounts for potential consequences of actions, as Plato would describe as rational, (in Dent, 1992) and places parameters upon, and limits to, the course of future actions.

The question of how the environment is performing has been demonstrated (Read & Alexander, 2019; Maslin, 2019). How we function within this new changing world must ultimately question the humanist ontologies, which education are currently based and have driven us to this end. Is it not that the marginalisation of communities and the decoupling of humanity and ecology, has given rise to the exploitation of the natural habitat through our objectification?

Rosiek (2013) outlines a clear need for post qualitative inquiry, not to be content with reproducing the systems of the past or the facts of the present but focused upon an envisioned future. It is here that inverse pragmatic inquiry will help to realise the plane of immanence that Deleuze (1997) conjects. Currently, with our trajectory toward total civilisation collapse (Read & Alexander, 2019) research must consider the future happenings and potential consequences of our stubbornness with urgency.

As we have understood, the acquisition, transmission and cumulation of knowledge, currently is focused through a lens engrained within the current system of neoliberalism; consumerism; individualism; structuralism; materialism; and humanist perspectives. It has been recognised throughout this research process that the assumptions within both schooling as a whole and the focus school are that:

> 'PE is about physical activity, about finding that they [children] are good [skilful)] at something….clubs are focused on sports'...[and ultimately schools are focusing resources upon 'increasing academic performance'
>
> (Speaker F, 2021).

We have also seen that the National Curriculum has done little to highlight and adapt to the significant changes we need to make, with subject matter prescribed and pre valued (Evans & Davis, 2010; Stirrup, 2020). What we teach in schools is focused narrowly upon a humanist perspective (Hill et al, 2018) with little consideration to the more than human (Clarke & Mcphie, 2014). Even the most hard-line climate deniers cannot argue with the current catastrophic extinction of species, nature is in full decline (Read & Alexander, 2019) and, as previously explained, it is too late to adopt the precautionary principle. Transformative practices, moving focus away from 'unnatural', manufactured equipment; the tools we use to play, and towards our physical environment, are urgent.

Formal education practice as we currently know it is meticulously planned, every misconception calculated, and every response rehearsed. Even break times are ever more prescribed. Phrases like, 'You can play with **these** things in **this** area,' or, 'No, you can't play on it **like** that; do it **like** this,' or, 'Don't climb those trees; you might fall

out,' are all commonplace within the setting that adventure club is part of. There is little question as to the appearance that the latter statement leads to risk aversive anxiety, (Clarke & Mcphie, 2014). And, above all, children are increasingly exposed to unnatural surfaces to play on; tarmac or AstroTurf. The environment is constructed, artificially produced. This is the world to which the focus school operates and indeed most of us now live.

The garden area of the school, where adventure club takes place, is also heavily humanised. Raised beds grow planted and sectioned crops, grass is prevented from growing through the wood chip floor and the outside perimeter has been paved to allow for 'ease' of walking. My frustration is borne from speaking with professionals who state that (Speaker C, 2021) the children love to 'be' in the garden: watering the plants; just sitting and talking; running and laughing; climbing the trees, which they're not allowed to do in school time; finding insects and being curious about the toads they recently discovered. This demonstrates simple and yet incredibly powerful agentic behaviour (Pictures 1-4). Speaker M (2021) noted, reflecting upon the pictures of the activities, that the children all appeared to be happy and engaged, clinging on to the trees, immersed within the flower beds or having revealed buried treasure. Is this not the very essence of PE?

Muir provides us with perfect clarity here, expressing that the further we take ourselves from nature, the further we become disconnected from ourselves (Muir, 1938).

Again, in the words of Muir: 'The power of imagination makes us infinite' (Muir, 1938, p.226.). Beautifully crafted, Muir provides a narrative, that we are nature, we are part of the ecosystem and have worked tirelessly as a species to separate ourselves, industrialising for the sake of productivity and efficiency.

It is education that can mediate this perception of reality, and PE and OOSH are part of this process. If they are somehow disconnected, as separate subjects or areas, they work to undermine our fundamental values. Speakers F and C (2021) allude to how they are perceived as separate entities within the focus school.

3.2. Purposeful thought, action, and analysis:

Ethical clearance was sought through the University of Sussex prior to undertaking this process and all speakers completed acknowledgement forms prior to our conversations (see appendix 9). Should this research be publicly made available, I will also contact the main thinkers and contributors of the scholarly research used.

The proposal and initial findings of this research have been presented and peer reviewed and I attach the presentation within the appendix (see appendix 7).

