

**An Exploration of the Socio-Pedagogical Development, and
Present-Day Coach Experiences, of Grassroots Coach
Education in English Football**

A thesis submitted in partial fulfilment of the requirements of Liverpool John Moores
University for the degree of Doctor of Philosophy

This research programme was carried out in collaboration with The English Football
Association (The FA)

Reece Chapman

May 2023

List of Contents

List of Contents	2
Abstract.....	6
Declaration	8
Copyright and Disclaimer	10
Acknowledgements	11
Table of Abbreviations	13
List of Tables and Figures	14
 Chapter One - Introduction to the Thesis and Coaching Literature	 15
1.1 An Introduction to Football Research and Football in England.....	16
1.2 Sport Coaching; a Background	19
1.3 Coach Education	23
1.4 Some Criticisms of Coach Education	25
1.5 Theories of coaches' Learning	27
1.6 The Problem	35
1.7 The Research Aim, Questions, and Thesis Structure.....	36
 Chapter Two - Theoretical Lens: Paulo Freire	 40
2.1. Introduction	41
2.2. Freire's Biography.....	42
2.3 Key Concepts	45
2.3.1 <i>Oppression</i>	45
2.3.2 <i>Liberation</i>	46
2.3.3 <i>Power</i>	47
2.3.4 <i>Banking Education Approach</i>	47
2.3.5 <i>Problem-posing Approach</i>	48
2.3.6 <i>Conscientization (Critical-Consciousness)</i>	49
2.3.7 <i>Praxis</i>	49
2.3.8 <i>Dialogue</i>	50
2.3.9 <i>Humility</i>	51
2.3.10 <i>Hope</i>	51
2.3.11 <i>Humanization and Dehumanization</i>	52
2.3.12 <i>Openness</i>	53
2.3.13 <i>Courage</i>	53

2.4 Freire and Wider Education	54
2.5 Freire, Sport and Physical Education (PE)	57
2.6 Freire and Coach Education	59
2.7 Criticisms of Freire's Work	61
2.8 Conclusion.....	64
 Chapter Three - Methodology	 66
3.1 Paradigm, Ontology and Epistemology	66
3.2 Qualitative Research	70
3.3 Data Analysis.....	73
3.4 Rigour Throughout the Thesis and Studies	75
3.5 My Reflective Story	80
3.6 The Role of The Football Association.....	83
3.7 Conclusion.....	87
 Chapter Four - Study One: Learning from the Past; A Freirean Analysis of FA Coach Education Since 1967	 88
4.1 Introduction	89
4.2 Freire and Coach Education	90
4.3 Methods	93
4.4 Findings	102
4.5 Conclusion.....	111
 Chapter Five - Study Two: How did we get here; An Exploration of the Social Structures that have Influenced English FA Coach Education Over Time	 114
5.1 Introduction	115
5.2 Methodology.....	118
5.3 Methods	119
5.4 Findings and Discussion	121
5.4.1 FA Coach Education's Social Architects	121
5.4.2 Theme 1: Military Influence Positioned the Coach Educator as Powerful ..	123
5.4.3 Theme 2: Insights from Physical Education (PE) and Education have informed Coach Education Developments	127
5.4.4 Theme 3: Economic Influences Prompt an Expansion of FA Coach Education	132
5.5. Limitation(s).....	136
5.6 Conclusion.....	137

Chapter Six - Study Three: The Methodological Approach used to Explore the Experiences of Grassroots Coaches.....	139
6.1 Introduction	140
<i>6.1.1 Using Case Studies.....</i>	<i>141</i>
<i>6.1.2 Pedagogical Case Studies</i>	<i>143</i>
<i>6.1.3 Limitations of Pedagogical Case Studies</i>	<i>145</i>
6.2 Methods	146
 Chapter Seven - Study Three: A Grassroots Coach Experience of Coach Education	169
7.1 Coaches Stories:.....	171
7.1.1 Lewis' Story:.....	171
7.2 Interpreting Lewis' Story	176
<i>7.2.1 A Freirean Interpretation of Lewis' Story</i>	<i>176</i>
<i>7.2.2 An Alternative Perspective: Professional and Occupational Socialisation</i>	<i>178</i>
7.3 Alan's Story	180
7.4 Interpreting Alan's Story.....	184
<i>7.4.1 A Freirean Interpretation of Alan's Story.....</i>	<i>184</i>
<i>7.4.2 An Alternative Perspective: Identity</i>	<i>186</i>
7.5 Rupert's Story	190
7.6 Interpreting Rupert's Story.....	195
<i>7.6.1 A Freirean Interpretation of Rupert's Story.....</i>	<i>195</i>
<i>7.6.2 An Alternative Perspective: Sport for Social Good through Care</i>	<i>197</i>
7.7 A Pedagogical Overview of the Three Coaches' Experiences	199
7.8 Applying the Pedagogical Case Studies.....	202
7.9 Conclusion.....	203
 Chapter Eight - A Confessional Tale – 'Hi my Name is Reece'	205
8.1 Introduction	205
8.2 Telling a Confessional Tale	206
<i>8.2.1 I Set Sail</i>	<i>208</i>
<i>8.2.2 Meeting Fellow Travellers</i>	<i>209</i>
<i>8.2.3 Encountering a Castle on the Hill</i>	<i>212</i>
<i>8.2.4 Land Ahoy.....</i>	<i>214</i>

8.2.5 <i>Back on Home Soil, but as a Researcher?</i>	215
8.2.6 <i>Another Traveller; The Child's Voice</i>	217
8.2.7 <i>This is Unprecedented</i>	219
8.3 Sense-Making and Summary	221
 Chapter Nine – Thesis Conclusion	224
9.1 A Letter to My World	225
9.2 Contributions Made.....	227
9.2.1 <i>Original and Significant Contribution 1: A Broader Temporal View of the Social Construction of FA Coach Education</i>	228
9.2.2 <i>Original and Significant Contribution 2: A Deepened Insight of the Social Structures to have Influenced Change</i>	229
9.2.3 <i>Original and Significant Contribution 3: An Authentic Attempt to Consider the Coaching Worlds of those Often Unheard.</i>	231
9.2.4 <i>Theoretical and Methodological Contribution 1: Seeing Coach Education Through New Eyes – A Freirean Perspective</i>	233
9.2.5 <i>Theoretical and Methodological Contribution 2: The use of Reminiscent Techniques and Crystallisation in Coach Education Research</i>	234
9.2.6 <i>Theoretical and Methodological Contribution 3: Listening and Hearing the Participants Voice through using Pedagogical Case Studies.</i>	235
9.2.7 <i>Theoretical and Methodological Contribution 4: Developing Tools to Work 'with' Children</i>	236
9.2.8 <i>Theoretical and Methodological Contribution 5: A Wayfaring Journey that has the Opportunity to Support other Passengers</i>	237
 9.3 Limitations and Implications	238
9.4 Concluding Thoughts	243
 Reference List.....	246
Appendix One – Documents Analysed Chapter Four	276
Appendix Two – Participant Information (Chapter Four & Five).....	278
Appendix Three – Example of Children's Participant Information Sheet	281
Appendix Four – Examples of Children's Drawings.....	292
Appendix Five – An Example of A Training Course Attended - Narrative and Story Telling Course.....	294
Appendix Six – Examples of Oral History Data Collected and Analysed.....	295
Appendix Seven – Examples of Documents Collected and Analysed	301
Appendix Eight – Examples of Data Collected and Deductively Crystallised	304
Appendix Nine – Examples of Data Collected and Analysed in Chapter Seven	310

Abstract

Sport is recognised as a situated activity that is a microcosm of society. As a situated activity, sport coaching is dynamically influenced by society's expectations, complicated by different actors (e.g., coaches, coach educators, mentors, club representatives), and informed by multidisciplinary knowledge. Thus, to coach effectively in situated contexts, coaches require continued support and access to *new* knowledge that is personal, and pertinent to their context. One mechanism to gain this knowledge is through engagement with formal coach education courses. However, coach education provision has been the subject of much criticism and labelled as decontextualised, authoritarian, bureaucratic, and judged as failing to meet the needs of coaches. These criticisms have derived from explorations of formal coach education courses. These courses have tended to be episodic and have pre-determined outputs that are strictly driven by defined curriculum. Thus, coaches' personal experiences and specific environments have been marginalised in coach education and this may inhibit opportunities for coaches to socially construct knowledge relevant to their own environment.

While coach education research has explored on course micro-pedagogical interactions, it has rarely considered the macro development of coach education policy. This is remiss as we have little understanding of how we have come to find coach education today. Therefore, while we know that formal coach education courses are somewhat limited, we do not know why these courses have been constructed the way they are, and we have limited understanding of the influence of courses in coaches' own world. In response, this thesis explores the socio-pedagogical development of The English Football Association's coach education provision from an interpretivist perspective. To do this, this thesis uses a Freirean lens and an array of innovative methods (e.g., pedagogical case studies, creative non-fiction stories, oral history interviews, write-and-draw methods) to explore the experiences of multiple actors within the coach education process (i.e., policy developers, coach educators, coaches, and children). Specifically, Chapter Four and Chapter Five of this thesis originally tracks the pedagogical development of past FA policy (since 1967) and considers how FA policy has been socially constructed over time. They do so by exploring the perceptions of 16 interviewees (policy developers, coach educators) and a document analysis of 47 policy documents. Chapter seven of this thesis moves beyond this historical account to explore the experiences of

today's grassroots coaches (specifically three coaches) in *their* own coaching world. To consider these original perspectives I draw on data from observation field notes (total number – 57 observations), interviews (4 per coach) and FA projects with coaches and write-and-draw activities and shoulder-to-shoulder interviews with children.

In summary, this original contribution extends our understanding of FA coach education by using a socio-pedagogical perspective that positions formal coach education as a temporal, social, and situated phenomena. The thesis contributes to the field by moving beyond evaluating coach education on courses, to understanding how courses have been structured and the influence on coaches and the evolving challenges they face in *their* everyday coaching worlds.

Declaration

This declaration is to confirm that the work in this thesis is my own. This thesis, or any part of this document has not previously been submitted for any other degree. That said, throughout this programme of study some work has been published and/or presented at academic conferences. This section identifies the work which shared previously.

Journal Article

(Chapter Four) **Chapman, R.**, Richardson, D., Cope, E., & Cronin, C. (2020). Learning from the past; a Freirean analysis of FA coach education since 1967. *Sport, Education and Society*, 25(6), 681-697. <https://doi.org/10.1080/13573322.2019.1654989>

Journal Article Under Review

(Chapter Five) How did we get here; An Exploration of the Social Structures that have Influenced English FA Coach Education Over Time is under review with Sport, Education and Society.

Book Chapter (not shared herein but published throughout the PhD programme of study)

Chapman, R., Dempsey, N., Cronin, C., & Richardson, D. (2019). Developing “the community” through the effective coaching of grassroots football: What’s the role of coach education? *Coaching in the community: Developing knowledge and insight*. Manchester: An MMU Cluster for Research into Coaching Publication. 19-33

Book Review (not shared herein but published throughout the PhD programme of study)

Chapman, R. (2022). A fateful love, essays on football in the North East of England in 1880–1930: by Gavin Kitching, Oxford, Peter Lang, 2021, 1–262 pp., £ 44. *Soccer & Society*, 23:6, 648-650. <https://doi.org/10.1080/14660970.2022.2073074>

Conference Presentations

Chapman, R., Cope, E., Richardson, D., Littlewood, M., & Cronin, C. (2019). *Learning from the past; a Freirean analysis of FA coach education since 1967*. Oral presentation delivered at the International Council for Coaching Excellence (ICCE) Global Coaching Conference, October 2019, Nippon-Seinenkan Hall, Tokyo, Japan.

Chapman, R., Cope, E., Richardson, D., Littlewood, M., & Cronin, C. (2019). *Learning from the past; a Freirean analysis of FA coach education since*

1967. Oral presentation delivered at the Cluster for research into Coaching (CRiC). September 2019, University of Worcester, UK.

Chapman, R., & Dempsey, N. (2019). *The Impact of 'social architects' on Formal Coach Education Policy.* Oral presentation delivered at the Power of Sport Conference, May 2019, Liverpool John Moores University, UK

Chapman, R., Richardson, D., Littlewood, M., & Cronin, C., (2018). *Historical Analysis of F.A. Level One and Two Courses; Informing the Future through Exploring the Past.* Oral presentation delivered at the Power of Sport Conference, May 2018, Liverpool John Moores University, UK

Signed:

A handwritten signature in black ink, appearing to be 'R. Chapman', written over a horizontal line.

Dated: 3/05/2023

Copyright and Disclaimer

This research was supervised by members of the academic staff but is essentially the work of the author. Views expressed are those of the author and are not necessarily those of any other member of those of Sport and Exercise Sciences.

Copyright in the text of this thesis rests with the author. The ownership of any intellectual property rights that may be described in the thesis is vested in Liverpool John Moores University and may not be available for use by any third parties without the written permission of the University.

This research was part of a match-funded project with the English Football Association.

Acknowledgements

This PhD has challenged me academically, professionally and personally. Without the support of many, this achievement would not have been possible and this short section begins to thank those people.

Firstly, thank you to all those that took part in the studies within this PhD. Your generosity and time made this possible. To all those friends, colleagues and family not named, you haven't been forgotten. You helped me keep sight of the end and kept my feet on the ground. Next, I want to thank those that made this PhD programme a possibility. To Professor Dave Morley, Liverpool John Moores University and The English Football Association. It has been an ambition to complete a PhD and your support has made this a possibility. Funding this project enabled me to support my family whilst research, but the wider provision and access offered has enabled me to explore an area close to my heart. For that I thank you!

To Professor Dave Richardson and Dr Martin Littlewood thank you for your time, provision and endeavour to make me better. To Dr Ed Cope, thank you for your support on this journey, you have offered your expertise and guidance when navigating The FA and the peer review process.

To Dr Colum Cronin, how did you get me here? I'll wait for your response! The guidance, care, patience, and challenge you have provided is unrivalled. I have no doubt you have gone above and beyond what is expected of a DOS and I can only hope that one day I can match 10% of what you have given me. A spoken thank you is not enough, but I hope you will accept it for now.

To Dr Noel Dempsey, yeah you're a Dr now. We started this journey together. I still remember the day we met. Just two football guys. It's been some journey. Colleagues became friends and now we're family. You've listened to me; you've challenged me and we've grown together. Without you I could not have completed this PhD.

To Heidi, Harvey and Miaya, Daddy's football book is finished. I started a long time ago and you have seen daddy working in the office for hours and hours. I hope as you grow older you become proud of daddy's achievement and recognise that without you all I would only be a fraction of the person I am today. Heidi, what a journey! I've had days where you have had to scrap me off the ceiling and other days off the floor. You have supported me every step of the way and sacrificed things so I could have the time, space and opportunity to complete this. I love you all.

Finally, Callum, Mum, Dad, here I am. That squaddie brat. Who'd have thought WE would be here today. You've picked me up when I've fallen. You've made me stronger and reassured me. The love you give me daily doesn't go unnoticed. Mum, Dad without you both I would not be who I am today, the father that I try to be and the completion of this thesis, simply put, would not have been possible. Mum you'll also be glad to know that writing this means the end is close. I love you and thank you!

Table of Abbreviations

BAME	Black, Asian and Minority Ethnic Groups
DoS	Director of Studies
EPPP	Elite Player Performance Plan
HEI	Higher Education Institution
ICCE	International Council for Coaching Excellence
LJMU	Liverpool John Moores University
PE	Physical Education
NGBs	National Governing Bodies
NVQs	National Vocational Qualifications
SDP	Sport for Development and Peace
TGfU	Teaching Games for Understanding
The FA	The (English) Football Association
TA	Thematic Analysis
UK	United Kingdom
UKCC	UK Coaching Certificate

List of Tables and Figures

Table/Figure Number	Page Number
Table 1. Participant information (obscured for confidentiality)	Pg. 95
Figure 1. An explanation in FA policy of how to coach players who 'give-up'	Pg. 116
Figure 2. A collection of extracts from The Winning Formula (1990)	Pg. 117
Figure 3. A football text that could be considered to counsel a single way.	Pg. 118
Figure 4. Published list of those who completed The FA Full Award (1969)	Pg. 118
Figure 5. Learner Focused Task. The FA Football Development Programme - Disability Football (2000)	Pg. 121
Figure 6a. Key curricula content shared with learners - The FA Level One (2009)	Pg. 123
Figure 6b. Appropriate tasks developed to promote group learning - The FA Level (2012)	Pg. 124
Figure 7. A representation of a case (solid circle) influenced by their social construction (dotted circle) (Dumez, 2015, pg.46)	Pg. 135

Chapter One - Introduction to the Thesis and Coaching Literature

This introductory chapter provides an overview of the coach education literature and a description of some of the more prominent points within the coaching field. To do this, the chapter first provides a contextual understanding of football in England. Next, the chapter explores 1) our current understanding of sport coaching, 2) coach education, and 3) learning theory. This introduction to learning theory also signposts readers to the relevant literature discussed throughout the thesis. Importantly, this learning theory section concludes by positively positioning the theoretical hermeneutic explored in [Chapter Two](#); specifically, how the work of Paulo Freire is a suitable lens to consider (FA) coach education.

When exploring the existing literature, and introducing the thesis, I draw upon the work of a variety of sport scholars. Many scholars have explored coach education from different global contexts and they have drawn insights from different domains of coaching (e.g., performance and participation domains)(Lyle & Cushion, 2016). This introduction to the literature also makes some reference to the germane field of Physical Education (PE), recognising how coach education can, and has, learnt from others. However, this chapter, and indeed thesis, does not provide a detailed account of a more sport science interpretation of the field (i.e., physiological or biomechanical). Although these perspectives are valuable to develop our understanding, in this thesis, I explore coach education through an alternative perspective, and adopt a socio-pedagogical lens.

This introduction is structured to argue that:

- Football is a social, economic, cultural, and political activity that has, and continues to, develop over time.
- Sport coaches are key actors in this activity and they have the potential to provide a positive influence to grassroots football (i.e., participation domain) and those participants involved.
- Many coaches require support, and in order to support them we need to examine *their* world, *their* learning, and the support they are provided in a historical and social context.

Whilst this introduction to the literature proves a useful start point, it is important to note that each study within this thesis provides its own introduction. To guide the reader, [section 1.6](#) and [section 1.7](#) in this chapter 1) set the overall scene for the thesis by outlining the wider structure of the thesis, 2) state the research aims, and 3) briefly identify the original and significant contributions it makes which advance both the academic field and industry practice.

1.1 An Introduction to Football Research and Football in England

To position this thesis, this section provides an overview of the landscape of association football (referred to throughout this thesis as football), and recognises the powerful role that the activity plays in the worlds of those that consume it. To begin, this thesis has been part-funded by the National Governing Body (NGB) for football in England, The Football Association (The FA)¹, and Liverpool John Moores University (LJMU). The FA, founded in 1862, have a responsibility to govern, develop, and safeguard football. One example of The FA's responsibilities is the management of the football league pyramid, which extends to grassroots football, where many young children (as participants) and coaches gain their first experiences. Crucial to this thesis, The FA are also responsible for the development of football coaches (The FA, 2018). Coaches can be considered highly influential people within grassroots football. Therefore, The FA's education and regulation of coaches is worthy of study.

Much academic research in football has tended to use scientific principles and methods, to focus on match analysis, testing the physiological demands on players, and player nutrition (e.g., James, 2006; Reily & Gilbourne, 2003). These approaches have helped to shape the game and develop our understanding of how to support professional players achieve maximum output. This research is particularly relevant to players and coaches in the performance domain (Lyle & Cushion, 2016), where competition is a primary motive. Coaching domains are described by Lyle and Cushion (2016) to illustrate the difference between the motivations, characteristics, purpose of the activity, and requirements of the coach. Other domains include participation and development domains. Coaching domains are appropriate to support coaches to purposefully design activities appropriate to their participants (Côté & Gilbert, 2009). Equally, it must be recognised that coaching within different

¹ A detailed account of their role within this research is described further in [Chapter Three](#). Similarly, some of the limitations of their involvement in this project are considered in [Chapter Nine](#)

domains are accompanied with more specific socio-political systems (i.e., in grassroots football The FA have the opportunity to influence and even espouse coaching processes). This thesis is concerned with informing those coaches who practice in the participation domain. In this domain, coaches are typically concerned with encouraging involvement, participation in multiple sports, and health and well-being (Bailey, Cope & Pearce, 2013; Côté & Gilbert, 2009). To this end, some football research has moved beyond only considering scientific concepts (e.g., physiological or biomechanical) to explore some of the social, historical, and cultural differences within and between countries, sports, and populations (e.g., Elliott, 2017; Sarmento et al., 2013). This social, historical, and cultural analysis of coaching can add value, and this thesis makes a worthwhile contribution by using this approach to understand how FA coach education has been (re)constructed and experienced by coaches.

From a social and historical perspective, football can be considered a powerful activity that has influenced millions of people. Football is an activity for enjoyment through participation, coaching, watching, and talking about (Fishwick, 1989). Therefore, football is recognised to hold a unique power over people's lives (Taylor, 2008). In the UK, this is perhaps illustrated by the ubiquitous telling of the time football allegedly stopped a war (if only for a day). The narrative begins on Christmas Day in 1914. British and German soldiers were reported to have arranged an unofficial armistice during the first World War. This break from war was to bury the bodies of the dead and celebrate Christmas by giving souvenirs and playing football (Adams, 2015). This wartime example demonstrates how football is associated with wider social and political structures. Indeed, the story has become folklore in England and demonstrates how football is an integral part of English society, which connects with other social institutions. This important recognition of football and wider structures is explored later ([Chapter Five](#)). Importantly, while football's interaction with wider prevailing structures may be positive (i.e., stopping war), they can also be malignant. For instance, in England, female participants have not always been welcomed in what remains a sport with a traditional masculine identity. Specifically, in 1921 women were *banned* from participating in football activities in England for fifty-years, where The FA prevented women from playing on registered pitches, because football was deemed unsuitable for women (Williams, 2003). This is remiss because before 1921, women's football was an extremely accessible spectator sport with thousands watching matches (The BBC, 2014). This perception is slowly changing with many England national team fans celebrating the women's team's success in winning the 2022 European Championship. This success begins to go some way to challenging

the harassment and discrimination that women, female players, and female coaches have too often witnessed (Caudwell, 2011; Lewis, Roberts & Andrews, 2018; Williams, 2003). However, further work is needed as reports by Lewis et al. (2018) and Sawiuk, Lewis and Taylor (2021) describe abuse and harassment through the consideration of female experiences on coach education courses, some of which extend to disturbing accounts of sexual abuse. This remains a concern and calls for policy developers, coach educators², and others involved in coach education to challenge what is historically considered a masculine sport (Chapman, 2022). These examples demonstrate that football is an important cultural activity and is part of a wider social context that can positively, and negatively, impact people's perspectives and worlds. Accordingly, this thesis will explore the impact of football, and specifically football coach education, in people's worlds.

The social and cultural context of English football can be further illustrated through the experiences of those involved in football. For instance, supporters of football teams have been historically described to be tribal (Chapman, 2022; Kitchin, 2021). This tribalism has previously resulted in acts defined as 'toxic' male behaviours, that are violent, or display aggressive behaviour, defined as hooliganism (Dunning, 2000; Frosdick & Marsh, 2013). Briefly, hooliganism has been pronounced as small crowds of people, to organised crime groups, looking to cause distress and disruption inside or outside of the stadium throughout the history of football (Campbell, 2022; Frosdick & Marsh, 2013). The social influence of hooligans have impacted football and behaviours associated with football in England over time. One example includes the actions of hooligans that were said to have led to a five-year ban for English teams competing in European competitions (see Jewell, Simmons & Szymanski, 2014). However, football fans were not always to blame. This can be recognised in the example of the Hillsborough disaster in 1989. The Hillsborough tragedy saw the death of 97 Liverpool supporters who were crushed due to the failures of the police service and stadium design faults. Yet, for many years tabloid media and conservative politicians incorrectly laid fault at the feet of fans themselves. This reflects power struggles of the time when working-class football fans were demonised by right-wing

² Coach educator refers to an individual who is responsible for the delivery of coach education courses (Lyle & Cushion, 2016), and therefore should be a facilitator of learning (Paquette & Trudel, 2018). This term is used throughout this thesis. However, it should be noted that when discussing historical FA policy (i.e., in [Chapter Four](#) and [Chapter Five](#)) the term 'tutor' is used instead of coach educator. This change in discourse and 'job title' is described in [theme five](#) of Chapter Four and [theme two](#) of Chapter Five.

media and politicians. Similar examples were experienced by striking minors (e.g., Orgreave). For further information about the tragedy and the impact this event had on English football readers should consider the work of Canning (2020), Richardson (2019) and Scraton (2016). Once more this illustrates how the social context of football can impact participants' experiences. Most relevant to this thesis, the wider social, and cultural context of football can influence coaches' behaviours, motives, perspectives, and practices (Cassidy, Jones & Potrac, 2016; Houlihan & Malcolm, 2015; Lyle & Cushion, 2016). For example, coaches may be expected to represent the local traditions, identity, and histories of their geographical area (e.g., a masculine culture) (Kitchin, 2021; Sarmiento et al., 2013). Thus, socio-political cultural identity is an important influence on football coaches'. Later in this thesis ([Chapter Seven](#)) these influences are considered through the experiences of grassroots coaches in their own situated worlds.

This section has demonstrated how football can be considered an important social, economic, cultural, and political activity that has been witnessed and socially constructed by many. Similarly, it has demonstrated how football has, and continues to, develop over time. That said, existing accounts of coaching in football have neglected to consider the social influences on coaches. This is remiss because coaches are key actors within (grassroots) football, and their communities. Indeed, coaching is an inherently social, yet complex process and the next section provides an overview of our understanding of sport coaching before [section 1.3](#) and [section 1.4](#) explore coach education.

1.2 Sport Coaching; a Background

Over time researchers have used many different concepts to try to understand sport coaching. For instance, researchers have explored the role of a sport coach (Gilbert & Trudel, 2004; Jones, 2006; Leeder & Sawiuk, 2021), coach effectiveness (Côté & Gilbert, 2009; Horn, 2008; Jowett, 2017), coach philosophy (Cushion & Partington, 2014; Hughes, 2022; Jenkins, 2010), coach behaviour (Cushion, Ford & Williams, 2012; Hague, et al., 2021; Potrac, Jones & Cushion, 2007; Partington & Cushion, 2013), and the coach-athlete relationship (Jowett, 2017; Jowett, Gosai & Slade, 2022). Academic research has, and continues to, extend our understanding of what it means to be a sport coach (Horton, 2014; Nash, 2008; Nichol et al., 2021; Stone et al., 2021). Yet, this is not without issues. For example, Lyle (2018) explains that much coaching research is ineffective, not considered relevant by many practicing coaches

and is not user friendly. This is because much research is not relevant to the participation/community domains, fails to answer questions that many practitioners often seek answers to, and neglects to offer longitudinal and multidisciplinary perspectives. Once more, much of what is produced, and could be considered useful to coaches is hidden behind a paywall, and/or adopts language that is difficult to understand.

The existing research has moved our understanding forward then but clearly some questions remain unanswered. To address this sport coaching continues to receive academic attention, although is an activity remains difficult to define. Two definitions that are useful and help us to understand the field of coaching, include that by Lyle and Cushion (2016) and Purdy (2017). Firstly, Lyle and Cushion (2016, pg. 47) suggest that 'coaching is the purposeful improvement of an individual or team's performance in sport'. Alternatively, Purdy (2017, pg. 3), refers to the International Council for Coaching Excellence (ICCE's) definition, suggesting that sport coaching is 'the guided improvement of sport participants in a single sport at identifiable stages of participant development'. Both definitions highlight how sport coaching should be considered an activity that enables, and strives towards, the improvement of participants and performers. This development might include supporting participants in terms of their physiological, sociological, and psychological skills. Notably, these definitions have been constructed over time, in a field traditionally explored through psychological and quantitative dispositions (i.e., Tharp & Gallimore, 1976). These perspectives continue to be recognised amongst the literature, however, in an attempt to support participants' holistic development, and with through recognising sport coaching is not an isolated activity, the last two decades of research now embrace a greater use of social and pedagogical perspectives through qualitative methods³ (Campbell et al., 2022). Examples of adopting a socio-pedagogical approach include; Armour, 2014; Jones, Armour and Potrac, 2004; Pill, Gambles and Griffin, 2023. These researchers have positioned coaching as a complex pedagogical process and this thesis is aligned with this school of thought.

Returning to the two definitions above, it is notable that both hold a strong sense of socially constructed discourse (i.e., 'purposeful improvement of an individual' and 'participant development'). This language demonstrates how the development of people is an important consideration for many coaches/researchers. These

³ The methodological development of coaching research is described in further depth in [Chapter Three](#)

definitions illustrate attempts to position the human within wider sport and physical activity contexts. In doing so, they allude to the difficulty of defining sport coaching. This is because, simply put, coaching is not an isolated activity. Rather, sport coaching is multidimensional and serves multiple purposes, for multiple people, in multiple contexts and therefore, is complex (Cushion, 2010; 2007). In practice, coaches hold multiple roles (e.g., a role model, a manager, or even a welfare officer) (Gilbert & Trudel, 2004; Leeder & Sawiuk, 2021). Likewise, Saury and Durand (1998) explain how coaching is a practical activity which is uncertain and unpredictable, requiring coaches to be adaptable and complete multiple activities. Research by Brink et al. (2018) agreed and concluded that today's coaches need to demonstrate a growing knowledge base, that moves beyond coaching practice, to include an understanding of anatomy, pedagogy, psychology, and many other multidisciplinary perspectives. These definitions and explanations have been supported by a growing consensus of research which positions coaching as primarily a socio-pedagogical endeavour, which is personal and power-ridden, but also requires coaches to adopt different roles, at different times, to support those that they work with (Hughes, 2022; Piggott, 2012; Potrac & Jones, 2009). This theoretical perspective acts as a lynch pin for the remainder of this thesis which explores the historical, societal, political, cultural, and economic influences on coaches' education.

The complexity of sport coaching is also reflected in the continuing debate of the professionalisation agenda (Dowling et al., 2014; Lyle & Cushion, 2016; Taylor & Garratt, 2010). Taylor and Garratt (2010) reported over a decade ago that it was expected that sport coaching in the UK would move away from a volunteer workforce. The volunteer workforce was once considered weaker and less prepared than those in professional roles who were often deemed more skilled (Duffy et al., 2011). This move towards a more professionalised field was seen as an opportunity to educate and upskill coaches. However, the professionalisation of the coach education workforce has proved difficult to establish (Lyle & Cushion, 2016). This is evidenced by UK Coaching (2019) reporting that over half of the 3-million active coaches in the UK do not hold a coaching qualification at any level. In the example of grassroots football (participation domain) in England, the coaching workforce continues to be dominated by volunteers who are also expected to support broad sport for social good aims, (i.e., promoting physical activity, overcoming discrimination, increasing participation, developing community togetherness) (Chapman et al., 2019; Curran et al., 2014; The FA, 2018; Widdop et al., 2018). In practice, many coaches are volunteers in the evening, working around their employment during the day or part-

time coaches that may have multiple low hour (e.g., 5 hours a week) paid coaching roles. These coaches operate within dynamic and temporal contexts and thus continue to require a greater level of support that considers *their* coaching needs, in *their* coaching world, when coaching children and young people. These needs are likely to be different to those coaches working with elite professionals in the performance domain.

Sport coaching is widely considered an important activity to support the holistic development of participants and children (Bailey et al., 2013; Townend & North, 2007). [Section 1.1](#) and [section 1.2](#) has demonstrated the importance of coaches, who are no longer seen as an individual who simply deliver technical sporting sessions. Instead, coaches are understood as

- Individuals who often work in different coaching domains (as described throughout section 1.1).
- Individuals with nuanced needs, working with participants with differing expectations, and therefore often require support (defined throughout section 1.1 and section 1.2).
- Individuals who can influence those participants whom they work with, i.e., they have opportunities to embed positive life messages to inform their cultural setting or can support in developing health and well-being (Côté et al., 2010; Cronin & Armour, 2015). (This has been considered throughout section 1.1 and section 1.2).
- Individuals that tend to hold multiple roles in their position as a coach i.e., an educator, a role model (Côté, et. al. 2007; Jones, 2006) (as recognised throughout section 1.2).

Given the above, sport coaching is considered as a complex social, political, cultural, and pedagogical activity. As such, it is extremely important for coaches to be educated, listened to, and supported appropriately to fulfil such a vast multidimensional, yet nuanced (personal to their context) role (Partington et. al. 2013). To this point research should not simply critically deconstruct, but also (re)construct through providing a platform to listen and to share ideas. Some researchers have *lifted the lid* on different approaches to support coaches in their contexts including using problem-solving (Jones & Turner, 2006), Ethnodrama (Morgan et al., 2013), Communities of Practice (Vinson, Huckle & Cale, 2021) and Think Aloud (Whitehead et al., 2016). This thesis seek to build on such work by

offering a theoretically informed, yet practically relevant contribution to the field. To do this it is important to first understand formal coach education (another source of support) that is often delivered by NGBs (e.g., The FA).

1.3 Coach Education

Coach education is accepted as a vehicle to help coaches to learn, develop, and ultimately improve practice (e.g., Cassidy et al., 2016; Cushion, Stodter & Clarke, 2021; Jones & Ronglan, 2018; Nelson et al., 2006; Partington et al., 2013; Stodter & Cushion, 2014). Furthermore, coach education is traditionally considered the first interaction that many novice coaches have to learn what their role consists of (Lyle & Cushion, 2017). One form of coach education is formal coach education where coaches attend courses led by NGB coach educators⁴ in formal education settings (Cushion et al., 2003). It is towards this activity that this thesis focuses. In practice, formal coach education is designed to consider the mass audiences it attracts (Nelson et al., 2006) and are often short, intense blocks of learning in hierarchically structured education systems (Piggott, 2012). In the case of football in England, coach educators have the opportunity to work with, and therefore hold an influence over, 30,000 grassroots coaches per year, and subsequently, their players. To provide an appropriate example, the recent 2016 FA level two coach education policy is delivered over six-months with ten-days of contact time with educators. These courses often culminate with vocationally recognised certification. Importantly, such courses are therefore bound by time (and are sometimes one-off courses), locality, and are largely curriculum-driven (Dempsey et al., 2021). Subsequently, this approach to coach education has received much criticism (see [section 1.4](#)).

Nevertheless, coach education is considered important to help coaches to develop their own approach to supporting the participants they work with (Hay et al., 2012). The argument entails that *better* (i.e., the more fit for purpose) coach education, including the educators and the policy, may result in *better* coaches and coaching

⁴ In this thesis the term tutor (in more historical policy) or coach educator (in policy since 2000) is adopted to refer to the person/people that lead formal coach education (as identified in footnote 2). It is important to note that the term coach educator is adopted instead of the term coach developer (as recognised by the ICCE) that has often been used in sport coaching literature more recently. This decision was made in an attempt to be more in keeping with Freirean language. This is also acknowledged in [section 2.3.4](#) and explored in [section 5.4.3](#)

practices (Taylor & Groom, 2016). On this basis, research is required to explore and challenge the existing position of coach education policy and the practice of coach educators, in a bid to forward new, more impactful suggestions (North, 2017). In keeping with this view, the volume of research relevant to coach education and unsurprisingly how coach education can develop coaching practice has increased (Paquette & Trudel, 2018; Trudel, Milistetd & Culver, 2020). Subsequently, some positive stories have been presented. For example, Vinson, Huckle and Cale (2020) reported how engaging with other coaches and/or concepts across sport supported (positive) effective learning. This is an idea that can be recognised in more recent FA policy (2000-) where coach educators now readily link football concepts to other sports ([Chapter Four](#)). These examples identify how coach education is a useful activity that supports coaches and can benefit from the influence of academic attention. Another useful piece of work is that by Nelson, Cushion and Potrac (2013), who helped academics to gain a clearer picture of the wants and needs of coaches. Through exploring the perspectives of ninety coaches in the UK, Nelson et al. (2013, pg. 215) explain that;

‘Practitioners desired personally relevant and practically usable content delivered through pedagogical approaches that encourage learners to actively participate in the course’.

This statement, supported more recently by Wenger and Wenger-Trayer (2020), suggest that coaches on courses want to be involved in the construction of their own learning whereby they can participate in a variety of activities that include practical activities and more theoretical workshops. Critically, coach education is understood as a social endeavour (e.g., Cassidy et al., 2008; Cushion et al., 2021; Jones, Armour & Potrac, 2003; Jones & Turner, 2006; Morgan et al., 2013; Jones & Ronglan, 2018; Wenger & Wenger-Trayner, 2020; Vinson et al., 2021).

Nelson et al. (2006) described the value of blended learning experiences throughout wider coach education. These professional development activities (Cushion et al., 2003) include informal opportunities, for example; personal experiences (e.g., Cushion, Stodter & Clarke, 2021), mentoring (e.g., Leeder & Sawiuk, 2021), self-reflection, and non-formal experiences, for example; attending coaching conferences or workshops without a formal education structure (e.g., Mallet et al., 2009; Nelson et al., 2006). Indeed, research by Stoszkowski and Collins (2014) support this and suggest that coaches prefer more self-directed learning opportunities. Subsequently,

coaches continue to look for varied opportunities to engage in multiple forms of education (Wenger & Wenger-Trayner, 2020). In response recent research has explored how coaches can be supported through such methods with Leeder (2019), Leeder and Cushion (2019) and Leeder and Sawiuk (2021) describing the value of working with significant others who are often considered an 'expert coach'. Leeder and colleagues' work has forwarded how a blend of formal learning opportunities accompanied with the support of mentors could be valuable to coach learning where a mentor-mentee relationship can help guide and develop practice. This is a consideration to be mindful of when I explore the experiences of three active grassroots coaches in [Chapter Seven](#).

1.4 Some Criticisms of Coach Education

Coach education has been criticised for some time, and therefore is far from straightforward (Cushion, 2003; Piggott, 2012; Townsend & Cushion, 2017). Firstly, coach education has been scrutinised for portraying a somewhat superficial view of coach learning (Piggott, 2015; Williams & Bush, 2019), that often displays favouritism to learners that are former elite athletes (Nash & Sproule, 2012). Next, research has demonstrated a lack of coherency between course curricula and coaches' experiences (e.g., Downham & Cushion, 2022). This research rejects the positioning of coach learning as a continued linear process. Indeed, limited evidence exists that suggests certification, gained through engagement on courses that are often episodic and decontextualised, leads to better coaching (Griffiths & Armour, 2013; Lyle & Cushion, 2017). This view is supported by further criticisms that include how coach education has been described to be authoritarian in approach, bureaucratic, and ultimately fails to meet the needs of the learner (i.e., coaches) (Callary et al., 2018; Chesterfield et al., 2010; Mallet et al., 2009; Piggott, 2012). Furthermore, the delivery of such education has been assessed and described to be delivered as part of large-scale, one size fits all programmes, that are removed from the dynamic environment of the learner coach (Nash & Sproule, 2012; Watts & Cushion, 2017; Wenger & Wenger-Trayner, 2020). This approach could mean it is difficult for coaches to implement *new* knowledge when crossing boundaries from coach education courses to their own context. This consensus is supported by Abraham et al. (2006) who presented the perspectives of sixteen expert coaches from the UK and report how one interviewee claimed to only gain a 'very, very basic grounding' (pg. 560) from the formal coach education course they attended. Research to date has illuminated our

understanding as to what coach education looks like, but we have a limited understanding of *how* we arrived at this coach education policy, and *how* and *why* this has been socially (re)constructed. Subsequently, aim one and aim three of this thesis will explore this trajectory (see [section 1.7](#)).

