

Fundamental Movement Skills: An exploration of Secondary PE teachers' experiences



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Introduction

- More information on the knowledge and experiences of secondary PE teachers regarding FMS
- Heavily sport-driven curriculum (Kirk, 2010) currently delivered in secondary schools.
- House of Lords (2021) the value of physical education has never been more important. FMS should be valued in line with pupils' literacy and numeracy.
- DfE (2023) report which shows a significant decline in PE hours over the past 5 years. This negative effect towards physical activity could lead to long-term health and well-being issues.

Fundamental Movement Skills (FMS) are widely reported as the building blocks of skills essential to reach competency in sport-specific actions (Gallahue and Ozmun, 2006; Barnett et al., 2016).

The definition of fundamental movement skills to be used for the study was: *"FMS are the building blocks of more advanced, complex movements required to participate in games, sports or other context specific physical activity"* (p. 791; Logan et al., 2017).

What are FMS and why does it matter?

FMS are commonly categorised within three domains: locomotor skills, object control (manipulative) skills and stability skills (Gallahue and Ozmun, 2006). These three domains can contain over 40 different types of skills, and it is usually assumed that these are acquired by 11 years of age (Rainer and Jarvis, no date; Gallahue, Ozmun and Goodway 2012)



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Purpose of the Study

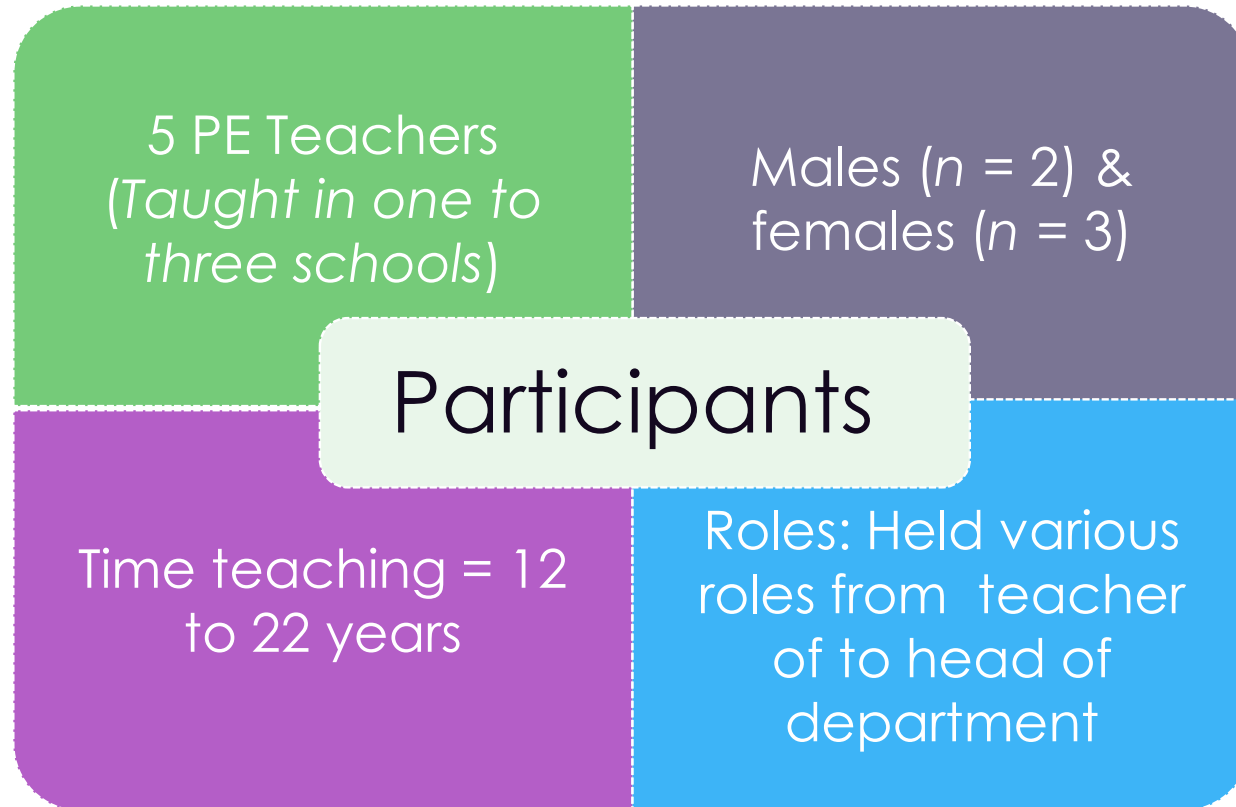
Research Questions

1. What are the experiences of secondary physical education teachers in relation to key stage three pupils and their fundamental movement skills?
2. What are the implications for pre-service and in-service training for physical education teachers based on their experiences and perspectives of fundamental movement skills in secondary schools?

Significance

- Critical Period of instruction (O'Brien, Belton, and Issartel, 2016)
- Enhance the overall quality of physical education, thereby positively impacting the development of students' fundamental movement skills.
- Research gap - Only previous studies in Australia (Hand and Martin, 2003; Lander, 2017, Eddy, 2021) and Early years (Dobell et al, 2021)
- Morgan et al. (2013) study, which reports that little research has been conducted on the FMS of adolescents.

Method



Saunders, Lewis and Thornhill (2012), who suggests that participants can range in number between four to 12.