Throughout the process of conversations my thoughts formed around how this process becomes an enabler for change and a strategic dimension for operational practice. All speakers/thinkers along with the scholarly research were vocal about the way in which PE has been perceived by schools, professionals and wider community.

There does appear to be clear divisions, as one might expect, between school staff and scholarly and academic thinking with regards to the purpose of the PE, the link it has with OOSH and community. The benefit of both PE and OOSH have been clearly articulated through this process.

The process of establishing those who might deconstruct, reconstruct and analyse agency led to a selection of four specific individuals who, along with the discursive text, provide thought provoking insight, offering further opportunity for an intriguing philosophical critique. However, as previously addressed, I will be treating this information in the same regard as the influential literature and all other socially constructed thoughts through life experience and observed practices. Giving critique in the same manner, there will be analysis from two university academics, the head teacher of the school where the adventure club takes place, and the head of PPG, who is a senior leader within the school.

The university academics, as with previous scholarly research (Kirk, 2004; Griggs, 2010, Evans & Davis, 2010; Griggs & Randall, 2012; Hill et al, 2018; Stirrup, 2020 among others) have been vocally critical of PE and outsourcing in the past and are interested in collaborating with this research, potentially moving the conversation forwards to a new way of working to support schools directly in their implementation of services.

Alison and Gary have given their express permission for each of their names to be used as part of this research and this demonstrates their commitment and advocation for socially just and equitable education and support for both this research and for tackling the wider issues that I have addressed. Dr Alison Murray is the PE lead at Roehampton University and a key contributor to the report by the APPG in 2020, a key report for this dissertation. It is this report that prompted further reading and research and has been the conduit of most of the wider research reading.

Dr Gary Stidder is the PE lead at Brighton University and has known of the work that I have been doing since 2013. In 2014 I recruited four newly qualified teachers from Brighton, to work as full-time teachers within the social enterprise I was working. We successfully managed them through their NQT year and, at the time, were the only organisation in Brighton or East Sussex to manage this process as an external agency. This is one of the values I speak of when talking of value within PE and OOSH.

I have worked with the head teacher since 2013 and, as the school has adopted an approach to PE and OOSH that has the potential to be transformative, they play an important role within the process, linking to the school statutory provisions and recognising the value of PE and OOSH. Here there is a power, control and structural dimension upon which all activities sit. This Speaker is the 'gatekeeper' to all services that operate from the school and alludes to the individual belief and knowledge that head teachers pertain to hold. Influenced by scientific research and not philosophy, constrained by the system is part of the reason we have seen no meaningful change.

The head of PPG is my partner, and it is her tenacity that has led to the adventure OOSH session. In the spirit of transparency, I feel that it is important to discuss any potential conflicts of interest at this point, dispelling the idea of preferential treatment. In the world of education, inevitably, networks bring people together to discuss, change and develop services. My partner has worked in the school since 2010. It was 2013 when I first spoke to her head teacher about the social enterprise operations being implemented (by the social enterprise I was managing) within primary schools in Hailsham, East Sussex. The social enterprises process for engaging with schools, as a Community Interest Company (CIC), was through Service Level Agreements (SLA), partnering with schools as opposed to working with them. The SLA we consequently set up with the focus school was discussed through Governors meetings, with both due diligence and governance designed through the SLA. You will find a copy of the initial SLA for this school within the appendix (see appendix 2).

The purpose of conversation with these individuals was intended to effect change through purposeful thought, critique and action. These individuals are referenced as Speakers within this research. Speaker M and S are accessible through the reference list and Speaker C and F have been added to the appendix.See appendix 10.

Throughout the research and with consideration of my post-humanist approach, it would be disingenuous not to also consider personal observations of operations as well as previous professional knowledge and experience. One of the failings of reliance upon interviews, without the speaker having direct experience of the situation, is the degree to which information is a 'true' reflection of reality. (St Pierre, 2014) The speaker/thinker may indeed understand their responses to be a 'true' reflection but that is not to say that they themselves have been misinformed/misinterpreted/misled or are themselves, misleading. The post humanist approach to this research will critique the voices of speakers/thinkers with a clear position of if and how they are speaking/thinking from a humanist, child or person perspective or if they are considerate of the wider implications PE and OOSH have upon the environment and ecosystem.