Calls exist for new approaches to coach education that develop programmes of learning that are personal and consider the biographical and situated nature of the learners (Paquette & Trudel, 2018; Stodter & Cushion, 2014; 2017). For example, Stodter and Cushion (2014) describe how coaches are not neutral and have a wide array of prior experiences in coach education, football, or other learning endeavours. Therefore, it has been discussed that it is important for coach educators and coach education policy to consider the wider context in which the coach is situated alongside their own knowledge, beliefs, and current practice. Exploring the coach's personal context encourages coach educators to listen to, understand, acknowledge, and challenge coaches' existing beliefs (Cushion, 2019). This approach would enable coaches to have a stronger critical reflection of their environment (Lyle & Cushion, 2017). These suggestions are said to be consistent with an approach that forward social constructivist theory (see [section 1.5](#)).

A move to consider coaches and their personal needs and contexts is yet to be seen as common practice. Instead, gaining certification remains the focus of many coach education programmes and coaches in attendance. This pursuit for qualification has been described to have led to some coaches *copying* the practices of coach educators and impression managing to *pass* the course, rather than engaging in authentic learning (Chesterfield et al., 2010). Likewise, some criticisms have identified friction from some key stakeholders to coach education policy change (Paquette & Trudel, 2018). For example, Dempsey et al. (2021) found that policy was reconstructed by key stakeholders, yet confusion existed across different levels of the hierarchy, and thus policy were reinterpreted by those delivering content on coach education courses. This work provided context as to how The FA's 2016 policy was developed, however, did not explore how The FA arrived at these policies in the first place, and how such policies have impacted coaches in their worlds. Subsequently, there is a need to understand how FA policy has been (re)constructed over time and how policy is experienced by coaches today. Nonetheless, it would be remiss for this thesis to consider policy change as easy. Instead, more authentic change is harder to embrace, especially considering the socially constructed nature of coach education policy and practice, which have attempted to evolve in line with vying social structures over many decades (further explored within [Chapter Five](#)).

In sum, the academic literature has considered effective coach education but the activity remains one which is contentious. This can be summarised by the thoughts of Nelson et al. (2013, pg. 216), who explain;

‘there is often a disjuncture between what providers of coach education perceive as being pertinent for the development of coaches and what the practitioners they work with actually desire’.

This chapter has considered football in England, provided a background to sport coaching, and offered an overview of the position of coach education. These sections suggest that coaches need greater support and access to *new* knowledge. However, to offer a reminder, Lyle (2018) has called for research to be more user friendly, citing how much research (e.g., Cushion, 2007; Farrow et al., 2013) has recognised some of the problems connecting academic research to coaching practice i.e., academic language can be difficult to understand for many coaches, and that researchers affirm findings that coaches profess to already *knowing*. To support coaches, and better understand their nuanced needs we require richer accounts of the experiences of multiple coaches on coach education courses, to appreciate if, and how, *new* knowledge supports them to socially construct in *their* own coaching context. To develop a more authentic and organic understanding of coach education, and subsequently continually enhance coaching practice, it is also necessary to understand how coaching policies have come to be. These gaps in knowledge contribute to the thesis aims introduced in [section 1.7](#). Before this, this chapter continues by exploring our understanding of how coaches learn.

1.5 Theories of coaches’ Learning

‘Understanding learning is an essential part of the professional toolkit’ for coach educators and coaches (Chambers, 2013, pg. 8). Academic work in sport coaching and coach education has tended not to use a specific theory of coach learning to direct or underpin our understanding. Instead, academics have borrowed from other disciplines i.e., psychology, sociology, and education (Stodter et al., 2017). The benefit of this is that literature to date has gained a broader understanding of how coaches learn and demonstrates an openness to explore new ideas within the field

that moves beyond issues derived from a field dominated by one disciplinary perspective (Lyle, 2018). Namely, researchers have used the work of:

- Burrhus Skinner (e.g., Leeder, 2022)
- Albert Bandura (e.g., Thomas, Morgan & Harris, 2016)
- Jean Piaget (e.g., Laske, 2003)
- Lev Vygotsky (e.g., Jones et al., 2018; Vinson & Parker, 2019)
- Jean Lave (e.g., Cushion, 2011)
- Pierre Bourdieu (e.g., Cushion et al., 2003; Lewis et al., 2018)
- Basil Bernstein (e.g., Dempsey et al., 2020; 2021)
- Carl Rogers (e.g., Nelson, Cushion, Potrac & Groom, 2014)
- Erving Goffman (e.g., Chesterfield et al., 2010)
- Michael Foucault (e.g., Denison, 2019)

The work of the theorists' listed above has proven useful and provided insightful commentaries in the literature. However, learning theories are complex and the nuances of each theorist are vast. Subsequently, the remainder of this section does not provide a detailed, chronological explanation of each; rather readers should consider the work of Chambers (2013) (who offers a concise tabular break down on pg. 8), Roberts and Ryrie (2014) and Quennerstedt and Maivosdotter (2016) for in-depth detail. Instead, some of the more overarching discussion points are considered concerning how coach education is understood. These approaches to learning are important to understand throughout the remainder of the thesis and are further used in [Chapter Three](#) to discuss the methodological development of coaching and coach education literature.

1.5.1 Behaviourism

Behaviourism⁵ is primarily concerned with observable and measurable aspects of human behaviour that are considered to shape behaviour (Allen, 2007). In simple terms, learning through this lens is understood through inputs and outputs. Some of the traditional and prominent advocates of behaviourist principles include; Pavlov

⁵ The work of Boakes (1984), Duncombe and Armour (2004) and Stewart (2021) offer a more detailed account of this approach to learning.

(1928) and Watson (1930) who considered classical conditioning, and Skinner (1938) who introduced operant conditioning. To offer an introduction to one of these approaches, Skinner (1938) described operant conditioning as having an understanding of positive reinforcement (i.e., rewards), negative reinforcement (i.e., removal of a negative stimulus), positive punishment (inclusion of an unpleasant stimulus), and negative punishment (removal of unpleasant stimulus). These behaviourist theorists ultimately believe that behaviour is directed or dictated by a stimulus (Schunk, 2009; 2012), of which many are associated with the environment. Simply put, this approach suggests that behaviour can be *trained* and that black-and-white answers exist (Knapp, 2018).

A behaviourist approach can be useful when *giving* knowledge or informing *correct* behaviours (Leeder, 2022). That said the environment needs to be suitably designed in a manner that means once achievement of a skill or competency has been demonstrated that praise/positive reinforcement is provided. An example of this could be when a young footballer is dribbling through a series of cones in a straight line and manages to dribble through successfully without hitting a cone. This blocked practice approach (Jones & Kingston, 2013) does require the coach to still have an appreciation of the task and environment in which they work. This is because 1) the coach should allow the participant to perform the activities at their own pace, and 2) as the participant becomes more proficient (i.e., after three/five successful completions) the frequency of praise should be reduced in a controlled manner (Stewart, 2021). Coaches must remain aware of the environment and those that they work with to more accurately provide the *correct* reinforcement/punishment (i.e., appropriate for children) (Smith, 2015).

This authoritarian approach to coaching has been described as a ‘traditional instructional epistemology employed in formal coach learning’ (Roberts & Ryrie, 2014, pg. 67). This approach places the learner in an environment where they have a passive role within their learning⁶, where information could be considered to be banked by the learner (Freire, 1973). One example is the work of Huber (2013) who suggested that a coach influenced by behaviourist learning theory, may affect athlete motivation if they accurately understand how and when to influence the player. For example, coaches may condition footballers to shoot when inside the opponent’s penalty box by using key terms. Interestingly, Groom et al. (2016) who considered

⁶ The role the learner players will develop as this section continues and is one example of the differences across the theories.

Skinner's (1938) concept of operant conditioning reported that the balance of the use of reinforcement and punishment can be challenging for many coaches, or coach educators, in practice. This is especially the case for novice coaches (the audience on many grassroots coaching courses). Similarly, coaches attempting to demonstrate a positive coach-athlete relationship and two-way dialogue, may struggle to balance this with an approach that dictates and 'controls' what the athlete needs. Therefore, coach education needs to do more. Coach education should move away from being informed by behaviourist theories that have led to courses prompting coaches to conform and copy coach educator behaviour, and further reproduces *more of the same* coaches (e.g., individuals who coach in the same manner as the coach educator). To aid this move, coach education research should deviate from collecting dominant voices in coach education (i.e., policy developers, courses designers, and coach educators) to explore those voices marginalised (i.e., coaches, participants, grassroots clubs)(see [section 1.7](#) thesis aims).

In sum, the behaviourist theory has had a profound influence on coaching. That said, coaching practitioners have received criticism for implementing practices informed by the theory. For coaches themselves, this is the approach often associated with the aforementioned problems of coach education (see [section 1.4](#)). These criticisms include how coach education lacks authentic dialogue between coach educators and coaches on courses. Historically, coach education through this lens was decontextualised and removed from the personal needs, and social and cultural world, of the learner.

1.5.2 Cognitivism

Early behaviourist understanding of learning was supplemented by the thought that learning is a cognitive activity (Abraham & Collins, 2011; Chambers, 2013; Jenson, 2019). The cognitivist⁷ approach to learning does not consider the human brain as a 'black-box' like behaviourist theory has been described to (Schunk, 2012). Instead, cognitivist theorists believe that the brain should be explored and further understood in an attempt to better understand the schematic process of learning (Schunk, 2012). Advocates of this approach believe that mental processes, that help humans to problem solve, need to be further explored and unveiled. This is because it is

⁷ The work of Shuell (1986), Clark (2018) and Stewart (2021) offer a more detailed account of this approach to learning.

understood that the cognitive process of learning is for the learner to receive, store, and act upon information provided (Tishman, Jay & Perkins, 1993). Cognitivism refers to an approach to learning that requires decisions to be made by learners and thus involves the learner to be more involved than that of behaviourism. Crucially, in practice, learners consider new knowledge in relation to existing knowledge.

Coach education through this lens is understood through mental models. This has been described to be best developed through deliberate practice and with critical reflection (Abraham & Collins, 1998). Subsequently, learning has traditionally been tracked in coaching research through retrospective recall and cognitive mapping (Gilbert et al., 2009). These approaches have tended to consider what it means to be an *effective coach* with an emphasis on declarative and procedural knowledge (Abraham et al., 2006). Importantly, it has been described that what coaches do and the behaviours they display (Cushion, 2010; Cushion et al., 2012) demonstrate to what extent new knowledge has informed coaching practice.

The notion that coaches can learn new knowledge and display more effective behaviours through pure cognitive approaches to learning has been described as unsubstantiated (Cushion et al., 2010). This is because cognitive approaches, similarly to behaviourist approaches, remain somewhat decontextualised from the environment of the coach. Therefore, the linear approach associated with this learning theory does not emphasise to consult the individual, their environment, and crucially, their coaching world.

1.5.3 Constructivism

Our understanding of learning within sport coaching has developed in more recent time to better appreciate the needs of the learner (Armour, 2010; Ciampolini et al., 2019; Mallet & Dickens, 2009). In stark contrast to behaviourism but more aligned with cognitivism, a constructivist approach acknowledges the need for the learner to play a more active role in their own learning (Chambers 2013; Mason, 2007). Constructivism⁸ is the loose terminology applied to the group of theories (experiential, social learning, critical pedagogy) that discuss how knowledge is constructed by the open mind of the learner (Freire, 1987) and not acquired (Schunk, 2012). Similarly, Geary (1995) suggests that constructivist methodology includes the process of active

⁸ The work of Hein (1991), Newmann (1994) and Stewart (2021) offer a more detailed account of this approach to learning.

learning whereby learners develop knowledge themselves, thus rejecting that an abstract scientific truth exists. Bredo (2006) supports Geary (1995) and explains how one scientific truth cannot exist due to the contextual factors and environment that surround learning. The academic field of sport coaching has developed its understanding as more work continues to be methodologically undertaken through this perspective ([Chapter Three](#)).

The term constructivism has been discussed in different guises which has led to some inconsistency regarding its authentic meaning (Harlow, Cummings & Aberasturi, 2006). This is represented by multiple differing foundations of constructivist assumptions. Two assumptions that are appropriate to consider here are cognitive constructivism and social constructivism. Whilst both of these assumptions maintain the active role of the learner, cognitive constructivism is understood to involve the construction of knowledge within existing cognitive structures and places an emphasis on understanding the individual's learning style.

Conversely, social constructivism in this thesis is recognised differently. Instead, social constructivism is recognised as the process of constructing or creating subjective knowledge through involvement in social and cultural contexts (Brunning et al., 2004; Mason, 2007; Vygotsky, 1978; Wenger & Wenger-Trayner, 2021). As such this view acknowledges that knowledge is co-constructed through the learner's own experiences, but with the support of others e.g., through conversations or shared projects (Belanger, 2011; Stewart, 2021). Importantly, educators, including coach educators first need to understand the prior learning of those they work with before new knowledge can be learnt. This is a reciprocal process between educator and learner to continuously reconsider what is known. When developing new knowledge activities that are undertaken in small groups, or one-to-one with others, that encourage problem-solving, collaborative working and allow for multiple perspectives, are considered an appropriate pedagogy (Knapp, 2018). Social constructivism places a greater emphasis on the learner taking more responsibility for their own learning (Chambers, 2013). This is crucial for our understanding of coach education because to understand how coaches learn we need to understand *their* everyday interactions, cultures, and what knowledge these cultures and contexts value. Upon reflection of the coach education section in this chapter (see [section 1.3](#)), Nelson et al. (2006) described learning through varying modes of formal, informal and non-formal but in each advocated for interaction among the actors involved in the process. Constructivism in this thesis is understood as social constructivism, where it is maintained that coach education is a complex, personal, social, and situated activity.

This claim is supported by Dempsey et al. (2020) and McCarthy, Allanson and Stoszkowski (2021). Coach education through a social constructivist lens would enable us to learn through sharing knowledge, meaning, and wider societal understanding (Ciampolini et al., 2019). This activity would manifest through group work and problem-solving tasks (Paquette & Trudel, 2018), all activities that provide opportunities to share nuanced, often unheard, voice (i.e., that of coaches, participants). However, we do not yet know what The FA do in practice and therefore we need to explore the experiences of today's grassroots coaches' ([Chapter Seven](#)).

1.5.4 A Short Introduction to Critical Pedagogy

[Section 1.5](#) has already explored different learning theories concerning our understanding of coach education. This section has not provided a detailed account of each theory. Yet, key literature has been identified for readers to explore further. That said this introduction is beneficial in providing a backdrop to the approaches often adopted within coach education. What this section has not yet identified is the theoretical lens that has been adopted in this thesis. This is a purposeful decision as the concepts considered throughout are complex and require a more detailed, bespoke chapter. In keeping with this the following chapter introduces, and somewhat interrogates, the work of Paulo Freire. However, before this, I aim to briefly introduce the concept of critical pedagogy, a perspective championed by Freire.

Critical pedagogy recognised as an 'umbrella term for pedagogies underpinned by critical theory' (Luguetti et al., 2022, pg. 58) is considered an ontological, epistemological and pedagogical approach to challenging and changing the society in which we live, as opposed to simply existing within it (Blake & Masschelein, 2003; Renault, 2016). Critical to this thesis, and for Freire, this meant to liberate those people, which we, and he, serve in our societal roles (see [section 2.3.2](#)). For educators more specifically, this approach would see us actively seek to engage in a struggle to create, defend, and extend the opportunity for those we work with. Through adopting a critical pedagogy, opportunities exist for the constant challenge to the existing power dynamics witnessed in everyday social interactions amongst differing social structures. This pedagogy 'has the opportunity to boost human agency' (Knijnik & Luguetti, 2021, pg. 542) and calls for actors within society to challenge the status quo. For example, educators can democratically support learners to be more critical and aware of *their* world (through reflecting and

relearning), so they can be more free, as opposed to simply being within their role. Likewise, in coach education, this approach would encourage a greater consideration of the coaches' coaching world, context, and participants. Critically this approach is opposed to the [banking approach \(section 2.3.4\)](#). However, to begin to offer this greater consideration we need to provide a platform for coaches and participants involved in coach education to share their voice, and we need to authentically listen, because these actors are often unheard (see [section 1.7](#) thesis aim three).

In the sport coaching and coach education literature, the work of critical theorist Michael Foucault has often been used (Avner et al., 2017; Denison & Mills, 2018; Downham & Cushion, 2020; Mills et al., 2022). Mills et al. (2022) explain that Foucault's work is useful as his concepts allow researchers and practitioners to understand what happens in the nuanced environment of coaches. Whilst Denison and Mills (2018) add that those coaches with a greater recognition of the power dynamics and the social and political contexts in which they operate are more prepared to impact those they work with. Yet, this recognition can only be gained through a strong discourse (Cushion et al., 2021). For Foucault, this discourse can be considered both negative and positive. For example, coach education practice has witnessed examples where principles from sports physiology, psychology and other disciplines have been embedded in curricula, leading to assumptions by coaches of the existence of truth in coaching practice (Avner et al., 2017). Furthermore, it has been forwarded that 'sacred texts prescribing what to do and how to coach' are common practice (Cushion et al., 2021, pg. 2). This is also described in [Chapter Four](#) and [Chapter Five](#). As such we need to be more critical. Critical of our access to knowledge and the development of such knowledge. This too is explored somewhat throughout [Chapter Four](#) and [Chapter Five](#).

The use of the work of critical theorists such as Foucault demonstrates that the coach education literature should be open to, and embraces views from alternative perspectives. Moreover, we need alternative voices to that of the coach educator which has dominated coach education research to date (e.g., Dempsey et al., 2021; Garner et al., 2020; Watts, Cushion & Cale, 2021), to provide alternative perspectives. Subsequently, Freire's work should be considered, as a means of understanding the complexities of coach education and encouraging alternative voice to be heard (i.e., policy developers, coaches, children). To contribute to this, [Chapter Two](#) offers a detailed account of a Freirean approach that may support researchers to provide alternative theoretical perspective and a rationale for listening to other voices.

1.6 The Problem

This chapter has focused on football, sport coaching, coach education, and learning theory. This chapter has also considered our understanding of the coach as a learner. This is because this thesis is concerned primarily with the experiences of coaches. That does not mean that the experiences of coach educators are not important and indeed the work of Dempsey et al. (2020; 2021) and McCarthy et al. (2021) pay more consideration to coach educators' needs. To offer a reminder, this chapter has explored some learning theories and explained that coaches are considered to require high-quality coach education (e.g., Stodter & Cushion, 2014; 2017; Dempsey et al., 2021). This is because coach education is described as an important tenant to coach learning and coach performance (Turner & Nelson, 2009). Similarly, it is widely accepted that coaching and coach education is a relational activity that aims to support people to learn and develop in dynamic contexts (Cassidy et al., 2008; Cushion et al., 2021).

This chapter has identified how much research conducted to date has considered micro-pedagogical practices on courses. Researchers have examined courses over a short period of time, and some have specifically looked at perceptions post-course (e.g., Chesterfield et al., 2010; Maclean & Lorimer, 2016; Piggott, 2012). Few studies have looked at the wider historical, or indeed the immediate social influences that led to the current construction of courses. This is remiss as this chapter has already identified how football is socially and historically understood and remains a key part of many people's lives. Coaches are in a position that may influence many (i.e., grassroots participants) and thus we require a greater understanding of how we find FA coach education today and what has led to its (re)construction.

Much research has neglected to consider the impact of formal coach education on the coach in their own wider coaching world and on the players that they work with. Paradoxically, for many, coach education is portrayed as a mechanism to 'solve' problems and improve coaching practice, but to date, we only have a focused snapshot view of coach education practice. This micro-pedagogical perspective provides a partial view of formal coach education at a given temporal moment. This does not provide researchers, policy makers, coach educators, and coaches with a broader, more complete, understanding of how coach education has come to be structured, how it is experienced by coaches, and what it could be for the benefit of coaches' communities. In response, this thesis provides an opportunity to share coach educators' and coaches' experiences, stories, and overlooking perspectives.

Without these stories, opportunities to understand how coach education has been experienced over time, and within a wider social context, would be missed. In sharing their stories an opportunity exists to better understand how coach education has developed and further recognise the role in which it plays in the preparation of coaches for the realities of *their* coaching world.

1.7 The Research Aim, Questions, and Thesis Structure

‘Thinking critically about practice, of today or yesterday, makes possible the improvement of tomorrow’s practice’ (Freire, 1998, pg. 24).

This thesis begins to go some way towards considering alternative perspectives and widening our view of coach education and does so by offering a somewhat broad social-pedagogical perspective. To do this, the thesis considers the historical development of English FA coach education since 1967. Developing on the broad social-pedagogical perspective forwarded, this thesis considers contextually situated accounts by exploring the experiences of three grassroots football coaches. Here the aspiration is to help coach education, policy makers, coach educators, and practitioners to learn from past and current experiences. Consistent with this emphasis on learning from practice in situated social contexts, I also intend to explore my experiences as a researcher as a means of helping others (i.e., other PhD students, researchers, and coaches) to learn. To do this, and to address some of the criticisms *placed at the door of* coach education, the purpose of this PhD thesis is to; explore past policy, and present-day coach experiences, of FA formal coach education. To address some of the existing criticisms of coach education practice and research, and to develop a more complete understanding than we currently have, this thesis aims to;

Thesis aim one: Explore coach education beyond only the micro-pedagogical actions on course and consider coach learning in relation to a wider historical and social context.

Thesis aim two: Explore grassroots coaches’ experiences of formal FA coach education in the context of their own social world.

Thesis aim three: Provide a broad and rich account of coach education that includes multiple voices from those within coach education e.g., coach educators, coaches, and children in understanding a national coach education program in grassroots football.

This chapter has already explored existing literature that considers football, coach education, and wider learning theory. To further support the reader to navigate this thesis, the remainder of **Chapter One** outlines the structure of this thesis. Here I support the reader by offering a short cut to linking the thesis aims to the appropriate chapters.

Chapter Two makes the first new contribution to the field that can be found in this thesis and includes the introduction of a novel theoretical interpretation, the work of Paulo Freire. This chapter identifies some of the key concepts that can be applied when attempting to understand formal coach education from a Freirean perspective. The introduction of Freire's work compliments some of the existing theorists commonly utilised in coach education and provides us, as researchers, with a greater opportunity to consider the wider social context in which coach education is situated. This chapter also considers the wider reach of Freire's work from around the world and within other academic disciplines (e.g., PE). The application of Freire's work is significant as it provides an opportunity for policy makers to question previous policy/practice and develop new tools.

Chapter Three presents a discussion of the methodological underpinning of this PhD thesis, including the ontological and epistemological assumptions. Within this chapter, I discuss the approach adopted throughout the PhD, and how I found myself studying and writing this thesis. This shows transparency in my approach and provides clarity around my prior experiences that inform the decisions made throughout. Finally, in keeping with the attempt for this research to be explicit I engage in a conversation about the role of The FA, who alongside LJMU, part-funded this research.

Chapter Four forwards a historical account (since 1967) of FA formal coach education. In this chapter, I first identify and describe the approach and methods used before offering an original and significant historical account that tracks the development of pedagogy over time. To do this I explore the experiences of 16 interviewees (policy developers, coach educators) and conduct a document analysis of forty-seven (47) policy documents. This work is important to demonstrate the change witnessed in policy since 1967. This first study of its kind allows us to

understand how FA coach education policy has changed and can provide a background to understanding future research. This exploration of the pedagogical development over time adopted the use of multiple methods (document analysis and sixteen participant interviews) and was published in *Sport, Education and Society* (Chapman et al., 2020).

Chapter Five continues to explore the historic development of FA coach education and builds on Chapter Four by exploring FA coach education from a social perspective. This work considers the influence of social structures on coach education policy (i.e., political, educational, etc.), including a myriad of social structures, institutions, and social architects by crystallising (Ellingson, 2009) the data from chapter four (i.e., 16 interviews and 47 policy documents). This new contribution moves beyond the micro-pedagogical interactions previously explored on courses (see [section 1.3](#) and [section 1.4](#)). This chapter, like the previous chapter, is consistent with an attempt to achieve aims one and three of this thesis. Note this chapter is currently under review with *Sport, Education and Society*.

Chapter Six provides a methodological overview of the tools used to investigate the experiences of three grassroots coaches attending formal FA coach education. This chapter describes how I approached the data collection process including the methods (e.g., observations, coach interviews, coach portfolios, children's drawings, and shoulder-to-shoulder interviews) that were used to collect and analyse data that informs Chapter Seven. Indeed, **Chapter Seven** provides innovative creative non-fiction stories that narratively illustrate the experiences of three grassroots coaches who experienced the 2016 FA grassroots coach education policy. This chapter builds on existing work but originally prioritises the voice of different key actors (i.e., the coach, the player) involved in coach education. This contribution moves research on from collecting the voices of those generally reported in coach education literature (i.e., coach educators, policy makers) (see [section 1.3](#) to [section 1.4](#)). Each story is accompanied by two theoretical perspectives; a Freirean interpretation and an interdisciplinary view. This contribution is significant as it allows us to understand the impact (or not) of coach education in the coaches' worlds. **Chapter Six and Chapter Seven**, therefore, support all three of the research aims.

Throughout this thesis, I attempt to consider *learning* and in keeping with this theme **Chapter Eight** provides a confessional tale to explore my learning. In Chapter Eight the wayfinding journey I have experienced during this PhD thesis as a researcher, and as an active coach practitioner, is described. This confessional tale does not

intend to be self-indulgent but instead aspires to share my experiences and my mistakes. In doing so I humbly identify lessons that can be learnt from my own researcher development. This chapter specifically considers how I attempted to navigate my way through an array of social and political contexts. This aligns with Freire's view that learning is shaped and reflective of relationships and interactions with others. This chapter is a significant contribution as it acts as an opportunity for researchers, and subsequently, coaches and policy developers, to be more reflective and critical of the approaches we adopt.

Chapter Nine is a concluding section that provides a discussion of the original and significant contributions that this thesis makes. This chapter continues to adopt a creative approach, where a letter is written to my children to summarise my thesis findings, before the theoretical and methodological contributions made throughout this thesis are explored directly. The chapter discusses some of the wider limitations of this thesis and identifies future implications for researchers and other stakeholders (e.g., coaches, policy makers, coach educators). The final paragraphs of this chapter finish with some brief concluding thoughts.

Chapter Two - Theoretical Lens: Paulo Freire

Thus far, this PhD thesis has acknowledged some of the more commonly used learning theories within the sport coaching and coach education literature. This chapter is situated here because it builds on such work. It does so by introducing the writing, and life of Paulo Freire. This is directly relevant because this is the theoretical lens applied throughout the remainder of the thesis. That said this thesis adopts an abductive approach throughout data analysis (see [section 3.3](#)) and it is important to note that Freire's work was not imposed on the data, nor is it my intention to override the views of the participants in the studies that follow.

This chapter begins by introducing Paulo Freire and discussing his biography ([section 2.1](#) and [section 2.2](#)). Within [section 2.2](#), some of his childhood and upbringing are described, before an introduction to important texts he has authored are made. This section will enable the reader to recognise and appreciate the prior experiences of Freire and subsequently their relevance to his concepts. In [section 2.3](#), I introduce some of Freire's key concepts which are discussed throughout this thesis. In doing so, reference is made to the three original studies within the thesis ([Chapter Four](#), [Chapter Five](#) and [Chapter Seven](#)).

In the second half of this chapter, I discuss the relevance of Freire's work to different disciplines (e.g., education, PE, and sport). Throughout these latter sections, the relevance and appropriateness of Freire's work to the coach education literature⁹ is made explicit. [Section 2.6](#) introduces key Freirean concepts to coach education researchers, educators, and policy developers and provides them the opportunity to consider how coach education in English football has developed from a social and pedagogical perspective. The penultimate section of this chapter (see [section 2.7](#)) acknowledges some of the critiques of Freirean theory. Finally, this chapters concluding paragraphs summarise the key points of the Freirean theoretical framework which influenced the remainder of the thesis such as the methodology chapter that follows. Fundamentally, this chapter offers a detailed account of the relevance of Freire's work to this PhD thesis. This provides a socio-pedagogical basis to address the following;

⁹ That said, this thesis does not draw equivalency between the challenges facing coach education (specifically within English football coaches) and the persecuted individuals in Brazil who are described as oppressed by Freire.

Thesis aim one: Explore coach education beyond only the micro-pedagogical actions on course and consider coach learning in relation to a wider historical and social context.

Thesis aim two: Explore grassroots coaches' experiences of formal FA coach education in the context of their own social world.

Thesis aim three: Provide a broad and rich account of coach education that includes multiple voices from those within coach education e.g., coach educators, coaches, and children in understanding a national coach education program in grassroots football.

2.1. Introduction

Although rarely used by coaching researchers, Paulo Freire's work is directly relevant to coach education. For example, Freire's work not only deconstructs education from a critical perspective but also reconstructs education through principles of situated dialogical learning. This means Freire's pedagogy is rooted in contextualised learning, which much coaching research has called for (see Griffiths, Armour & Cushion, 2018; Roberts & Ryrie, 2014; Sawiuk, Groom & Fidler, 2019). Secondly, coach education research has called for coaches to engage in personal experiential sense-making activities in order to learn (Cushion et al., 2003; Jones & Wallace, 2005). Similarly, Freire's pedagogy seeks to empower learners to engage in their own sense-making. Thirdly, some coach education research (e.g., Downham & Cushion, 2020; Zehntner & McMahon, 2019) has recognised the power dynamics between coach educators and coaches. For example, assessment on course has often led coaches to adopt impression management practices that meet the expectations of educators and mask the coach's weaknesses or insecurities. In contrast, Freire advocates a pedagogy that aspires to encourage a shared critical endeavour, where authentic dialogue is critical. Thus, whilst other theoretical frameworks may be relevant to coach education (e.g., the work of Vygotsky, Bourdieu, Foucault, and alike), this thesis is primarily informed by Freirean theory and pedagogy.

2.2. Freire's Biography

Throughout this thesis, reference is made to the prior histories of the actors within it. For example, my biographical history is described in reference to the approaches underpinning this thesis (see [Chapter Three](#)). Similarly, in [Chapter Five](#) key social architects have been described and latterly the personal biographies of three grassroots coaches are elucidated (see [Chapter Seven](#)). This reflects the ontological view of the thesis (described in [Chapter Three](#)) which recognises the biographical and contextual influences on practices such as research, coaching, and pedagogy. This thesis, therefore, builds upon the work of researchers that similarly highlighted the role of biography in sport coaching and coach education (e.g., Stodter & Cushion, 2017). Authors from other disciplines such as education (e.g., Ball, 2003) and PE (e.g., Armour & Jones, 2002) have acknowledged personal biographical influence upon practice. Consistent with the espoused ontology ([Chapter Three](#)), and because Freirean philosophy underpins the interpretations of all studies in this thesis, I proceed by considering how Freire's biography influenced his pedagogy. This material is new to the coach education field.

Paulo Freire (1921-1997), was a Brazilian educationalist and critical pedagogue, and can be viewed as a key educational theorist from the 20th century (Giroux, 2002, 2003; Nelson et al., 2016). He was born in September 1921 in Recife, Brazil, and experienced poverty throughout his childhood, particularly during the Great Depression of 1929 (Gadotti & Torres, 2009). Freire was a Latin American Catholic whose father died in 1933, when Freire was aged only twelve. Freire completed a law degree from the University of Recife and was admitted to the legal bar, although has been described to never have practiced law (Gerbardt, 1993). Instead, Freire was concerned with the social interactions and injustices of different classes within Brazilian society and later viewed education as the tool to encourage emancipation (Harden, 1996). Freire's epistemological stance, which can be defined as dialectical materialism (discussed below in relation to Marxism), explains his desire to unearth individual histories through meaningful dialogue and use these to challenge societal issues (Czank, 2012). Freire spent time in prison, specifically seventy days in 1962, and was exiled from Brazil for sixteen years (Achary, 2016). Reportedly, Freire's imprisonment, as a perceived traitor, and subsequent exile was due to his progressive movement that encouraged literacy amongst his communities, an act deemed by the oppressive Brazilian government as inappropriate. Throughout his exile, Freire travelled to Bolivia, Chile, and Switzerland (Geneva) to support others in

implementing education and literacy reform (Gerhardt, 1993). Freire's epistemological view and work were continuously influenced by his biography including his childhood in poverty, the time he spent in prison, and the sixteen years of exile from Brazil.

Freire's classic work *Pedagogy of the Oppressed* (1973), which was written in Chile during his exile, is quoted significantly throughout education research (e.g., Luguetti, et al., 2022; Nouri & Sajjadi, 2014; Nixon-Pounder, 1995; Rugut & Osman, 2013; Vinson, 1999). Within *Pedagogy of the Oppressed*, Freire describes how he pragmatically used literacy as a tool to liberate people in Brazil. This text is considered a key source within critical pedagogy. Critical pedagogy refers to teaching individuals to understand the political and economic worlds in which they live, enabling them to critically appreciate the structure of society. As described in [Chapter One](#), critical pedagogy seeks to encourage social change and importantly, attempts to balance power within the world in which we live. *Pedagogy of the Oppressed* proposes how this can happen and consists of four chapters that explicitly describe; 1) oppression and its unjust use, to control power within society, 2) the *banking approach to education*, which Freire decries and instead promotes a *problem-posing approach*, 3) the use of dialogical practice to provide voice and liberate individuals within society, and 4) how reflection and action (*praxis*) can prompt change. This text is particularly cited within adult education literature, where it is considered influential because it provides a differing view to much other educational endeavours that are often more prescriptive (Galloway, 2012). This perspective is seldom used in coach education literature, yet should be recognised as a valuable perspective to consider an activity that [Chapter One](#) has summarised to be socially situated in the lives of those who experience it.

Freire's work extends beyond *Pedagogy of the Oppressed*, and spans the late 20th century. In addition to *Pedagogy of the Oppressed* (1973), Freire's ideas are considered in texts such as; *Pedagogy of Hope* (1994), *Education for Critical Consciousness* (2005), *Pedagogy of Freedom; Ethics, Democracy and Civic Courage* (1998), *Teachers as cultural workers: Letters to those who dare teach* (2005). These texts challenged previous practices of teachers, and further positioned Freire as a progressive thinker (Rugut et al, 2013). It is important to note that much of Freire's work is inspired by, and draws parallels with, both Dewey's (1938) views of personal growth that challenge the wider perception of education and Marxist philosophy (Czank, 2012). Freire's connection to Marxism is through the concept of dialogical

materialism - an emphasis on open dialogue surrounding class, labour and socioeconomic interactions. Karl Marx's philosophy has been described to be misinterpreted by many who perceived his work as somewhat authoritarian or were threatened by his program (Anderson, 2015; Marx, 1859). Instead, Marx advocates political and economic concepts, which oppose the concept of capitalism, and instead metaphorically fights for and with those who are oppressed within everyday society. Marx's philosophy is associated with communism but here the focus is around the significant emphasis he placed on the value of education and recognised this as a vehicle to support and enact some positive social change within society. Furthermore, both Marx and Freire consider human consciousness as a route towards emancipation i.e., Marx's suggestion of one's return to one's own human self (Fromm, 2013). Similarly, John Dewey in his work titled *Experience and Education* (1938), encouraged education through social involvement. Dewey's work encouraged students to become more actively engaged and stimulated to construct meaning through personal prior experience (Vinson, 1999). In sum, Freire can be recognised as a progressive theorist, who is concerned with challenging socio-economic differences.

Freire died of heart failure in 1997, aged 75, but has subsequently been branded as a key architect within education (Carroll & Drph, 2000). Defined as a prolific writer (Nelson et al., 2016), much of Freire's work has been applied to education and specifically adult education (Dirkx, 1998; Gadotti & Torres, 2009; Galloway, 2012). Examples of his concepts i.e., banking education approach and critical-consciousness, can be seen within other professions both in the UK and around the world; including social work (Carroll & Drph, 2000; Dedotsi, Young, & Broadhurst, 2016; Koenig et al., 2017), and nursing (Allen, 2010; Arieli, Tamir, & Man, 2015; Mooney & Nolan, 2006). Throughout the remainder of this chapter, reference will be made to the international relevance of Freire's work which continues to be cited by scholars around the world. Within this thesis, I forward the appropriateness of Freire's work to the field of coach education building upon the existing work of Nelson et al. (2016). The next section of this chapter begins by highlighting the most relevant of Freire's key concepts to this PhD (i.e., [section 2.3.1](#) – [section 2.3.13](#)).

2.3 Key Concepts

Freire viewed education as a process that is indebted to humanity and vice versa (Freire, 1973). Viewing the world as a revolving and receptive body, Freire disbelieved the notion that outcomes of actions are pre-determined. Instead, he viewed social interactions as dynamic and therefore influenceable. In simpler terms, Freire's work attempts to use education as a tool to empower and promote the voice of those who previously have not been heard as a means to the reconstruction of a better society. This belief is incorporated in Freire's '*key concepts*'; *Power, Banking education, Problem-posing education, Oppression, Liberation, Conscientization (Critical-Consciousness), Praxis, Dialogue, Humility, Hope, Humanisation and Dehumanisation, Openness and Courage*. When considering Freire's principles, it is important to acknowledge the facet of time and space. Throughout his work, Freire consistently refers to the multidimensional and historical nature of socialisation and how such socialisation is at the root of many of the situated meanings of culture today. Simplistically, this refers to the notion that we, as human beings, are a by-product of our history and interaction with those around us. Similarly, Freire states that the world and us as beings are unfinished and subsequently, we as educators and learners are in a process of waiting for the next learning opportunity. In coach education, this suggests that coach education policy and coach educators in practice should consider the historic biographies and nuances of the coaches' world. Many of Freire's concepts, some of which are explained below consider how individuals can enact change in given contexts and liberate the individuals they work with.

2.3.1 Oppression

Freire describes oppression as the social acceptance of a powerful act that unjustly uses force, or authority, to suppress and remove the voice of others within society (Galloway, 2012). Freire himself was subject to such injustice when exiled from Brazil. Freire explains that oppression derives from areas where one person or a social group holds dominance over another. Stereotypical behaviour from individuals who express and seek dominance from others through religious, racist, sexist, or class slurs can therefore be recognised as oppressive acts. Oppression can manifest itself within education and coach education through the societal imposition of 'banking education' (both within and outside of education). Oppressive traits could manifest themselves through personal demeanour when in a variety of social situations. In teaching, the use of methods such as passive dialogue, the display of dictatorial

behaviours, and focusing on curricula-driven content at the expense of learners could allude to oppression. Watkins (2000) suggests that oppression is not always recognised by individuals. Watkins' (2000) statement alludes to the notion that individuals within society have been *socialised* and *manipulated* to conform to behaviours imposed by others, who may be somewhat more powerful. Thus, oppressed individuals may not recognise the limiting effect that conforming to such behaviour has on them or indeed achieving their wider aspirations. This is a concept specifically prevalent within earlier forms of coach education and is described in [Chapter Four](#). This is a finding consistent with the work of Piggott (2012) and Cushion (2018) who explain how coach education could be considered to occur within a closed circle of ideas.

2.3.2 Liberation

In contrast to oppression, liberation is a political concept that rallies against institutions that impose oppressive conditions on individuals. Similar to the work of Freire, Gutierrez, Inda, and Eagleson (1988) claim liberation is the act to abolish an unjust society to make one more free and more human. Although Freire's work does not formally discuss liberation theology, his emphasis on challenging inequalities within society may reflect his biography and his catholic views. In moving towards a problem-posing approach (later described), liberation is conceived as the sharing of power with all actors within society. This *struggle* (Freire, 1973) requires individuals to metaphorically fight for their own and others' freedom (e.g., in coach education fight courses that silent the voice of the coach). Liberating those that are oppressed therefore requires a proactive educator (or leader) who can challenge and support the feelings, emotions, and knowledge of the learner. These proactive educators are opposed to those who simply facilitate. Freire argues that liberation will not present itself to individuals and that instead, they have to metaphorically fight for it by challenging those who are powerful, who dictate, and oppress. For Freire, this challenge should be through literacy, where those oppressed seek to support oppressors themselves to overcome their political, societal, and economic pressures (Groves, 2011). This is not considered a violent act. Within coach education, on formal courses, this may see an increase in relational and situated group activities, where leaders are encouraged to emerge from within the peer groups to support the learning of others including both coaches and the more powerful course coach educators.