Procedures and Analysis

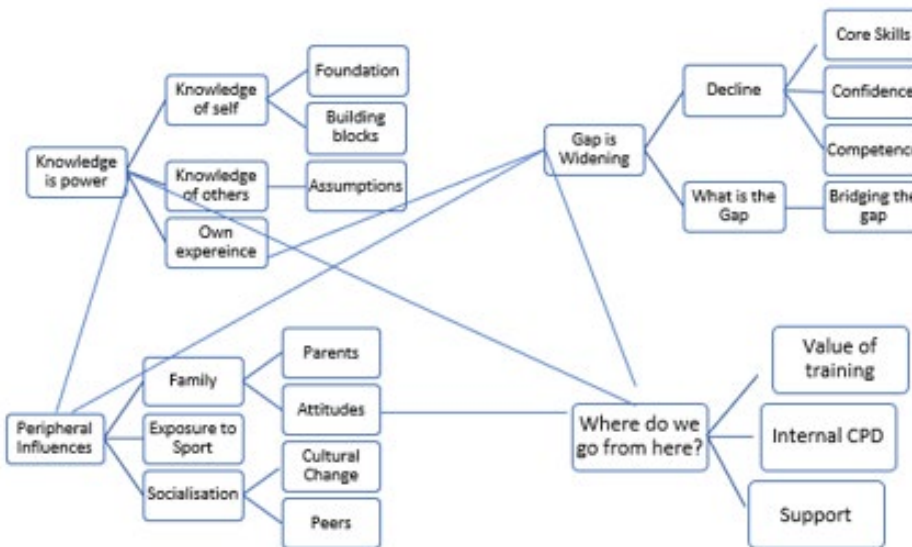
- Semi-structured interviews (online)
 - After each semi-structured interview, I completed a diary entry for each participant. This diary, as suggested by Maguire and Delahunt, (2017) was to make notes on early impressions and formed the first critical stage of familiarisation of the data (Braun and Clarke, 2006).
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- Thematic analysis following the phases outlined by Braun and Clarke (2022) - familiarising, coding, generating initial themes, developing and reviewing themes, refining, defining and naming themes and writing up.
 - Phases rather than steps

Findings

Initial codes too vast



270 – 150 codes– 6 themes



The themes were:

- Knowledge is power,
 - The gap is widening,
 - Peripheral Influences,
- and
- Where do we go from here

Results

**Knowledge is
power**



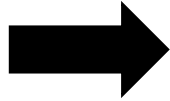
- Aware of the importance despite the lack of reference to FMS in recent policy documentation (Long and Roberts, 2022), highlighting that the knowledge has come from elsewhere, possibly the influence of the Ofsted (2022) report.
- Lack of knowledge / surface level

- “I think it was our knowledge of it. I think we were very narrow minded on what we knew about fundamentals”.
- “because we are secondary school practitioners, we've always presumed that the primary schools are going to be doing that in their early years..... they should come to us already equipped and ready to move on, but they're not”.
- “My personal experience in my 12 years is that we've never actually taught fundamental skills”.

IMAGE REDACTED

Results

The gap is widening



- Decline in the movement and FMS competencies. Parallels with Hardy *et al.* (2013) and Tester, Ackland, and Houghton (2014).
- Multi-dimensional causes.

IMAGE
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- “core fundamental skills are definitely less than they were 20 years ago, and it's probably been a noticeable decline apart from the last five years or so”.
- “it's just it's been a continuous kind of like degradation... year on year getting worse.... just consistently getting worse”.
- “I don't like to blame everything on COVID, but I do think it's been a shift”.
- “The pandemic had a big hit with some of our students where they just weren't active enough during it.”

Results

Peripheral Influences



1. Lack of support at home widens gap (Tester, Ackland and Houghton, 2014; O'Brien, Belton, and Issartel, 2016; Rainer and Jarvis, 2019)
2. The number of hours in PE decreasing (YST, 2023, DfE, 2023),
3. lack of outdoor play. Reasons - phone use, increased social media, technology/ gaming, the COVID-19 pandemic, and even an increase in more cars on the road

- "I think the phone culture and the TikTok culture and the Instagram, you know, and the filters, it's had a massive impact on these children, and they don't, they don't see themselves as children."
- "running, jumping, throwing, skipping, playing. It's just not cool to do that."
- "come to us less physically ready, and I think that's probably down to a cultural change."

IMAGE
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Results

Where do we go from here?



- The lack of training is consistent with previous findings (Martin and Hands, 2003; Lander *et al.*, 2017).
- A clear appetite for training (Dobell *et al.* (2021);

- “None...oh apart from the concussion course.”
- “...in the last three years! Bit poor, really.”
- , “how can you expect someone to make progress in a sport when they can't understand the basic movement.”
- “we could do with a bit of support.”

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Conclusions, Limitations and Future Research

Conclusions

- FMS declined in the view of the participants;
- underprepared and underdeveloped regarding deep knowledge (FMS) to best improve the physical outcomes of pupils.

Limitations

- Small number of participants
- Novice research and exploratory study. Casula, Rangarajan and Shields (2020) describe the whole research process as being 'fraught with struggle' (p. 1707).

Future Research

- Provide CPD and training opportunities
- The lack of training (whilst training and following qualification as a teacher) was the cause of the deficiency (Morgan and Bourke, 2008; Eddy et al., 2021).
- Observe PE teachers to assess the teaching of FMS in practice

Questions

IMAGE REDACTED

thank you

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