As I have said before, it is my own journey, providing out-of-school activities alongside my primary teaching, that provides me a unique insight into this field. This form of ethnographical approach provides, as Pink (2013) positions:

'… a process of creating and representing knowledge (about society, culture, and individuals) that is based on the author's own experiences. It does not claim to produce an objective or truthful account of reality, but should aim to offer versions of ethnographer's experiences of reality that are as loyal as possible to the context, negotiations and inter-subjectivities through which the knowledge was produced.'

(Pink, 2013, ibid)

3.3. Reinforcing problems within PE and outsourcing:

Thinking back to Chapter 2 with discussions around the limitations of PE, how it is currently sport and performance focused, (Kirk, 2004; Stirrup,2020), and delivered through external agencies. Speaker S (2021) expressed concerns of the erosion of PE as a subject; the deskilling of teachers, along with concerns that some of the external providers may not have undertaken proper safeguarding checks or performed necessary due diligence through their recruitment practices. Speaker S was also concerned about the lack of quality assurance for these organisations; that schools were not requesting lesson or session plans; that there was often little assessment of learning and that there was a lack of accountability about the spending of funding. They also noted the lack of pedagogy of providers, asking how it can possibly be ok to have, '18 yr old football coaches who don't know anything other than how to referee a six a side game' (Speaker S, 2021), providing after school football sessions. Speaker S supports Stirrups (2020) research, acknowledging that there is an emphasis upon winning and this resulted in a 'nine-year-old in Kent being stamped on, requiring stitches in their cheek from an after school private football session focussed upon winning' (Speaker S, 2021). It is this that becomes the growing concern to which the process is complicit. Driving a notion that an outcome of performance (the win) is more important than the health of another, is extremely concerning.

The performance focus should be 'one little strand' (Speaker M, 2021), while Speaker S (2021), feels that this should be no strand at all, of what is on offer. If children want to be embodied, they need to understand that activities need to become process focused. There is a need to go beyond a linear understanding of performance because it does not speak to how children learn, think or develop. We need to enable, with our organisation (schooling, resources), that we offer socially just and equal practice (Speaker M, 2021). As we have previously seen, and with an agentic materiality, post human reflection, the offer needs to be reconceptualised around our imbrication with the environment.

It has been recognised that there is a disconnect between PE and OOSH: 'NC is perfunctory, doesn't really matter who is doing it but additional opportunities need to be able to support children to thrive, more PE, more health, more wellbeing, progressive' (Speaker M, 2021).

It is Kirk (2020) who has identified the right way forwards in that genuine specialists can come in and train teachers to implement value-based learning opportunities. Speakers M and S (2021) spoke of how OOSH was provided differently in other countries.
'There was no issue in America, where there are no providers, just asking the question why this happens is important' (Speaker M, 2021). They continue, remarking that:

> 'it is extremely strange that England has allowed this to happen, it doesn't make sense if some (children) can and some can't...Children look at each other and see who is in what club and who is not. There is a subject devalued, providers are not dedicated to the curriculum, progressive, holistic in the approach. The more drivers, stakeholders you have, the more complex it becomes'.
>
> (Speaker M, 2021)

3.4. Accountability and equality?

When speaking of how the schools could be spending the PESS, Speaker S hoped that the money could either be used to upskill staff or spent on a specialist PE teacher. They also acknowledged a lack of breadth and depth of knowledge of class teachers and recognised that this was a result of a lack of time placed upon PE during ITE. Both Speaker S and M voice the need for activities to be equitable with Speaker M, stating that, 'Inside or outside of school, it's all community. Whatever it is, it needs to be equitable.' (Speaker M, 2021)

The consideration from Speaker F that this is the first year that the school has offered OOSH services to PPG parents, before opening up to the wider school to access, although positive, supports a question concerning the value the school places on the ability for OOSH to generate money. Were schools properly, equitably funded by central Government this may not be case.

3.5. Social justice:

Speaker F (2021) talked of the income from OOSH ensures that they are able to provide more services and support for their disadvantaged children. While speaking with Speaker C, it would appear that the school funds several children to have one-to-one support, despite the fact they do not have this budget from the central Government. Speaker F remarks that the school generates a £100,000 surplus annually from their OOSH services and, establishing through speaking with C, it is this that is used to cover the additional support that they offer within the school. Speaker F also remarked, when questioned, that if there was a notion of some wider levelling up to be made, such as some surplus generated from their school, being used to pay for those who are most disadvantaged in other areas of Brighton, that that would be problematic as they would be losing out. Again, this leads to questions of equality and justice. Still within this frame, Speaker F also noted that, 'when push comes to shove', schools, because of the pressures they have been put under, have little time to consider the community and other schools.