2.3.3 Power

Much of Freire's work acknowledges the role and domination of power within society. Referring to political, economic, societal, and educational problems, Freire acknowledges power as an act that can influence the behaviours of others (Spaaij, Oxford, & Jeanes, 2016). Freire identifies power as a factor which for some can be used to oppress or indeed to liberate. Power is thus said to be used as a legitimate tool to ensure or challenge the social structure. The display of power can be seen through the dominant actions, and the language used, by individuals in key stakeholder positions. Subsequently, Freire calls for the sharing of power amongst different actors within society and not to be dominated by one individual or group of individuals. Within coach education, this could be seen on courses where coaches and coach educators would both have ownership over the continuous (re)construction of the course as the programme develops over a taught period. Such an approach would challenge the pre-existing practices of coach educators which have previously been described to dominate and dictate coaching courses (Cushion et al., 2003; Chesterfield et al., 2010).

2.3.4 Banking Education Approach

Freire (1973) critically challenges the traditional views of *banking education* whereby students are subjected to receiving deposits of knowledge from the teacher (Blackburn, 2000). Applying the analogy of an empty vessel becoming filled, Freire (1973) scrutinizes the behaviourist conception of learning where students are conditioned to receive, remember, recite, and repeat the information provided by a senior, and somewhat more powerful figure. This *banking approach* neglects to consider the social interaction that is needed to encourage students to be creative and inquire. Instead, this instrument endorses social reproduction (Freire, 1996). By this I mean learners are passive in the role of education and students are prevented from being allowed to learn and understand their world. For Freire, the *banking approach* is perceived to be *oppressive* (2.3.1). This banking education approach can be recognised in coach education, although not explicitly by using Freirean concepts within coach education. For example, Piggott (2012, pg. 551) described a 'shadowy regime' which exists in coach education, and others have described how coach education is somewhat bureaucratic, isolated, and power-stricken (Downham & Cushion; 2020; Mallett et al., 2009). Furthermore, the title coach developer, more

commonly used in contemporary sport coaching literature (e.g., Dempsey et al., 2021), is from a Freirean perspective, laden with power and suggests that knowledge is given by a 'developer' and therefore 'developed' as opposed to worked with through education. Freire argues against the oppressive approach of teachers who adopt a *banking* approach, suggesting they have succumbed to political pressures and are indeed oppressed. This is further explored within [Chapter Four](#) and [Chapter Five](#) of this thesis, which explore the history of coach education courses delivered by The FA. More specifically, these two studies elucidate the pedagogical, political, cultural, and social influences that have impacted course development.

2.3.5 Problem-posing Approach

Freire's ontological and epistemological beliefs illustrate one of his most poignant arguments; the necessity to promote individualised *problem-posing* education i.e., by ensuring dialogue, human beings can understand the objective world through subjective meaning. This approach is in stark contrast to the traditional *banking education* approach. Freire argues problem-posing education is more emancipatory and provides opportunity for social revolution. As such, Freire dismisses the notion that education is simply gaining knowledge to develop opportunities to gain employment. Rather, his work proposed that he was more concerned about the 'journey of travel' by each learner and individual, as opposed to the summative outcome. In Freire's eyes, the journey was towards a truly emancipatory, oppression-free political and societal world (Freire, 1973). To undertake this journey, learners would need to be heard and their voice amplified. To do this, learners need to be provided with a platform to share their voice, an opportunity to experiment, and to co-construct. This is a critical acknowledgement of the politically oppressive society witnessed within Brazil, where his work was founded. In contrast to this oppressive context, Freire conceptualised a problem-posing education approach by revising the roles of the teacher and student to shared roles (i.e., teacher-student, and student-teacher). Here Freire suggested a *pedagogy for freedom* whereby multiple views are to be shared within a classroom or learning environment. This replaces the sole use of the teachers' voice allowing all individuals within the vicinity to share their perspectives based on their individual past experiences. Ultimately Freire suggested a problem-posing approach would lead to a detailed discussion where individuals can make sense of the topic relevant to their own world. In keeping with this, this thesis acknowledges Freire's calls for multiple perspectives. For example, [Chapter Four](#) and

[Chapter Five](#) explore the perspectives of sixteen experienced coaches and coach educators, and [Chapter Seven](#) attempts to begin such discussions with readers and provides multiple interpretations of grassroots coach education. This includes exploring the experiences of three grassroots football coaches and children who participate in the coaches' sessions. Similarly, [Chapter Eight](#) considers my voice as a coach education researcher.

2.3.6 Conscientization (Critical-Consciousness)

By rejecting a *banking education* approach and moving towards *problem-posing* education, *courage* is required ([2.3.13](#)). Freire (1973) describes how education and society need to move beyond the *culture of silence* (the process of limiting others' voice to instil regimental values and norms) which he explains exists for those that are oppressed. A move away from such negative approaches towards providing voice to those who are oppressed will call for oppressors to respond. An in-depth understanding of the world and the realisation of one's role within society, partnered with the will and opportunity to act, is defined as *conscientization* (herein known as critical-consciousness). This term is one of Freire's most poignant contributions and relates to an individual's attempt to raise consciousness of the world around them. Oppressors who recognise oppression within society will need to act towards ensuring a critical-consciousness exists. For this to happen, oppressors will have a 'want' to make genuine change and are therefore required to 'authentically commit themselves' to others and to 're-examine themselves constantly' (Freire, 1973. pg. 47). Within sport and coach education this concept has the potential to manifest itself through the sharing of individual coaching practice within a community of practice amongst other coaches, coach educators, and mentors in the pursuit of better, more meaningful practice for the end user (i.e., the participants).

2.3.7 Praxis

To be able to re-examine an individual's role within society and their authentic nature, Freire calls for praxis. Freire described *praxis* as the process of action and reflection. This approach is in response to a feeling of, or even witness to, injustice. Freire (1973) claimed that for radical action to be presentable then continuous processes of reflecting upon society, one's role within society, and the roles of other actors within society are needed for change to be possible. Education is a political and social

construct and thus praxis in this sense may involve considering how policy is developed through the process of practically educating, reflecting upon such an educational approach, and then making positive changes that are informed by theory and reflection from the practical process. [Chapter Five](#) in this thesis explores some of the social and political influences that have led to FA coach education policy development. Freire argues that such a process would be better understood and more rigorous through social interaction (i.e., to consider, and then reconstruct education through consultation with those human beings who experience the education system). [Chapter Seven](#) adopts a similar perspective and consults the views of coaches on coaching courses and the children they work with. The use and adoption of the term praxis within Freire's work further demonstrates his connection with the Marx (1859) movement as both Marx and Freire seek to embrace social change based upon the principles of action and considered reflection. To consider praxis in this sense, would be to suggest that recounting experiences with others, with a view to prompting change, and in particular, enable radical change.

2.3.8 Dialogue

To liberate those that are oppressed and oppressing, Freire proposes that permanent, meaningful dialogue is needed between the oppressors and the oppressed. Meaningful reciprocal dialogue requires critical thinking, a requirement in the formula of enabling others to become capable of generating critical thinking skills (Freire, 1973). This reciprocal dialogue is reportedly missing on coach education courses, where coach educators tell, and coaches listen (see Dempsey et al., 2022). Dialogue should therefore be authentic and personal, not named 'on behalf of others' (Freire, 1973, pg. 89). Dialogue shouldn't be viewed as a tool to deliver curricula messages whilst attempting to engage the student. It should be viewed as providing people with an opportunity to develop their understanding of the world, showing *kindness*, regardless of the curricula content. Furthermore, for Freire, true dialogue that is critical and cooperative can liberate one another from oppression (Freire, 1973). These are fundamental beliefs of Freire where individuals should be able to make connections between their own experiences and the social contexts they inhabit (Buelens et al., 2015). This is reinforced further by Freire himself who declared; 'dialogue with the people is radically necessary to every authentic revolution' (Freire, 1973, pg. 122). In a coach education context, [Chapter Four](#) illustrates how The FA have recently made attempts to engage in a dialogue with coaches on courses where

in-situ visits provide opportunities for educators to provide contextual, nuanced, and somewhat bespoke feedback 'to' coaches. It does, however, remain unclear as to who 'leads' this process and if it is reciprocal.

2.3.9 Humility

Freire described *Humility* as 'how no one person knows all and therefore no one person is ignorant of everything' (Freire 2005, pg. 72). This definition highlights Freire's intentions to inspire a co-constructed education system. Freire felt that the development and continuous use of a *banking education* approach were not due to naivety. On the contrary, Freire (1973), discusses how if society developed passive students for teachers (who themselves are oppressed by a greater other), then acceptance of the status quo in political, sociological, and cultural senses would occur, enabling the powerful to continue to dominate. Freire therefore, calls for humility that encourages teachers to provide voice to learners appreciating prior knowledge and experience. Humility enables the opportunity for enactment of transformation in one's actions. In coach education, this would suggest that coaches and coach educators should consider the previous experiences of others before attempting to educate, or change, their world perceptions. Understanding *why* individuals, including themselves, view the world in the manner they do before simply seeking to change perception will according to Freire (2005), support in strengthening the connection made with the individual. For Freire, this will enable a stronger relationship to be developed, resulting in a greater social and educational impact.

2.3.10 Hope

Hope is another concept that Freire (1994) describes as necessary to enable an authentic dialogue. Hope is important when considering attempts to make positive, oppressive-free change within society. Hope can be defined as recognising how the aspirations of individuals can be achieved with attainable and actionable measures. Freire (1994) suggests that with hope, individual actors have a belief that they can make change, and within teaching, educators have the opportunity to influence how society can overcome some of the cultural barriers which may oppress others (i.e., because of race, class, gender). McLaren (1997) further summarises how many of Freire's concepts develop a language of hope. For example, Freire's use of language, which considers liberation over oppression, is reflective of his concept of hope. Within

the example of coach education, this concept would be recognisable through the actions and non-actions of the coach educator. If a coach educator is to encourage others to adopt a principle (e.g., authentic dialogue) within their coaching practice this would suggest an appreciation of Freirean hope. However, to act with hope would also be to preach and directly practice the principle, allowing opportunities for learners to challenge, contextualise and realise the taught message. Hope is a concept significant to [Chapter Seven](#). For example, providing hope is a clear intention of one of the coaches (Rupert) who works within a disadvantaged location. Similarly, the intention of The FA to develop the England DNA could be recognised as an act that was undertaken in the hope of supporting coaches working within the grassroots game.

2.3.11 Humanization and Dehumanization

For Freire (1973), established problem-posing education systems and a developed understanding of the world allows students to become human. *Humanisation*, or at least movement away from *dehumanization*, was another clear philosophical focus of Freire. It is critical for students to develop an awareness of the society they reside within, which for Freire, can only happen through problem-posing education. If this opportunity isn't provided, students will naturally conform to the oppressive nature of dehumanisation and subsequently remain unaware of a greater humanity. Freire accepts that people unknowingly accept oppression due to the cultural and societal influences on our lives (Freire, 1973; Freire, 1998). However, he extends the notion that all oppressed can break the culture of silence and can interpret the world differently if taught the skills of how to. Within coach education, this suggests that coach educators should seek to free themselves of the oppressive tactics present within organisational culture and show courage ([2.3.13](#)) to instead support and liberate those coaches and participants whom they work with. If coach educators and coaches chose to fight oppression, then the opportunity to discover different approaches, roles, and meanings of coaching and coaching practice will represent a stronger, more rounded view of the sport in which they work. This could aid those people who they serve (i.e., participants) more democratically.

2.3.12 Openness

Freire (1973) described openness as; being aware of and understanding, multiple views on reality or new knowledge. Freire considers this concept as an individual's ability to understand different perspectives before espousing their perspective. Within an educational environment, Freire (1973) suggests that students should show an attitude of openness to consider new knowledge in more detail before simply applying it to their context. Freire acknowledges the importance of recognising the views of others and the applicability of new knowledge before rejecting or simply accepting it. This is a difficult concept for many novice learners to grasp as previous education systems stipulate that knowledge is learnt and can be recited to pass examinations. Freire elucidates that humility ([2.3.9](#)) is necessary to be able to appreciate that novice learners do need support from a more experienced other, such as a coach educator, to make sense and meaning of knowledge. Openness should, however, be viewed with a critical eye as individuals should not perceive openness as accepting all information provided, but instead being open to empowering and considering the voice of others, critically considering such views before interpreting it with relation to their contextual views.

2.3.13 Courage

Courage could be construed to be Freire's most important concept. To illustrate this, liberating education that is based on humility, openness, humanisation, and alike requires courageous educators. Freire suggests this is the metaphoric fight against any existing fears when considering the power dynamics between individual actors within society (Freire, 2005). Freire acknowledges that change is difficult to instil and will cause a shift in the balance of power. However, he calls for teachers to ensure that their practice attempts to provide opportunities where learners make sense of their contextual world and express *their* voice. Furthermore, courage is required for teachers to fight against stereotyped behaviours of teachers and instead share roles within the classroom (i.e., student-teacher, teacher-student). In coach education, such a powerful stance and subsequent change to practice may lead to more shared dialogue, where in group and contextual situations, coaches can develop their knowledge.

[Section 2.3](#) has illustrated the importance of Freire's concepts to both this thesis and the attempt to forward coach education. Each of the concepts described can be

recognised throughout one, or more, of the chapters that follow. However, not every Freirean principle has been adopted within this thesis. For example, the concept of *love* is present throughout much of his work but in this thesis has not been explicitly used. Freire's, consideration of *love* does not extend to a specific definition of *love* but instead is used as a characterising umbrella term for other principles including; Humility, Hope, and Courage (Schoder, 2010). The adoption of the principle of *love* does hold relevance and applicability to some domains but the cultural nature of this thesis rooted within football within the UK, is better served by applying other explicit Freirean principles. This is because, within the UK, the term *love* better reflects a romantic or parental relationship between two individuals and not as Freire would describe. The adopted concepts described above do however acknowledge many of the elements of Freire's concept of *love*. The translation of *love* from Freire's work, much of which is in his native tongue of Portuguese, to English and with relevance to coach education is better conceptualised as a 'relationship' which endorses and includes trust, self-care, and friendship, all components considered across the identified concepts. The remainder of this chapter will attempt to explore how researchers within the education and sport fields have used these Freirean concepts.

2.4 Freire and Wider Education

A Freirean view considers learning as a collaborative and dialogical process where unfinished beings continue to understand the world around them. Importantly, Freire calls for us to learn with and alongside the world (Freire, 1973). When considering Freirean concepts, Giroux (2009, pg. 80) notes how Freire's work is internationally renowned with Freire himself taking inspiration from 'European discourses, but also upon the thought and language of theorists in Latin America, Africa, and North America'. In these contexts, Freire's work has been applied to adult education (Dirkx, 1998; Tuckett, 2015; Van Lierop, 2018). Through his writing, Freire has expressed how wider education has the opportunity to both seek conformity and oppress individuals, but conversely liberate and provide voice. Freire attempted to elucidate to others that education should be an individual commodity explaining that not everyone's education, nor knowledge is the same as another's. With this in mind, individuals should be encouraged to think critically when 'being taught', and ensure they align knowledge to their own unique experiences. As Jones (2017) (writing in the United States) recognised, Freire called for liberated learning which is free from schooling systems that suppress individuals. To achieve this, Jones suggested

embracing experimentation and therefore enacting opportunities for personal growth. The consistent application of this approach in the adult education domain is associated with this view, where learning never stops (Freire, 1998). Although a generalisation, coaches as adults, could be seen to have a wider array of experiences than what children do and therefore should be well prepared to learn, and challenge cultural norms. This, however, does not suggest that children should not challenge such norms, on the contrary, Freire throughout his work encourages this.

Some twenty years ago, Giroux (2002) identified that education had reached a point where it was concerned with a metric of qualification and quantification, as opposed to growth and emancipation. As a disciple of Freire's work, Giroux has encouraged the use of dialogue (Giroux, 2010), liberation (Giroux, 1988), critiqued oppression (Giroux, 2003), and subsequently dismissed this notion of banking education. Giroux (2002), has also attempted to provide clarity to readers about the methods and modes of a Freirean pedagogy, alluding to the impetus placed on individual critical thinking. Writing in a somewhat passionate manner, Giroux, (2002) explicitly refutes the use of decontextualized teaching practice which promotes the learning of simple facts (akin to a banking education approach). Instead, Giroux calls for brave, experiential learning (akin to problem-posing education), moving beyond education practice instilled through test taking. Giroux's work has increased the accessibility of Freire's concepts. In doing so, Giroux (2002) has utilised Freire to emphasise the importance of dialogue as opposed to monologue within educational practices. This point is relevant to coach education where some research has described coach education as a didactic activity with little authentic dialogue (Cope et al., 2020; Mesquita et al., 2014).

Politically, Freire believed that highly contextual, dialogical, and problem-solving education, can be a linguistic tool, to fight dogmatic, and extreme right-wing approaches. For example, Freire (1973) argues that with a stronger appreciation of the world, and through the sharing of power throughout society, oppressed individuals would be more able to 'fight' for a better life where society is more equal. In Britain, where this thesis is situated, a Govian (educational approaches witnessed whilst Michael Gove was UK education secretary) approach to education has been witnessed in recent years. This approach contradicts a Freirean philosophy in that it emphasises national attainment standards assessed through rigorous testing processes, with little consideration of dialogue, and empowering learners. This approach is influenced by Hirsch (2003) who emphasised knowledge, promoted direct instruction, formalised testing, and autocratic teaching. In contrast, Freirean

education seeks to promote choice, dialogue, and reflectivity as opposed to that which place emphasis on attaining facts (akin to Freire's own childhood education experiences and those witnessed by British children today). This distinct difference is important to comprehend within this thesis because it explains the wider educational context that envelops those embroiled in FA coach education and the three studies to come.

Importantly, a Freirean approach is not the antithesis of the British schooling system (where many English football coaches experience education for the first time) and Freire does recognise the need for knowledge and facts (i.e., the existence of gravity). Similarly, other authors recognise the value of knowledge but also seek to understand individuals, their contexts, and their power. One example is the work of Michael Young. Michael Young's (2008) view on education has developed over time but currently argues that primary knowledge should be provided to learners to ascertain before encouraging them to use their own experience to decipher the relevance of such knowledge. By introducing the term 'powerful knowledge' Young advocates the value of knowledge before experience. 'Powerful knowledge' can be described as an activity 'distinct from common sense' (i.e., not developed through everyday experiences), that 'is systematic' (i.e., allows for generalisability by moving beyond contextual factors), and which 'is specialised' (i.e., relatable to specific fields of enquiry) (Young et al., 2014, pg. 74-75). A problem-posing approach has some commonality with these remarks and Freire would agree that 'knowledge' can be powerful. Freire may, however, describe the discovery of knowledge as an activity that is situated in the dialogical experiences that individuals have, rather than existing in external academic bodies. From this Freirean perspective, knowledge can therefore be considered as socially constructed rather than Young's realist perspective. For Freire, knowledge is powerful because it has developed through meaning, enquiry, and indeed dialogue with others at the initial stage of acquirement.

As [Chapter Four](#) explores, Freire dismisses the notion that education should be test-driven. Freire instead argues that knowledge is more than a given predetermined facet of society. Freire rejects the concept of teacher/educator narration for the purpose of storing information to later recall (i.e., passing a coach education assessment). To this end, Freire argues that if such an approach is undertaken, limited construction of knowledge will occur, and then learning will be meaningless. He continues to argue that if knowledge is meaningless and subsequently 'just provided', then learners are being implicitly told to conform to society, the teacher, or larger political pressures. This is a sentiment considered in [Chapter Five](#), because

this type of pedagogy does not allow freedom, it does not liberate, but instead, it oppresses and shows a lack of humility. In contrast, Freire's purpose of education is not only to educate or to school, but instead to free, to provide voice, and to challenge societal issues, many of which are politically or economically driven. For Freire (2005) it is through these mannerisms that teachers, educators, and learners will themselves become more empowered to reject the banking concept and instead appraise and adopt a pedagogy that can be considered as problem-posing.

In sum, Freire (1998) encourages educators (and coach educators) to challenge didactic methods and schooling and with-it, the dominance of self-made oppressors within society. In doing so, Freire and Giroux throughout their work attempt to further explain how such practices may look in the education of those educators (i.e., teacher education). Freire suggests that it is through problem-posing education that trainee-teachers (trainee-coach educators), and subsequently students can challenge disparities in equality and diversity (race, sexuality, gender, and the class system), and attempt to deconstruct the prevalent culture of society today. Similarly, Freire's work largely supports educators acknowledging the pressures under which they are working and the difficulty in attempting to enable change. In his text, *Teachers as cultural workers: Letters to those who dare teach* (2005) Freire argues this point by calling for unity amongst teachers to fight oppression, and reject the process of teaching as a depository process for where they can truly teach and become a dialogic teacher. Freire is mindful throughout his work that teachers are humans too and they are not expected to be able to practice such approaches within their first teaching encounters, acknowledging that adopting such complex and contentious approaches is difficult and may have implications for coach education provision which claims to be informed by social constructivist epistemologies.

2.5 Freire, Sport and Physical Education (PE)

Although Freire's work is not rooted in the academic discipline of sport, as suggested already, many of his concepts can be adopted. In sport, Freire's work has informed projects in Sport Development and Peace work. Within these disciplines, policies, policy makers, and sport development programmes have been scrutinised using Freirean concepts. For example, Hartmann and Kwauk (2011) applied Freirean principles to discuss the importance of sport to government policy makers, particularly when seeking to engage youth in the development of society. Specifically, Hartman

et al. (2011) considered liberation and the process of praxis and explained how such principles can support participants in reconceptualising their world before suggesting that positive change could enable marginalised individuals to act towards a more constructive society. Additionally, Mwaanga and Prince (2016) have used Freire's work to examine the sport development initiative of 'Go Sisters' in Zambia. This initiative aspired to provide informal support opportunities within sport e.g., mentoring and coaching workshops, and the evaluation found that participants valued and embraced authentic dialogical practice. Furthermore, Mwaanga et al. (2016) report that a shared critical-consciousness led to a more efficient programme being delivered. Fundamentally, the connection between Freire's work and sport can be seen where the participants in the study suggested that their 'ownership' of the programme allowed for a greater level of involvement, a central pillar in a Freirean philosophy that seeks to liberate as opposed to oppress. This finding might have implications for coach education.

Further illustrating the international reach of Freire's work, concepts have also been used to consider sport development initiatives across different countries. For example, in Belgium, Nols et al. (2019) challenged the established dominant banking approach in sport development, instead calling for more equality, less discrimination, and ultimately a two-way relational approach between multiple actors. Furthermore, in Colombia, Oxford and Spaaij (2017) explored the political and societal inequalities in a sport development initiative challenging the status quo, whilst Chung and Won (2011) made reference to Freire's work, i.e., fear of failure and dehumanisation, when considering sport policy in South Korea. Across these contexts, studies show how Freirean principles have been applied and can enable an alternative perspective to be considered. This is particularly the case in social and political activity, like that witnessed within coach education.

Away from the sport development discipline, Freire's work has been applied in PE (e.g., Luguetti & Oliver, 2019; Luguetti et al., 2022). Specifically, Luguetti et al. (2019) highlighted the need for pre-service teachers (students) and the expert lecturer (teacher) to challenge the traditional and conventional power relationship to become critical thinkers together (Freire's problem-posing education). Luguetti, Oliver, Kirk, and Dantas (2017) have also championed many of Paulo Freire's concepts (including liberation, praxis, and critical-consciousness). They applied Freire's concepts to appreciate the social vulnerability of youth males in Freire's native Brazil. In this study, the perspectives of 17 males aged 13-15, plus their programme support staff found that sport has an opportunity to play a pivotal role in developing a critical-

consciousness within society. Furthermore, Knijnik and Luguetti (2020) adopt a Freirean lens to describe the value of authentic dialogue, and the use of critical pedagogy between PE teachers, specifically within teacher education programmes. Within this work, Knijnik and Lugeuetti (2020) acknowledge the social injustices of individuals varies within context. This claim adds support to the thoughts of Hartmann and Kwauk (2011) and Goncalves et al. (2022), who advocate that Freire's work can be used as a political tool to demonstrate the value and power of sport/PE. Indeed, Luguetti et al. (2017) and Knijnik et al. (2020) work does align with one of the UK's previous sport initiatives; 'sport for social good'. Devine (2013) explains the concept of 'sport for social good' as a phrase that was developed in 1997 by the Labour Government to reference sporting activities that promoted well-being, happiness, and joy. Sport continues to be used by policy makers today (Devine, 2013; Hylton, 2021), and thus education in sport is not free from political influence. This aligns with some of Freire's ideas and thus, this thesis will not only consider coach education, but will do so within the wider sport and educational policy landscape ([Chapter Five](#)).

In sum, research from sport development and PE has shown that a Freirean lens could be useful in widening our understanding of sport. To align this to coach education, it is suggested that the views of those experiencing a phenomenon, here FA coach education, are important, and providing a platform for their voice is vital.

2.6 Freire and Coach Education

Notwithstanding, the Sport Development and PE work cited above, the academic field of sport coaching has rarely utilised Freire's concepts. As described in [Chapter One](#) researchers have tended to use an array of other theorists such as; Pierre Bourdieu (Lewis, Roberts, & Andrews, 2018; Townsend & Cushion, 2017), Michel Foucault (Piggott, 2012), Lev Vygotsky (Nelson et al., 2013; Vinson & Parker, 2019) and Nel Noddings (Cronin et al., 2020). These theorists offer significant value and challenge the previous approaches of FA coach education and have supported our understanding of coaching which remains a young, developing field. That said, Freire's work can offer value.

Firstly, previous studies of formal coach education (e.g., Piggott, 2015) suggest that humility and courage have been absent because some coach educators are seen as knowledge holders and the student is sometimes seen as an inactive member of the process. As such their voice is somewhat suppressed. This further relates to power

struggles discussed in coach education literature where it has been reported that some coaches neglect to contest and challenge coach educators for fear of not achieving certification (Cushion, Armour, & Jones, 2003). Theoretically, such coaches could be construed as oppressed, drawing some equivalency with the work of Freire. Further parallels can be drawn by the success of Freire's work in adult education and how typically grassroots coach education is an activity that is undertaken by adults. This positions Freire's work as a useful perspective to apply towards coach education.

As mentioned already, research to date has rarely applied a Freirean lens to the social and relational activity that is coach education. That said, Nelson et al. (2016) have advocated for a Freirean lens as a means of examining coach education. Nelson et al. (2016) provide a practitioner commentary that explores the experiences of a netball coach educator. Throughout this commentary, Freirean principles are highlighted as crucial to the role of the educator in understanding their own practice when working with coaches on courses. This is critical as Freire's philosophy calls for those educators to become self-aware and actively seek to recognise the political, social, and economic pressures placed on them and their activity.

Secondly, a Freirean lens sees the role of education as a means to empower individuals within their society. Education, and in turn coach education, should therefore be emancipatory. Coaches should have control over their own personalised learning, within a relatable context, and where dialogue is consistent. This consensus is shared by Cope et al. (2020) who claim that a problem-posing approach could enhance the learning experience of coaches, but also demonstrate the act of care. Furthermore, other research has encouraged coaches to utilise their own experiences as a means of learning (Leeder & Cushion, 2019). This approach refutes the typical transfer of knowledge from coach educator to coach and instead encourages coach educators to provide coaches with voice, opportunity, and freedom to construct their own knowledge. Consistent with this, Freire (1973) advocates both agents becoming jointly responsible in the praxis of personal growth where not one person holds a greater share of power than the other. He expects openness from coach educators and encourages learners to individually consider what it means to be a critical citizen (Giroux, 2010). This may encourage learners to think beyond what they have been told. Instead, learners may reflect upon history, consider personal biography, and imagine their future through dialogue with others. Such actions illustrate why a Freirean lens is appropriate to analyse coach education.

Finally, coach education has called for more contextualised learning for some time (McCarthy & Stoszkowski, 2018; Roberts & Ryrle, 2014). For example, Cushion et al. (2003) explained twenty years ago the importance of coaches learning in their specific contexts, whilst Culver and Trudel (2006) argued against the suitability of coaches spending a large period of time sat in classrooms. Instead, by adopting a Freirean pedagogy the learner can be considered in their context, where an appreciation can be sought as to what course curricula is important to the coach and how such curricula have been (re)interpreted. Once again, this evidences the need for a Freirean analysis of coach education and one that considers how coach education supports coaches in their worlds.

2.7 Criticisms of Freire's Work

From the chapter so far, it is apparent that a Freirean education system would be student centred. Experiential knowledge is seen as a key tenant to unlocking the futures of those individuals who are perceived as oppressed. Accordingly, Freire's work has criticised the suitability of formal education systems, as well as many of the cultural, economic, and political institutions which effect society. Yet, Freire has made acknowledgements that formal education can be a formidable tool for those seeking, or in need of, empowerment. Despite this general observation, Freire has been criticised by some (e.g., Roberts, 2008), to be more relevant to the meta-narrative of Brazil, as opposed to wider global issues. For example, my interpretation of Freire's pedagogy of love illustrates how much of Freire's terminology is specific to Brazil and indeed is re-interpreted by many.

Critics of Freire's work point to his text, *Pedagogy of the Oppressed*, where he discusses oppression (see section 2.3.1), and more specifically the role of oppressors and the oppressed. In this early text Freire refers to the two roles as a dichotomy where one group (the oppressors – 'the few') dominate, suppress, silence and dehumanise the second group (the oppressed – 'the masses'). By acting in this way this second group become recognised more as objects as opposed to individuals who have lived experiences, and a story to tell (subjects). *Pedagogy of the oppressed*, specifically chapter one, called for the oppressed to reclaim their humanity through problem-posing education. A commendable call. However, the problem with this idea, in relation to pedagogy of the oppressed specifically, is that Freire advocates that people must fit into one of these two societal roles, that are determined and

identifiable through a recognition of economic class, and that indeed are tightly bound (i.e., once 'recognised' as fitting within one group it is extremely difficult to overcome this) (Giroux, 2009). As this chapter has already suggested Freire calls for the fight of oppression through Praxis and Dialogue yet, given the boundaries of the oppressor and oppressed dichotomy, Freire's work suggests 'dialogical encounters cannot take place between antagonists' (Freire, 1973, pg. 129). Critics therefore may question Freire's logic and ask how can oppressors and the oppressed work together, to recognise, and become free of one's role/group, if they cannot share the same *space*.

Giroux (2009), an advocate of Freire's work, acknowledges these issues and offers clarification by drawing attention to some of Freire's later work that is more self-critical of these boundaries where he acts as a 'border intellectual', i.e., engaging in a dialogue around identity, re-examining how these boundaries/borders are not fixed, and are crossed in different social, political, and economic spaces. To offer an example, in coach education many coach educators were first coaches, assistant coaches, and students themselves. Accordingly, Freire's early work would recognise these people as oppressed, suggesting that they would be expected to conform to the ideas of the powerful. Overtime, these individuals who have become socialised, and gained a cultural capital could be bestowed an opportunity to become coach educators, rewarded almost. Yet, Freire's early work, would suggest that by being given the opportunity to be coach educators they have not freed themselves of oppression, yet, conformed to expectation. However, Freire's later work, supported by Giroux (e.g., Giroux, 2002, 2009) allows us to recognise that oppression is indeed enacted through a wider system. By this, Giroux means that political, cultural, and societal factors exist within macro structures and thus individuals are directly impacted by the decisions made by others (e.g., where the government choose to award funding will influence policy change and stakeholder behaviour within individual organisations). With an understanding of less tightly bound *borders* we now understand that individuals in sport coaching also have their own power to make decisions. By this I refer to how coach educators have the opportunity to oppress or liberate through their interactions with coaches on courses, or in-situ. In this case to identify them purely as oppressors when they themselves are subject to power from policy developers, heads of coaching, and organisational leads is overly simplistic. Indeed, coach educators too can be considered oppressed, and oppressors and we should not be quick to 'blame' them for oppressive systems.

Critics have also considered the practical application of other Freirean concepts. Concepts such as a problem-posing approach to education and the

oppression/liberation debate have been critically reviewed and scrutinised (see Roberts, 2008). Roberts described how many teachers have refrained from applying a problem-posing approach within schools due to the perceived lack of flexibility within the national curriculum. Although content-driven, the UK national curriculum as policy does not dictate what methods of teaching should be adopted but many are encouraged to adopt didactic methods due to the rigorous testing and regulation within the British schooling system. One example of this is where UK schools are subject to Ofsted inspections, which claim to offer support. Instead, Ofsted could be considered to *judge* schools and ultimately 'fail' them. In the context of a teacher who may feel under pressure to conform to Ofsted, a problem-based pedagogy, while laudable, may be somewhat constrained by wider policies and structures.

Although in favour of a Freirean pedagogy, Spaaij et al. (2016) commented that dialogical methods, where opportunity for shared voice and discussion of experience are present, is not always possible or indeed wanted by some learners. This comment was made with particular reference to learners in some developing countries where explicit methods are considered to better prepare people for work within that culture. Similarly, for a true authentic dialogue to be reached, Freire (1973; 2005) calls for educators to think critically about their practice. The educator, for Freire, is the individual with the greatest opportunity to enact change but those educators need the opportunity to reflect and modify their practice. This requires praxis which is a *time-consuming* process, a facet of teaching which has been described anecdotally as something educators do not have (Collinson & Cook, 2001). This is a concern for FA coach education where many educators complete their duties on pay-by-course (casual) contracts which only account for their delivery time and neglects to acknowledge planning and preparation time (Dempsey et al., 2020).

In addition to pressure on teachers to provide direct instruction, and the constraint of time, educators seeking to implement Freirean principles may encounter misinterpretations of his work. Freire's language is at times difficult to comprehend (Schugurensky, 1998) and can be misconstrued during translation (i.e., Portuguese to English). For example, some have critiqued that Freire negates to consider the role of the teacher within education and suggest that Freire calls for the removal of a more knowledgeable other in the room (Schugurensky, 1998). Over time Freire acknowledged some of these challenges and subsequently developed his pedagogical principles. Importantly, and to restate, Freire's *Pedagogy of the Oppressed* was not his only text and Freire's ideas did develop over time (Roberts, 2017). To this end, readers should consider his other texts, i.e., *Teachers as Cultural*

Workers; Letters to those who Teach where Freire explicitly describes the *need* for an educator and knowledge. Freire's problem-posing approach does call for guidance and support from a more knowledgeable other. Thus, Freirean philosophy does not promote an 'anything goes culture' nor an unrealistic utopian learner-led society. Subsequently, this thesis does recognise the value in the role of the educator.

Although Freire's work has been critiqued by some as being a somewhat grand idea, as a critical theorist Freire argued that society, including the educational systems within it, witness oppression and injustice daily. Therefore, he argues that changes are required to become more liberatory. Freire's work should therefore be acknowledged as an appropriate complementary lens to those already existing in the field (e.g., Bourdieu, Goffman, Vygotsky). It is a contribution that attempts to encourage the liberation of all actors within society. As such, this thesis promotes Nouri et al. (2014) suggestion that the adoption of Freirean principles should be embraced, or at least critically considered within everyday society.

2.8 Conclusion

This chapter makes a significant contribution by introducing the work of Freire to coach education. It does so by introducing Freire's biographical history, as well as providing a glossary of key concepts and positions. Beyond this, the chapter provides a variety of examples of how these concepts have been applied within education and sport (including; PE). In these settings Freirean pedagogy have 1) provided a new perspective on teaching such as emphasising humility, 2) empowered learners to use their voice, 3) reconsidered the power dynamic between educators and learners including advocating for a shared critical consciousness, and 4) demonstrated how a change in local settings can occur through education.

A conscious attempt has been made to introduce and include a variety of international, and multidisciplinary perspectives to challenge my subjective western perspective¹⁰. This chapter has also provided an account of some criticisms of Freire's work including how; 1) Freire's work has been reinterpreted through language (Portuguese to English), 2) some perceive Freire's work provides an idealistic perspective of the world, and 3) some of Freire's principles are constrained by some political motives.

¹⁰ My own biography, perspectives and experiences are considered in [Chapter Three](#) and [Chapter Eight](#).

Notwithstanding these critiques, this chapter has highlighted the value of Freire's work to coach education. It has illustrated that Freirean pedagogy is an appropriate theoretical perspective to examine coach education because 1) coach education occurs best when individuals and their experiences are at the heart of it, and 2) coach education occurs best when learning is grounded in context. Subsequently, the remainder of this thesis applies Freirean principles to the coach education domain. This is an original contribution because, despite its promise, to date, Freirean pedagogy has not influenced the field.

Chapter Three - Methodology

The purpose of this chapter is to provide a detailed account of the methodological assumptions and proponents adopted throughout this thesis. The chapter begins with a small discussion of the differing philosophical approaches to research which are applicable to this area of study. This discussion begins to explain ontology and epistemology and their relevance within this thesis. [Section 3.2](#) provides a description of qualitative research, and highlights some of the key tenets of this approach. Embedded in the chapter is a consideration of the methods used to ensure rigour throughout the individual studies within the thesis. This chapter does stop short of providing a detailed account of the methods adopted in each study because each of the following studies presents its own methods. The final two sections discuss my positionality within this PhD (see [section 3.5](#)) and the role of The FA (see [section 3.6](#)). My positionality is important to disclose to consider how I find myself writing this today. I also attempt to acknowledge what social, economic, and political influences have informed this work. Likewise acknowledging the role of The FA is important because they part-funded this PhD (see [section 3.6](#)). This chapter does not specifically answer any of the thesis aims however, it does provide a methodological backdrop that compliments each of the studies in their attempt to answer the aims. As a reminder the thesis aims include;

Thesis aim one: Explore coach education beyond only the micro-pedagogical actions on course and consider coach learning in relation to a wider historical and social context.

Thesis aim two: Explore grassroots coaches' experiences of formal FA coach education in the context of their own social world.

Thesis aim three: Provide a broad and rich account of coach education that includes multiple voices from those within coach education e.g., coach educators, coaches, and children in understanding a national coach education program in grassroots football.

3.1 Paradigm, Ontology and Epistemology

Understanding paradigms, ontology, and epistemology can be challenging because of inconsistent and somewhat contradictory language used over time by many

researchers (Crotty, 1998). Accordingly, within this section, I attempt to consolidate the work of others and provide clarity of these concepts. In doing so, it is important to avoid the perspective that adopting a philosophical stance involves simply selecting *the best* methods. On the contrary, a single best method of research does not exist, and the selection of methods used in this thesis were instead informed through the process of establishing a research paradigm, and ontological and epistemological positions. Therefore, an appreciation of the philosophical underpinning is required (Hitchcock & Hughes, 1995). To appreciate these concepts, it is first important to note that the research paradigm adopted by academics is typically influenced by one's individual values, beliefs, and world view (Guba, 1990). Significantly, one's values and beliefs are shaped and developed over time through involvement with the world and the process of socialisation (e.g., the influence of family members on one's own beliefs). Accordingly, throughout this chapter, my perspective is discussed. This is because the perspective of the researcher may influence any piece of research. Similarly, for readers to appreciate research the approach adopted by the researcher must be made explicit.