3.6. Agentic materiality:

Speakers were all invited to reflect on how PE and OOSH can be seen as a potential vehicle for recognising and highlighting the entanglement children have with the environment. It is at a strategic level that these decisions will be made, and the focus of this research is to bring about an understanding, by leaders in education, that the value for OOSH is yet to be fully realised in this capacity. Children's connection with their environment and all things within, is not perceived as pertaining value, only their connection with each other, the activities they are part of and the adults who work with them.

There is no reality to be realised but rather a philosophical point concerning that something greater is at play when it comes to children's engagement with their environment. An expression of feeling, belonging, wellbeing, contentedness, peace, harmony, calm will only be observed at the time of observation. Barad's (2003) theory of relational materialism and agentic materialism comes to the fore for the speakers as they are immersed within the time of the entanglement.

To elicit a realisation of the more-than-human relationship for the speakers, they were shown pictures of the children in adventure club and played a video that the children had made of themselves within the club.

The questions posed with these pictures was: What do you think is going on here and how do these children appear to be?

Through conversations, there were thoughts of the human and the non-human subjects within the pictures. Speaker M (2021) noted how something can be dug up and given a new life, when referring to the Playmobile character, found by the child. Continuing, they commented that it was, 'lovely that everyone is out and about and enjoying themselves within the garden' (Speaker M, 2021). Comments were made that there appeared to be some decompression during the OOSH activities, and that all children were engaged in PA.

Professionals also made strong comments about the lovely environment [of the garden] and the interactions children were having with the tree, having control over

their body and in space. It is here that Speaker M voiced the vital importance of embodiment:

> 'Children might want to be in a tree but if they have a lack of connection through impoverished PE provision they might not feel confident or be able to climb and therefore will walk straight past it ...if you can't get on it, you're not on it. They look like they are all demonstrating great agency: I have done this, and I can hang on.'

<div align="right">(Speaker M, 2021)</div>

This makes a valuable point, that if these opportunities are not equitable, accessible for all, there is a huge disservice, creating an unequal balance: those who can attend and master movement, control, positive embodiment, and those who cannot. Speaker M (2021) noted here that an appropriate PE curriculum, developing core strength, musculature and positive body embodiment does allow children to develop agency and show self-efficacy within their practice.

Interestingly, during school time these children are not allowed to climb the trees and they have very limited access to the garden area where these pictures were taken. Speaker M and S (2021) both articulated that the children were engaging with the matter around them: the tree, the plants, the Playmobile character, which fits the entanglement reflection.

3.7. Transformative or pedestrian?

Speaker F (2021) concedes that there is an evolution needed so that everyone can be involved in all programmes, in school and OOSH. Further they continue that schools perceive that money and resources need to be spent upon improving academic outcomes.

The purpose for the specific construction of knowledge through conversation was to evoke some thinking around the children's connection with the 'matter', more-than-human, around them at adventure club. Does this enable children to connect? What is the impact? Picture 1, reflecting on this, is critical to analysing the thoughts of professionals in framing agency and self-efficacy for children. Do professionals recognise this as Physical Education, just occurring during OOSH? Speaker M does and Speaker S remarks on the value of 'moving to learn and learning to move' (2021), advocating a strong outdoor commitment through PE.

Transformative approaches to education are not yet visible; we are continuing in the vein that has been since the turn of the century. A vein that has prioritised human endeavour over all else and one that will lead to the demise of our current civilization (Read & Alexander, 2019). Constructing and crafting a process that speaks to those issues, embedding it within practice, then scaling the operation requires a total deconstruction of the 'school' to ensure that it fits more as facilitator of a process of education, opposed to being seen as part of a system that provides.

This can be seen through reflections from Moss et al (2020) upon the difference of perception between teachers and parents. Moss et al's findings are apparent within the focus school. Despite best efforts, the school struggles to engage parents of PPG children. This has been overcome through adventure club, when inviting parents in to engage with activities and the 'process' with their children, cook, drink and eat together, on one of the Saturday sessions (Speaker C, 2021). The activities that day are shown in appendix 5.

My post qualitative reflection, and the point that professionals have made with these more than human connections, provide philosophical insights into the becoming of children within adventure club. It is a powerful construction of knowledge that will enable greater thought of the purpose and value these clubs have for the wider staff team within the school. It would seem that adventure based PE, in line with the John Muir process (Appendix 11), might be the equitable and just transformation necessary.

4. Chapter 7, Proposals, discussions, and limitations:

Within this area there appears to be a need for further discussions around professionals' understanding of the philosophical critique of the 'system' of education and how and why education needs to be reframed and re-envisioned as a 'process'. With current practices appearing unjust, they are not seen for the good of another; they are inadvertently driving inequality, through the power dynamic of transmission of objective knowledge and the enabling of neoliberal ontologies, like outsourcing.

From the conversations with professionals, asking specifically if they are keen to enter further discussions as to the potential of developing an environmental enterprise, this research iterates, addressing the below processes.

4.1. The urgency for all professionals to take heed of the transformational approaches necessary to speak to the climate emergency we are facing:

The social practices of school, the imparting of particular knowledge and the dismissal of others, through the social acculturation (Lawson, 1986) process will perpetuate the cycle of power, preventing critical consciousness from developing (Hill et al 2018). Until schools addresses these issues, they remain caught in their own structuralised frustration; constantly undermining themselves; deconstructing their purpose, value and existence.

It is the objectification of everything that needs to be addressed; for example, staff and children objectify equipment as simple utilities. The current action of the school leads me to question if there is a consideration of the impact and damage occurring due to a lack of regard to the transmission of practices (Stirrup, 2020). Is the decision to lay AstroTurf; buy new wood as opposed to using a reclamation yard; throw pens, pencils and resources away when they no longer look like new; purchase new as opposed to recycled materials; use single use plastic cups; purchase cheap meat and high sugar foods for end of year barbeques, socially or environmentally just? Is PE, using equipment, bats, balls, sticks, racquets, not just

placing further value upon humanist practices as the ultimate endeavour? The entire process needs rethinking.

4.2. Reconceptualisation of a holistic education process, focusing upon our physical becoming, supportive of positive body embodiment, enabling of agency and self-efficacious practices, developmentally appropriate:

Through thinking and speaking with others, my own observations and journey indicate that within PE, there are still remanets of a world entangled. It seems neatly framed, once again by football. The essence of playing the game might well be characterised on an individual basis but each game and therefore the playing of it, will differ. Playing, is of course a verb form, implying immanence itself. Is it the playing that therefore needs to come to the fore within PE and indeed the OOSH services as this speaks directly to the process of a child becoming?

Playing, as we know, is not prescribed but fluid and should we not therefore look to playing, in its ever-changing capacity and diversity to speak to the process of becoming, educating, learning, adapting, changing, problematising, solving, creating?

Are the humanist constraints, in the structures we have created for playing, so that, as Speaker M (2021) remarked, activities can be given a value? Is it not the intrinsic nature of the play that deconstructs this structure? Have the humanist constraints for value reconstructed playing to reduce its meaning to a set of basic outputs based on performance? Is it not that playing with other children and the environment will develop relationships, attachment, purpose and value? Moving back to Jordan (2009), I reiterate the point that the environment is a secure base.

Within appendix 7, you will see the evolution of my Kite theory. In the slide entitled 'what is happening' you will see that the kite is measured on a performance, simplistic plane. This is what we are doing within the system of education; the lower kite being objectified as underperforming and the higher one as 'exceeding expectations. Both kites, should you talk to them, are flying. They can subjectively explain how they are doing, this is the box around the kite, if you remove the box

from the situation, they look much the same. This is the developmental appropriateness that needs to be considered and it is the kite tethers, subjective wellbeing, that support the kite to fly.

Moving to the slide entitled 'how this might change' you will see that the kites are now realised in multiple planes, demonstrating agency and control over the direction of flight. The ability for self-efficacious practice is depicted by the 'kite flight'. Each child can have numerous kites flying in numerous planes. As long as the true impact of the process of flying is understood, if for example it is destructive, a rational decision can be made as to the reason for continuing that flight. i.e. If we reaslise, as we do that our actions have disastrous consequences upon the environment, why would we continue? Or at least work to reduce our impact.

As we understand, those who have not experienced, will not care for (Attenborough in Robb et al, 2015) And it can easily be ascribed that if one chooses to play with a football and that becomes a game involving goals, rules, parameters, sanctions, then the value might indeed move from the ball, from the 'thing' that enables the engagement, the playing, and onto the outcome, therefore, logically, objectifying both the game, the ball and the outcome, opposed to valuing the people and the environment.