An understanding of the research paradigm in which a piece of work is conducted is important. A paradigm has been described as a "basic set of beliefs that guides action" (Guba, 1990, pg.17). Traditionally, two philosophical positions, positivism, and interpretivism, have dominated the methodological discussion, with other positions being introduced over time. These include post-positivism, pragmatism and post-qualitative which have developed from positivist and interpretivist roots (Lincoln, 2010; Sparkes, 2015). Positivism is typically considered an approach that enacts an objective view towards a phenomenon. Positivism is concerned with the realm of fact and logic (Rahi, 2017; Sparkes, 2015). This paradigm argues that the world transpires external to the individual. Positivist enquiry, therefore, suggests that bias can be controlled through the use of different methods. It therefore, argues that phenomena can be tested, scientifically observed, and scientific generalisations can be established. However, this thesis does not align with a positivist perspective but with the interpretivist paradigm.

Potrac, Jones and Nelson (2014) described how adopting an interpretivist approach within coaching research was somewhat new but has informed other research focuses for some time. Informed by anthropology (the study of human behaviour), an interpretivist perspective considers data that is culturally and historically situated in the society of those who experience the researched phenomenon (Crotty, 1998). To this end, human responses (i.e., human behaviour) can be described as built upon

the individuals' experience, their beliefs and their interpretation of situations. Similarly, the approach acknowledges the researcher as part of the research process where interpretation of data enables theoretical perspectives to explain experiences (Hadi & Closs, 2016). This view considers research as a process that requires a researcher and advocates a human science that does not remove themselves from the process but rather sees them as crucial to the interpretation of data. For example, in this thesis, the re-telling of stories through case studies (a method adopted in [Chapter Seven](#)) becomes a viable method when adopting an interpretivist stance, which recognises that cases may be understood by researchers. Furthermore, readers will interpret these case studies through applying their naturalistic attitude (Stake, 1995). Consistent with the view of knowledge as socially constructed (Altheide & Johnson, 1994), readers can interpret *their* own meaning throughout the reading of the text and therefore can better associate the story being told with their experiences/context.

The decision to adopt an interpretivist view was not arbitrary. Instead, I immersed myself within the philosophical challenge, consulted my DOS, and ultimately produced a rationale for the choice of approach. This ongoing conversation and challenge included recognising that the use of interpretivism within social science would result in the work portrayed throughout this thesis being subject to a double hermeneutic (i.e., where a phenomenon is experienced and told by participants before reinterpreted by the researcher). Ultimately, and significantly, my desire to provide rich voice and work *with* participants dictated the adoption of an interpretivist approach. This approach has been adopted in similar work within coach education (e.g., Potrac et al., 2014; Stodter & Cushion, 2014).

The concepts of ontology and epistemology should be considered when referring to and understanding interpretivism. For example, Lincoln and Guba (2000; 1994) suggest that the approaches and methods adopted during research are strongly guided by ontology (i.e., numerous views of reality) and epistemology (i.e., how knowledge is understood). Ontology deriving from the Greek language to mean 'existence' (Marsh & Furlong, 2002), can be described as a philosophical thought around one's existence (Sparkes & Smith, 2013). Ontology refers to how an individual conceptualises the world and their meaning within it (e.g., asking; what is reality?). An established view of what is reality typically presents itself in two forms; relativism and realism. In this thesis, I have adopted a relativist stance (Lincoln and Guba 1994). Relativism, a comparative stance to realism (which suggests that only one truth exists when describing a phenomenon) advocates the theory of multiple interpretation of reality, largely informed by meaning, which is situated within social, historical, and

cultural norms. Within this thesis, my attempt to adopt this stance can be explicitly recognised in a variety of ways;

- a. Later in this chapter, and in a confessional tale ([Chapter Eight](#)), I account for some of my own personal reflections which are informed by my situated, historical, and cultural perspective. This decision was taken after engaging with the powerful work of Saldana (2014), Smith (2017), and Smith and Sparkes (2017).
- b. In [Chapter Four](#) and [Chapter Five](#) I consider the historical accounts of sixteen participants who experienced FA formal coach education. Specifically, the coaches' personal meaning was prioritised through the coach's reflections of past policy.
- c. In [Chapter Six](#) and [Chapter Seven](#) I worked *with* three grassroots coaches over a twelve-month period to *retell* their experiences and perspectives of FA coach education. The methods adopted here were somewhat informed by the influential writing of Smith and Sparkes (2005). The methods adopted are described in detail in [Chapter Six](#).

Related to the interpretivist paradigm and a relativist ontological view, is a subjectivist epistemology. Epistemology can be described as an appreciation of knowledge and one's interpretation of such knowledge (Marsh & Furlong, 2002; Sparkes & Smith, 2013). Within this thesis, a subjectivist epistemology has been adopted. This approach implies that there is no true reality and instead meaning is constructed through one's perception of what is real (Feast & Melles, 2010). This approach enables and calls for meaningful interaction with participants as a means to knowledge (i.e., genuine dialogue with participants about what they interpret as their truth) (Mckenzie, Powell, & Usher, 2005). Within this PhD, examples can be seen where I emphasise the social, experiential, and situated contexts of the work conducted, further highlighting the subjectivist epistemology. For example, when working with coaches, coach educators and participants, data were collected from their own context, whilst their audio-recorded interviews enabled a dialogue of discussion between interviewer and interviewee. As such this approach enabled me to understand how such participants responded over time to the nuances of their context. In sum, like much coaching research (e.g., Lewis et al., 2018; Mulvenna et al., 2019; Stodter & Cushion, 2017; Townsend & Cushion, 2017) this thesis was informed by an interpretivist paradigm, relativist ontology, and a subjectivist

epistemology and these positions manifests in the qualitative approach explained below.

3.2 Qualitative Research

Qualitative research is;

‘a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that make the world visible... qualitative involves attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them’ (Denzin & Lincoln, 2005, pg. 4).

Qualitative research encourages the use of various forms of data which may present themselves through transcribed audio data, visual images, transcribed video recordings. Mason (2002) denotes that the use of qualitative approaches enables the researcher to interpret the world of those participants that they collect data from or with. This is the opposite of quantitative methods, which typically advocate the use of statistical data (Clarke & Braun, 2013). Quantitative data is typically collected using methods, which include structured research instruments to enable data to be collected from a mass audience and attempt to broadly generalise. Additionally, quantitative data analysis strictly derives from the process of deductive analysis whereas qualitative analysis is more flexible in approach. This strict deductive process often doesn’t allow for the participants’ or researchers’ perspective to be shared. Qualitative studies further differ from quantitative, specifically when considering the emphasis placed on how such approaches are scrutinised. For example, quantitative methods are judged closely on their reliability and validity whilst qualitative methods are less concerned with the ability to replicate and place a larger emphasis on the trustworthiness of the data. Specifically, trustworthiness may be determined through the consideration of four components; *credibility, transferability, dependability, and confirmability* (Bryman, 2008) (these components are considered in [section 3.4](#)). Through these concepts, qualitative data aspire to provide rich, insightful, and in-depth information about a phenomenon.

When considering qualitative research, it is important to acknowledge the work of Denzin and Lincoln (2000). Denzin et al. (2000; 2008) illustrate the evolutionary movement of qualitative research since the 1900’s. They highlight seven moments, defined as; 1) the traditional (1900–1950), 2) the modernist phase (1950–1970), 3) blurred genres moment (1970–1986), 4) the crisis of representation (1986–1990), 5)

the postmodern (1990–1995), 6) postexperiential inquiry (1995–2000) and 7) the methodologically contested present and future (2000–). These moments portray a movement away from traditional attempts to write objective accounts of individuals' stories. Rather than conform with the validity and reliability standards of quantitative researchers, qualitative researchers now use a variety of methodological practices, e.g., fictional ethnographies, narrative case studies and focus groups, to describe, understand, deconstruct, and reconstruct phenomena through the subjective, and lived experiences of individuals.

Qualitative sport coaching research has developed over time and arguably at a faster rate than the dates identified by Denzin and Lincoln (2000). Before the year 2000, sport coaching research was rooted within the discipline of sport psychology. For example, Tharp and Galimore's (1976) work used systematic observations as their quantitative method to consider the coaching behaviours of the famous coach, John Wooden. Some years later, Trudel and Gilbert (1995) focused on coach behaviour. Similarly, Gilbert and Trudel (2004) described that 80% of the work produced within coaching science discipline between 1970 and 2001 used a quantitative method. Culver, Gilbert and Trudel (2003) claim that much of the qualitative work produced within the 1990s is not aligned with Denzin et al. (2000) view of the fifth or sixth moments but instead is more aligned with the qualitative approaches identified within the second moment. North (2017) suggests that much of this research could be construed as 'cognitive psychology' and has adopted a post-positivist paradigm. Culver et al. (2003) explained how some researchers of this time attempted to meet the rigour of quantitative methods whilst using interviews and similarly, Biddle et al. (2001) commented that the interviews undertaken were highly structured. Continuing Culver et al. (2003) argue that this had the potential to cause methodological stagnation as the same authors, writing in the same space, using similar methods to one another, typically dominated the literature. The turn of the century however saw a very different approach to sport coaching research. Articles considered the role of the coach (Gilbert & Trudel, 2004) and the coach-athlete relationship (Jowett & Cockerill, 2003), encouraging the methodological use of case studies, an example of the third moment. Lyle (2002) introduced sport coaching domains (participation, development, performance), which enabled researchers to position and contextualise their work within an understandable language. This work, extended by Lyle and Cushion (2016), continues to remain a useful language for many coaches, coach educators, policy developers, and academics. Similarly, Jones et al. (2004) explored the experiences and stories of professional coaches highlighting the personal and

contextual nature of how they approached their roles, thus demonstrating how research with people was developing. Since this turn, Culver, Gilbert and Sparkes (2012) have noted an increase in the number of qualitative studies produced (68%) between 2000–2009, compared to the decade before.

Since the early 2000s, the sociological study of sport coaching and subsequently coach education has embraced qualitative methods. The professionalisation of sport coaching (Lyle & Cushion, 2016; Taylor & Garratt, 2010), and participant perceptions of coaching, have been explored using methods such as ethnography¹¹ which are reminiscent of Denzin and Lincoln's sixth moment (e.g., Purdy & Jones, 2011). Completing my own undergraduate and postgraduate programme of study between 2010 and 2015 introduced me to such approaches, but likewise, it did to thousands of sport coaching students throughout the UK. This led to rapid development of sport coaching research towards Denzin et al. (2000) seventh moment (i.e., the future). Denzin (2001) state this is a move away from past static research practices and towards providing those previously silenced with a platform to air their voice, enabling more critical conversations. The development in the use of qualitative methods to amplify the voice of participants is critical to my own ontology and epistemology and aligns throughout this thesis where examples exist of coaches sharing their experiences. Specifically, in [Chapters Five](#) and [Chapter Six](#) the voice of current and ex-coaches and coach educators elucidate the development of coach education over time. The voices of present-day grassroots coaches and their participants are sought too ([Chapter Seven](#)). Through qualitative methods, the seventh moment provides an opportunity for many to tell the tales of their past and the field of research. Denzin (2001) identifies many qualitative researcher's view that writing, particularly within a social domain, is not an 'innocent practice' and subsequently writers are culturally influenced (Denzin, 2001, pg. 324). This view can be identified within the sport coaching literature where authors have begun to espouse powerful work that aligns with the view of the seventh moment (e.g., Roberts et al., 2019).

Another example of the methodological advancements in coach education includes the work of Morgan et al. (2013), which introduced ethno-drama into the field in an attempt to develop a more meaningful coach learning experience. This approach was adopted by Morgan et al. (2013) in the pursuit of considering the complexities of the lived experiences of their sampled participants. This is another example of the coaching literature moving towards the seventh moment. Sport coaching research in

¹¹ Although I recognise examples of ethnography since the 1800's do exist.

the last decade has continued along this trajectory and applied qualitative methods are now commonplace within psychological, sociological, and pedagogical studies of coaching. For example, the role of care within sport coaching has been explored through phenomenological inspired case studies (Cronin & Armour, 2018), non-linear pedagogy has been explored by qualitatively observing individuals as a participant-observer (Vinson & Parker, 2019), and multiple qualitative methods and approaches such as grounded theory were used to study the development of coach educators (Stodter & Cushion, 2019). These more recent studies (e.g., Cope et al., 2020; Douglas & Carless, 2008; Stodter & Cushion, 2019) all show further development of methodological pluralism within sport coaching literature and they have informed this thesis.

In sum, in this thesis, readers are encouraged to recognise an attempt to embed methodological pluralism to ensure methods are representative of participants. By this, I refer to the trajectory of travel according to Denzin et al. (2000) which identified moments where research has sought to move towards a more interpretative and personal understanding of a phenomenon. Consistent with this, this thesis adopts multiple methods *with* not *on* participants. These methods include interviews/oral history, field notes derived from observation, and write-and-draw activities. A detailed description of each method can be found within each of the relevant chapters ([Chapter Four](#), [Chapter Five](#) and [Chapter Six](#)), but it is important to re-note that these were conscious decisions made, each reflecting the ontological and epistemological position of this thesis.

3.3 Data Analysis

As discussed, a variety of data collection methods have been used throughout this thesis and each are described within their associated chapters. To analyse data across this thesis an abductive enquiry approach was adopted. An abductive approach amalgamates the considerations of both inductive and deductive analysis. Deductive analysis is also known as a ‘top-down’ approach. This approach is an analyst-driven approach to collecting data and requires the researcher to use their existing knowledge of the subject to form conclusions. This approach provides opportunities for a broad understanding of the data with some, yet limited, detailed aspects driven by the researcher (Biddle et al., 2001; Elo & Kyngas, 2008; Gratton, et. al., 2010). This approach is typically used to answer a very specific research question (Braun, et. al., 2013). To answer such questions researchers, apply a

framework to data seeking to retract evidence specific to the research questions posed.

Conversely, an inductive approach is defined as 'bottom-up' and is the process of analysing the data without a predetermined coding frame, allowing the researcher to begin their study with the collection of data. This data-driven approach, as opposed to researcher driven, provides the opportunity for the researcher to look at many different aspects of the data and explore what the data may actually say (Thomas, 2006; Strauss & Corbin, 1998; Gratton, et. al., 2010; Biddle, et. al., 2001).

However, I argue that both inductive and deductive approaches are indebted to one another and subsequently one cannot happen without the other. By this I suggest, that no researcher is neutral when reviewing data and cannot simply forget their prior understanding. In this sense, all forms of analysis are therefore subject to some personal subjectivity or indeed 'framework' and researchers should instead seek to manage this process. In this sense, the Freirean lens adopted throughout was not intended to have been applied against the data before its analysis but instead, the data later came to resonate with many of Freire's concepts. Likewise, when reviewing the data for the first time I was specifically seeking to explore what the participants explicitly described or experienced, and as such reviewed the data initially in an inductive manner (i.e., seeking initial themes). The amalgamation of these two approaches is therefore described as an abductive approach (Tavory & Timmermans, 2014; Townsend & Cushion, 2017).

In addition to the consistent use of abductive inquiry throughout this thesis, multiple data analysis methods were adopted. This was a conscious decision as when faced with large data sets from all studies I found myself recalling Taylor (2014) statement:

'What do I do with (all) the data I have gathered, and how do I make sense of it all' (Taylor, 2014, pg. 181).

As such one specific approach were not used and instead various modes of *retelling* the stories of participants, e.g., coaches and coach educators, were preferred. For example, in [Chapter Seven](#) narratives are used to consider the experiences of grassroots coaches on formal coach education courses. Narrative analysis has been described as a tool that enables researchers to explore the social life of a culture and subsequently, it allows 'the culture to speak for itself' (Sparkes, 2005, pg. 193). Each

of the following chapters presents its own (brief) explanation of the methods adopted. As such some reference will be made back to this chapter throughout.

3.4 Rigour Throughout the Thesis and Studies

Acknowledging my own ontological and epistemological position is important and suggests that an objective view was not an aspiration within this thesis. Instead, as Smith and McGannon (2018) convey, the consideration of ensuring how a researcher arrives at their conclusions is determined to be important. An opportunity for me to 'walk the reader through' the research process and subsequently, this thesis, is preferred. As Smith and McGannon (2018) suggest the concept of rigour is an essential consideration when producing qualitative research. Rigour is multifaceted and does not simply refer to one single didactic method. Instead, rigour refers to a variety of denotations. Smith and McGannon (2018) and Saldana (2014) include; robustness, methodological perspectives, and methods adopted.

To ensure the credibility and quality of the research, I adopted the use of; critical friends, who reviewed an audit trail (Costa & Kallick, 1993; Nowell, Norris, White, & Moules, 2017), ensured reflexivity via positionality statements and maintaining a reflective diary (Careless & Douglas, 2017; Douglas & Careless, 2017; Van Manen, 1990) and an awareness of data saturation (Saunders et al., 2018; Starks & Trinidad, 2007). The supervisory support I received when completing this thesis was one example where I adopted the use of a critical friend. The relationship between myself and my DoS enabled the constant refinement of ideas, methodological appreciation, and codes when considering the data analysis process. In addition, I used other 'friends' to assist in the development of codes and themes throughout data analysis. In alternative studies, led by other researchers (not in this PhD) I acted as a critical friend in an attempt to appreciate the role. This enabled me to understand what I was seeking from my critical friends.

When considering the interpretive nature of this thesis and the offered opportunity for bias to present itself throughout, it is important to consider the concept of trustworthiness. Trustworthiness according to Lincoln and Guba (1985), refers to ensuring *credibility, transferability, dependability, and confirmability*. Since Lincoln and Guba (1985) introduced these concepts other researchers have explored their appropriateness (e.g., Smith & McGannon, 2018). Credibility is concerned with the value and believability of the data set or the study from which it derived (Berger, 2015; Corbin & Strauss, 2008; Lincoln & Guba, 1985). The purpose of ensuring credibility

within research is to enable the reader to appreciate its authenticity, enabling them to *accept* the findings. To ensure credibility, this thesis attempts to explicitly explain the processes which were considered throughout research design, data collection, data analysis, and dissemination. For example, within this chapter and the individual studies within this thesis, I have acknowledged that ethical approval was received prior to all data collection, that a clear explanation of the procedures adopted to collect data exists, and that the choice of dissemination methods have been justified. Credibility also transcends to the participants sampled within the studies and their ability to provide an account of the phenomena. Graneheim and Lundman (2004) suggest that an appreciation of the sample is required to consult if their experiences can provide a meaningful response to questions to answer the wider research question. To accompany this, my credibility as a researcher (specifically within a football environment), has been considered (see [section 3.5](#)).

To consider the concept of *dependability*, the work of Shenton (2004) was considered. Shenton, (2004) seeks for researchers to ensure dependability by encouraging them to share the processes of their work, providing a clear step-by-step guide to what was undertaken throughout the data collection and analysis process. *Confirmability* is another qualitative research term associated with ensuring trustworthiness. This concept is concerned with the managing of personal subjectivities. As Patton (2000) suggested remaining objective within the collection, analysis, and presentation of qualitative data is difficult and provides a somewhat discrepancy between the ontological and epistemological roots of the paradigm. Recognising Patton's (2000) sentiment, within this thesis I emphasise the value of understanding and sharing personal experience (i.e., my own and the participants I worked with). However, I did attempt to ensure some level of confirmability. One clear example of how confirmability was ensured was within [Chapter Seven](#) where coaches within the study were asked to member reflect (Smith & McGannon, 2018; Smith et al., 2014). This decision was made to ensure that the developed *stories* were indeed derived from the data and that the coaches understood how my interpretation was formulated. Within [Chapter Five](#), I deemed it necessary to consult appropriate individuals who were aware of the coach education literature, in which this project is situated. The purpose of this was to seek their assurances that the interview schedule was appropriate to answer the research question. Similarly, the first interview conducted within [Chapter Five](#) was undertaken with the support of my DoS. This allowed for a discussion following the interview to explore; the positives and negatives of my interview technique (for which researcher CPD was arranged) and to consider any

changes to the interview schedule. Many of these interventions were undertaken to align with Lincoln and Guba (1985) view of confirmability.

Transferability is the concept that concerns the applicability of the findings from a research study to other situations and contexts (Moon et al., 2016). Throughout this PhD readers are encouraged to adopt a naturalistic attitude when reading and generalising from the findings (see [section 3.4.1](#)). As such the term transferability and generalisation are often used interchangeably within the sport coaching literature. In practice, this thesis makes an attempt to enable the reader to make their own assumptions as to the relevance of the findings by providing rich descriptions of the landscape in which the research is grounded, whilst also detailing the biographies and context of the participants. An example of this exists in [Chapter Seven](#) where stories are shared through creative scenes that may enable the reader to imagine themselves within the story.

Reflexivity is recognised as critical within social science research and when adopting qualitative methods (Purdy & Jones, 2011; Smith & Caddick, 2012; Townsend & Cushion, 2020). Streubert (2007) and Shenton (2004) propose that reflexive accounts should be considered, adopted, and shared with readers to enable an appreciation of what milestones, or indeed difficult moments the researcher faced. My attempt to consider this can be explicitly recognised within my confessional tale ([Chapter Eight](#)). This confessional tale was written in an attempt to allow the reader to *see and feel* the research process and understand what I acknowledge as key milestones and critical incidents throughout. The confessional tale attempts to portray an account that is not self-indulgent, recognising the concerns of Townsend and Cushion (2020), and in keeping with the rest of the thesis, applies a Freirean lens to understand learning opportunities. To support this process and ensure trustworthiness throughout this thesis, I engaged in maintaining a reflexive diary. This diary enabled the tracking of critical incidents e.g., the process of interviewing the first participant in Study One ([Chapter Four](#)), and reflection, and refinement of methods adopted throughout data collection, especially some of the challenges faced when collecting data with children ([Chapter Eight](#)). As Hadi and Closs (2016) state reflexivity requires oneself to be equally as critical of their own influence on the research as they are when considering the data derived from the study. One example extracted from within the diary (see below) identified my consideration of the data collection methods in [Chapter Seven](#). Here the challenging weather conditions caused data collection to be prolonged, lasting at least three-months longer than initially envisaged.

The rain has made collecting data tonight nearly impossible. Working alongside the coach... was good, the players seemed to enjoy the session but trying to pull them out of the activity and collect their perceptions was a struggle. All they wanted to do was get back involved. Was collecting data right next to the playing area the right decision? Should I ask to take them inside next week?

In addition to keeping a reflective diary of critical incidents throughout this PhD, I also reflected upon my role and potential subjectivities through a short vignette (see [section 3.5](#)). This section aims to provide some consideration of my own credibility as a researcher within a field where my previous experiences are rooted. In addition to this section and section 3.5, I have attempted to aid the transparency, trustworthiness, and credibility of this thesis within Chapters Five to Seven where you will find a small methods section. Within these sections, I have sought to explicitly identify how the participants were sampled, participant information, and the type of collection and analysis methods used. This approach continues throughout and within the confessional tale, further examples of how trustworthiness was sought can be recognised.

Data saturation was considered throughout this thesis by reflecting on suggestions that data saturation is a 'rule' when conducting qualitative research (Braun & Clarke, 2019; Sparkes et al., 2012). The principles of saturation adopted throughout this PhD align with Starks and Trinidad's (2007) view that saturation occurs when enough data has been collected to elucidate the themes, and Grady's (1998) opinion that new data becomes redundant to the old once no new comments present themselves. Data saturation was considered throughout Chapters Four-Seven and was deemed to have been reached. In keeping with this thesis, saturation was not reached from the perspective of a realist study. Rather, data saturation can be seen in [Chapter Four](#) where data within documents, and transcriptions, continued to repeat the same codes and I no longer saw new themes from a Freirean pedagogical perspective. For example, within the document analysis, saturation was specifically reached when documents from a specific period presented similar patterns e.g., documents following the year 2000 all presented attempts to embed more problem-posing activities than policy in the 1970's. From an epistemological perspective, this means that I made a robust judgement call to cease looking for new patterns. However, this

does not mean that other researchers, especially those using an alternative philosophical perspective, would not see new themes. On the contrary, as I developed as a researcher, and become more aware of the social influences on coach education, I looked beyond the pedagogical understanding and I, myself, began to see other themes. These are then reported in [Chapter Five](#). Readers should also note that I do not claim to have looked at every document ever produced by The FA, or indeed interviewed every employee of The FA.

3.4.1 Generalisability

Generalisability pertains to the assumption that findings from one study can be widespread across other disciplines, sample groups, and contexts. When considering generalisability in this thesis it is important to recognise the rationale of the overarching project; a bid to support the development of FA formal grassroots coach education. This project can therefore be considered significant to over 30,000 football coaches per annum. Yet, the assumption that all of these coaches want and need the same things is, to say the least, naïve. Furthermore, this thesis, has the potential to inform many more coaches, coach educators and NGBs and subsequently the thousands of practicing coaches whom they educate in the UK. Yet, once more, not all of these individuals have the same experiences. Generalisability from a realist perspective is therefore not considered in this thesis. Instead, I do recognise that some similarities do exist amongst some but not all coaches (i.e., some coaches coach the same age group, have similar footballing experiences).

Lewis and Ritchie (2013) described generalisability in qualitative research;

Qualitative research cannot be generalised on a statistical basis... Rather, the value of qualitative research is in revealing the breadth and nature of the phenomena under study (pg. 269).

Qualitative generalisability could be considered in multiple ways. Smith (2018) describes; intersectional generalisability, provocative generalisability, and naturalist generalisability, and in this instance, this thesis calls for readers to consider the latter. To use their own naturalistic attitude when considering the data and the interpreted findings. A reader's naturalistic attitude is considered as the recognition of differences and similarities between the study and the readers' own experiences when considering data-driven results (Smith, 2018; Stake, 1995). As such Smith (2018)

explains that naturalistic generalisation is possible when research is 'allowed' to resonate with the experiences of the reader. This thesis attempts to encourage readers to make this judgement by providing contextual underpinning (although still ensuring confidentiality) to the results. For example, the three case studies in [Chapter Seven](#) may resonate with the experiences of the reader and therefore some parallels may be drawn between the readers' own environment and the coaches. This was considered throughout the writing of the stories where evocative language was used to draw the reader's attention.

In addition to naturalistic generalisability, this thesis applies analytical generalisation. Defined by Smith (2018) as an approach that generalises newly collected findings to existing data concepts or theory. In this PhD the use of analytical generalisation refers to the application of Freirean theory. Freirean theory is used within this thesis to 'make sense' and explain the development of FA policy over time and the experiences of learners on grassroots coach education courses.

In a similar vein, this work has considered Smith's (2018) further suggestion of transferability where readers should seek to consider the relevancy of these findings to other environmental settings. For example, in [Chapter Four](#), discussions elucidate changes over the last fifty-years within FA coach education. Yet, theme four of this chapter specifically considers the role of the National Vocational Qualifications (NVQs) in football. Some readers outside of football or indeed The FA may recognise the influence of these qualifications on their own development or experiences. Similarly, insights from these studies may be relevant to readers working in different countries, organisations, or sports.

3.5 My Reflective Story

Recognising my position within this PhD is important. This is because the process of acting reflexively is imperative to challenge my attitude, thought process, and potential assumptions (Gemignani, 2017). My ontological (relativism) and epistemological (subjectivist) position within the research process has impacted many decisions which have been made throughout. Decisions including; what philosophical stance has informed the research, what methods have been adopted, and what theoretical lens has been applied to the data, have all stemmed from my previous experiences and world view. This is to be expected as Sword (1999) suggested that no research is authentically free from bias and the researcher's personality. However,

an appreciation of the value of the researcher (i.e., previous qualifications, experiences, and perspective) is appropriate and can influence the findings presented (Corbin & Strauss, 2008; Townsend & Cushion, 2020). This section, therefore, builds upon Berger's (2015) notion that the researcher should turn the research lens back towards oneself. To do so I provide an abridged, hopefully non-self-indulgent, personal reflection to enable readers to further recognise my role throughout.

Firstly, to appreciate why my view is the one I hold and the decisions I have made, there is the need to understand how I find myself writing this is PhD today.

My involvement in sport, particularly football, started as a young child returning home from school aged seven consulting my parents as to if I could attend a local football club. Of course, I was allowed. My parents did everything they could for my brother and I.

Brought up by a largely stay-at-home mother and a rugby-focused, military father I became instilled with a sense of 'protect your own'. With a military serving father stating 'you need to look after your mum and brother whilst I am away' when he left on tour, I developed a sense of pride, humility and courage. Sport and football quickly became not only a passion, but a source of freedom, and in time a career aspiration. Having played at several youth football academies in England, my footballing journey continued throughout adolescence and into my adult years in non-league football and it was at that point that I recognised the value of coaching. Reflecting on my early childhood I was located in the North East of England yet moved South during my teenage years as my father sought progression. Aged eighteen, I choose to return North in the pursuit of an undergraduate sport coaching degree from Northumbria University. I felt a sense of '*going at it alone*'. The previous mining cultured North East is described as home. My home, located some 185 miles from my PhD institution, is home to my partner and two young children, I hope they grow up with a similar passion for sport but also a humble attitude to society. Studying and completing this thesis from home, local libraries, and with three-weekly visits to my institution, the PhD process has been one with an array of personal and professional developmental moments, highs, and lows.

The relevance of this backstory is significant to appreciate the design of, and approaches used herein. My current location is important to note due to the contextual backdrop of the participants (coaches and participants) whom I

have worked with throughout [Chapter Seven](#). Although their anonymity is protected and the opportunity to identify them is managed through the use of pseudonyms, and by obscuring some detail, their regional location is within the North East of England. This is also my location and influences somewhat why I interpreted the data through a Freirean lens. Although not to the extent of Freire's childhood home, the North East of England is typically a deprived area where many individuals still define themselves today as lower-to-working class. For example, a 2019 newspaper article (Goodier, Shadwell, & McCahill, 2019) suggested two areas within the North East were amongst the top twenty deprived areas in the UK. One of these areas ranked as the most deprived. In [Chapter Seven](#), two of the coaches were from areas within the top eighty deprived locations in England. This contextual information is important to consider because it shines a light on the motives of the coaches.

At the time of submission, my children are aged six (Harvey) and four (Miaya). Those who subscribe to the positivist paradigm or a realist epistemology may not care to know this, but for those interpretivists who see the world as subjective and contextualised, these are important details. The ongoing traumatic experiences of strapping a child into a car seat and explaining why it's important is a weekly joy. The dialogue is fascinating; 'but daddy why do I need this on?' That voice, that enquiring mind, that desire to want to know. It is these experiences that drove the decision-making behind [Chapter Seven](#) and the desire to work with the participants, to seek the voices of those children. I rejected the idea of surveying and instead listened to their story, their powerful views.

My career, still heavily indebted to sport and coaching, has deviated into the realm of teaching. Working within a Further Education (FE) college has further developed my view of the teaching process and ultimately interaction with people. My view of teaching is similar to that of coaching; one which is situated, local, and embeds social constructivism (i.e., in small groups can you develop tactics to...). Like many, my approach as a teacher has developed over time from my experiences, and I now identify my practice as progressive. Importantly, my experiences within teaching have informed this thesis in a variety of ways;

1) I attempted to work *with* and question (during interviews) coaches ([Chapter Seven](#)). This is because I recognise their voice. That they have something to

offer to the research. This is a consensus developed over time from my experiences within teaching but also inspired by Smith and Sparkes (2005).

2) I view learning as situated and local, these factors influence how I determine successful learning. For example, successful learning to one individual, is very different to another dependent upon their biography (Stodter & Cushion, 2014, 2017).

3) My judgement of the coach's development in [Chapter Seven](#) is relational to *their* experiences, *their* environment, and *their* world. Not the completion of a formal (pre-determined answer) exam (or indeed level 2 completion).

Throughout this short reflective piece, I have attempted to identify that I am not neutral and to illustrate why and how some of my experiences have affected the design and presentation of this thesis. This aligns with the Freirean notion that education, and those who educate are not neutral, but instead inhabit socially constructed contexts. Readers of this thesis should therefore consider my background when consulting the data collection, analysis, and presentation processes herein. Related to this, Saldaña (2014) although writing from a position of power, suggested researchers should *keep it real*. With this in mind, I feel reflective pieces should be authentic, and identify how a researcher's biography influence studies. That said, they should not be self-indulgent nor distract from the core purpose of the research. So, from an adopted Geordie; *howay man, enough of the research talk, we gannin move on to the next bit. Let's get on with important bit, the football.*

3.6 The Role of The Football Association

This PhD has been part-funded by LJMU and The FA. This part-funded project has provided me with the fortunate opportunity to continue to earn and provide for my family, whilst researching an area of significant interest. This opportunity was an advertised role and as such, the purpose of the PhD was already developed. I interviewed at St George's Park in early 2017, and by late spring I was thrust somewhat into the deep end. This is important to acknowledge as these factors have influenced how this PhD has been undertaken. The initial purpose of the advertised PhD was to;

‘to explore coaches’ perceptions of the intent and efficacy of coach education across level 1 and 2. Subsequently, wash-out effect will be monitored longitudinally to track the impact of coach education’.

As you will see throughout the continuation of this thesis, the purpose of this research has developed significantly, demonstrating the continuous refinement of the PhD as I attempted to ‘*make it my own*’. The developed research proposal enabled some personal ownership (i.e., my own research focus) but also a strong connection between the university, the NGB and myself.

The football industry has previously been described as a culture of anti-intellectualism (Carter, 2010; McGillivray & McIntosh, 2006). Previous studies have commented that awarding body qualifications are a necessary hoop to jump through in order to practice (Hall et al., 2019; Piggott, 2012). However, some of these comments can be considered somewhat unjust because The FA have supported various research projects previously. Indeed, in the 1990s The FA introduced a research-informed magazine (insight magazine) which enabled football coaches to access some of the most relevant up-to-date research. In recent times (i.e., the last decade), staff from The FA have been provided with opportunities to complete master’s degrees and PgCerts, whilst a growing number of research opportunities within The FA have developed.

When working with The FA, a series of advantages and limitations became apparent throughout. For example, working with The FA allowed some access to some participants throughout data collection which otherwise may have proven difficult to access and subsequently recruit (i.e., in [Chapter Four](#) some participants were sourced through the relationship with The FA). Similarly, the part-funded (including LJMU) nature of this work has enabled me to develop professionally and personally. This can be seen through the various training courses (i.e., doing research with children) and academic conferences (i.e., International Council for Coaching Excellence in Tokyo and Cluster for Research into Coaching in Worcester) which I have been fortunate to attend due to the funding support.

However, a series of limitations also exist. During the process of this PhD, I encountered three different sets of ‘FA liaisons’. Although all individuals have been insightful and have offered varying levels of support, with change comes different perspectives and different targeted outcomes. This has subsequently meant that

some of the work produced has had limited direct impact on The FA yet. In hindsight, this is to be expected and my exuberance to inform change was somewhat naïve, with an array of contributing factors and individuals involved in the (re)development of FA coach education. Upon reflection, this research was only likely to have limited influence because research impact is not cause and effect and indeed many have previously reported the limited impact research in coach education has on practice (Jones, 2006; Lyle, 2018). Other considerations to such impact include how research is not time bound, that academic language is sometimes difficult to comprehend (similarly football has its own 'language') and how much research is behind a paywall. One final difficulty research may have when attempting to influence practice is how many questions asked are often academically driven and do not necessarily always consult professionals within practice. This is where this thesis does differ as although I have redesigned this project over time (from its initial brief), it has been with the support of The FA.

In addition, the political considerations of working with an NGB have become more explicit as this process has developed. For example, the initial concept within the PhD was to conduct an ethnography within central FA at St Georges Park, but due to some of the wide-ranging media stories which have emerged throughout the tenure of this PhD (since June 2017) understandably, access to some areas were prohibited and therefore an ethnography would not be viable. Likewise, some of the methods which were adopted throughout (i.e., [Chapter Four's](#) interviews) were somewhat influenced by The FA. In the example of these interviews, my initial conception was to collect data with the participants through focus groups. Although the final data collected enabled a vivid interpretation to be developed and presented, the consensus of allowing previous employees to reminisce with one another was an initial part of my research design that was not supported. Once more, in hindsight, I recognise the concern of conflict between participants as a real possibility due to the nature of the roles held by some of the participants. This may have been a good decision.

At the beginning of this section, I introduced how I started this PhD. The remainder of the section, until this point, has demonstrated how working with The FA have clearly allowed for advantages and limitations. However, the question that friends, family, and others have frequently asked is; 'What's it like working with The FA?' This question has been difficult to answer. I am versed in managing the micro-politics associated with education and football (through professional experiences) but navigating the *choppy waters* of an inherited project and trying to make it my own was difficult. So, my answer to the question now? Well for the majority of the time, it felt

like I was a university employee (but student in truth) on secondment at The FA. My answer doesn't attempt to suggest if it was bad or good, but instead, emphasises it was difficult. These two powerful stakeholders had their agendas (and these were far from neutral) and I was often the middle ground. Simply put, I was hesitant to *bite the hand that feeds*. I recognise that the turnover of staff, the changing of priorities, my geographical location (some three hours' drive from both LJMU and The FA) were all barriers that had to be overcome.

These factors leave one unanswered question; is this PhD, once predetermined by LJMU and The FA, now my own? *Most definitely*, and the use of a Freirean hermeneutic, the participants chosen to participate throughout the studies, and the vehicle to present the findings (i.e., [narrative stories](#)) are just some examples of how I have *made it mine*. I often reflect on why? Why did I feel stuck in the middle at times? Why was my voice less important than others? Why were certain restrictions in place? My answer, capital. I was simply new to academia. As my military dad would say, 'I had to earn my stripes' and the turning point was the publication of [Chapter Four](#). Since then, I was treated differently. I was never badly treated, on the contrary, but since publication, I have felt more respected. But these questions were always in my mind, so this PhD is purposefully different. The publication enabled me to make the remaining studies in the thesis more my own. Because of my purpose, and in keeping with how interpretive inquiry enables sense-making, those coaches and participants I worked with throughout this PhD, now have a voice and a platform to share it. As such the prior experiences of all participants in this thesis, whether a retired coach, coach educator, or policy developer (i.e., [Chapter Four](#)) or a grassroots coach or player (i.e., [Chapter Seven](#)), are retold and valued.

Ultimately without the support of The FA and LJMU this opportunity, the completion of this thesis and my own personal and professional development may not have been possible. Additionally, the particular support of my supervisory team at LJMU, Professor Dave Morley (who supported in the construction of this thesis programme) and Dr Ed Cope, is greatly appreciated. I would like to take this opportunity to thank The FA for their support and the access provided throughout this PhD, I hope you would agree - we have learnt together.

3.7 Conclusion

This chapter has discussed the methodology adopted throughout this thesis. After outlining the ontological and epistemological positions of this PhD (interpretivist paradigm, relativist ontology, and subjectivist epistemology), the remainder of the chapter explained qualitative research and how the type of research conducted over time has developed. This included how sport coaching research, which was previously rooted largely within psychology, has moved towards a more balanced representation that includes sociological and pedagogical consideration. Data collection methods were identified and are consistent with these approaches. Similarly, the concept of ensuring trustworthiness within the data collection and analysis processes, my reflexivity, and the role of The FA were all considered throughout. The following chapters proceed to provide a detailed account of the individual methods used to collect data, and the subsequent findings specific to the research questions posed within. As advised in this chapter, readers should consider the remainder of this thesis by applying a naturalistic attitude.

Chapter Four - Study One: Learning from the Past; A Freirean Analysis of FA Coach Education Since 1967

The previous chapters have considered the existing literature, the methodological approach to this thesis and originally introduce the work of Paulo Freire to coach education. This chapter is the next original and significant contribution within this thesis and considers the development of English FA coach education since 1967. This chapter provides an introduction to the literature before exploring the approach taken to the study and the methods adopted within. This is followed by a theoretical section that considers the Freirean concepts relevant to this study. Later in the chapter a chronological discussion, from 1967-2019, exists describing the development of pedagogy within FA coach education. Five themes are displayed that describe the perceptions of sixteen interviewed participants and FA (policy) documents. These themes include; 1) Attempting to Maintain Standards through Certification, 2) Instrumental Assessment of Learning, 3) An Ontological Shift from the Game to the Person, 4) New Content Affecting Candidate Learning, and 5) Pedagogy for Learning - an Attempt to Liberate. Each theme is accompanied by a brief Freirean interpretation. This chapter also sets up [Chapter Five](#) which uses the same data to explore three social structures that are identified throughout this study.