Earlier the notion of engagement with online gaming was brought to the attention of researchers when looking into the impact of the pandemic. One might think that consideration should be taken, regarding this research, as to the purpose of online gaming. Is it not the same as the ball, connecting those who have seen this medium as a way to engage with others? Is it also not the case that online learning, and the lack of engagement with it, as Moss et al (2020) uncovered, might be perceived as just another oppression, perpetuating a power imbalance between the knower and the learner? Is it not pupils, withdrawing from this process, that is itself demonstrating agency? Should we therefore also consider a way of developing a process and sense of connecting with others through a 'gaming' type world, that supports our imbrication with our environment, place, and people? If in itself that could enable a critical consciousness, should that not be considered as an important part of the process of education?

It is therefore paramount that the guiding principle governing professionals and education is one of a constant analytical and philosophical process, critiquing if and how activities are supporting holistic development, agency and positive embodiment or simply oppressing through a narrow humanist principle.

4.3. Dismantling structures that have led to compartmentalisation within school. i.e. subjects, school time, OOSH, play time, learning time:

Can our leaders in education and indeed anyone perpetuating this power imbalance be considered educated? Or just knowledgeable? If education denotes that we are enabled to critique the structures that constrain us, for school, these structures are the employment contracts that prescribe teachers' employments to be exactly 1267.5 hours over 195 days. There is no specification as to which hours or days these are and indeed why is it not the case that schools offer split flexible working arrangements, for the same group of professionals, during all the hours that the school might be open for children to attend? 07:00-19:00 is more like the community provision required. Restructuring is just part of this transformation required.

The subjects themselves, along with all distinctions, imply a disconnect. It is these areas that need to become, and be perceived as, a single process. Home or School, wherever you are and whatever you are doing, it is all a process of education.

4.4. Limitations

Observations of the children were limited during this research, due to the pandemic. It would be interesting to construct knowledge with children upon how the feel during adventure club and traditional PE. I would like to use the thoughts behind the 'Lego Seriously Play' series to construct a picture of how children perceive themselves in school, club, PE and at home, to allude to changes in their wellbeing and agency. Rather than using Lego, human made, I will consider looking to the environment for children to assemble and projected themselves.

It would appear that this research raises more questions than it hopes to answer. It feels like the next ten years of my life have been laid out through my writing. With this, the iteration, my journey continues within this imbricated, entangled process.

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Value within OOSH

Value for community
- Hub of activity
- Supportive organisation
- Social practice theory promotes community values

Value for society
- Active people
- Working operational model to scale
- Childcare provided
- Circular economies applied
- Directly takling social inequalities
- Social practice theory promotes and advocates pro environmental behaviours

Value for school
- Income generation
- Seen to be providing over and above
- Engaged children

If youre not fit in body and mind, nothing else matters

Value for environment
- Children understand their natural environement via play within it
- Conservation
- Truth to power

Provide the opportunities and expeariences

Target to support children attend OOSH

Value for staff
- Increase employment opportunities
- Consistency of employment
- Consistency of employment

Mix with new and other children

Activities to keep healthy

Developing social skills

Ensure children can move, control their bodies, understand fitness and health and why thay is important

Value for parents
- Childcare tax credits
- Access not linked to income
- Children have raport with staff

Secure environment, children feel safe

Consistent staff

Should do it every day

Value for children
- Consistency of staff
- Trained staff
- Needs are understood
- Inclusivity in practice
- Equality in practice
- Promotes agency
- Encourages self efficacious practice