Note: This chapter was published in Sport, Education and Society in 2020 (DOI 10.1080/13573322.2019.1654989). Although data collection and analysis were largely conducted solely by myself, the final published version of this study was written with the support of other authors; Dr Colum Cronin, Professor Dave Richardson and Dr Ed Cope. This chapter aims to address the following thesis aims;

Thesis aim one: Explore coach education beyond only the micro-pedagogical actions on course and consider coach learning in relation to a wider historical and social context.

Thesis aim three: Provide a broad and rich account of coach education that includes multiple voices from those within coach education e.g., coach educators, coaches, and children in understanding a national coach education program in grassroots football.

4.1 Introduction

Circa 30,000 individuals per annum, participate in grassroots coach education that is organised by The English FA. Thus, although The FA may not be widely recognised as an education provider, it nonetheless engages with a significant number of learners. The rationale for this educational activity is that The FA see coach education as a mechanism to improve coaching practice (Allison et al., 2016). Subsequently, it is hypothesised that improved coaching practice will lead to increased and sustained positive playing participation. To achieve this aim, The FA implement a variety of learning methods, including formal (e.g., FA level 1 course), informal (e.g., watching peer coaches' practice) and non-formal (e.g., mentoring) education (Nelson, Cushion, & Potrac, 2006). Formal FA coach education, the focus of this paper, is typically delivered over a series of a short contact sessions, at a centralised local venue. Such courses include practical and classroom-based sessions led by FA coach educators. During practical sessions, learners (i.e., coaches), are often asked to participate as both coaches and players.

Formal coach education has been subject to much academic scrutiny with previous courses described as decontextualised (i.e., divorced from the coaches own coaching context), inadequate (i.e., failing to meet learners' needs) and bureaucratic (Mallett et al., 2009; Sawiuk, Taylor, & Groom, 2016). Furthermore, Chesterfield et al., (2010) state coaches merely abide by strict rules on courses to gain certification. While studies have been critical of formal coach education, designing and subsequently delivering formal coach education is nonetheless a complex and challenging process (Nelson et al., 2006). Indeed, formal coach education courses are neither static nor uniform, but are socially constructed and subject to a myriad of economic and political influences (Griffiths, Armour, & Cushion, 2018). Research has, however, rarely accounted for the changing nature of coach education policy within NGBs. Indeed, evaluations (e.g., Townsend and Cushion's (2017) critical analysis of cricket coach education) have tended to discuss single, episodic courses as opposed to considering how courses develop over time. To build on this research, we need to consider how past policy and practices influence the learning experiences of today's football coaches (Day & Carpenter, 2015). For example, Paquette and Trudel (2018) studied golf coach education and concluded that reflecting on previous coach education programmes helps course designers to appreciate previous successes and failures. Indeed, understanding past courses in their social and economic context can potentially elucidate the social construction of today's courses. At present however,

there are no longitudinal accounts that analyse the development of FA courses, materials and policies. Thus, to learn lessons that inform future courses, there is a need to critically analyse the pedagogical policy and practices across the history of FA coach education.

To learn lessons from the past, this study analyses FA coach education for grassroots coaches (Level 1 and 2 courses) from 1967 to the present. To consider English football prior to 1967 readers should consult the work of Taylor (2008). In this text, English football is considered in a chronological fashion. The influence of the English schooling system on football, the introduction of The FA (as an authoritative body) in 1863 and the booming period of football post war are described. However, in 1967 the seminal text, 'FA Guide to Teaching and Coaching' (Wade, 1967), was published. This text heralded a new emphasis on coach education. Thus, 1967 is an apt time to begin this analysis. Moreover, grassroots coaching is an important domain to study because many participants first experience football or indeed coaching in this context (Lyle & Cushion, 2016). The study will also consider political, cultural and societal influences that have impacted FA coach education. To this end, this article proceeds by presenting a theoretical perspective (Freirean pedagogy).

4.2 Freire and Coach Education

Learning, such as that occurring through coach education, should not be viewed in an a priori fashion (Cushion, Griffiths, & Armour, 2017). Instead, coach education should be considered as a complex process, with social, cultural, and political factors that influence what and how coaches learn. From this perspective, a corpus of papers have advocated that coach education should utilise constructivist (Douglas & Carless, 2008), social constructivist (Stodter & Cushion, 2014; Townsend & Cushion, 2017) and humanist perspectives (Nelson et al., 2014) to engage coaches as part of their own learning process. The work of Freire, which is introduced herein, relates to these perspectives and has the potential to inform coach education (Nelson et al., 2016). Researchers within sport development and peace have used Freire's principles to inform social change (Spaaij et al., 2016) and to encourage the sharing of power and critical-consciousness amongst trainers and trainees (Wright et al., 2016). Similarly, Freire's work has been used within PE to examine how critical pedagogy is conceptualised and practiced by educators (Luguetti & Oliver, 2019). That said Freirean theory has rarely been considered within coach education (except Nelson et

al. (2016)), and thus this study provides an original contribution by empirically connecting Freirean theory with coaching research.

The relevance of Freire's work to coach education can be traced to his 1973 seminal book *Pedagogy of the Oppressed*. Within this text, Freire accounts for how he pragmatically used literacy as a tool to liberate people in Brazil. Influenced by Marx, Freire promoted education practices, which are dialogical, situated and empowering, as a means for working-class individuals to be liberated from oppressive social contexts. Oppression can be defined as an act that unjustly uses force or authority to suppress and remove the voice of others. In contrast, liberation is a political concept, which rallied against institutions that imposed oppressive conditions on individuals. Taking note of Dewey's beliefs around intrapersonal growth through experiential learning, Freire moved away from the 'often witnessed' banking education concept. Specifically, Freire (1973) dismissed the view of 'filling empty vessels' as a means of education and advocated for shared critical-consciousness and collaborative dialogue as a means of emancipating students. Freire referred to this type of education as problem-posing education. In moving towards such an approach, liberation is conceived as the sharing of power with all actors within society. Thus, Freire's early work was not concerned with coach education specifically, but is an important critical assessment of how powerful social influences can suppress individual agency, and how education can restore this agency. Freire's concepts can manifest through revising the roles of the teacher (e.g., coach educator) and student (e.g., coach) to shared roles (i.e., teacher-student and student-teacher).

Freire (1998) suggests a series of acquired attributes are necessary to enable the teacher-student (coach educator/coach) to ensure education liberates rather than oppresses learners. These attributes include but are not restricted to; humility, courage, decisiveness and tolerance (Nelson et al., 2016). Humility and courage appear as two interesting areas that coach educators may need to consider. Humility argues that; 'no one person knows all and therefore no one person is ignorant of everything' (Freire, 2005, pg. 72). Courage, for Freire, means to metaphorically fight any fears when considering the power dynamics between coaches and coach educators on courses. Previous studies of formal coach education (e.g., Piggott, 2015) suggest that humility and courage have been absent, because some coach educators are seen as knowledge holders and the student is sometimes seen as an inactive member of the process whose voice is suppressed. This further relates to power struggles discussed in coach education literature where it has been reported that some coaches neglect to contest and challenge coach educators for fear of not

achieving certification (Cushion, Armour, & Jones, 2003). Theoretically, such coaches could be construed as oppressed and therefore Freire's work is an appropriate theoretical framework. That said, we do not draw equivalency between the challenges facing English football coaches and the persecuted individuals in Brazil who are described as oppressed by Freire.

In sum, a Freirean lens sees the role of education as a means to empower individuals within their own society. Education, and in turn coach education, should be emancipatory. Coaches should have control over their own personalised learning, within a context that is relatable to them, and where dialogue is consistent. This approach refutes the typical transfer of knowledge from coach educator to coach but instead encourages educators to provide coaches with voice, opportunity and freedom to construct their own knowledge. This change in approach would see existing structures challenged by liberating against dogmatism (e.g., rigid, educator-focused approaches). Indeed, Freire (1973), may advocate both agents becoming jointly responsible in the praxis of personal growth where not one person holds a greater share of power than the other. To that end, Freire expects openness from coach educators to enable skills relevant to the lives of learners to be acquired. Openness, as an act, would encourage learners to individually consider what it means to be a critical citizen (Giroux, 2010). This would encourage learners to think beyond what they have been told. Instead, learners would reflect upon history, consider personal biography, and imagine their future through dialogue with others. In formal coach education, this would suggest that coach educators should facilitate opportunities for coaches to reflect upon their own practice and prioritise what coaches want to achieve from the course.

Critically, it is important to note that Freire discusses the 'problem' with openness suggesting that many misinterpret its meaning. Openness should not be considered as allowing all information that is presented to be accepted. Rather, openness is accompanied by a shared critical-consciousness, and thus is a means to critically embrace change and co-construction of learning (Roberts, 2016). Within formal coach education, this would suggest that once coaches have identified their own priorities and coach educators have shared course curricula, both coaches and educators should work cohesively towards agreed aims. For Freire, this change in approach would enable coaches to be more critical on course, as opposed to simply accepting predetermined information.

4.3 Methods

4.3.1 Data Collection - Document Analysis

Document analysis enables printed social resources, which influence future practice and policy, to be considered (Atkinson & Coffey, 1997). Forty-seven documents, totalling in excess of 3000 pages (including; policy documents, course materials, published FA books, and course videos/DVD's) were collected ([appendix one](#)). Additionally, extracts from *FA minutes* (1967-1972), and *FA news* (1967-1974) were collated and reviewed at the National Football Museum. Nineteen editions (1,188 pages) from seven volumes of *The FA insight magazine* (1997-2007) were also analysed. All selected artefacts discussed aspects of FA formal coach education. The forty-seven documents and extracts from other sources i.e., *FA News* were collected in keeping with the eligibility criteria;

- FA developed/approved documents (1967-2019).
- FA specific documents (from 1967–2019) related to FA level 1 and 2 courses or grassroots football.
- FA insight magazine because it explicitly reports on research commissioned to inform coaching practice.

Documents related to the UEFA B course (NGB level 3 formal coaching qualification) were also considered. These documents are important because the UEFA B is level 3 of 5 coaching qualifications within English football, which is the minimum qualification needed for coaching in a professional academy. Therefore, it is an important course, and The FA level 2 could be considered as a form of preparation for the UEFA B course. Documents were considered inclusive of gender, ability/disability, and specialist positions on the pitch (e.g., goalkeeping).

4.3.2 Data Collection – Oral History

An oral history method was justified because it aimed to address the 'hidden from history' experiences of those involved in coach education (Skillen & Osborne, 2015). To explore the 'hidden from history' experiences, sixteen participants (each assigned a participant number) were homogenously purposefully selected (Teddlie & Yu, 2007) or snowball sampled (Patton, 2002). Participants were purposefully recruited to ensure they had a minimum of one year's experience as an FA coach

educator/course designer. The sample (see table one below and [appendix two](#)), was subject to an eligibility criterion which included people who work/previously worked within FA coach education between 1967-2019. Participants spent much time coaching (mean: 30.3 years) and working within The FA (mean: 19.9 years). To enable a critical perspective, participants whom are male and female, from within the men's and women's game, position specific courses, disability game and varied ethnicity were included.

One-off, semi-structured, oral history interviews with the participants were undertaken to explore the initial observations from some of the documents collected. Interviewees were encouraged to share *their* experiences from *their* time at The FA and within football (Day et al., 2015) and their reflections since this employment. In practice interviewees also identified key policy documents that I 'could' look at. These documents were reviewed and I made a decision as to if to include or disregard the document (in keeping with the eligibility criteria). One example of a document included was The FA Curriculum Guide (1995). The interview schedule therefore included open questions such as; When designing the courses what were your primary aims? When delivering the courses what were your objectives? How was coach education viewed during this era?

One interview was conducted with each participant and lasted between forty-five and one-hundred and five minutes (mean: sixty-nine minutes). Reminiscence techniques (Kovach, 1990) were used to encourage the retelling of events and personal achievements (Afonso et al., 2015). For example, documents from each decade were shown during interviews to allow participants to reflect upon their experiences. This approach somewhat addressed Skillen and Osborne's (2016) concerns of hindsight and false memory during interviews.

Table 1 - Participant information (obscured for confidentiality)

Participant Number	Age	Time spent as a coach	Time at the FA including within coach education.	Time period discussed and experienced.	Previous experiences and roles held (not exhaustive)
1	61-70	45 years	31 years	1980 – 2019	Played non-league football International coach Academy Coach FA tutor.
2	71-80	50 years	45 years	1974 - 2019	Played semi-professionally Coached semi-professionally FA tutor FA coach mentor.
3	41-50	14 years	6 years	1993 - 2018	Played professionally First team coach Senior FA course designer.
4	81-90	40 years	30 years	1967 – 2000	Played semi-professionally Managed at semi-professional level FA tutor Lecturer.
5	51-60	35 years	25 years	1980 – 2019	FA tutor FA course designer Senior FA staff member.
6	31-40	20 years	12 years	1993 - 2019	Academy coach, Senior community football role (non-FA) FA community programme coach FA tutor.
7	51-60	29 years	27 years	1980 - 2019.	Played professionally National team youth coach. FA tutor

					Senior FA course designer.
8	31-40	20 years	11 years	1993 - 2019	First team coach (semi-professional senior football) Senior role in Centre of Excellence FA community programme coach, FA tutor.
9	61-70	35 years	14 years	1980 - 2017	Played semi-professionally Academy coach Senior academy role FA tutor FA course designer.
10	31-40	20 years	8 years	1993 – 2019	Centre of excellence coach FA football development roles FA tutor.
11	41-50	25 years	14 years	1993 - 2017	Academy coach Senior role within community football (non-FA) FA tutor.
12	61-70	41 years	1-year English FA coach educator. 17 years another countries FA.	1977 - 2000	Played professionally International coach, FA Tutor
13	51-60	26 years	15 years	1997- 2019	Played professionally Premier League and Football League first team coach FA tutor FA course designer.
14	61-70	30 years	30 years	1974 - 2019	Played semi-professionally Senior role within FA coach education department Senior FA course designer
15	31-40	15 years	10 years	2001 - 2019	Full time academy staff Senior staff in community football department FA tutor.

16	61-70	40 years	40 years	1973 - 2019	Played semi-professionally First team coach in Football League Senior academy staff Senior FA staff, FA course designer.
----	-------	----------	----------	-------------	--

4.3.3 Data Analysis

Nowell et al. (2017) work was consulted when selecting an appropriate analysis method which included the identification of positives and negatives of using thematic analysis (e.g., theoretical flexibility). Embedding an interpretivist approach, data underwent a process of abductive thematic analysis (as described in [section 3.3](#)) whereby themes were initially inductively identified. This process involved adopting the six stage principles of thematic analysis (Braun, Clarke, Hayfield & Terry, 2019). The first author collected data, became immersed within it, and composed relevant themes. The flexibility of thematic analysis enabled historical documents and interview transcripts to be analysed coherently (as one larger data set), where codes and themes were interlinked and constantly refined.

The abductive nature of the analysis facilitated some aspects of researchers' existing academic and professional knowledge. For example, as themes were being refined the researchers' interpretation of the data throughout the coding process resonated with the work of Freire. Therefore, Freire's work influenced the analysis. The application of this theoretical lens was managed rigorously (outlined within the ethical considerations). Day and Carpenter (2015) acknowledge no researcher considering the past can view the events without a personal frame of reference, and therefore an abductive analysis was appropriate. This understanding is consistent with the relativist and interpretivist approach of this study.

Specifically, the data analysis methods of thematic analysis were informed by the work of Braun and Clarke (2006), Braun et al. (2016), and Clarke and Braun (2013). This approach was appropriate as it allowed me to remain reflective of my position when collecting and analysing the data (Braun et al., 2019). Other approaches such as content analysis and discourse analysis (Fielding-Lloyd et al., 2011; Nelson et al., 2013; Stemler, 2000) were considered, yet were rejected. This decision was made because it was determined that these approaches would have been more focused on the frequency that terms were used and as such would have aligned with a more post-positivist position that would have aligned with a more solely deductive approach to data analysis. Reflective thematic analysis were therefore chosen and to consider the thematic process an understanding of each of the six-steps concerned with analysing data is paramount. Subsequently, Braun and Clarke (2006) describe;

Step one; Familiarisation with data is the process of immersing oneself within the data set seeking to become extremely accustomed with it. The practice behind this stage

is to read and re-read data, seeking to make notes throughout, highlighting areas of interest. This was done with both the interview transcripts and the policy documents (where key text and images were identified and scanned/photocopied). Braun et al. (2006) explain that this stage is only really 'complete' when the researcher is at a point where they really 'know the data'. The researcher can only really understand the data if it is read in a questioning and curious way. Not only does Braun et al. (2006) discuss the need to be inquisitive, but also suggest some questions to consider when reviewing data, including; What assumptions can be made from the data? What worldview does the data rely on? What implications might this have? This is a relaxed informal approach with note taking.

Stage two; Generating initial codes. This is a more systematic and thorough process of working through the collected data to highlight a list of ideas which are of interest with a brief phrase or two to explain why this is of importance. This is when some early, yet flexible assumptions can be made as to what this theme may look like (i.e., some links to Freire's work were recognised). In practice these initial codes were then shared with my DoS who critically questioned what I saw throughout the initial coding process. It is however, important to recognise that at this early point the themes should present themselves in a very basic format, and should actually be acknowledged as ideas within meaningful groups (Tuckett, 2005). Within this second stage, contextual information (e.g., in this study this included noting what documents were suggested by interviewees) around any information identified from the data as interesting to inform themes later in the process.

Stage three; Searching for themes among codes. This stage is arguably the start of the analysis process of the data which has already been collected and coded. This is where the term theme begins to be constructed and involves the process of refocusing attention towards grouping the coded information towards a common aim. Here NVivo 11 was used to help coordinate collected codes. Using this computerised tool allowed for documents and transcripts to be stored together and viewed simultaneously. By using NVivo the themes remained flexible and were (re)named accordingly (e.g., themes were initially named in accordance with learning theory i.e., theme 1 was named a behaviourist approach to coach education). Other interesting data (i.e., the data that was more akin to socio-political development of coach education as opposed to pedagogical development and subsequently crystallised in Chapter Five) which did not fit into a theme at this stage was coded and kept in a miscellaneous category.

Stage four; Reviewing themes. This stage is quite simply the process of viewing, reviewing and confirming different themes which exist within the data. As part of the reviewing process some earlier suggested themes were renamed (as mentioned), amalgamated with others or even discarded. At this stage the data passed through two complex stages of analysis. Firstly, the data were thoroughly analysed to seek to recognise if a coherent pattern exist. Secondly, data were also be considered more in depth through the theoretical lens (i.e., a Freirean lens – see [Chapter Two](#)). These two processes work simultaneously as the process of coding and producing themes is one which is ongoing and continuous. Due to this continuous, cyclical process, there is not necessarily a clear stopping point and any newly collected data can be considered. Braun, et. al., (2006) highlight this limitation but do suggest that the researcher makes an informed, conscious decision to move onto stage five when they feel they have coded, produced a relevant number of themes and ensured validity within the data. The recognition that the researcher has a good idea of what the themes are, how they interconnect with one and another and what story the overall data portrays.

Stage five; Defining and naming themes. This stage can only begin once the other four stages are fully complete (or the researcher has made a conscious decision to stop analysing data). The process of defining the theme is to specify the essence of the theme. At this stage a narrative was had with my DoS to discuss what the data is suggesting, highlight what crucial evidence has been discovered and organise them effectively to begin to answer the individual objectives and overall aim of the project. At this stage, a detailed description of what the theme has found, key elements, and how it contributing towards an answer to the research question should be attainable.

Stage six; Producing the final report. This is the final stage and is the reporting of the findings. The dissemination of the final report may take many forms. In this thesis examples exist of a more traditional transcript ([Chapter Five](#)) or narrative stories ([Chapter Seven](#)). The dissemination method should tell the result in a manner which is concise (where possible), logical, interesting to readers and showcase's all appropriate findings from across all of the themes (Braun, et. al., 2006). Within this chapter the decision to add a Freirean interpretation to each theme was made at this point to help demonstrate to the reader what I was seeing throughout the analysis.

4.3.4 Ethical Considerations

Prior to the study commencing, institutional ethical approval was received that lasted for five years. Consistent with this, some participant information has been obscured for confidentiality purposes (i.e., specific job titles). Relational skills including listening, ensuring empathy and showing sensitivity to emotional contexts were utilised throughout the data collection process (Bergum & Dossetor, 2005). Furthermore, it is important to (re)recognise (as discussed within the earlier PhD methodology) that this study was conducted with the support of The FA, who acted as a gatekeeper by enabling access to some non-publicly available documents and some participants for the interviews. The access provided by the gatekeeper (e.g., access to documents at St George's Park), does not mean that the sample is definitive nor exhaustive. Indeed, given the length of time examined, there may be documents and other narrative accounts that are relevant that we as a research team are unaware of. However, to our knowledge all documents that are relevant have been sourced. In response, internal reports that share some of the findings have been presented to The FA education department.

4.3.5 Rigour

As described within [Chapter Three](#), rigour was ensured throughout this study. One way this was ensured was through a critical friend (Costa & Kallick, 1993). The critical friend used within this study understood existing coach education and coach learning literature and was utilised to challenge trustworthiness and transparency. This process attempted to mitigate the researcher's own subjectivities from displacing the authentic reflections of the participants.

To manage my (first author) subjective analysis, positionality statements were produced that acknowledge my footballing and teaching experiences. The statements challenged my assumptions during the data analysis process. For example, I reflected on my own pedagogy as I engaged with Freire's work. Indeed, the statements prompted me to read beyond *Pedagogy of the Oppressed* to Freire's later work. This process challenged my earlier assumption that Freire's work was wholly student led. Further ensuring credibility, transparency and trustworthiness, an audit trail (Nowell et al., 2017) and reflexive diary were recorded throughout the study. The combination

of a positioning statement, reflexive diary and audit trail allowed the critical friend to challenge my conclusions effectively (Smith & McGannon, 2018).

In the study saturation was aligned with Starks and Trinidad's (2007) suggestion that enough data has been collected to elucidate the themes, and Grady's (1998) opinion that new data becomes redundant to the old once no new comments present themselves. Data saturation was therefore reached when researchers, adopting a relativist stance, no longer saw new themes in the new documents or transcriptions.

Finally, when considering this study, we encourage readers to refer to the relativist and interpretivist nature of the work. This study considers the accounts of sixteen participants and forty-seven documents and therefore is not representative of every football coaches' experience. Instead readers should use their naturalistic attitude when interpreting the findings (Smith, 2018).

4.4 Findings

4.4.1 Theme 1: Attempting to Maintain Standards through Certification

The year after England's best performance at a world cup saw the publication of the earliest text considered within this study, *The FA Guide to Training and Coaching* (Wade, 1967). This seminal document eluded to a changing future and Wade 'began to open minds' (P4) and attempted to avoid 'stagnation and complacency' by 'provoking thought and enquiry' (pg. vii). Wade's text encouraged coaches to use games-based approaches (e.g., '3v3, 2v1') to help players understand the principles of the game (pg. 169). This text may be useful for today's coaches who wish to develop their understanding of the principles of the game with much information still appropriate today. Indeed, this would begin to address P7's concerns around today's courses where 'the technical and tactical detail (of courses) has been diluted'. Wade's text however, portrays football as a male dominated game by not using female pronouns, and using few neutral analogies. Similarly, one participant (number obscured for confidentiality) described how the 'first time there was another female on my course was the first part of the A Licence'. This suggests that on a minimum of three prior courses (i.e., 'Junior Team Manager, FA level 2 and UEFA B' courses) this participant was the only female coach. Such language and lack of female representation is not appropriate to an inclusive game.

Within abstracts of Wade's text, 'must' and 'should' are the presiding verbs. Much of this terminology is consistent with the cultural norms of the era where public perceptions of coaching during this time were not particularly collaborative (Day et al., 2015) and perhaps reflects the military background of many educators of this era. In practice, participants in the present study experienced repetition and reinforcement techniques on coach education courses during this time. Participants reported that courses had a '30% pass rate' and tutors were 'looking to fail you' (P1). In response coaches sought to conform to the educator's preferred behaviours to pass the course;

Some of the behavioural mannerisms of the candidates mirrored the behaviours of the coaches. In effect, you can't fail yourself. Stop, stand still, do some work, step back. You dare fail me because you've just shown me how to do it. (P1)

P1 continued and explained how 'unwritten rules' existed in what was perceived as a 'closed shop' environment (Piggott, 2015). This depicts tutors as powerful gatekeepers who controlled certification. The power imbalance between course tutors and coaches bred conformity as no candidate 'wanted to cause waves or say to the tutor no, you're wrong there' (P4). The participants in this study suggested these approaches were necessary to ensure that candidates met certification standards. Some participants, when retrospectively recounting their experiences, argued that the pedagogical approach of courses was influenced by the notion of qualification prestige and therefore courses needed to be difficult to pass. To this end, P2 explained how 'the Director of Coaching had to watch your final assessment' and P4 commented that 'everybody wanted (to pass) it, it was highly sought-after'. The prestige and low pass rates of courses were evidenced in 'FA News' and 'FA minutes', which actually reported the names of those who passed courses.

4.4.2 Theme 1: A Freirean Interpretation

For us as researchers, this era could be characterised as a time where tutors imposed themselves upon the coach through oppressive tactics (certification, routine). This may have been in a bid to improve coaching standards at a time coaching was held 'in low regard' (Day & Carpenter, 2015). Nonetheless, the language in coach materials of this time suggests that coaches should conform to the concepts of tutors

(e.g., 'must' and 'should'). Similarly, participants who had experiences of this education suggested that there was limited authentic dialogue between tutors and coaches. For Freire, dialogue is an activity that genuinely seeks to understand and appreciate the voice of fellow humans and is essential to a liberating view of education. In contrast, the participants in this study who experienced this era, described being reluctant to challenge tutors or engage in meaningful dialogue. In the absence of authentic dialogue, some coaches during this era may have experienced coach education as oppressive.

4.4.3 Theme 2: Instrumental Assessment of Learning

'In the 1980s, data showed football participation and people going to watch football were at their lowest' (P14). It was a time characterised by football hooliganism, national recession and unemployment (Taylor, 1984). P9 describes 'three distinct memories' of coach education courses. These memories included; 'running around a lot (*routines*) ... how well you can almost replicate the tutors when it's your turn (*rules*) and ... the need to demonstrate practical skills (*regulations*)'. These three memories are not directly referenceable within the course curriculum, yet tutors made it explicit that 'If you don't do it this way, you won't get the qualification' (P9). This is reminiscent of Jackson's (1990) hidden curriculum and the 3R's concept; rules, routines and regulations. Continuing, P9 described this era of coach education as the 'bad old days'. P9 even described a scenario, when they were penalised for not demonstrating techniques during assessments even when severely injured.

P7 also emphasised the demanding nature of the 1980s courses and explained how courses felt like a 'marathon', whilst P16 described them as 'tough'. At this time, practical assessments were perceived to be daunting, and candidates knew 'on your final session, you had to get As and Bs' (P7), and 'you had to work for it' (P5).

psychologically, to be on the pitches every morning involved in all the practices, then you've got your seminar sessions on top plus your evening sessions. It was physically and mentally really demanding. (P7)

A change in pedagogical activity was also witnessed at this time, because group discussions and case studies were reported by participants to be more common practice. However, P6 commented that such activities 'didn't actually get to the nuts

and bolts of what coaches ... really needed'. P6 continued, suggesting a large amount of tutor control was still embedded throughout the course delivery and further hinted at a hidden curriculum; 'the coach must have your socks pulled up *to pass*. It sounds prehistoric now'. Indeed, such comments, further describe the power dynamic between the course tutor and coach;

the tutor at the front held all the power ... There's lots of evidence of tutors saying, if you don't do it this way, you won't get the qualification... I'm the assessor, not a person here to help you get better... So, very tutor dominated ... very much that these are the right answers that you need to pass. (P9)

When reminiscing about their time as a candidate on FA courses, and working within The FA, P14 suggested that 'there wasn't much change in the Prelim and the Full Badge, between '78 and '96' and questioned the previous pedagogical approach used; 'Did it finish up being rather authoritarian?', concluding it 'probably' was (P14). This sentiment was supported by P2 who explained tutors 'were fairly dictatorial' (P2) and 'basically saying they were the boss' (P12). This is also seen in documents which were prescriptive (e.g., 'coaching 'should' be directed towards factors which the players 'must' perform' (Hughes, 1980, pg. 24). Readers are not provided with the opportunity to interpret meaning but instead are told how to approach every situation. For example, how many players should be in a 'wall' during a freekick (Hughes. 1980, pg. 206).

Beyond the pedagogy, this era also included an early attempt to inform coach education by using research data. Most notably, performance analysis of 109 matches between 1966 and 1986 led to the controversial development of Charles Hughes' Winning Formula (1990). This book has mixed interpretations with some viewing it as a useful insight into goal scoring via a low number of passes (P14), whereas others considered it as an overly prescriptive method of playing (P4). During this era English football became synonymous with the long ball game (P4) and this approach was advocated through explicit coach education materials. For example, The Winning Formula (1990, pg. 172) explains the 'cold light of fact' of how to win football matches. The text continues, explaining that 'as a matter of fact, patient possession football does not produce the goals that win football matches'. This statement could be seen to actively discourage readers from playing possession-based football without providing opportunities for them to consider it themselves.

4.4.4 Theme 2: A Freirean Interpretation

On courses in the '80s, participants reported physically tough and mentally draining experiences that ultimately resulted in conforming to tutor expectations. For example, P6, P7, P9, and P12 reported that coaches copied the behaviours displayed by tutors to gain certification (e.g., 'they put on sessions, you had to copy... If you didn't, you would have failed' P12). These experiences are relevant to Freire's concept of banking education, where knowledge is perceived as a gift bestowed to others. The banking concept is further evidenced during this era because conformity was ensured through written exams and criterion referenced practical assessments. In sum, the coach education materials and the experiences reported suggest that some coaches were seen as subjects to be physically and mentally trained and tested. This could be construed as oppressive. For Freire, such a situation is the antithesis of liberating. Rather tutors should humbly see learners as active counterparts.

4.4.5 Theme 3: An Ontological Shift from the Game to the Person

In 1993, The FA took over control of the women's game and subsequently the language in FA *policy* indicated more inclusivity than previously witnessed (e.g., Insight magazine). This however, does not mean that *practice* was, or is more inclusive, and readers should consider the work of Williams (2019) to further explore this topic. Two of the most influential coach education policy documents, introduced during this era were; 1) A New Generation of Courses (1996); and 2) the Charter for Quality (1997). The Charter for Quality had the potential to have a significant impact on how football coaches think and deliver (Howie & Allison, 2016). The charter tried to address social and psychological needs of players. This shift towards social needs is consistent with the UK Government's report, Sport: Raising the Game (DoNH, 1995), which advocated personal development through youth sport participation. The FA's efforts to move towards supporting the learner (player) were further recognised when Craig Simmons developed the four-corner model. According to P1 this model was supported by the international work of Balyi (2001) that enabled a clear multidimensional view of football coaching to be established. P1 explained 'The FA brought Istvan Balyi in as a consultant'. The four-corner model encourages coaches to holistically¹² develop players by improving their technical, physical, psychological

¹² See Kidman (2010) for further discussion of what this entails.

and social skills. P6 commented; 'the socialisation of our children is so important that we're going to put it (four-corner model) front and centre'. The four-corner model now remains a central feature within FA coach education today. P3 added; 'it's brilliant, the four-corner model, because it gets coaches thinking about the holistic view with the players'.

The FA learning department was developed in 2002 to provide education for; 'coaching, medical, referees, child protection, ethics' (P14). Documents such as; 'The FA Out of School Hours Learning programme' (2000) also emphasised learning by providing coaches with 'help', 'tips' and 'support'. However, P8 still felt that courses were 'very rigid' and that practicing tutors still approached the course with a mentality that sought conformity. P10 described 'a bandwidth of what is accepted, and you need to deliver it, show that you can coach in this way, whatever detail we give you, (repeat that) to pass that test'. P8 supported this perception and explained that they felt the underlying messages were 'this is our interpretation of football and you need to know that'. The comments from P10 and P8 show The FA's attempt to change were slow when cascaded to tutors during the early 2000s. It is, perhaps inevitable that a change of policy would be challenging given the previous approaches to coach education from 1967 to this point.

4.4.6 Theme 3: A Freirean Interpretation

Three key changes occurred in FA coach education practice during this time; 1) the four-corner model recognised psychological and social attributes of individuals; 2) FA learning supported a range of roles e.g., referees; and 3) a more inclusive approach to female coaches was evident in documents. From a Freirean perspective, these are positive developments because it evidences a recognition that learners are complex and have their own needs, roles and social contexts. This understanding is consistent with Freire's critical-consciousness concept which argues that education should involve a shared understanding of perceptions between teachers and learners. Such understanding can only occur when learners are included in education processes through consciousness raising activities such as authentic dialogue. Additionally, tutors need to be humbly aware of their own role and be open to input from learners. Thus, inclusive coach education is a key aspect of liberating education. That said, as P10 and P8 explain, these developments were not universal nor quick to come to fruition. In particular, the inclusion of women coaches remains a challenge today and

is an area for continuing research (Williams, 2019), as are the experiences of ethnic minority and disabled coaches.

4.4.7 Theme 4: New Content Affecting Candidate Learning

Learning from the past is imperative when seeking progressive change. This is the rationale for this study, and a point that P14 made when considering their time working within FA coach education;

The failing of the old FA Prelim was that you could go on a course on a Monday and leave on a Friday and you were a Prelim coach. The changes split up training and assessment, built in practice, so you had to go away and complete a portfolio. It also had some more rounded aspects of involvement, understanding how people learn.

P14 described the development and rebranding of FA courses from the Prelim and Full Badge to a level system (level 1, 2, etc.) in the early 2000s. Participants within this study discussed how these changes may have been influenced by the introduction of the NVQs. The NVQs developed in the 1980s, were part of a government strategy to raise the standard of education courses, which met the needs of industry (Sims & Golden, 1998). According to P1, The FA's decision to align with the framework in the 1990s may have been driven by financial motives, as they stated 'income, income, income' was a concern. However, delivering more courses provided more opportunities for coaches to become qualified. The introduction of the NVQs also applied a minimum standards framework against the FA's coaching qualifications. Therefore, courses were more accessible and were described as 'phenomenally successful' (P14). This era also saw 'mini soccer introduced' at a time where 'statistics from Sport England suggested that less than 1% of all youth teams in the country had a qualified coach at any level' (P5).

Several years after the introduction of level-based qualification, The FA Youth Award (FAYA) and its accompanying modules were also introduced within FA formal coach education. P7 described the introduction of The FAYA 'as a breath of fresh air'. These youth modules enabled coaches to experience a programme different to previous courses as assessment was now optional. This change to FA coach education, brought an increase in the amount of games-based activities included within the

course curriculum. This 'positive step' (P1 and P2) saw the 'crux of the stop, stand still' generation challenged with coaches now encouraged to 'help the players to solve it for themselves' (P2). This approach is consistent with a problem-based learning (PBL) concept previously evident in Wade's (1967) text but had been removed in the following eras. Indeed, The FAYA encouraged coaches and tutors to embrace a pedagogy, which used representative case-study scenarios. Similarly, participants reported that tutors sought to challenge coaches on courses by using question and answer approaches rather than tutor led instruction.

4.4.8 Theme 4: A Freirean Interpretation

The description provided by participants (particularly, P1, P2 and P14) explained how FA level 1 and 2 courses during this time demonstrated a move towards a focus on learning, rather than training. For example, FA courses were influenced by the NVQ framework, which embraced learning objectives. Additionally, the development of The FAYA somewhat aligns with Freire's concept of problem-posing education where tutors provide opportunities for coaches to engage in dialogue on courses. This example can be seen through The FA's decision to make assessment optional and therefore realigned the qualifications focus away from certification and towards learning. Freire described how education in this manner allows learners to critically analyse the way they exist in the world. For example; Freire described how other approaches see humans as spectators in the world, whereas a problem-posing approach embraces humans as part of the world. This explanation of problem-posing education relates to how FA coach education at this time attempted to enable coaches on courses to reflect and contextualise their coaching practice through case studies and questions. That said, during this era learning objectives were still centrally designed.

4.4.9 Theme 5: Pedagogy for Learning - an Attempt to Liberate

Over the last decade The FA have implemented a set of playing and coaching principles that aim to drive the development of England's national football teams. This approach branded the England DNA (The FA, 2019) sought to give an identity to English national sides. Now this identity is discussed on coaching courses by tutors

to encourage coaches to embrace their own coaching principles. However, potential exists for this DNA to be prescriptive and limit critical discussion and the voice of learners. This potential arises from the delivery of the DNA principles on courses which were, in the opinion of P6, 'mis-sold initially, that you need to follow the DNA'. Should this 'mis-selling' occur then the DNA may become a policy which imposes practices on coaches and seeks conformity (e.g., ball rolling time), rather than prompting coaches to critically reflect and consider their own philosophy and practice. That said, in recent times, The FA level 1 and 2 courses have moved away from the didactic methods witnessed previously by P4, P2, P9 and moved *somewhat* more 'liberally' in their approach (P3). For example, a conscious decision was made to employ more education personnel (staff with backgrounds rooted within teaching) to deliver courses. According to P6 this change within FA education (2016), was necessary to develop grassroots coach education. Specifically, P6 commented; 'the whole thing needed a complete refresh, it needed a complete change, there finally seemed to be a realism that we were not meeting the needs of coaches'.

In response, FA coach education now espouse a social constructivist pedagogy, that more readily embraces the lived experiences and voices of coaches (Chapman, Dempsey, Cronin, & Richardson, 2019). When describing the introduction of this social constructivist approach, P8 claimed The FA now 'understand a lot more about learning', with courses now attempting to provide a 'more positive experience' (P9). P5 further explained how coach education with a social constructivist approach might involve; 'lots of opportunity to try and practice, and sometimes, just like when you do math, the teacher, would have to come and say; What might help you there?'. P3 explained how tutors can now support coaches 'every step of the way' including in-situ support.

4.4.10 Theme 5: A Freirean Interpretation

The introduction of a social constructivist pedagogy arguably encourages coaches to understand *their* coaching context and *their* coaching needs more explicitly. Freire's view of liberation is somewhat present in some aspects of current FA coach education. For example, coaches are potentially more empowered to develop skills, which are relevant to their lives (e.g., through the co-construction of a project on courses). Similarly, educators now visit the coaches own coaching context to collaboratively support coaches in their own world. This more 'liberal' movement (P3)

has required courage from all contributing actors within coach education. Nonetheless elements of the current courses remain largely controlled by The FA and predetermined e.g., pre-planned workshops, a competency framework for assessment and a football philosophy (England DNA) (The FA, 2019). Thus, whether the current courses are truly liberating will be determined by the relationships between tutors and coaches on the ground. Future research should explore this.

4.5 Conclusion

This paper has provided an original discussion of FA coach education and the pedagogical developments witnessed since 1967. The Freirean interpretation provided has positioned recent FA coach education as a more (if not wholly) emancipatory process, which seeks more critical consciousness than previous iterations. For example, courses now include in-situ visits, which enable learning to be more personal, and include regular opportunities for reflection, in which coaches can consider the relevance of new knowledge to their own practice. This approach has much in common with Freire's (1973) view of emancipation which occurs through reflection (critical awareness) that leads to action (an authentic change in practice). Therefore, through the in-situ visits, coaches *may* have the opportunity to feel more empowered, liberated and valued than previously. However, we recognise that this change in pedagogy may continue to be challenging (Lugueti & Oliver, 2019). For example, the required change in power dynamics (i.e., towards a more democratic pedagogy), the overcoming of historical pre-conceptions (i.e., a tutor must talk, and a coach listen), and facilitating opportunities for openness (i.e., activities that allow coaches to appreciate their realities, privileges and socio-political structures) are all likely to be difficult for tutors who are influenced by social, personal, and economic factors.

During this paper, several influences upon the development of FA formal coach education have been cited including the military, education provision, government policy, and The FA's own desire to improve their formal coach education provision. Future research should further consider these historical, political and educational factors which have impacted FA course development.

Beyond these conclusions, this paper aimed to review the past to inform the future. To that end, questions are provided below to support course tutors, both at and external to The FA. These considerations are not prescriptive but aim to prompt tutors (NGBs, Universities, other education spaces) to consider how their practice could be more liberating. Specifically, educators should consider;

- Theme 1 - How could dialogue with coaches on courses and in-situ lead to a shared critical consciousness?
- Theme 2 - How can we humbly appreciate the prior understanding of coaches attending courses?
- Theme 3 - How can we further embed and embrace inclusive practice, so that all voices are appreciated?
- Theme 4 - How can we further adopt a problem-posing approach to coach education?
- Theme 5 - How can we empower coaches to explicitly personalise their own learning?

Finally, this rigorous document analysis and oral history has demonstrated some positive changes that influence today's courses. The results from any era are not, however, generalizable to all courses, all tutors, and all coaches' experiences. We are sure that some coaches and tutors will have idiosyncratic experiences that contradict the general evidence examined herein. Accordingly, future research should seek the voice of coaches who are currently attending courses to examine if their experiences are truly liberating. Additionally, the experiences of players should be considered as these are voices that are largely absent from coach education research. These voices are valuable because coaching is an intersubjective process and thus coach education is limited if it does not consider other agents within the process. Such voices could be gathered through interviews which attempt to mitigate hierarchy and power (i.e., 'shoulder-to-shoulder' interviews (Griffin, Lahman, & Opitz, 2016)) or by providing ownership to the players (e.g., allowing the use of video cameras to record their interpretations of a phenomenon). The voices/perspectives of players could help to answer a variety of questions (e.g., the player's perspectives of their relationships with coaches and the influence (if any) of coach education on such relationships). Researchers and course designers should therefore show humility (Freire, 2005) and recognise that learners and players are not empty vessels

to be filled but have valuable contributions to make. Significantly for researchers, course designers and tutors, an openness and conscious understanding of their own position is firstly required in order to embrace further change.

Chapter Five - Study Two: How did we get here; An Exploration of the Social Structures that have Influenced English FA Coach Education Over Time

In this chapter, I build upon [Chapter Four](#) and continue to explore the development of coach education over time. Chapter Four reported a chronological and longitudinal overview of the pedagogical development of FA coach education and in this section, I report findings derived from a reanalysis of the same data (document analysis and participant interviews). This reanalysis took place approximately two-three years after the initial analysis and after the data collection, analysis and production of [Chapter Seven](#)¹³. This present chapter is valuable because it extends earlier work by considering other influences on FA formal coach education policy. This includes exploring wider political, economic, and societal factors.

This chapter begins with a small introduction to set the scene (see [section 5.1](#)), before considering crystallisation as a methodological approach to reanalysis (see [section 5.2](#)). After this, [section 5.3](#) provides a more condensed methods section. The method section does not repeat the data collection methods used because these were previously described in Chapter Four. Rather it describes the process of reanalysis and considers reflexivity. The chapter continues by introducing key social architects that have overseen change before exploring, interpreting and discussing three social structures and their influence on FA coach education (see [section 5.4](#)). Finally, [section 5.5](#) concludes the chapter and finishes by posing some questions for future consideration by policy developers and researchers. In sum, this chapter contributes to the overall thesis by;

¹³ This decision was made to structure the thesis so this chapter followed the first analysis as opposed to a chronological order of completion. This allows for [Chapter Four](#) and [Chapter Five](#) to be presented together. This is important because both chapters used the same data, derived from the same methods. Furthermore, it allows readers to recognise the chronological development of FA coach education (i.e., two more historic chapters precede the present-day experiences of coaches in [Chapter Seven](#)). But it is important to note that the analysis of this chapter was completed after the analysis for Chapter Seven. This means at the time of analysis I was a different researcher (i.e., was more aware of the data analysis process) than I was during the first analysis.

Thesis aim one: Explore coach education beyond only the micro-pedagogical actions on course and consider coach learning in relation to a wider historical and social context.

Thesis aim three: Provide a broad and rich account of coach education that includes multiple voices from those within coach education e.g., coach educators, coaches, and children in understanding a national coach education program in grassroots football.

Note: This chapter is under review for publication with the Journal of Sport, Education and Society.

5.1 Introduction

Formal coach education is a temporally bound endeavour that aspires to support coaches by offering *new* knowledge to support them in their coaching world (i.e., working with players, and coaching in their environment). Research on formal coach education has considered the social interaction between coaches and coach educators on courses (e.g., Dempsey et al., 2021; Stoszkowski & Collins, 2016; Voldby & Klein-Dossing, 2020). This work shows genuine attempts, albeit with mixed success, by coach educators to connect with learners across a range of different curricula content. However, while this body of work is necessary to understand how coach educators can enhance their pedagogical effectiveness, it is important to move beyond analysing the micro-interactions on courses (Culver et al., 2019; Dempsey et al., 2020). For instance, Dempsey et al. (2020) demonstrated how key stakeholders within the system (e.g., policy developers, coach educators) influenced the development, dissemination, and implementation of The English Football Association's (FA) coach education curriculum. Formal coach education not only concerns on-course interactions but also socially constructed systems, courses, and curricula, which are worthy of study.

Consistent with a socially constructed view of coach education, [Chapter Four](#) explored the development of FA coach education over fifty-years and documented how pedagogy and conceptions of learning in coach education have developed over time. That study demonstrated how The FA moved towards a more 'emancipatory' pedagogy, which attempted to prioritise coach learning, rather than impose a particular way of being a coach. Key to that analysis was the use of Paulo Freire's critical pedagogy (1973), which considers the role and presence of power in

education. Freire (1973) argued that empowered learners can develop a shared critical consciousness with humble teachers such that education ‘liberates’ learners (i.e., abolishes an unjust society and makes one freer and more human). Conversely, Freire illustrated how power may rest with those individuals, institutions, or systems that ‘oppress’ learners by unjustly using force or authority to suppress and remove the voice of others (Galloway, 2012). Using Freirean theory, [Chapter Four](#) recognised an increase in dialogue and sharing of power in FA coach education from 1967-2016, albeit courses are still largely led by coach educators (Dempsey et al., 2021). The study also acknowledged that individuals situated in, and influenced by, wider social structures constructed the varied pedagogical approaches over the period. Specifically, the study identified military, education, and economic structures as influences that pervaded FA coach education and its development. That said, [Chapter Four](#) primarily explored on-course pedagogical interactions rather than providing an analysis of the social construction of The FA’s coach education system. In sum, there is little understanding of how these social structures have influenced FA coach education. It is towards this gap in understanding that this study turns. To do this, Freirean ideas are again considered, yet Freirean language is not adopted throughout the analysis and interpretations. This decision was made because some of Freire’s language can be somewhat condemning and to adopt this language when talking about individuals (i.e., social architects – see below) who we have not interviewed would be unfair and somewhat condemning. Instead, I use Freirean ideas throughout the crystallisation of data (see [section 5.2](#)) to consider the social and systemic influences that informed pedagogical development (Chapter Four). In this way oppression is seen as a system (Giroux, 2002; 2003).

To consider the historic social influences upon FA coach education, there is a need to acknowledge that social interactions, such as those on coach education courses happen within social institutions (e.g., universities, community settings, football clubs). In turn, social institutions are influenced by constructed systems and policies, and are pervaded by macro-social structures (e.g., education systems, economic systems, class systems) and cultural norms. To be clear, the influence of social structures upon individuals is not uni-directional and individuals are not passively devoid of agency (Freire, 1973; Jones & Thomas, 2015). Rather, individuals continuously and dynamically constitute their social context in relation to wider structures. For example, individuals with power may have the opportunity to develop, transmit and enforce coach education systems, policies, and even curricula. Here, we refer to key individuals who exercise power to influence as ‘social architects’.

Bau's (2016) organisational leadership work described social architects as those with a mastery of craft combined with social intelligence that can influence others within an organisation. Specifically, social architects can establish systems, orchestrate processes and oversee decision-making within business organisations (Rudel et al., 2021). Social architects can therefore be recognised as individuals who, having amassed a significant number of wide-ranging experiences, hold a position of power and responsibility (e.g., Director of Coaching). A social architect is a person who through power, craft, and social influence, acquired via prior experiences, may influence others. In terms of coach education, social architects may produce policies that oppress (e.g., suppress their voice), or liberate coaches (e.g., empower them to be freer) (Cope et al. 2020; Freire, 1973) and so their influence is worthy of study. However, social architects are not immune from wider social structures and cultural norms. It is likely that they themselves, as like other stakeholders (i.e., coach educators) (Watts, Cushion & Cale, 2021), have been influenced by their own biographical experiences and prevailing discourse and thus the influences upon social architects are also worthy of study.

Building upon the view of coach education as a social construct, this study explores the key architects who developed FA coach education and the wider social structures (i.e., the military, education, and economic influences) that may have influenced them and the subsequent development of coach education policy. For researchers, policy developers and coach educators, there is much value in considering these historic influences. Doing so can provide a thorough understanding of how coach education has developed and how current coach education practices in football have emerged. Without this understanding, an appreciation of coach education remains somewhat partial and (coaching) course designers will have limited understanding of what has gone before, and what continues to influence present-day coach education policy. Accordingly, this study aims to 1) identify the social architects that have influenced the development of FA coach education policy, and 2) analyse the wider social, economic, and political structures that have influenced these social architects in the development of FA coach education policy. Fifty-years of coach development, insight, and evolution, however, involves numerous contributions, influences and influencers, which makes for a complex mosaic of opinion concerning coach education and practice. This study does not seek to eradicate the complexity; rather it begins to illuminate an underexplored, and unexplained socially constructed phenomenon.

5.2 Methodology

5.2.1 Crystallising Coach Education through Reanalysis

Crystallisation is a process where the author(s) offer something different from a previously examined data set (Ellingson, 2009). For example, to deepen understanding, authors can crystallise previous work by; 1) offering different interpretations of a phenomena, 2) presenting knowledge from two differing methodologies, 3) using different presentation methods to report findings (i.e., report writing, narrative studies), or 4) providing alternative reflexive accounts of the research process. These methods may help researchers revisit previous work and offer alternative perspectives that 'crystallise' a more comprehensive view of a phenomenon (Gearity et al., 2021). Reanalysis is not common in sport coaching literature, although Gearity et al. (2021) crystallisation of care within the coach-athlete relationship is a contemporary example of how crystallisation can add new understanding to previously reported data. Crystallisation is appropriate in this study because the original data set (sixteen interviews and forty-seven documents) holds a richness and exclusivity with in-depth perspectives from an elite group of actors within the history of FA coach education. These interviews and documents have a wealth of insight and as per Martinelli et al. (2023) are worthy of reanalysis to explore new considerations.

5.2.2 How does this study Crystallise?

From Ellingson's (2009) four suggestions for crystallisation, this piece aligns closest to the second suggestion: presenting knowledge from a differing perspective. [Chapter Four](#) original work focused on FA coach educators' pedagogical interactions and whether these were liberating for coaches. This study extends this work by embracing a macro-societal view that recognises how social and political structures and powerful individuals, can influence education systems (e.g., Ball, 2000; Freire, 1973). Specifically, this broader societal perspective considers how powerful social architects have influenced the development of FA coach education.

5.3 Methods

5.3.1 Data Collection – Interviews and Document Analysis

This study was conducted with an interpretivist philosophical position. Data collection included sixteen semi-structured interviews with past and present coach educators, policy developers, and FA decision-makers who had wide-ranging contributions in the development of FA coach education ([Chapter Four](#)). The interviews were undertaken by the first author and concluded in 2019, providing nuanced accounts from those with substantial experience of FA coach education, whose voices have been somewhat unheard. The participants had a mean 30.3 years of coaching/coach education experience and held roles such as international coaches, senior FA course designers and FA tutors. The sample included male and female participants, participants with perspectives from the grassroots and professional game, participants who were from varied ethnic backgrounds and those who had perspectives from both the male and female game. Data also included the analysis of forty-seven documents (e.g., FA policy documents and coach education materials). Together, a significant corpus of data were collected from an exclusive and unique group of participants and documents. This provided an opportunity to examine the social influences upon FA coach education and on those social architects that shaped FA coach education, as a means of crystallising our understanding of coach education. This is appropriate as [Chapter Four](#) recognised and reported broader sociological influences on FA coach education (coded at first as 'sociological influences'), yet these were not explained in depth. In contrast, the present study elaborates on the macro-sociological factors to provide a more complete view of FA coach education. To do this, the first author returned to the data.

5.3.2 Data Analysis

Interview transcripts were re-read and re-considered, whilst notes previously made from document analysis were revisited. The data were deductively coded using the prominent categories first recognised in [Chapter Four](#); 1) military influences, 2) insights from PE and education and, 3) economic influencers. These three categories provided a new means of identifying relevant data from the interview transcripts and documents. New codes (i.e., not previously coded) were developed as part of a

revised thematic analysis (Braun et al., 2019). Once complete, the first author explored the meaning of the coded data. To develop meaning, consideration was given to how FA coach education has been reconstructed and by whom i.e., social architects. To be clear this was a back-and-forth, continuous process that involved revisiting data, constructing the themes, subjecting the themes to scrutiny from other members of the research team who questioned the alignment of the data, the claims made, and comparison between evidence from the document analysis and the participants' perspectives. The purpose of this was to ensure a sense of verisimilitude that is grounded in data and provides an insightful crystallising analysis that identifies the social architects and the social influences upon FA coach education.

5.3.3 Reflexivity

In keeping with the interpretivist nature of this study, analysis was not void of author influence, biography, and subjectivity. Succinctly, it may come as no surprise that the military, educational, and economic influences were identified by a young scholar whose father is in the military (and has been for the entirety of my life), who teaches and has an extensive formal education background, and who resides in an area with (history of) a low socio-economic 'status'. My experiences here have clearly added some value to this reanalysis of the military, education and economic influences on coach education. However, while I see value in this, these biographical experiences could be seen by some, as tainting the analysis and leading to ill-conceived, fictitious or indeed fabricated findings. For example, readers may feel as though I forced the data to represent the generated themes. To manage subjectivity, throughout the initial interview process, open-ended questions were used, and reminiscent techniques adopted (Kovach, 1990) to encourage participants to explore their own historical biographies/experiences and were not *led* towards certain answers. Secondly, a positioning statement was developed that identified the first author's biography. This was used as a process to manage subjectivity during the crystallisation process. Finally, multiple critical friends were sought and ensured findings appropriately reported the data (Smith & McGannon, 2018). For example, one critical friend highlighted how the categories (military, education, and economy) also interact with each other, a consideration made at the end of theme 1.

5.4 Findings and Discussion

This section reports the influence of three social structures on the development of English FA coach education based on rigorous re-analysis of sixteen interviews and forty-seven key documents. These influences will be described through the work of social architects. Accordingly, this section begins by introducing the key social architects within The FA, as identified by the participants. Following this, three themes illustrate how these social architects were influenced by military, education and economic structures and how in turn these biographical and social influences manifested in the development of FA coach education¹⁴. Throughout the findings, we present the coaches' words as much as possible. This will include some longer and shorter quotes and is consistent with a Freirean attempt to support others' voices. Supplementing this data, each theme is concluded by a brief and relevant discussion.

5.4.1 FA Coach Education's Social Architects

As described already, social architects are considered stakeholders who have the social and political capital to influence the direction of an organisation (Rudel et al., 2021). In the case of FA coach education, participants, via interview (re)analysis, identified Walter Winterbottom, Allen Wade, Charles Hughes, Robin Russell, Howard Wilkinson, and Dan Ashworth as key social architects. Participants reported that these individuals held powerful roles (e.g., Director of Coaching) whilst at The FA, and made significant changes to FA coach education. P2 alludes to when a new senior figure comes into post, FA coach education policy is typically rethought and redesigned.

The sea of changes were clear and directed by the Director of Coaching at the time... it's like they needed to leave their mark.

Crucially, it is important to understand the biographies of the 'new' social architect(s), and the landscape in which they worked before appointment, because it is through

¹⁴ Although this study focuses on those named as social architects by the interviewed participants, these individuals worked within a multifaceted system with the presence of a variety of other stakeholders. Therefore, it is more complex than to assume all change was subject to their decision making. The social architects discussed herein embodied the change and wider social discourse.

these experiences that wider social structures (e.g., the military), have influenced coach education policy. For example, interviewees described some senior figures;

Wing Commander Winterbottom joined The FA in 1946 and was the first England Manager and Director of Coaching... he trained as a PE teacher, served in the royal air force and worked a continued career in the Central Council of Physical Recreation (involved in the distribution of government funding) (P14).

Both Wade and Hughes completed national service (P14). Both individuals were later responsible for the production of key coaching resources in the 1960s – 1980s.

Allen Wade was an educated man, a lecturer at Carnegie... Allen and Charles were solid educationalists (P4).

Howard Wilkinson held a degree in Education awarded by Sheffield Hallam University was employed at The FA as Technical Director in 1997 and was the first generation to be in those positions that had not gone through some form of military training (P14).

Robin Russell was Wilkinson's right-hand man and was a really shrewd operator, top-class administrator, good football brain... He was very influential during and after Hughes's reign. Robin held roles at The FA including; Assistant Director of Coaching and Head of FA Learning (P1).

Dan Ashworth had been critical of the previous coaching pathway. We needed something more appropriate; aligned to the DNA... I remember conversations, 'Are we suggesting that we look to reform coach education?' and Dan would say 'yes' (P10).

These characterisations provide insight into the biography of some of the key social architects alongside an understanding of the valuable experiences that they brought to the role. To a greater and lesser extent, these formative experiences have manifested in the work of the social architects, as did wider social structures of their time including military, education and economic structures. Accordingly, the remainder of the findings explore how the wider social structures at a macro level influenced the social construction of FA coach education.

5.4.2 Theme 1: Military Influence Positioned the Coach Educator as Powerful

Football and coaching have a long history with military institutions (see Penn & Berridge, 2018; White & Hobson, 2017). This study demonstrates that 1960s and '70s FA coach education were also linked to the military. For example, participants who had experiences of coach education from this time, characterised courses through straight-lined drills, socks that needed to be pulled up, and copying the tutors' practices (P1, P2). These behaviours were described to be dogmatic and regimental with demanding expectations placed upon football coaches also recognised in 1960s FA policy (figure 1.).

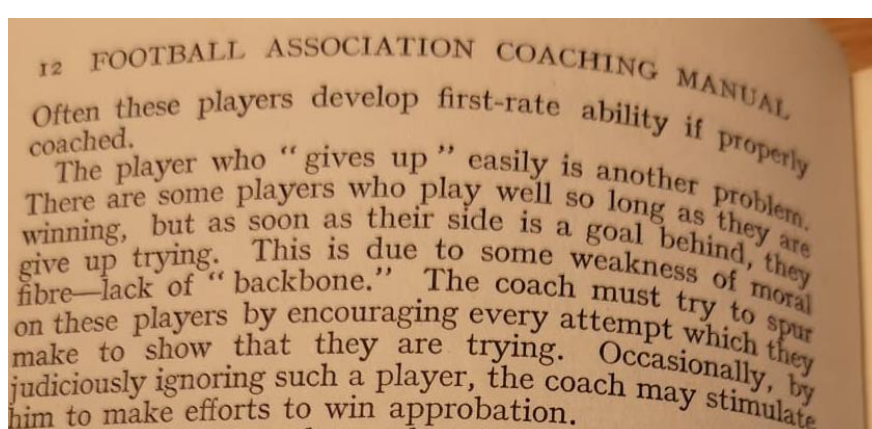


Figure 1. An explanation in FA policy of how to coach players who 'give-up'

This characterisation aligns to often recognised military activity (i.e., drilling and exercising) and cultures (see Wilson, 2008), where individuals were taught to conform, be obedient and respond to direct commands (Kirk, 2013). This regimental approach to coach education can be considered strict and may reflect how military culture pervaded wider 'disciplinary society' at the time (Kirk, 2001, pg. 479). Indeed, early coach education social architects served during the World Wars (P14) and were instrumental in establishing courses that were described to have extremely high standards:

If the coach didn't meet the standard and got something wrong, they got hammered publicly. It wasn't very nice... It was, 'No, that's crap. Shut up. Stand there, this is the way... the correct way'. Basically, they were the boss... no two ways about it. They were the boss, they put on sessions, you copied their way, their approach. If you didn't, you would fail (P12).

This quote demonstrates a somewhat 'no nonsense' (P12), stereotypical military style approach to coach education, similar to the 'rank-and-file arrangement' that pervaded in early teacher education, which was also influenced by the military culture of the time (Kirk, 2013, pg. 29).

Critically, it is wrong to conceive of the military culture as purely authoritarian, and to not recognise how other military traits such as a strategic analytical approach to problem-solving influenced coach education. For instance, Charles Reep, was identified by P14 as an individual who informed how social architects developed football and coach education. Reep had an extensive military background and participants reported that his systematic analysis of football matches influenced Charles Hughes (Director of Coaching);

Wing Commander Reep liked the idea of match analysis... he influenced Graham Taylor at Watford. Hughes saw that and thought, 'This makes a lot of sense. Direct football is the way forward and here's the stats to prove it' (P14).

Document analysis also illustrates that Reep's influence manifested in key coach education resources that applauded the value of a direct style of play (e.g., figure 2.). Hughes was also said to attend coach education courses to ensure that analysis from his fellow 'military man' Reep was embedded in courses (P2, P4). Furthermore, in FA documents supplied to coaches on courses, assertive language was used to prescribe the *right way* to play (figure 3¹⁵).

¹⁵ Figure 3. Is of a text prior to the 1967 timeframe of this study but does illustrate a continued discourse of authoritarian way to play football.

the early part of 1982 I had the pleasure of meeting a wonderful man named Charles Reep, who had been analyzing football matches for 30 years, successfully advising a number of Football League clubs. As a result of this meeting I persuaded my Personal Assistant at The F.A., Mandy Primus, to use her shorthand skills to help me in further analysis of football matches. Her method of notation is different from that of Charles Reep, but the principle is the same. The method of

Although direct play is the best strategy, it is not all that is required for success. It is certainly not a substitute for physical fitness. Indeed, sustaining direct play through a 90-minute game requires higher levels of fitness than other ways of playing. Because of this we have conducted research into the fitness levels required, working with both the F.A.'s Human Performance Department at Lilleshall and the Sports Science Department at Loughborough University. The series of which this book is a part will also include a book and a video tape on the specific subject of fitness for football.

different routes, there was no disagreement on the major conclusion; the strategy of direct play is far preferable to that of possession football. The facts are irrefutable and the evidence overwhelming.

Figure 2. A collection of extracts from The Winning Formula (1990)

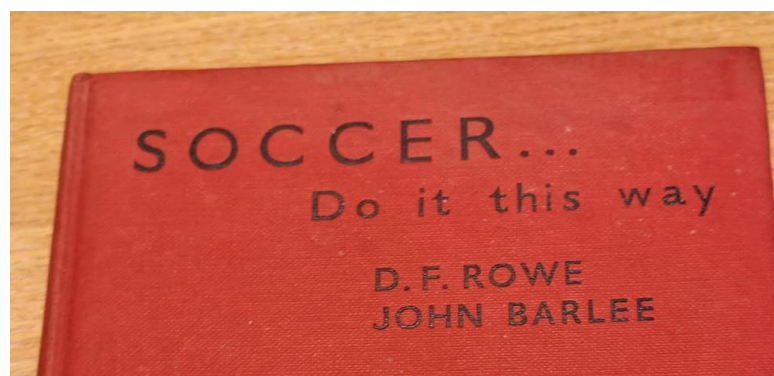


Figure 3. A football text that could be considered to counsel a single way.

P12 crystalised that coaches were directed towards a correct answer and if they deviated away from this they were 'publicly hammered' by tutors, thus demonstrating how the military culture and military connections influenced coach education. Whilst some course participants reported these experiences to be authoritarian and oppressive, others may have considered this approach as liberating. This is because coaches were developed to a required standard, deemed competent, and then rewarded with a prestigious coaching badge.

'having that badge was the important thing and there weren't many people who had it' (P2).

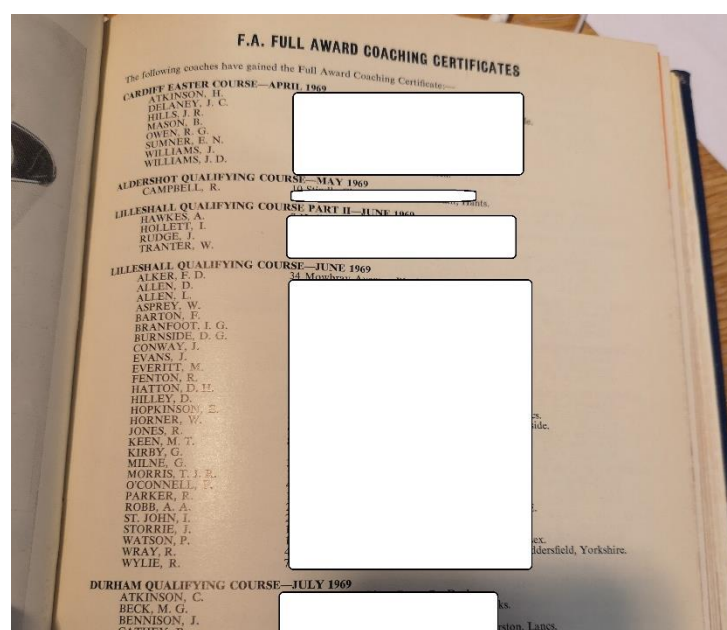


Figure 4. Published list of those who completed The FA Full Award in 1969

The comments by P2 and figure 4. suggest that coaches who completed the qualification held an increased level of credibility within The FA and amongst other coaches. Subsequently, this could result in the feeling of pride, and social capital amongst coaches (Cushion et al., 2019; Wacquant & Bourdieu, 1992). Through this capital, coaches may have felt more empowered, prepared to coach, to demonstrate their knowledge and improve players. From either perspective, these examples demonstrate that wider military discourses pervaded the historical development of FA coach education policy. This influence may have waned over time, but even today, the distinctive football language such as formations, wingers, and flanks, are totems of the military influence upon early football coach education. Furthermore, the military still retain seats on The FA council, while the need for coaches to conform to predetermined behaviours has also been observed in studies of football coach education (see Blackett, Evans & Piggott, 2021; Chesterfield et al., 2010; Partington & Cushion, 2012).

The military also influenced other social structures e.g., education, discussed in the next theme. For example, the threat of war in the early 1900's called for many of the working-class boys/men (and some women) to be fit for war, a view recognised in the 1902 model 'fitness' course taught in schools (Jefferson-Buchanan, 2019). This

course was titled the 'model course' for Physical Training, an early forerunner of Physical Education. The model course was written in two sections enforcing drill (part 1) and exercise (part 2) and delivered by military personal trainers. The course encouraged regimental exercise programmes that promoted discipline, conformity, and uniformity. These traits are also witnessed in FA coach education during early 20th century. Indeed, while the military influence on PE is well established (Jefferson-Buchanan, 2019), through crystallisation this study, has for the first time, illustrated how the military influenced the regimental approach of early FA coach education.

5.4.3 Theme 2: Insights from Physical Education (PE) and Education have informed Coach Education Developments

Through social architects, wider education institutions and structures have influenced the development of FA coach education. For example, many of The FA's powerful social architects (e.g., Wade, Hughes and Wilkinson) previously studied at Higher Education institutions (HEIs). As P1 described below, historic founding colleges provided an opportunity for male students to study PE. Female students typically studied at female-only institutions (inc., Irene Mabel Marsh (now a part of LJMU), Bedford College of PE and Lady Mabel College of PE). Many participants interviewed in this study recognised that social architects who studied PE at these institutions were influenced by their experiences and this impacted their work in coach education. For example, P1 explained;

Carnegie (now Leeds Beckett University), Loughborough, Exeter, Madeley College (now University of Staffordshire), Jordanhill College and Borough Road College (now part of Brunel University)... were a group of 6 PE colleges founded... elite sport coaching and coach education emanated from these places (P1).

To greater and lesser extents, key social architects drew upon their PE experiences as they (re)developed coach education. For example, document analysis reveals Alan Wade used his PE experiences in resources such as Soccer Strategies, How to Develop Successful Team Play (Wade, 1988), which includes some of the principles from Loughborough University's Bunker and Thorpe's (1982) work on Teaching Games for Understanding (TGfU). Illustrating a games-based approach, on page 21, Wade described practicing depth in attack with a 3 v 2 game-like situation, that

progresses to 3 v 3 depending upon attacking team success. Reciprocally, Bunker, Thorpe and Almond also cite Wade's text *The FA Guide to Coaching and Training* (1967) in their 1986 collection of PE papers entitled *Rethinking Games Teaching*. Thus, demonstrating close links between PE and the social architects that designed FA coach education, which resulted in policies and materials influenced by physical education.

Although, the influence of military style culture remained in 1980s 'autocratic' (P1) coach education practices, FA coach education in more recent times (2000s-2016) continued to be influenced by PE and wider education practices. This is evident in activities that were increasingly learner focused (see figure 5.). Participants also recognised The FA's shift in approach on course. For example, P10 described the approach on courses since 2000;

Courses now aspire to educate coaches to encourage lifelong participation in sport and physical activity and prevent drop out... or encourage good drop out i.e., transition to another sport.

What skills and qualities does a coach need?

How can the coach help players achieve their full potential and get the most enjoyment from their sport?

Activity 2

1. In the left hand column, list the skills and qualities you feel are needed by a good coach.
2. In the right hand column, list the additional skills and qualities you feel you would need to coach disabled people.

Skills / Qualities of a Good Coach	Additional Skills / Qualities

Figure 5. Learner Focused Task. The FA Football Development Programme - Disability Football (2000)

This change in approach was reinforced by P8 and P11. Indeed, document analysis shows that in 2014, FA coach education policy encouraged the use of activities from other sports for warm-ups or coaching topics such as 'finding space' (i.e., *The FA Youth Award*, 2014). P4 described how on historic iterations of courses, learners would have been scrutinised and even failed for delivering this type of activity because 'it was too far away from the real game'. This represents an appreciation of wider PE.

Participants attributed the continuing influence of education in coach education to the work of Dan Ashworth and colleagues who recognised a need for a different coach education workforce, informed by wider educational practice. Participants reported;

Dan pulled together an education steering group to consider changes to the coach education pathway (P10)

The FA had many different people join the organisation from different backgrounds, that brought a fresh perspective... they had far more expertise around learning than those previously. That all gradually culminated with we've got an opportunity to completely change how we do coach education (P6)

We're in a different place now. We've got learners that can do more self-learning, there's access to the internet and a wide range of resources. For example, when delivering courses now, I know there will be students who use Google, and they can have better factual support than I had an hour ago. It's totally different (P5)

The FA have aspired to develop a more positive coach education experience for learners (P9)

As described above, the 2016 course policy endeavoured to place people who appreciate learning in the room as educators, with learners who have access to a variety of information. As part of this, social architects of this time led policy change that provided a clear philosophy about how to play and coach football (i.e., The England DNA see Neocleous, 2017). This philosophy was used to simplify content, align levels and restructure coach education courses which were previously described as a 'coach education tube map' (P10) because they were messy and confusing to learners and educators. Yet, it was reported that not all coach educators welcomed the repositioning of coach education as a pedagogical activity. For example, P10 reported 'There was some pretty blazing internal rows when tutor selection came' as the change of direction meant all tutors needed to reapply for coach education roles and demonstrate a background understanding of education practices. Nevertheless, a more pedagogically informed workforce were recruited and deployed. The influence of the education discourse is apparent in the language and content of recent coach education texts. For example, document analysis reveals

learning expectations are clearly identified, and questions and group work are posed throughout key course texts (figures 6a. & 6b).

Practical Syllabus	
This Practical Syllabus should be read in conjunction with the Unit Specifications of the Level 1 Certificate in Coaching. To achieve Units 2 and 3 of the Level 1 Certificate in Coaching via the Football pathway, you will be required to demonstrate an understanding and application of coaching the following football techniques in an appropriate environment.	
Age Groups	Syllabus Components
Coaching Players Under 8 Years	▪ Appropriate warm-up/cool-down ▪ Mini Soccer (5v5) ▪ Key techniques, including: - running with the ball - turning - dribbling - shooting - passing and control - goalkeeping - ball control
Coaching Players Under 10 Years	▪ Appropriate warm-up/cool-down ▪ Mini Soccer (7v7) ▪ An Introduction to game understanding in attack and defence ▪ Key techniques and skills including: - running with the ball - turning - dribbling - shooting - passing and control - goalkeeping - ball control
Coaching Players Over 10 Years	▪ Appropriate warm-up/cool-down ▪ Small-sided/appropriate games ▪ Game understanding in attack ▪ Game understanding in defence ▪ Combination play (eg 1v1, 2v1, 2v3) ▪ Key techniques and skills including: - running with the ball - turning - dribbling - shooting - heading - passing and control - goalkeeping - ball control

Figure 6a. Key curricula content shared with learners - The FA Level One (2009)

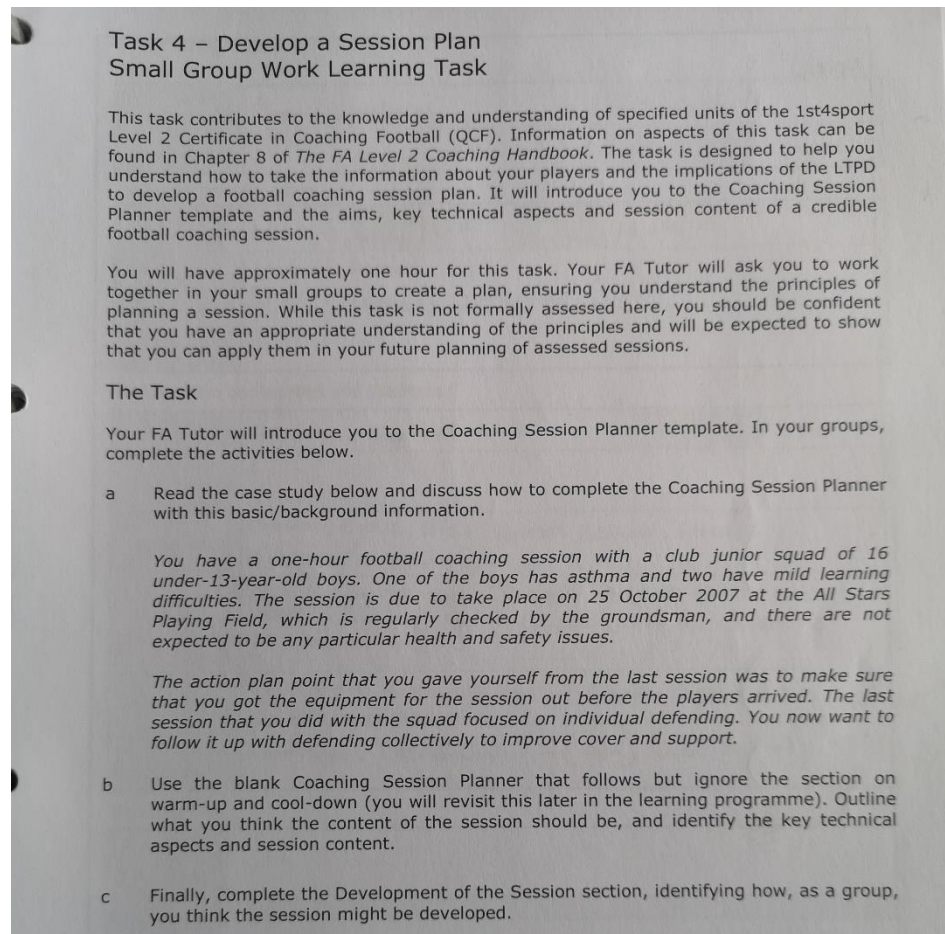


Figure 6b. Appropriate tasks developed to promote group learning - The FA Level (2012)

Similarly, during interviews the language used by participants to describe the person leading courses notably changed. Participants with experiences of coach education in the 1960s–2000s, (e.g., P1, P2 & P4) referred to course tutors, whereas those with experiences since 2000 (e.g., P6, P10 & P11) typically referred to coach educators. The subtle changes in language represents changes in job title and could be considered an example of an epistemological shift somewhat towards more liberatory education, where the educator works *with* a learner or *develops* the learner. This contrasts with the military-style command approach more reminiscent of 1970s and 1980s coach education, where a coach was someone to be trained. P2 helps to summarise these developments and concludes;

The FA have realised coach education reflects education and what happens in education. There is an understanding that not all people will achieve at the same speed and in the same time, so we give them different opportunities.

A less uniform approach to coach education now exists compared to early courses, albeit there is still evidence that it remains largely tutor centric with Dempsey et al. (2021, p221), reporting that ‘coaches had little control over the selection, sequencing, pacing, and evaluation’ of curricula. That said coaches also now have access to other sources of information. For instance, an increasing number of HEI undergraduate and postgraduate courses have enabled coaches to gain new knowledge (Hall et al., 2019). Coaches also have access to an increasing range of coaching information including on-course materials (i.e., handbooks, Vimeo videos), online FA resources (i.e., The Bootroom – a virtual learning platform, Coachcast podcast) and non-FA media/social media (e.g., SkySports, UK Coaching Applied Research Journal, Twitter, and YouTube). These multiple sources of education help liberate coaches. For instance, the newly employed coach education workforce can draw upon these sources to meet learners’ needs and thrive in their particular context. Conversely, access to multiple sources of information may have a negative connotation and encourage people to be colonial about their information sources and vie for capital (e.g., by providing accreditation). Indeed, while The FA hold a powerful role and influence on employability within the sector, other stakeholders also provide knowledge (e.g., universities, private organisations). So, although within The FA system, the aforementioned tube map has been simplified, coach education in England remains a complicated and somewhat fragmented landscape. In keeping with this, Hall et al. (2019) have called for greater dialogue between NGBs and HEIs and clarity over the role that each could, or should, play in educating coaches. As [Chapter Four](#) demonstrate, coach education can develop and thus such collaboration is a possibility; albeit it may need the support of contemporary social architects who have strategic knowledge of education policy and practice. Such collaboration could further embed the influence of PE and wider education structures on FA coach education.

5.4.4 Theme 3: Economic Influences Prompt an Expansion of FA Coach Education

Education is a political act (Freire, 1973; Giroux, 2002, 2003) and over time FA coach education was influenced by economic structures, including policies from various governments.

We needed more coaches; we needed better coaches and it just so happened there were some very valuable government funding streams to tap into to achieve this (P14).

As described above, and acknowledged in The FA chairman's commissioned report (The FA, 2015), The FA has long recognised a requirement for more educated football coaches. The link between FA coach education and government funding has existed for some time. For example, in 1965 the UK labour government established the Advisory Sport Council (ASC). The introduction of ASC provided the government with an opportunity to take a tighter grasp over sport in the UK (Day & Carpenter, 2015). ASC's introduction coincided with an approximate 35% increase in funding available to National Governing Bodies (NGBs) in the UK by 1970. This funding represented the changing perception of sport and 'coaching' within the British public, who were previously sceptical of its value (Day & Carpenter, 2015). Through the provision of funding, the UK government had the opportunity to indirectly influence NGBs policies.