Have the right people providing, means relaxed extension to the school day

Saturday adventure club
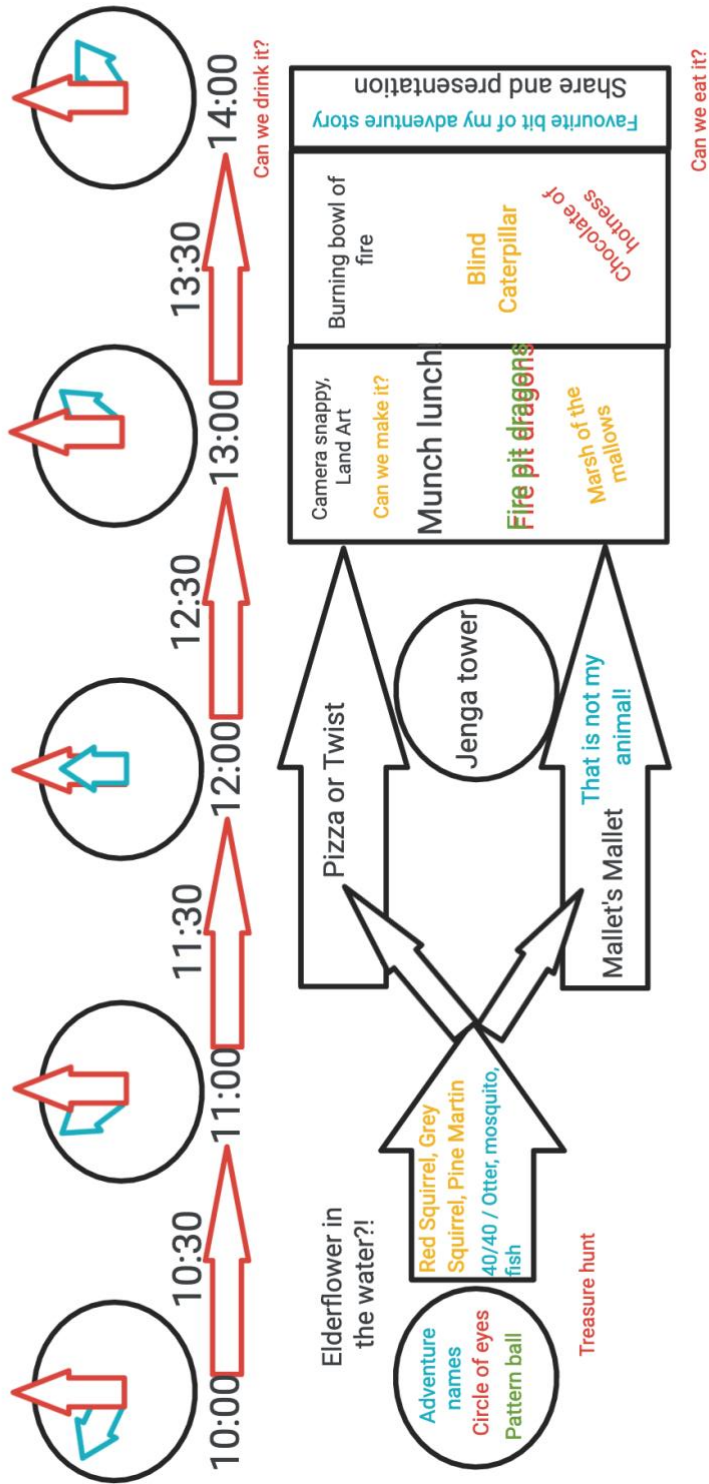
The entangled process

Peters, 1966

Robb et al, 2015   Li & Sullivan, 2016   Read, 2019

Vygotsky, 1978   Stirrup, 2020   Physical Education   Schein, 2014   Environment   Chawla, 2015

Griggs & Ward, 2012

Education   Evans & Davis, 2009   Griggs, 2010   Read & Alexander, 2019   Clarke & Mcphie, 2014   Lewis et al, 2001   Hultman &

Griggs & Randall, 2012   Jordan, 2009   Taguchi, 2010   Deleuze &

Lewis, 2006   Kirk, 2004   Crichton et al, 2020   Voica et al, 2021   Roberts et al, 2020   Guattari, 2004

Lawson, 1986   Blair & Capel, 2011   Ross & Gibson 2007   Milligan & Bingley (2007   Thompson & Adams, 2020

Ball & Mannheim, 2004   Bourdieu, 2004   Socrates

Hill et al 2018   Williams-Brown & Jopling, 2020   Wilson,1984   Agency   Plato   Philosophy

Wapenaar, 2014   Equality   Embodiment   Foucault, 1982

WHO, 2018   Immanence   Society   Dent, 1992

NICE, 2018   Neoliberalism   Thing power   Powell, 2019   Deleuze, 2004

Health   Callanan et al, 2016   Posthumanism   Entanglement   Sheldrake, 2020

UNESCO, 2021   Post Qualititive   Thing power   Bennett, 2010   Barad, 2004

Moss et al, 2001   Wellbeing   Relational materialism   Social Justice   Kjerland & Annerstedt, 2021

Thing power   Agentic materialism   Derrida, 1972   St Pierre & Lather, 2013   Ulmer, 2017   St Pierre, 2014

Powell, 2015

Drexler, 2020   Bohm, 1980

John-Steiner and Mahn, 1996   Rafferty et al, 2016

Rousell, 2020   Dunne et al, 2005   Rosiek, 2013   Scheurich, 1995

Curtis, 2007

Brinckmann & Kvale, 2009

Presentation

Post humanist constructs; the need for transformational approaches to Physical Education, Out-Of-School-Hours (OOSH) (and wider education)

Entanglements of being

What is the problem?