For the first time, however, data in this study explains how government funding and other economic sources have influenced the development of FA coach education. P14 explained that a commercial imperative to develop the best footballers in England demanded that coach education standards were higher;

In 1984 The FA launched The FA National School (Lilleshall), trying to select sixteen of the best 13-year-olds footballers... That meant we needed qualified coaches, so the demand for qualified coaches, from the mid-80s increased... Over time other clubs wanted similar, which led to academies and the closing of Lilleshall... The clubs were adamant on developing their own programs and couldn't see the point of releasing their players to Lilleshall, they wanted to do it themselves (P14).

As the demands of professional football clubs to develop players through their own academies increased, a greater need for high-quality coaches existed. In time, the professional game was not the only focus of The FA's attention, as an ambition to develop more players in grassroots contexts grew. This required coaches that were deemed well-educated and better prepared.

(Social Architects) later decided to have a Level 1 course (because of the increased need for coaches). It wouldn't be examined, it would be 16-hours, and we had discussions with 1st4sport- to get it funded. The funding quota for a Level 1, was about £200... McDonald's were also interested in sponsoring, so we produced a pack... they also gave vouchers to their staff to complete the course... so the course was extraordinarily successful in terms of attendance. When we looked at attendance, it was basically further education (FE) students. FE colleges were thinking, 'How can we get more money in? Here's a nice course, we'll put this on' (P14).

This account demonstrates the coming together of different economic structures including public and private sectors (i.e., McDonalds¹⁶), combined with football clubs to educate more coaches. It also illustrates how in the mid-1980s, and onwards, that coach education became a viable income stream, prompted by the ambitions of British governments 'concerned with developing a skilled workforce' (P1). As first recognised by [Chapter Four](#) this saw the introduction of National Vocational Qualifications (NVQs). An NVQ is a qualification that is aligned with the skills and knowledge specific to a particular industry job role and were introduced to make clearer the 'jungle' that was vocational qualifications (Young, 2011). The introduction of NVQs was a change in the education landscape that would direct the future trajectory of coach education in England.

It was critical that The FA embraced the NVQs... especially with a greater demand than ever for better coaches, because these qualifications would be supported with government funding (P14).

Social architects of the time were aware of these financial opportunities and saw the chance to expand coach education provision using new income streams. In the late 1990s onwards, document analysis demonstrates The FA's offer extended the preliminary¹⁷ and full awards to a four-level model (FA level 1, level 2, UEFA B & UEFA A), which also included optional, 'bolt-on' (P8) bespoke courses (e.g., The FA

¹⁶ For further insight the work of McDonalds see Houlihan and Bradbury (2013)

¹⁷ This was the first coaching award that coaches could achieve in The FA's coach education pathway in the 1960s-1990s

Youth Award, Goalkeeping awards, Talent Identification awards, The FA Psychology awards).

This expansion of coach education, prompted by economic changes has had significant impact, as participant 5 reported:

In the early 2000s, Sport England statistics said less than 1% of all youth teams in the country had a qualified coach at any level... Think about that, less than 1%... Today we're talking about over 90%. (P5)

Economic opportunities influenced the restructuring of courses and led to an increase in the quantity of coach education courses available to coaches. The NVQs required education providers to introduce key learning outcomes that mapped learning towards assessment. This ensured that learners met a competency list, but proliferation of courses could also be construed as an income generating activity;

The level two coaching award was mapped against standards and importantly we could get significant funding (P1)

When the NVQs came in, in the late '90s, obviously there was a massive influx of money (P2)

FE college drew the money down, they kept 60% for admin, gave 40% to the NGB. That's 40% for every candidate, the more candidates you've got, the more money you've got (P1)

The FA qualifications were able to go on the government-funded framework (NVQs), which helped drive the popularity of coaching courses at the time. That's the recognition that was part of the turbo boost in that late '90s, early 2000s (P5)

The respective county FAs would get into bed with the local college to grab funding... especially given the funding available per student.... £1300-£1500 (P14)

The FA and social architects have developed FA coach education through the funding that has been accessed, yet P11 queries to what extent this funding has developed *better* coaches;

Financially, there seems to be quite a lot of support now... So, lots more people coaching but are we getting better coaches? I'm not sure.

Access to expanded coach education opportunities and more indirect funding has the potential to liberate coaches by providing choice over *their* coach development pathway and to explore *their* needs. However, a market has developed, and funding is not always available to all. This means that for today's coaches attending courses can come at a financial cost and employability in a developing coaching profession can offer little financial reward and certainty of long-term employment (Ives et al., 2021). This is a view supported by P6;

But, at the end of the day, were asking people to take time out of their lives and money out of their bank account to take part in coach education and most are just volunteers.

Thus, while researchers have argued that more development is needed to improve the quality of coach education provision (e.g., Cope et al., 2021; Dempsey et al., 2021; Lewis et al., 2018; McCarthy et al., 2021), to enable this, coach education providers need to access funding. However, this is not always possible as funding opportunities can fluctuate with changing political parties and interests. Economic influences on coach education is an important area for future research to consider. This is because as described already with the introduction of HEI coaching programmes, as well as an influx of private independent coach education and coach mentoring companies, the marketplace is increasingly contested and competing economic structures will likely shape how coach education is understood and (re)designed in the future.

5.5. Limitation(s)

One limitation that should be acknowledged in this chapter is the missing voice of the social architects. This is an area that should undoubtedly be further explored now this current work has *lifted a lid* on their biographies and how these people influenced change. To be clear though these voices were not explored in this thesis because; 1) these studies were abductive in approach and the inductive aspects of this means that I did not know who these people were or indeed the level of their influence prior

to the studies, 2) from a pragmatic perspective it was difficult to collect the perspectives because some of these people have sadly passed away and many others no longer work for The FA, and 3) importantly, I do not want to condemn the social architects without their voice/perspectives. On this note the perspective of at least one social architect was included but for confidentiality reasons I feel that it is important not to elaborate or draw additional attention to this. That said I recognise the need to ethically understand and listen to the voices of these people and thus call for further research to explore this (e.g., see questions for researchers 1 and 2 below).

5.6 Conclusion

This study has built upon existing work ([Chapter Four](#)) by unveiling the social construction of FA coach education policy over time. Informed by a crystallisation approach, the reanalysis undertaken in this study has enabled a deductive reconsideration of previously analysed data from sixteen participants and forty-seven documents. Through the reanalysis, this study illustrates some of the complex influences on FA coach education and recognised; 1) the military's influence in positioning the coach educator as powerful, 2) how insights from PE and education have informed coach education development (i.e., games-based learning, appreciating individuals learning journeys), and 3) how economic opportunities have prompted an expansion of FA coach education provision. This contribution provides a wider understanding of how FA coach education has been shaped and is recognised today. This was achieved by considering how these social influences manifest through the experiences and actions of key social architects in FA coach education. Informed by the findings, this study calls for future coach education research to acknowledge that any (coach) education policy is not devoid of wider social influence and reflecting the complexity of education, these social influences are not isolated from another. To that end, this study concludes by raising some key reflective questions for coach educators, policy developers and researchers to explore, that might further illuminate the complexity of coach education.

Reflective questions for policy developers and coach educators;

1) To what extent will the military influence on courses be visible in our future policy and practice (i.e., are we still replicating a more command and control approach on coach education)?

2) To what extent does the existing fragmented education system, with multiple providers supplying knowledge, liberate or oppress coaches?

3) How would a defragmented coach education system create synergy between HE and coach education providers?

Questions for researchers;

1) Who are the current social architects (including their biographies) within coach education, and to what extent are they building upon the historical, social, and economic development of FA coach education?

2) How are the future social architects in coach education identified, how do they come to power, and how well prepared are they to navigate dynamic social, political, and economic contexts?

3) How does existing coach education support different coaches (e.g., student coaches, parent coaches) to thrive in *their* own world?

4) Within the broader economic context, and in respect of the historic, if somewhat stalled, 'professionalisation of coaching' agenda, does current coach education represent value for money for coaches and for sporting organisations?

The following chapters herein aim to explore questions four and five to gain an appreciation as to how FA coach education has liberated or oppressed coaches. By exploring the experiences of grassroots coaches, the remainder of this thesis looks beyond (historical) coach education in policy, and on course, to consider how coach education connects with the social, cultural, and economic worlds in which coaches live today. Specifically, the following two chapters ([Chapter Six](#) – methods, and [Chapter Seven](#) - creative non-fiction stories) add to the historic analysis already provided, by exploring the lived experiences of three grassroots football coaches in their own nuanced and contemporary context.

Chapter Six - Study Three: The Methodological Approach used to Explore the Experiences of Grassroots Coaches

If ‘coach learning is fundamental to the development of high-quality coaching’ (Townsend, Cushion, & Smith, 2017, pg. 346), then coaches’ learning experiences are worthy of study. To consider such experiences, this chapter builds upon previous chapters which demonstrated how policy has developed over time, and is influenced by wider social structures (military, education, and economics). Notably, those chapters did not report how formal coach education policy was experienced by coaches today, and how it influenced their daily situated lives. To address this gap this chapter presents the methodological approach used to explore the experiences of three grassroots coaches. The three grassroots coaches all experienced The FA level two 2016 course policy. To explore such a complex experience, the decision was made to split this current study across two chapters. This chapter will demonstrate the methodology and methods adopted to explore the coaches’ experiences before [Chapter Seven](#) reports the findings through the use of creative non-fiction case studies. The methodology reported here and the completed stories and accompanying interpretations ([Chapter Seven](#)) continue to recognise how coach education is influenced by a multitude of social factors. Such social factors have already been discussed from a historical perspective (i.e., [Chapter Five](#)) but here these factors are considered through the examination of how current grassroots coaches exist in their world. Before that, in this chapter, a short introduction to the methodology and a detailed discussion of the multiple methods used to explore the coaches’ experiences are provided. This chapter contributes to all thesis aims;

Thesis aim one: Explore coach education beyond only the micro-pedagogical actions on course and consider coach learning in relation to a wider historical and social context.

Thesis aim two: Explore grassroots coaches’ experiences of formal FA coach education in the context of their own social world.

Thesis aim three: Provide a broad and rich account of coach education that includes multiple voices from those within coach education e.g., coach educators, coaches,

and children in understanding a national coach education program in grassroots football.

6.1 Introduction

Coaching has been described as a *messy* process which mirrors the realities of the world (Jones et al., 2016). This chapter, and [Chapter Seven](#), explore how formal coach education influences the contextualised coaching experiences of grassroots coaches. Indeed this contribution aims to advance previous claims within existing literature by Stodter and Cushion (2017) and Nelson et al. (2013) who described how coaches still directly seek (the right) information on formal courses to enhance their coaching ability. Similarly, Stodter and Cushion (2019) have demonstrated that much formal coach education could be construed as flawed, where generic course content and practice is shared with coaches, but lacks relevance to coaches' lives. This is remiss because coaches attending courses are not all coaching in the same space and instead many coach within variable settings (e.g., different age ranges, with male or female participants, within advantaged or disadvantaged clubs) within grassroots sport, sport development initiatives (Bowes & Jones, 2006; Miller & Cronin, 2013; Parnell et al., 2015) and indeed within disability settings (Townsend et al., 2017). Consistent with this, Phelan and Griffiths (2019) reported that quality professional learning should exist within a specific and contextualised environment. Moreover, Jones et al. (2004) and Jones et al. (2016) claim coaching knowledge should be constructed within a contextually relevant social environment if it is to support coaches with the messy challenges of their worlds.

In response, this chapter addresses the following sub-questions; 1) are courses liberating or an oppressive influence on coaches? 2) Does The FA level two course policy and pedagogy influence coaching practice? 3) How well does the existing level 2 course prepare coaches for their own context? To answer these questions, the following chapter includes three *creative non-fiction case-studied stories* which have been developed from three grassroots football coaches over a twelve-month period. This methodological approach extends the work of Stodter and Cushion (2014, 2017) who explored the biography of football coaches completing formal coach education. Similarly, this approach maintains a Freirean view that it is difficult to understand human beings without somewhat considering their intellectual, emotional, and physical sensibilities in relation to their historical, cultural, and economic backdrop.

The case studies utilise Armour's (2014) pedagogical cases framework. This and other methodological considerations are explained below.

6.1.1 Using Case Studies

To explore the research questions posed, qualitative case studies were the adopted methodology. Yin (1981) and Gerring (2004) define case studies as the study of a contemporary phenomenon within its own context. The use of case studies as a methodology therefore, allows for the presentation of contextually rich experiences (Stake, 1995; Hodge & Sharp, 2017). Subsequently, this approach allowed for the study of football coaches' experiences. The case studies have been developed via multiple methods (i.e., field notes from observations, recorded interviews, and data collection with the coach's players). Eisenhardt (1989) previously described how case studies allow for reflection upon an individual's context and life history, which is consistent with the interpretative and subjectivist approach adopted throughout this thesis. As Goodyear and Armour (2019) explain, case studies can connect theory to practice by expressively and less rigidly reporting academic findings. Similarly, the work of Cronin and Armour (2018), Nelson and Cushion (2006), and Vinson and Parker (2019) have used case studies to present rich and insightful qualitative data within the sport coaching literature. Subsequently, the case studies in [Chapter Seven](#) explicitly prioritise the experiences of the three football coaches and therefore they, *the coaches*, are the focus (*case*) within these case studies.

Herreid (1997, pg. 92) defined cases as 'stories with a message'. Similarly, in another publication, Herreid refers to cases as 'medicine... that has the ability to control emotions whether excitement or sadness' (Herreid, 1997, pg. 163). Stories can be considered powerful and this is the definition to be adopted within this thesis as opposed to the somewhat comical reference Thomas (2011) made to cases as a 'container' (i.e., a suitcase). That said, Thomas (2011) does identify a less comical concern (by applying the metaphor of a pencil case) suggesting that cases could be construed to be relatively bound, a claim supported by Gerring (2004). The concept of a relatively bound case indicates case studies are fixed and have a distinctive removed position (i.e., away from external influence and somewhat non-influenceable). To convey a caricature of Gerring's (2004) definition, one may think of a forcefield around a superhero, somewhat impenetrable. However, as Jones et al. (2004) suggest, and [Chapter Four](#) and [Chapter Five](#) of this PhD demonstrate, formal

coach education is a social construction that itself has the opportunity to influence the social construction of a coach's knowledge. Furthermore, the coaches' personal history/biography (e.g., academic influences, career path, family orientation) all influence their perceptions and experiences. Therefore, in this chapter, it is viewed that cases and subsequently their stories are not strongly bound. Instead, Dumez (2015) second representation of a case, which is influenced by a personal plot (i.e., their history), is a more accurate depiction of the case studies in this thesis (figure 7).

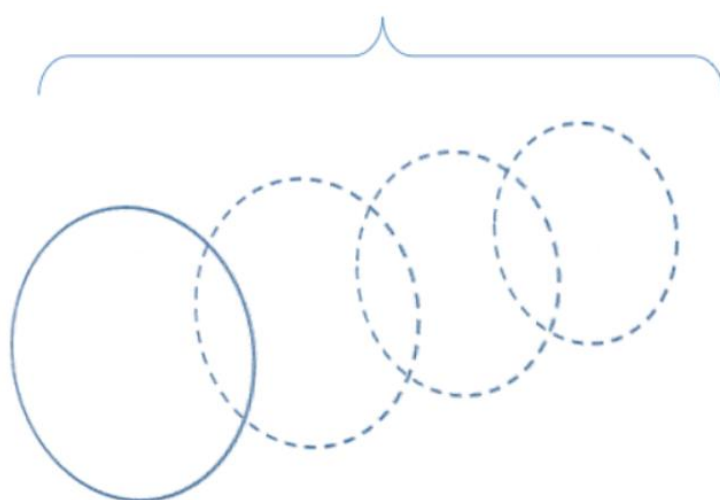


Figure 7. A representation of a Case (solid circle) Influenced by their Social Construction (dotted circle) (Dumez, 2015, pg.46)

Figure 7 identifies how coaches are a socialised version of their previous selves. Within coach education, figure 7 could be viewed as the construction of the coach post their attendance on different coach education courses. This construction is not necessarily one which is progressively linear (as figure 7 could be construed to demonstrate) but instead a reconstructed image of themselves. Each case has *their* own biography (Dumez, 2015) which includes *their* life history, aspirations and critical to this study; *their* personal view of coaching. By adopting a case study approach the nuanced dynamics of each coach could be considered. Here it is equally important to note what my case will 'not be' (Baxter & Jack, 2008). Baxter and Jack (2008) state that ensuring specificity around the case is important to ensure that the research questions are appropriate and that the study remains in scope. Specifically, my cases are the coaches, within their naturally occurring football coaching environment (i.e.,

the training facility and not their work or home lives). My focus is not the course itself nor the coach educator. The decision to present coaches as case studies aligns with the underpinning desire to attempt to work *with* the coaches, to share their football and coaching experiences, to make their stories accessible. This is opposed to simply identifying common patterns across one core phenomena e.g., a given course. This decision is largely driven by the intent to provide a platform for the voice of coaches, who are actively engaged with coach education, to be heard. Similarly, this has been informed by my continued reading of Freire's work. Subsequently, the coaches' stories and their experiences are important areas to explore, as are the very different contextual backgrounds and environments that act as a backdrop to each coach. To that end, case studies were deemed an ideal means of examining the social construction of coaches' own coaching lives and how their formal coach education experiences interact with these lives.

6.1.2 Pedagogical Case Studies

In [Chapter Seven](#) the coaches' stories are presented as pedagogical case studies (Armour, 2014; Cassidy et al., 2014). The development and relevance of *case studies* have already been considered and as such the term *pedagogy* likewise should be carefully viewed. Pedagogy is considered a learning endeavour where four aspects are actively engaged. These include; the teacher (e.g., coach educator, coach), the learner (e.g., the coach, football player), the task, and the learning environment (Armour, 2011). Each of these contribute to learning i.e., the teacher to facilitate and differentiate the activities required for the learner, whilst the learner should seek to challenge, probe and direct their own learning. These two individuals then practice within a social space/environment (i.e., a classroom or football pitch, and a task which fosters holistic development).

Existing examples of pedagogical case studies within sport include the work of Armour (2014) that provided 20-case studies concerning youth development in sport, Armour and Cronin (2018) who examined care in coaching, and Goodyear and Armour (2019) who considered youth engagement within health-related social media. However, none of this work specifically considers the experiences of coaches attending formal coach education. This is remiss because Armour (2014, pg. 6) described pedagogical case studies as; 'a translational research mechanism and a professional learning tool'. Pedagogical case studies, therefore, move beyond

reporting academic evidence and begin to present opportunities for practical action. This approach could be construed as the providing of contextually relevant knowledge, where readers are empowered to consider multiple perspectives of their own knowledge' (Armour, 2014, pg. 6).

To further understand the concept of pedagogical case studies, I turn to the similarities between the case-based learning and interprofessional learning concepts which can be typically associated with medicine. Thistlethwaite et al. (2012) explained case-based learning in medicine as the process of providing students with a scenario before analysing what medical interventions are required in the given scenario. Learners seek support, counter arguments etc. from their peers before reaffirming their case and diagnosing the course of action. Students often defend this diagnosis against their professor who would probe and question their judgement. This process is deemed to be appropriate within medicine as it replicates some examples of *real-life* practice. For example, within cases, medical professionals from varying disciplines and perspectives (e.g., cardiology, haematology, neurology) collaborate to gain an understanding of 'what went wrong or right' in an attempt to learn lessons. This collaboration can be an example of interprofessional learning (Houldsworth 2018). Instead of encouraging *shallow* learning experiences where learners typically recall information which may be simplistic or indeed one-dimensional (i.e., only considers their understanding from their field), interprofessional learning calls for and enables more *profound* learning (Houldsworth, 2018). Here knowledge is socially constructed, continuously reflected upon (similarly to experiential learning) and applied to different scenarios. Learners may work/learn in communities of practice (Cuddapah & Clayton, 2011; Wenger, 1998) but begin to develop a knowledge base which enables them to think more creatively. The likeness between pedagogical case studies, case-based learning and interprofessional learning, therefore, exists through the opportunity to enable readers/students/coaches to reflect upon academic evidence (from an array of disciplines) and previous experiences before applying interpretations to their environment.

Within sport pedagogy, Armour (2014) identifies three striking characteristics of pedagogical cases; 1) 'a case narrative about a learner', 2) the sharing of 'a series of sub-disciplinary perspectives', and 3) 'a pedagogical perspective that seeks to synthesize all the contributions to generate interdisciplinary knowledge on effective practice that could support the case learner to learn effectively' (Armour, 2014, pg. 6). In this thesis examples of all three characteristics can be recognised to varying degrees. Firstly, a contextual narrative of each football coach in the sample is

provided. Within these stories, an attempt to convey the temporality of the cases has been made. The stories will be followed by a Freirean interpretation, and, an alternative interdisciplinary perspective. These are specific to the story being told and demonstrate an attempt to identify an alternative lens. The alternative perspective will be specific to the case and the coaches' story as opposed to a pre-determined perspective from the researcher. It is hoped that this approach will encourage readers to challenge and debate the perspectives provided and subsequently readers are encouraged to determine their own meaningful interpretation of the stories. Finally, a short pedagogical perspective (overview) of all the cases is provided at the end of Chapter Seven. Within this pedagogical perspective, practical recommendations are provided to encourage readers, coach educators, and coaches to consider their pedagogical practice.

6.1.3 Limitations of Pedagogical Case Studies

The use of case studies has been criticised in some corners. One criticism is the inability for case study research to remove the researcher and research bias, especially within qualitative case studies (Yin, 2013). This is a typical criticism placed towards qualitative methods. In contrast to this approach, I, and others (e.g., Smith & McGannon, 2018), value the role of the researcher within the research process and instead aim to overcome this concern by producing a reflexive diary, positioning statement, and a confessional tale ([Chapter Eight](#)). The production of these tools were to 1) record and challenge my subjectivity, and 2) reflect upon my role as a researcher to discuss challenges faced with honesty. Additionally, Yin (2013) criticizes research that only adopts one method when collecting data. Instead, case studies should consider the use of multiple methods to support the interpretation of the case. This comment has also been considered herein and multiple methods have been employed (see [section 6.2](#)). The adopted processes within this thesis have helped to ensure trustworthiness and enables the reader to consume a credible case study.

Case studies have been criticised for a lack of generalisability (Stake, 2000). Case study research primarily seeks to provide nuanced and detailed accounts of single or small-scale cases. Typically, case studies are rooted within a specific social context (i.e., in this study their role as a grassroots football coach). Here it is important to recognise Armour and Griffiths (2012) consensus that generalisability is not achieved purely through the context of the selected sample but also through how the findings

are interpreted and theoretically informed. Furthermore, throughout this thesis, readers are explicitly encouraged to apply naturalistic generalisability (described in [Chapter Three](#)) and form their own view on the generalisability of the findings based on the contextual information provided within each case and the reader's personal experiences.

The production of pedagogical case studies provides the opportunity for the reported findings to support the learning of others (i.e., coach educators, policy makers or researchers). However, the consideration of *what* has been learnt from case studies has rarely been documented. To address this, in a novel contribution the three pedagogical case stories, and the multiple interpretations developed in [Chapter Seven](#), were shared with postgraduate and undergraduate students on sport coaching programmes. The pedagogical perspective at the end of [Chapter Seven](#) considers the usefulness of the stories to formal coach education by reporting the experiences discovered through presenting the stories to student coaches.

6.2 Methods

6.2.1 Sample

Data were collected with three coaches over twelve-months. All coaches practiced as volunteers within different grassroots football clubs in England. All coaches met the eligibility criterion; aged over eighteen, have already completed The FA level one and were enrolled on a FA level two coaching course. Furthermore, participants were accepted if they met the criteria above irrespective of gender, age, nationality, religion, ethnic background, or sexuality. The sample does provide a representative from the male game, female game and BAME¹⁸ community. One noticeable absentee from this sample is a female coach. This was not intentional, and female voices were indeed sought, but unfortunately, none of the female coaches on the courses expressed an interest in participating. The lack of female representation does further support previous criticisms of FA coach education made by Norman (2010), Norman, Rankin-Wright and Allison (2018) and Lewis et al. (2018) where female voice is described to be somewhat oppressed within a male-dominated sport. Once again, this was not an intentional decision.

¹⁸ This term is used to refer to those from Black, Asian and Minority Ethnic groups but I do acknowledge that this is in its self a contested term because it does not reflect difference between the individual communities.

Logistically, the participants were recruited with the support of multiple gatekeepers from The FA. One gatekeeper at central FA education proofread emails, participant information/consent forms and provided consent for documentation to be sent to county FA's within the North East of England. At the county FA's, the gatekeepers sent the approved email and the participant information/consent forms to candidates who met the eligibility requirements and had booked onto an FA level 2 course within their county. As part of the information sheet, interested parties were asked to contact me directly for a dialogue about the study. Only the sampled participants (three coaches) responded to the call for participants and therefore no selection process was required. The support of The FA in the recruitment of participants was valuable because initial access was provided to hundreds of coaches, which may not have been possible otherwise. However, and with the concerns of oppressed female voices, FA support may have prevented some from volunteering to participate (i.e., some may feel their voice was insignificant, or that The FA would be 'watching' them). An attempt to manage this was made where a discussion was held to explain that the identities of the coaches would not be shared with The FA, and similarly, the study would not affect qualification attainment.

Three coaches were recruited: Lewis, Alan and Rupert (pseudonyms). All were based in the North east of England. All three are volunteers and actively coach their group multiple times a week (i.e., a training session and a weekend fixture) and did so during their FA level two coaching qualification. However, here the similarities in demographic end. Lewis and Alan identify as white British males, whereas Rupert identifies as a BAME male coach (further details obscured for confidentiality). Further, differences in the coaches include the players they work with. Lewis coaches male players, Alan coaches female players and Rupert coaches both males and females. Lewis and Alan coach in the youth development phase (12–16 years old), whilst Rupert coaches in the foundation phase (5–11 years old). Their coaching aspirations differ, their learning intentions on course vary, but they are all subject to the same policy, The FA's 2016 FA level two coaching course. The three 'stories' that follow (e.g., [Lewis' Story](#)) report on their experiences throughout their journey. The voices of all of these coaches (i.e., grassroots coaches) are important and have thus far been missed from much research. Instead, literature to date has tended to focus on the experiences of *elite* coaches, or coach educators on higher level qualifications (i.e., level three, four or five) (e.g., Downham & Cushion, 2020; Townsend & Cushion, 2017; Wareham et al., 2018). In response, this study targets the experiences of grassroots coaches who work with the mass audience, in the participation domain.

In addition to the three coaches, participants (players) were sampled from two coaches to provide data. These players were children. Like their coaches, to date, the voice of grassroots children have been missed within much sport coaching literature. Notable exceptions include Cope et al. (2018) and Cope and Plimmer (2019). Instead, this chapter attempts to provide a small contribution to the literature by beginning to seek and share the voice of the child participant (see [section 7.5](#)). The children within this study were coached specifically by Lewis and Rupert. Alan's players did not take part in data collection due to logistical considerations (i.e., sessions were cancelled due to weather or low attendance). Sampled participants from the two coaches took part in either recorded interviews (Lewis' male, 12-16-year-old players), or write-and-draw activities (Rupert's mixed gender, 5-11-year-old players)(see [section 6.2.8](#)).

6.2.2 Data Collection Procedure – My Position

How I find myself writing this thesis today was discussed in [Chapter Three](#) (and later in [Chapter Eight](#)), where I explored my biography and subjectivities. In addition to understanding my approach from a *zoomed-out* perspective across the PhD, I also considered how I acted when collecting data for this study within the coaches' environment. During the data collection process, I maintained a participant-observer approach (Johnson, Avenarius & Weatherford, 2006; Labaree, 2002). This approach was approved by each of the coaches and allowed me to become involved in the footballing duties of the coach. This enabled me to spend time with the coaches on course, and in their own club environment (i.e., at their club house/training facility). As part of the approach, they consented to me being somewhat involved with their team. In practice, I was involved in some of the weekly coaching activities of the coaches. For example, I was involved in setting up equipment, running warm-ups, and assisting in main sessions. All coaches were aware that if they did not want me to adopt this role in the sessions, or indeed a single session, that I would adopt a pure observer role for that session(s). Participants were all aware of my role as a post-graduate student at LJMU, and that the work was part of a part-funded project with The FA. The coaches were informed that I had existing experience and was a qualified level 3 football coach. This provided coaching credibility.

When considering my biography, it is important to acknowledge the concept of power in the research process. Eder and Fingerson (2011) state that power dynamics occur

within all qualitative studies and therefore it should be acknowledged. Furthermore, Ropers-Huilman (1999) state that as researchers;

‘Our accounts, or translations, as witnesses can be powerful in a post-structural world for they supplant both truth and alternative translations... as witnesses, there is a sense that our knowledge from participation in a research situation is useful... that our constructed meanings might be worth listening to as we seek to improve our worlds’ (pg. 24).

This suggests that as a researcher and coach collecting data within a footballing environment, this study can offer insight that others may not be able to provide. However, it does suggest that I hold a *powerful position*. This position is heightened further because this PhD is part-funded and logistically supported by The FA. Although dated, Russell’s (1938, pg. 1) view that power is a ‘fundamental concept in social science’ is still appropriate and has been supported over time by others (e.g., Purdy, Potrac & Jones, 2008). The role of power, therefore, requires consideration. I acknowledge the concept of power difficult to define, but McGettigan (2012) describes power as two entities; 1) *power to*, 2) *power over*. McGettigan (2012) describes *power to* as the ability to affect one’s self i.e., power to move their arms or to get out of bed. This extends to one’s intrinsic desire to complete a task. *Power over* is concerned with the political agency that one individual may hold over another or group of people, due to their position of dominance. For example, Zehntner and McMahon (2019) described how coaching mentors can display power by simply observing the coach in practice. This type of power aligns with my position within this study. I hold an amount of capital compared to the coaches because; I am researching *them*, I am already a licensed member of the NGB in which they are trying to gain certification, and the NGB they are attempting to seek certification from are supporting this study. However, it is important to note that the coaches are not themselves powerless. Coaches hold power over their players (e.g., team selection, game time), and other coaches within the group (i.e., a head coach may have oppressed the voice of assistant coaches) (Purdy et al., 2008; Purdy, Jones & Cassidy, 2009).

Power exists in three dimensions; *individual level power*, *organisational power* and *cultural power*. To recognise the practice of power it is important to consider my relationship with the coaches. This could be considered power at the individual level. Power here could be recognised through the coaches’ behaviour and if they would undertake an activity if I was not present (i.e., say something differently, act

differently, etc.). At this point, it is important to acknowledge that some behaviours of the coaches were influenced by my presence (i.e., some level of impression management existed). An example of this exists when students, teachers, or coaches deliver a coaching session or lesson to a peer on a course where assessment is not occurring. Another example of this could be when Lewis regularly looked over to me when he was providing demonstrations when coaching his players in the first sessions I first observed. However, McGettigan (2012) state this is somewhat unavoidable because power within relationships only exists when it is enacted (e.g., me asking/encouraging/telling the coach to do something). This supports a Freirean view of power (see [section 2.3.3](#)) between individuals that seek to oppress or indeed liberate. Oppressive power could have been witnessed if I was to forcefully encourage certain behaviours or approaches to manifest themselves within the practice of the coaches. Conversely, I could use power to liberate coaches by providing an environment for the coaches to develop their own solutions to problems or encouraging them to challenge the socio-political structure of The FA coaching course. Through definition, enacting power to encourage liberatory action could be perceived as positive, but within this study, I attempted to adopt a position which was as neutral as possible. Although this could be perceived as naïve (i.e., acting neutral).

With a developed awareness of *positional power*, the coaches were informed before the study commenced that I would not offer advice on how to successfully gain course certification. Similarly, throughout the time spent with the participants I was not fully involved in the delivery of all activities (i.e., delivering a full session on my own), nor was I a pure observer (i.e., stand and observe in a manner that is removed from the session). This was so I was not seen to be imposing myself onto the coach or the coaching environment, in turn attempting to manage the power dynamic which existed. Similarly, the participants who were being coached were made aware I was there to assist and collect data, not to deliver sessions on behalf of the coach or 'take-over'. My role within the team, and with the coach, was confirmed prior to the study commencing. All coaches had an opportunity to ask questions or decide not to have me involved as a participant-observer. The role of the participant-observer can be understood further through Spielvogel's (2003) work where an acknowledgement of the need for both roles is forwarded to gain rich data. Finally, during every exchange with the coaches, I remained overt by wearing my LJMU lanyard and badge and did not wear anything FA branded. This conscious decision was made to present a version of myself as a researcher within the coaching environment as opposed to an 'FA member of staff', which I am not, or even an 'FA informant'.

In sum, as a qualitative researcher, particularly researching within a social space, I found it of the upmost importance to explicitly inform the coaches' and you (the reader) of my research position. My active position within this research study should be acknowledged (i.e., participant-observer). Throughout the stories and my analysis, readers are encouraged to consider my identity/positionality ([Chapter Three](#)), my functional reflexivity (i.e., my relationship with the participants which is addressed throughout this section), and the disciplinary knowledge (i.e., how the existing coaching learning/education literature ([Chapter One](#)) and the adopted theoretical framework ([Chapter Two](#)), may affect the findings that follow. Furthermore, in an attempt to ensure trustworthiness section 6.2.11 below outlines some of the methods adopted to ensure rigour (e.g., member reflections).

6.2.3 Data Collection with Coaches – Field notes

As a reminder, this study sought to explore the experiences of three grassroots coaches who all experienced The FA level two 2016 course policy. These experiences are retold in [Chapter Seven](#) through the use of creative non-fiction case studies. To capture these experiences, field notes were collected from the grassroots coaching course(s) attended and from within the sampled coaches' club. Field notes were collected considering 'interesting' situations (Smith & Caddick, 2012) that I saw and heard and that linked to the study's aims (i.e., course content, coach engagement, coach development, etc.). Field notes were collected to consider the contextualised practice of, and the approach towards, coaching. The decision to adopt this method was driven by an array of factors. One factor was how the use of field notes have previously been described as flexible in design, and enables the researcher to disseminate their findings through varying methods including the use of non-fiction case-studies (Phillippi & Lauderdale, 2018).

The three sampled coaches were observed a total of fifty-nine (59) times (Lewis = 27. Alan = 10, Rupert = 22). The coach's availability, accessibility, the weather and the occurrence of the coaching sessions dictated the number of visits per coach, hence why a specific number per coach was not identified. For context, each visit included;

- the researcher arrived before the session, remained throughout the session and left the venue at the same time as the coach (i.e., walking back to our separate cars together). This was a conscious attempt to be seen as 'a coach within the team' aligning with the participant-observer approach and to collect informal discussion notes around the coach's perceptions of the sessions.

- Each session delivered by a coach lasted a minimum of one hour (i.e., one coach coached between 6pm and 7pm).
- The longest recorded time spent at a session was two hours and seventeen minutes, whilst the shortest was one hour and thirty-three minutes. This demonstrates the variable environments of the coaches where some had the opportunity to engage in dialogue with the players post-session whereas others were 'rushed off pitches' due to other bookings.
- Notice was always provided to the coach before attending the session (i.e., some coaches coached on similar evenings, so coaches were informed of my intention to attend).

To collect field notes, data were collected in two ways; 1) through note-pad and pen at the time of the visit, and 2) verbally (before being transcribed) once arriving home from the session. In line with the epistemological stance of this thesis, the field notes were unstructured. Mulhall (2003) describes the collection of field notes from an interpretivist paradigm, espousing how such an approach allows for interpretation of the context and 'the construction of knowledge between the researcher and the researched' (pg. 306). Unstructured observations do not suggest a 'sloppy' approach, but instead, how when entering the coach's environment I was not particularly seeking to view a strict list of behaviours (Mulhall, 2003). Although unstructured I particularly sought to collect field notes which had a purpose and specifically recorded descriptive information and reflective information (Emerson, Fretz, & Shaw, 2011). Descriptive information collected included; dates, times and venues of observations and descriptions of coaching incidents. I also collected reflective information, where throughout the field notes, my thoughts and feelings were recorded. Therefore, the collection of field notes permitted an array of information to be collected, enabling a rich description to be developed (Phillippi & Lauderdale, 2018). Throughout the collection of field notes information was recorded that pertained to coaching practices observed, and, informal conversations with coaches and players. Similarly, the notes collected considered the coaches' practice and potential development/change post-engagement on the grassroots coaching course/block of content. The types of information collected were informed by the work of Silverman (2015) and Smith and Sparkes (2016) who addressed the importance of researching with all of our senses. For example, Silverman (2015) describes the importance of recognising what we see and hear but also how those that we research interact with their environment, other participants and what they wear. Such information enabled the consideration of the

coach's interaction with their environment. In the stories that follow, examples are provided of the coaches' environments. Subsequently, informal discussions and observations were part of the coaches' everyday naturally occurring activity (i.e., they were at pre-arranged coaching sessions and coaches were not asked to deliver additional sessions for the study).

The notes collected from my observations were not systematically or quantitatively recorded e.g., by using an Arizona State University Observation Instrument (ASUOI) (Lacy & Darst, 1984). Rather they are my own qualitative notes. Systematic observation tools are often limited to quantifiable data and largely focused on the behaviour of the coach. Although tools like the ASUOI would have been a useful tool to collect the frequency a coach displayed a certain behaviour (e.g., concurrent instruction, scold, praise, etc.), such data may not be rich in context (Miller & Cronin, 2013). To adopt this method would contradict the interpretative nature of this study and would result in the potential missing of descriptive data during the coaching session. For example, *what* was said (i.e., the detail and context) by the coach would be missed and only *how* it was said would be measured. Furthermore, Morgan et al. (2014) identify issues when using such systematic observation tools. One such issue was how choosing the correct behaviour to display (from the fourteen identified) would be difficult in some situations. Additionally, adopting this method would require a pure observer role within the study and the opportunity to assist in the delivery of activities would be replaced by the need to objectively record displayed behaviours. This would be undesirable because it would remove me from the coaches' practice potentially harming the relationship developed. Thus, I recognise systematic observation can provide useful insight but due to the nature of my participant-observer methodological approach does not provide the flexibility required.

Similarly, the field notes collected regarding the interaction before/after the session did not follow a formal schedule and were unstructured. The discussions pre/post sessions were varied in length and occurred naturally (i.e., on the walk back to the cars post-session). Only information valuable to this study was recorded via field notes from these conversations. In sum, the field notes collected throughout all the exchanges with the coaches allowed for greater oversight of the practice of the coaches, including if their accounts collected from interviews (see below) and the practice is consistent (Mulhall, 2003). By this, I refer to if what the coach is recalling during the interview is consistent with their practice.

6.2.4 Data Collection with Coaches – Interviews

Twelve (12) face-to-face, semi-structured interviews were recorded via Dictaphone. The twelve interviews were undertaken to answer research questions two and three. All three coaches took part in four (4) interviews. The conducted interviews lasted between ten (10) and forty-eight (48) minutes. The coaches were interviewed following the blocks of learning on course (approximately six-weeks apart) and then following the completion of the taught aspects, where coaches were independently working on their 'project' (see below). Applying Stodter et al. (2017) methodological suggestions the first interview considered the biography of each individual. This provided an appreciation of the coaches' prior understanding, coaching context, and to gain an understanding of their existing beliefs, knowledge, and coaching practice. Questions asked included, but were not limited to; Can you talk to me about your past/current practice? What did you enjoy about the course? How did you feel after the course? What have you taken from the course into your practice?

6.2.5 Data Collection with Coaches – FA 'project' (course portfolio)

The three coaches were asked to share their personal reflections throughout the programme. The coaches were asked to share their reflections in an attempt to gain a stronger appreciation of their development and thus gain a greater appreciation of the coaches' world (RQ3). To achieve this, the coaches were asked to maintain a personal coaching diary. However, this task was perceived, by the coaches, to be a challenge with the demands of balancing the course, voluntary coaching and their paid employment proving difficult. The decision was therefore made to remove this method. Coaches were instead asked if they would share their coaching portfolios from the course. Again, this was not compulsory, but all coaches chose to share samples of their work, with one sharing the full portfolio. Here, readers are encouraged to consider that when faced with this issue, a conscious attempt to co-construct the methods with the coaches was undertaken. This acknowledged England's (2002) view that fieldwork is a discursive process which is not only influenced by the researcher but also the researched. Likewise, I adopt the sentiment of Smith and McGannon (2018) who acknowledge the importance of dialogue throughout co-participatory processes.