78%

The outsourcing of curriculum PE is widespread. Randall et al *(Randall V, Richardson A, Swaithes W & Adams S, 2016, 'Generation Next: the Preparation of Pre-service Teachers in Primary Physical Education', Winchester, University of Winchester)* found that across 1148 primary schools sampled, most had decided to outsource all teaching and resourcing of PE, including planning and assessment.

troubles. There has been a tendency to adopt what might be described as a deficit or medical model of working. This in turn has implications for how community 'needs' are identified, with communities perceived to be disadvantaged being more likely to have their needs defined in terms of deficits by professionals. Some

Lewis, 2007

Gaster, 1991

Conflict resolution

The subject's (PE) importance for instilling a love of physical activity has already been under recognised, further still its significance in supporting a vast range of health benefits has been almost completely ignored, with focus still being placed upon competitive sport, APPG 2020.

What is happening?

Performance

Age related expectation
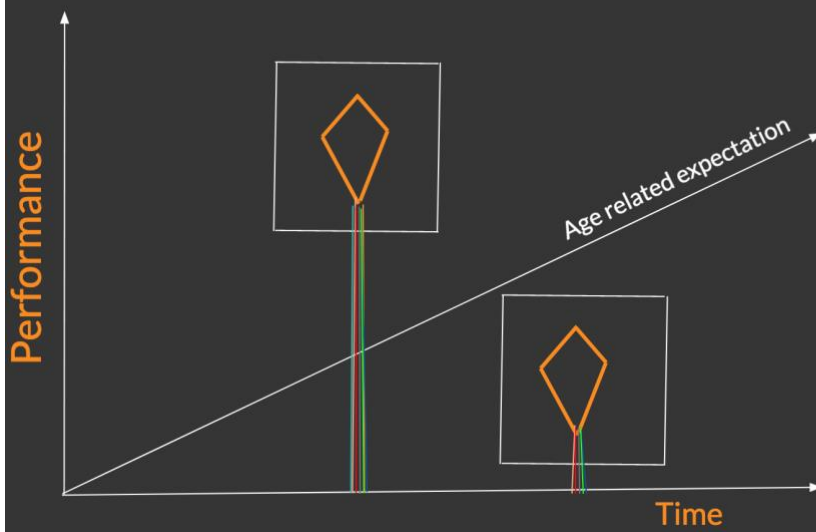
- Wellbeing focus?
- Performative objectification; of everything?

Time

Why should we care?

- Social value; where is it?

World Health Organisation, UNESCO, Public Health England, NICE; calling for resource and focus to be placed leveling up inequality, addressing physical inactivity

- Inadvertently driving further social inequality; disadvantaged groups are not involved

- Mental health; the performance brain

- Physical inactivity crisis

- 1 in 4 of all premature deaths can be attributed to physical inactivity, WHO

- Speak truth to power!

How might it change?

Deleuze (2004) immanence; no beginning or end just an analysis of entanglement.

Agency = kite plane

Self efficacy = kite flight

How might it change?

Adventure club; targeted approaches for OOSH

Social practice theory can be applied to promote pro environmental behaviours.

What practices are we embedding through programmes offered by schools; curriculum - PE, OOSH - outreach

Pro social and pro health lead from pro environmental

How did I approach it?

Post humanism; the entanglements of being

Entanglements of agentic materialism, (Barad)

phenomenon of Swedish female students' ill-/well-being. These enactments are understood to emerge as effects of an open-ended *material-discursive apparatus of knowing* (Barad 2007, 149–150), in which we as researchers constitute significant performative agents as well. This means that we are not looking for answers located 'inside' of the pre-existing subject, as the psychological and neuro-cognitive epistemologies suggest. Instead we analyse events of encounters of multiple material-discursive agents and situated practices, and what emerges as *differences* in these events: that is, how matter *matters* in an ongoing process of material-discursive mattering (Barad 2007, 145–147). In terms of methodology, this can be understood to put to work what Barad (2007, 73–94) and Haraway (1997, 268–274) have called a *diffractive analysis*. For

Taguchi, L. & Anna Palmer (2013)

Who can change it?

We all can.

- PE is not about performance; we are physical beings in a physical world

- OOSH is a critical window for Physical Activity;
- Provides opportunities for agency and self efficacious practices