For context, The FA project includes the coaching portfolio as a summative piece of work which the coach should submit before their second in-situ visit where The FA coach educator observes the coach in their environment. This piece of work is an attempt made by The FA to track the coaches' progress and is part of the assessment process. The content of typical projects includes a coach biography and philosophy, eight completed sessions (an example shared in [appendix nine](#)), eight completed games and player profiles. In effect, this portfolio is a similar data source to what the diary would have provided. For example, one similarity between this portfolio and the use of diaries is the real-time recording of on-course learning (Kivimaki et al., 2019; Smith & McGannon, 2018). However, it is important to note, this portfolio is likely to be more formalised and potentially less self-critical or openly reflective due to being part of the course assessment than what a personal diary may. In essence, coaches may look to impression manage in such a document. Indeed, Chesterfield et al., (2010) describe coaches' tendency to portray the qualities expected from coach educators to pass the course, a finding consistent with [Chapter Four](#), and which aligns with the view of coaches potentially conforming to FA policy/practice within their portfolio.

In sum, The FA project aspires to be an emancipatory opportunity for coaches to document their thoughts on their development throughout their formal coach education. The purpose of collecting these projects was to collate the views, thoughts and experiences of the coach. The coaching projects enabled the collection of first-hand (coaches) data which provided insight into coaches' experiences, like diaries (McGannon et al., 2019). Aligning with the epistemological stance of this PhD, this method enabled the collection of data, that was specific to the coaching world of the coaches. This data allowed the researcher to critically interpret the narrative provided by the coaches, remaining mindful of the opportunity for coaches to impression manage. Furthermore, the inclusion of this data reflects the ambition and attempts of the thesis to conduct research 'with', rather than 'on', the coaches. That said it is recognised that this is an attempt and only begins to work *with* people. As such I do not claim to be wholly emancipatory or to have adopted a full participatory method. However, future work should look at this work as an introduction to such an approach and continue by further exploring the value of how more authentic methods can support in prioritising voice and including coaches in the research process.

6.2.6 Data Collection – Working ‘with’ Children

Throughout the twelve-month data collection period with the coaches, data were also collected from the players. Data were collected from these players to consider their experiences of the coach’s development and answer; do participants notice any difference in the coach’s practice post-course? This work, therefore, addressed RQ2 and RQ3. The methods adopted purposefully sought to prioritise the child’s voice (Eder & Fingerson, 2011; Griffin, Lahman, & Opitz, 2016). Research considering children has traditionally utilised cognitive psychology (e.g., Goswami, 2008; Meulemans et al., 1998) and stereotypically conceived of children as subjects or objects, whose behaviours are perceived to be predictable. In a somewhat novel approach within the sport coaching literature, an attempt was made herein to consider coach education through a child’s perspective. To do this and overcome some of the issues described, dialogical methods consistent with the notion of working ‘with’ children were adopted. The concept of working ‘with’ children to prioritise *their voice* is readily accepted in other discipline areas. For example, social work (Schelbe et al., 2015), nursing (Huang et al., 2016), and early childhood (Griffin et al., 2016) have embraced children’s voice within research. These examples call for methods of dialogue to exist when researching with children. Kirk’s (2007) research rooted within nursing, explains how researchers should consider; the individuality of child participants, the use of clear questions when collecting data and to avoid imposing the researchers’ own opinion, when working ‘with’ children. Much of this consensus aligns with the Freirean philosophical stance applied against this work. However, this approach is rare within sport coaching, and specifically, coach education.

Critically, Spyrou (2011) concluded that some methods used within peer-reviewed articles claimed, but did not necessarily report, the child’s voice. Similarly, Hood, Mayall and Oliver (1999) state how children are often seen as the *researched* as opposed to the *researchers* within the research process. In Spyrou’s (2011) paper, it was argued that authenticity was needed in research with children. To this end, this research sought to provide children with a platform to recall and retell their own experiences through multiple methods described below. This PhD does not claim to provide an in-depth analysis of all these children’s perceptions of coach education. Rather it begins to open a dialogue to this area for future research.

Data were collected from these children over three-months towards the end of the twelve-month period working with their coach. All children had informal conversations,

that were not used as data sources, with myself throughout my time with their coach, and thus were familiar with me. Eleven children took part in the data collection activities. Six male teenage participants from the group that Lewis coached undertook shoulder-to-shoulder interviews, and five children (two female and three male) from the team Rupert coached completed write-and-draw activities. All children actively participated in football at their respective grassroots football club. Each child had experienced their coaches' practice prior to their enrolment onto The FA level 2 coaching course and remained at the club during, and after, course completion.

6.2.7 Data Collection with Players (Children)- Shoulder-to-Shoulder Interviews

To collect narrative data a total of six players (6) were interviewed. Each interview intentionally lasted 3-minutes (approximate) and a total of twenty minutes and thirty-four seconds (20:34) of interview data were collected across the six interviews. The participants were all teenagers who actively played for the team Lewis coached. The data were collected whilst the player walked side by side with me. This interview method has been described as 'shoulder-to-shoulder' interviews (Griffin et al., 2016). The concept of 'shoulder-to-shoulder' interviews allows the child and researcher to be more equal (when considering power), minimising some of the rigid mannerisms that are attached to conducting traditional face-to-face interviews. This decision attempted to encourage the child to feel relaxed and at ease when discussing their experiences.

In practice, this interview approach allowed both myself and the player to face the football pitches and use some of the session content as a topic point within the interview (e.g., why do you think your coach questions the group?). The interviews were conducted whilst the child, researcher, and another responsible adult (parent/guardian etc., for safeguarding purposes) walked around the outside of the pitch. The adult was asked to remain within hearing distance but to stay behind the conversation (approximately five-yards) to ensure the conversation was appropriate but that they could not influence the child's discussion. Subsequently, accompanying adults were asked to remain a silent partner. The child was consulted as to if they would like to dribble a football whilst they walked to help feel at ease, and if the child would like their parents/guardians to be present or if they would prefer an alternative responsible adult.

Before collecting data, two decisions were consciously considered throughout the study design; 1) the decision to interview children in a one-to-one setting whilst moving around the pitch, and 2) the power dynamic between myself, the child and the appropriate adult. The opportunity to interview children whilst moving around the football playing area aligns with the view of Eder and Fingerson (2011). Eder and Fingerson (2011) suggest that when conducting interviews with children 'the most important consideration... is the creation of a natural context (pg. 3). Ensuring *naturalness* was part of an explicit agenda. For example, *naturalness* informed the decision to immerse myself in some of the naturally occurring football experiences the children witnessed i.e., being at some of the coaching sessions, matches etc. By adopting this stance, the children already recognised me as a researcher and a coach and subsequently appeared at ease when talking to me. This helped to reduce the decontextualised nature of many interviews and instead encouraged a more natural response to questions.

Creating a natural environment to collect data was important, especially given the adopted method of shoulder-to-shoulder interviews. This ultimately meant I rejected the consideration of interviewing children in small groups (Holmes, 1998). Interviewing children within focus groups may have provided value to this study and has been described to enable children to 'acquire social knowledge... and construct their own meaning' (Eder and Fingerson, 2011, pg. 3). Furthermore, Lloyd-Evans (2017) describe how children may prefer focus groups as they are more 'conversational, relaxed and informal' (pg. 7) because they are participating in research with their peers. However, due to the small sample group and with the appreciation that the participants already knew me, the decision was made to reject this notion. Instead, I aimed to collect data, which was unique, and authentic to each individual participant and subsequently chose to interview one-to-one. Furthermore, this decision was made to promote and encourage the children to share their voice. Another argument as to why focus groups were not adopted was forwarded by Lloyd-Evans (2017) who suggested this method has the ability for powerful individuals to control the topic. Although children, a hierarchy of power may still exist within the team. For example, the person who is the captain, or who has been in the team the longest, may hold more power than the newest or quietest player. Similarly, within grassroots football many coaches coach teams that their son/daughter play for. This could mean that the child of the coach holds a greater amount of power over the other players.

As described earlier, the role of researcher power was considered when working with the coaches in this study. When researching with children the power of the researcher and other adults is equally as prevalent. Interestingly Mayall (1999) and Frones (1997) both argue that children could be construed to be a marginalised group or a sub-culture where cultural behaviours are copied and their abilities are taken for granted as opposed to seen as unique. This would suggest that children are a disempowered group whose thoughts can be somewhat oppressed by adults. To challenge this and particularly combat the issue of adult power, the adult who accompanied the data collection was asked to remain behind us during data collection. As suggested already, children construct meaning from their social interactions. Therefore, it was considered that if the adult was closer to the collection of data, then they may 'inadvertently' direct the thoughts of the child. For example, when the child was asked a question, the parent may have intervened and suggested an example for the child to elaborate. Although, supporting children to recall events could be beneficial, it would deter from this research being with the child and their experiences. Adult intervention in this sense could be construed as oppressing the voice of the child and not liberating it, although this may be unintentional.

My power was managed firstly through my position within the team (as described already) but secondly through the construction of the interview schedule. The interview questions were scheduled in a manner, which attempted to avoid closed, 'right answer' questions in a bid to remove the concerns of children getting the correct answer. Furthermore, I sought to open with 'less relevant questions' which attempted to put the child at ease (Reinharz, 1992). These questions included; How was your day at school? Did you enjoy that part of the session? Did you have a game at the weekend? Following this, open-ended questions which attempted to enable a dialogue with the child, were asked. I also posed questions such as; Can you describe what your coach was like when you first met him? Did you know your coach was on an FA course? Since (a time period) what have you enjoyed or disliked about football at the club? Can you describe what your coach does when he talks to you during the session? In sum, this strategy helped to minimise my influence as the researcher and make the child feel comfortable and more in control, allowing them to answer more authentically.

6.2.8 Data Collection with Players (Children) – Write-and-Draw

Data were also collected via drawings and written phrases (see examples in [appendix four](#)). Specifically, five children (coached by Rupert) took part in this data collection method. The write-and-draw activities lasted no longer than ten minutes and the participants were provided with the opportunity to write-and-draw as much or as little as they wish within the session. Children were encouraged to write and/or draw a few phrases or pictures post-training session or post-competitive match. Specifically, the children were asked to draw-or-write four different pictures which remind them of football with their coach at their club. Children were encouraged where possible to identify positives and negatives should they wish to. This method was adopted to collect data from the youngest age group to establish what (if any) behaviour change had occurred whilst they had been coached by Rupert (and during Rupert's time on the course). After the completion of every child's picture(s), each individual was provided with an opportunity (approx. 1-minute) to describe what they have drawn to me. The opportunity to describe their drawings enabled the children to add clarity and a greater level of context to their pictures. This was a further attempt to embrace each individual as a part of the 'joint' research process.

The decision to collect this data was consciously made to embed the approach of working 'with children'. This novel contribution to the sport coaching literature accepts and adopts the suggestion of Knowles et al. (2013) which calls for the researcher to genuinely listen to the child. Practically, the discussion with the child was not recorded and was not used as a direct source of data, although the discussion did help to contextualise and understand the drawing. Throughout this discussion specific questions were not asked; only simply can you explain this drawing. This method did, however, enable the collection of the children's views and personal expressions (Knowles et al., 2013; Noonan et al., 2016). Important to this study, write-and-draw as a participatory method enabled the children to share their experiences (i.e., the coaching environment/practice of their coach) in their own language. This sentiment, shared by MacPhail et al. (2003), encouraged the children to recall prominent information they deem relevant. This decision was taken to enable the child to provide their own account of the task asked of them, to allow them to freely draw, interpret and report their own experiences. By asking structured questions the opportunity to have heard the *authentic* voice of the children would have potentially been missed as they would have potentially been guided towards an 'expected' answer. Therefore,

the methodological choice to not conduct structured interviews with this group was taken.

6.2.9 Data Analysis

The analysis within this chapter differs from others within this thesis. Throughout other chapters, a thematic analysis has been used to identify patterns and themes across the data. However, in this chapter, a narrative analysis has been undertaken. This approach differs from the finding of patterns across participants' experiences and focuses primarily on telling the story of an individual as a whole (Smith, 2016; Wong & Breheny, 2018). Significantly, this approach prioritises the retelling of the coaches' (coaching) lives. Providing a succinct definition of narrative analysis is difficult, as it refers to a variety of approaches (Reismann, 2008; Smith & Sparkes, 2009). However, Smith et al. (2009, pg. 281) suggest narrative analysis is a technique used to 'make sense' of the worlds of those who are researched. As described throughout, data were collected, transcribed and interpreted. Notes were formed throughout to develop a plot specific to each coach. Once data collection and interpretation were finished, stories were formed to retell the coach's experiences. As alluded to, within the following stories I adopt the role of a storyteller (Smith, 2016), and these stories were written in a bid to *show* as opposed to *tell* the reader of the coaches' experience. This approach sees a move away from describing different emotions or actions displayed by the coaches and is replaced with an attempt to produce creative images to support the reader's imagination. Smith and Sparkes (2009) identify how storytellers do not need to provide an additional layer of analysis and that indeed the story being told should provide enough analytic support for readers to recognise the emergent findings. This aligns with Denzin (1997) who stated there is no correct way to read a narrative, and indeed readers should interpret their own meaning. However, the methodological approach herein disagrees. This view has been developed through careful consideration of the collected data but ultimately was driven by two factors. Firstly, within an interpretivist study, it is important to provide a platform for readers to make their own assumptions from the data (i.e., the stories) but equally to provide a researcher's interpretative account. This account considers the experiences within the coaching environment and during the time spent with the coaches. Secondly, the revised view of Denison (2016) was consulted. Denison (2016, pg. 9) stated 'that if we want our narratives to do justice... we need to bring theory into our

accounts in a more obvious way'. With this in mind, it was deemed appropriate to provide an interpreted analysis of the stories. This aligns with the pedagogical case study approach of the chapter and demonstrates to the reader some of the interdisciplinary perspectives that can be considered alongside the stories. The coach's stories are powerful in their own right. But the interpretations add a layer of criticality to the research which supports the retelling of their stories through the marginalised voices of coaches' and children.

To enable this retelling, the stories drafted utilised relevant narrative concepts; *plot*, *characters and scene (or setting)* (Connelly & Clandinin, 1990; Creswell & Poth, 2018; Holley & Colyar, 2009). Within each story, the overarching narrative was identified and stories were re-developed to portray clear examples specific to each case. An appreciation of; *plot* (the connection between different events within the stories that are linked towards a common phenomenon) (Creswell & Poth, 2018), *character* (intentional agents within a story) (Dennett, 1989; Riedl & Young, 2010) and *scene* (the environment and context in which the story is situated) is required. Character and scene can be recognised as sub-categories within the story's plot (i.e., can be dictated by the wider plot of the story). This is important to recognise as examples of each exist within the coaches' stories. I arrived at this decision by coding each of the coach's data separately, informed by the narrative structures identified above. Through sketching out the plot, character and scene from each of the coach's data, opportunities existed to share the voice of the coaches. For example, to develop a scene in each of the stories I decided to use a seasonal metaphor. These metaphors were developed from notes from my observations and helped to demonstrate the coaches' journey throughout my time with them. Explicitly, in Rupert's story, I wanted to illustrate the deprived area in which he was situated (e.g., the observation of the town in scene one), whereas in Alan's story his environment is more affluent (e.g., scene two is set within a coffee shop). These ideas were shared with critical friends throughout their development (see section 6.2.12).

6.2.10 Data Representation

Throughout the following three case studies an attempt to prioritise the retelling of events through the language and experiences of the sampled coaches can be recognised. The written language adopted throughout the case studies seeks to encourage a dialogue between the coach and myself (as a participant-observer within their coaching world) where possible, in keeping with the subjectivist nature of this

PhD. Subsequently, readers are reminded of, and encouraged to, consider the situated nature of the study. To support the reader to make a distinction between multiple characters throughout the stories, the coach's voice can be recognised via *italics*.

Within the three case studies, I assume the role of a *storyteller* as opposed to a traditional researcher. As such I attempt to *show* the experiences of the coaches as opposed to, simply *tell* (Smith & Sparkes, 2009). This decision was taken to move away from simply reporting experiences and help encourage readers to imagine the scenarios described. The events described are somewhat derived from *lived* events. Subsequently, the attempt to *show* the reader scenes enables the reader to participate in the story (Sparkes, 2002). In this sense, reader participation may take the form of them applying their own experiences to the story being told. To support the reader, I adopt a creative analytic approach (CAP) proposed by Richardson (2000) and share three *creative non-fictional stories*¹⁹. Examples of powerful creative non-fiction stories include Smith (2013), Lewis et al. (2020), and Roberts et al. (2019). All of these accounts describe critical incidents specific to the lives of their sample and do so by re-telling the stories of others in a more personable manner as opposed to simply reporting their findings (Sparkes, 2002). For example, Smith (2013) describes the struggles of an individual following the paralysis of their spinal cord, Lewis et al. (2020) explored one female coach's story of alleged sexual assault, and Roberts et al. (2019) divulge one coach's experience of depression and alcohol misuse. Similar to these studies, the stories presented herein are somewhat fictional (i.e., some of the extreme weather conditions are heightened) but it is important to consider they are indeed informed by real-life events. As such identity has been anonymised.

Franks (2002) notion of connecting with the reader on an *emotional level* was considered when deciding to use stories to represent data. To do this the stories attempt to enable the readers, through their imagination, to picture themselves within the scene. Imagination cues are provided through description of the scenes and readers are encouraged to apply a naturalistic attitude when reading. Adopting this approach when reading may present some commonalities between the non-fiction stories and the reader's own experiences. Subsequently, the reader may, through continued imagination, inhabit the coach's 'coaching world'. The contextual

¹⁹ To support in the production of these stories I attended a programme of learning by the Social Research Association which focused on developing appropriate skills in storytelling and retelling narratives (see [appendix five](#)).

environment of the three coaches can be seen within the 'thick' description (detailed and explicit description of a context) in some scenes (i.e., a housing estate that overlooked one coach's environment demonstrates a suburban location). The scenes also provide descriptions of other senses (i.e., smell and touch) to heighten the imagination of the reader, reaffirming the notion of potentially shared pre-existing experiences. This will enable the reader to value, and comprehend, even if they do not necessarily agree with, the actions, and behaviours of the coaches within their environment. Finally, although the stories are written in a manner to encourage the *showing* of data, the stories are accompanied by multiple interpretations to support the reader in applying the theoretical hermeneutic.

6.2.11 Ethical Considerations

Woodgate, Tennent and Zurba (2017) describe the potential for ethical issues to arise within the collection of qualitative data exists. Ethical issues in this study include; the opportunity for others (i.e., The FA, other coaches on courses, etc.) to identify the coaches, safeguarding or issues of care when coaches are working with their players, or even travel issues when I attended different data collection locations. With these in mind, institutional ethical approval was applied for and subsequently received for this study. The rigorous process of designing, reviewing and gaining approval for consent forms and participant information sheets was undertaken. The coaches were provided with the approved documentation. As described already the sample were selected with the support of a gatekeeper and identifiable data (e.g., names, club names, towns and cities, etc.) have been obscured throughout dissemination of these results. Once the sample were selected, each individual was provided with time to consider their involvement and were invited to a one-to-one initial meeting where further detail was provided and participants had an opportunity to ask questions. Due to The FA's involvement (part-funding the project), some of the initial findings from this work have been shared with The FA education department informally (i.e., at research-focused meetings). Here pseudonyms were still adopted. Coaches who took part in the study were told of The FA's involvement through information sheets and during the initial meeting. They were also informed that their name and personal information would be kept confidential from The FA. This remains the case and no FA member of staff (central FA or indeed county FA) have been informed of the identity of the sample group. At the beginning, and throughout data collection, participants

were informed that taking part in the study would not impact their level of success on the coaching course i.e., there was no guarantee to pass or indeed subject them to fail.

When considering how data were collected from the children (both shoulder-to-shoulder interviews and write-and-draw pictures), it is imperative to acknowledge the similar rigorous process of gaining ethical approval (Alderson, 2015). As described already, an intention to work *with* children was made. However, it is suggested by some, that children under the age of 16 cannot provide legal consent. As such gaining ethical permission was a long process. Gaining ethical permissions required numerous drafts of both child-friendly participant information sheets and consent/assent forms (parent or guardian). These were submitted to the ethics board. Examples of the finalised forms used can be seen in [appendix three](#). As part of gaining ethical permission, the decision was made for another responsible adult (welfare officer, parents, etc.) to be present when I collected data from the children. However, and importantly, the sampled coach was not present. In keeping with ethical approval, the coaches were not aware of which child provided which data set and each child was provided with a pseudonym. The process of ensuring confidentiality was discussed with the children, parents and their coach prior to commencement and it was discussed that no child were required to take part and indeed it was optional. Throughout the discussions with the children, responsible adult and coach, it was explicitly discussed how this study and the collection of participant data would have no direct impact on the child's role at the football club including; playing time, being told to leave the club, etc. The coach was reminded to remain neutral throughout the process and by obscuring and anonymising data collected it supported in this process. As described the voice of children is missing from much coach education literature and as such children are somewhat unused to sharing their opinions of such a phenomenon. Importantly, the consent forms, participant information sheets, and data collection procedures were all made explicit to the children as recommended by Romm (2020). These decisions were made in an attempt to ensure a level of care when working with the children (Caine et al., 2020).

When working with coaches and young children, relational ethics were also considered. Relational ethics have been described as an action ethic which is present within an interpersonal relationship and included, but not limited to, the act of showing mutual respect and consistently reviewing and refining my role as the researcher (Ellis, 2006). This approach aligns with Freirean concepts such as humanisation where an attempt was made to ensure the research process was *less robotic* and

more aware of the situated and temporal nature of collecting data with humans. With relational ethics and humanisation in mind, every attempt was made to inform and best prepare the coaches and children prior to the study commencing (specifically in line with ethical approval), but examples exist where 'judgement calls' were made. As Woodgate et al. (2017) described, it is important for researchers to be prepared and well-informed to make conscious decisions which will not affect the quality of the data, but more importantly not harm, or put the identity of the participants at risk. The present study included examples where a decision was made to not attend one session with a coach where an in-situ visit (from the coach educator) was due to happen. Although ethical approval was given, and the coach was happy for me to attend, I chose not to in an attempt to provide a greater level of anonymity (i.e., so the coach educator did not know who I was collecting data from).

6.2.12 Rigour

[Chapter Seven](#) makes a robust attempt to use coaches' and participants' voices to understand FA coach education. Due to the non-fictional nature of the stories several activities were conducted to ensure rigour. As described in [Chapter Three](#), the trustworthiness of qualitative data is an important requirement to consider. As such, the writing of the stories were subject to many activities. Firstly, the iterative process of consulting the data, writing, reviewing the data, re-writing, applying the theoretical heuristic, re-writing, and constructing the position of the story, enabled careful consideration of accurately representing the data. Earlier drafts of the stories were also shared and discussed with multiple critical friends (Costa & Kallick, 1993; Milistetd et al., 2019). This included my DoS (who viewed various iterations), four other sport coaching academics and seven coaching masters students. The use of critical friends is commended in qualitative research (i.e., Cronin & Lowes, 2016; Smith & McGannon, 2018), but this research moves beyond what is typically expected and reported. This chapter does so by considering the perspectives of multiple people, with varying academic and professional experiences, with different biographies and many who were not involved in the research team. The chosen critical friends all understood much of the coach education/coach learning literature and were well-positioned to undertake a peer review. The primary purpose of embedding a peer review was to consider if the stories described; the scene, the story and the character of each coach. The critical friends were asked to share their

thoughts in a round table discussion whilst I made notes. The outcome of the discussion reaffirmed that the stories told a representative view of the data collected and that the stories did indeed tell the story I was seeking to share. The peer review encouraged some minor reconstruction of the stories, which enabled them to be more precise and robust. For example, one critical friend suggested there were too many adjectives to describe the environment.

Secondly, member reflections were conducted (Cavallerio et al., 2019). Member reflections are a tool originating from member checking (Clarke & Braun, 2013; Smith & McGannon, 2018). The traditional tool of member checking is primarily used within a realist ontology where researchers are seeking to validate results. The data described within this chapter have been interpreted and developed with a Freirean lens (a well-established socio-pedagogical lens), and some of the scenes within these stories are fictional. With this in mind, the decision to seek participant validation was not sought and instead, a reflexive conversation with the coaches was deemed appropriate. This is an approach appraised by Smith and McGannon (2018). In this thesis, the reflexive conversation with each individual participant was used as a member reflection. Prior to the reflexive conversations, participants were emailed the drafted story and advised that some of the scenes were fictional but conversations within the stories were derived from data collected. Each coach was encouraged to engage in a discussion, preferably in person (or via email/phone call) to discuss the story. Two participants met me in person (on separate occasions) and one via phone call and email. Throughout the discussions each coach only had access to their own drafted story, and their identity within the story was obscured through the use of a pseudonym. The reflexive member reflections enabled coaches to consider if the stories presented a fair representation of their experiences, or indeed if they could resonate with how the collected data informed the construction of the stories. In addition to considering if the stories are a fair illustration of the coaches' experiences, one added strength of member reflections is how the reactions of each coach can inform to what extent naturalistic generalisability (3.4.1) can derive from the stories. Some of the comments shared during the member reflections offered further support to the stories and as such are reported in the interpretations shared in the next chapter. For example, Alan shared how he considered not returning to the course after the second day (see [Alan's Story](#)).

In sum, multiple methods (e.g., interviews, shoulder-to-shoulder interviews, write-and-draw activities) were adopted to develop three novel creative non-fiction stories. Accompanying each story are two differing interpretations that offer alternative

perspectives (a Freirean perspective and an alternative theoretic perspective specific to each story). In total, [Chapter Seven](#) offers four different perspectives of the experiences of coaches in one chapter, and thus moves coach education forward. These theoretically informed perspectives offer insight and acknowledge Smith and McGannon's (2018, pg.104) explanation that there is 'no possibility of producing theory-free knowledge' in qualitative research. The approach adopted throughout attempted to work *with* the coaches and the players to understand *their world*²⁰. However, coaches, researchers, and policy makers reading the stories should consider what messages are consistent across their own experiences and those of Lewis, Alan and Rupert.

²⁰ See [section 8.2.6](#) (Another Traveller; The Child's Voice) where the limitation and future recommendations of this are presented.

Chapter Seven - Study Three: A Grassroots Coach

Experience of Coach Education

[Chapter Four](#) and [Chapter Five](#) have described the socio-pedagogical development of FA coach education policy over time. In this section, I build upon those chapters by sharing three contemporary creative non-fiction stories. These stories retell the experiences of three coaches (Lewis, Alan and Rupert) on an FA coach education course by prioritising the coaches' voices. Lewis, Alan and Rupert are all grassroots coaches who have attended the same FA 2016 course policy. As described in the previous chapter, each coach has their own biography and practice within their own nuanced context. As well as being influenced by the wider social structures that affect FA coach education ([Chapter Five](#)), the coaches' contexts are subject to an array of social, political, and economic factors (e.g., the geographic location of each club has an influence on the economic support available). These stories consider these contexts.

After each story is presented, two interpretations are provided and share 1) a Freirean view, and 2) an alternative interdisciplinary perspective that is specific to the journey of the coach. This is consistent with the pedagogical cases concept described in [Chapter Six](#). Following the stories and interpretations, this chapter provides a broader pedagogical overview of the three stories and what (and how) we, as coaches, educators, and policy makers, can learn from the experiences of the coaches. This contribution is significant as it allows us to understand the impact (or not) of coach education on coaches in their worlds. This chapter contributes to the thesis by;

Thesis aim one: Explore coach education beyond only the micro-pedagogical actions on course and consider coach learning in relation to a wider historical and social context.

Thesis aim two: Explore grassroots coaches' experiences of formal FA coach education in the context of their own social world.

Thesis aim three: Provide a broad and rich account of coach education that includes multiple voices from those within coach education e.g., coach educators, coaches, and children in understanding a national coach education program in grassroots football.

To offer a reminder from Chapter Six, these stories aim to prompt the reader to make their own judgements on the journeys' and experiences of the coaches. As such these stories and indeed the interpretations do not pronounce but aim to pose questions. This is because I do not want to present a reductionist and binary perspective on a system that I have described earlier in this thesis as being socially constructed. I do not aim to proclaim that FA coach education is wholly oppressive or liberatory to these coaches. But instead, I seek to prompt readers to think about how a greater shared consciousness can aid coaches in their worlds.

7.1 Coaches Stories:

7.1.1 Lewis' Story:

Scene 1

I noticed the sun set on the green, red and brown leaves. As I approached my first session with Lewis, the swings chimed in the nearby play park. From the pitch, I heard children giggle. It was a nice calm scene to begin data collection. But then! A blunt, loud sound punctured the evening sky.

Immediately, I gazed towards the sound. I noticed an open break between the woodland that surrounded the pitch. A car raced out of the darkness and hurried down the access road. Across the picket fence, I could see pebbles displaced. Then the tyres bounced to a sudden stop and a silhouette waved. It was Lewis. He was eager. He only finished work ten minutes before the session.

Bang! Lewis slammed the car boot; *'Give me a hand with these footballs mate'*. Mate was kind of appropriate, but not quite fully. Our paths had crossed about five years ago. I used to coach his son. A good footballer; keen, eager to learn. 'Hi mate', I whispered back. Pointing at the phone that clung to his ear. 'One sec' he whispered back. A minute later, *'I've got to go, we will see you on Saturday'*. Lewis hung up; I initiated, 'Good to see you mate, you well, family good?' A frustrated reply came, *'Busy, Busy, sorting the game for Saturday, got a few lads away tonight and it's an important session!'* Lewis checked his wristwatch, bundled cones and bibs in his right hand before placing two mannequins under his left arm and hurried to the pitch. *'Bring the balls mate, got a packed session tonight'* he shouted. The scene may have been calm, but Lewis meant business. He wanted to prepare his players for the winter challenges.

Scene 2

Twenty red mud-splattered cones marked a thirty-yard box. Raindrops fell from the nearby trees and rested on the tactics board. Sixteen teenage boys manoeuvred sixteen footballs. Lewis and his co-coach stood overseeing the session. Coat zipped to the top, arms draped across their chests, they discussed their most recent performance; what went well? What didn't work? How can we be better? What can we change?... Sigh!

'Right boys in you come!' Lewis pulled off his padded gloves. I stood shoulder to shoulder with Lewis and his co-coach, whilst the players huddled for warmth. 'What's the aim of the session?' I thought. Lewis proceeded with a discussion about their recent performance. His voice strong, his pace quick. He analysed the performance in no time at all. The ball didn't move quick enough. They didn't create enough scoring opportunities. They were slow to recover. They conceded too many chances. I looked away trying to process the information. Squeak! *'Bloody rain'* Lewis frustratingly whispered as he attempted to remove the rain drops from the whiteboard. Lewis gripped the no.4 magnet, and performed a motion, which resembled a tornado, gesticulating the movements he wanted to see from his player. His vocabulary extensive, his volume increasing. I wasn't sure of his aim, but he was passionate, and devoted. You had to be, to voluntarily be out here in this rain. He clearly wanted to help his players'.

The activity started. Players started to get warm and Lewis was clearly looking for success. He was seeking winning performances. I looked across at the spectating mannequins. We observed as Lewis changed every variable, pitch sizes, numbers on teams, rules. It reminded me of a trainee plumber, adjusting everything, as they attempt to fix a leak.

Scene 3

Flowers decorated the fields of green through the peaceful break in the trees. Skateboarding children rattled over the pavement whilst freshly waxed cars presented themselves to the housing estate that overlooked the pitch. No more woolly hats. No gloves in sight. The wind now settled; the sun dominated the sky.

Five days before the big cup semi-final. I shadowed Lewis on the walk to the players. Full of joy, he declared; *'we play in the premier division (of the local league), two come up and two come down, we have a good chance to win the league'*. Then seriously he pronounced *'but this weekend it's about the cup'*. He continued, *'We have gone to battle before against these'*. Consulting his players, Lewis demanded revenge. Like a General plotting he underlined, *'If we do everything we have worked on, we will beat them'*. Lewis jumped up with exuberance. He rushed to the playing area. Put the players into their positions and set the demands.

A few minutes later, I had a word with him at the side of the pitch. 'What's the plan today mate?' Clutching three orange bibs Lewis commented *'we know how to prepare for this opposition'*. An attack vs defence session was on the agenda, specifically playing in and around the box. Two mannequins were placed in position, each protecting the wide areas of the pitch. Lewis pulled the zip down on his jacket and removed a stapled session plan from his pocket. Two teams, blue bibs and orange bibs inhabited the box. The players were moved like regimental soldiers into their positions, each provided with tactical advice. *'Remember when he steps out, you (pointing at the number 9) need to spin, penetrate this wide half space between the defender and the mannequin, OK!'* A ball was rolled in... *'play'*. Lewis' practice design was very different to the winter sessions, even the use of an 11-a-side goal which was guarded by a slight, agile goalkeeper was an improvement. Lewis continued to march the defensive players into shape, provided focused detail to every player and the session proceeded from there.

Like a mechanic fine-tuning a formula 1 car, Lewis forensically tinkered, tweaked, progressed and regressed the activity. 50 minutes later, just as the session ended, I heard some giggles. A game of rock, paper, scissors had taken place as the players moved back to the break in the trees. I conversed with Simon and Joey, two of Lewis' players;

'He's added better drills' Simon claimed. 'Yeah, and the sessions now work on our positions more, it's better than when I first joined' said Joey. Simon reminisced 'I remember when it was more passing drills but now, we do more things to improve our game....' 'this will work on Saturday too' Joey interrupted.

'Come on boys, stop talking, let's get the equipment in the car' Lewis announced.

Scene 4

The smell of freshly cut grass surrounded the bright white pitch markings. A sunbeam pierced the woodland break and rested upon the football pitch. On the playing field, children in the latest short sleeve football shirts congregated around a small iPhone. Cheering and chanting at a video. Progress. A tournament win. Success.

Lewis arrived. Calmly placed the equipment on the ground. He put on his new FA 'licensed coach' jacket. High fives all around. The session was relaxed. Simple. A 5 v 5 ladder tournament. Drinks breaks. More games.

'Well done boys' Lewis exclaimed as he finished the session. A player, asked, *'Coach, what time is the presentation on Saturday?'* *'6:30pm but remember to tell your parents to get there for 6:15'*. *'Different type of session today?'* I enquired. Lewis mumbled *'it's time to play, a time for enjoyment'*. I recognised Lewis was different, his posture more relaxed, his tone mellow. From nowhere he announced; *'I've passed it mate'* and he raised two clenched fists to the sky. *'Well done mate, celebrate, but the hard work only just starts now'*. Quick as a flash he pulled out his phone with the details of the next coaching course. *'I would be looking to apply for the next available course on the level 3 (UEFA B) course. I've been coaching for nearly fifteen years now and I feel I am at that level now'*. We can make a great difference to the English game. I was slightly taken aback. The ink on the certificate had barely dried. I am not sure it had even been posted out to him. He had made substantial progress over the last twelve-months, worked hard, and thoroughly deserved the certificate, but had very little time to implement what he had learned. Typical Lewis though, he was already focused on the next challenge, the next achievement, and the next measure of success and I'm sure with the same application he will pass that one too. He packed away his FA branded clipboard, the handout with the FA DNA principles, and set off to continue his coaching journey.

7.2 Interpreting Lewis' Story

Lewis is the main character, placed within a scene that is largely dominated by his performance agenda within the grassroots game (where he volunteers). I, as a researcher and assistant coach, and Lewis' players are also key characters within the story. However, The FA (including; the coach educator, the course policy, The FA brand and their philosophical beliefs i.e., the England DNA) is an important *character* and influence on Lewis. Accordingly, it is relevant to consider the work of Paulo Freire, who maintained that education is not neutral and that it is influenced by agents from within political sectors.

The crux of Lewis' story is his relationship with *The FA*. Throughout the story, the emerging plot sees his coaching progress in line with principles shared by The FA on course (specifically the England DNA e.g., ball rolling time, the introduction of more game-realistic activities). Yet, the more pertinent discussion concerns how such knowledge has impacted Lewis, i.e., has he been liberated through knowledge? Or oppressed through knowledge? Within Lewis' practice, there are clear examples of technical/tactical development. Lewis' tactical information now provides players with a greater appreciation of the technical and tactical requirements of the game as shared through the DNA (e.g., precise, position-specific detail when coaching the technique of passing). Similarly, his practices have moved away from prolonged, continuous and repetitive *simplistic* passing practices to more complex, position-specific activities. He also demonstrates examples of being an 'FA coach' by wearing branded clothing. This example extends to a discussion during a member reflection (see [section 6.2.12](#)). Lewis commented;

'The qualification provides me with a level (of credibility) when talking to other coaches... For example, if you came to my workplace and listened to me talk to a colleague you wouldn't understand. Well, I felt like that within coaching but now I can have a conversation with other coaches where my opinion is respected and considered'.

7.2.1 A Freirean Interpretation of Lewis' Story

In analysing Lewis' story further, Freire's understanding of power is important (see [section 2.2.3](#)). Freire acknowledges power as an act which can influence the behaviours of others (Spaaij et al., 2016), and accepts that those in a position of power have the ability to seek conformity or indeed liberate individuals. Within any

given social situation, the distribution of power amongst people is typically somewhat unbalanced, especially when a hierarchy exists (i.e., within education a teacher is more likely to hold more power than a student). However, as suggested by Piggott (2012) and Townsend and Cushion (2017) and considering Freirean concepts, coach education should attempt to share power between learners and teachers. This will enable coaches to support the development of a culture, instead of conforming to the behaviours of others (as reported in literature i.e., Chesterfield et al., 2010), and will provide opportunities to become more empowered through an understanding of their own culture.

Throughout Lewis' coach education journey, there are multiple examples of 'cultural embodiment' (Lee & Price, 2015), where Lewis has developed his coaching understanding by being in an environment with other coaches and FA coach educators, and where Lewis may have been *given knowledge* (Chesterfield et al., 2010). The giving of knowledge could be construed as both oppressive and/or liberating. For example, Chesterfield et al. (2010) suggest knowledge is exposed to the learners by the educators on courses. In Lewis' case, the development of knowledge is derived from a particular formal coach education policy (FA level 2 and England DNA). Similarly, Lewis has sought to apply the knowledge developed and demonstrated (by coach educators) on the course i.e., DNA principles (Skinner et al., 2018). Following completion of the course, Lewis valued formal coach education and referred to The FA as 'we', as if he was an employee of the organisation. By adopting the use of 'we' following course completion, Lewis demonstrates examples of cultural, social and symbolic capital as described by Cushion and Jones (2014). From the perspective of coach education, this raises the question of empowerment and if The FA (the character) gave power²¹. There is little that is critical of the England DNA or the FA in Lewis' story. This raises the question of whether education was mainly a form of social control that encouraged conformity to predetermined notions? Or what is a coach? And what is good coaching? A similar insight has been observed in Downham and Cushion (2020) who explored the reflective practice of coach educators. Alternatively, Lewis' member reflection suggests the education has enabled him to interact within a coaching world. From a Freirean perspective Lewis' story encapsulates a debate in the English education system between proponents who see knowledge as a powerful form of capital that can liberate individuals to thrive in their world, and those that see pre-determined, knowledge focused curriculum as

²¹ Although this would suggest that The FA hold power and choose to give it to others.

the knowledge of the powerful. For the educator, using Freirean principles such as humility and developing a shared critical consciousness, might enable them to navigate these perspectives for the betterment of coaches such as Lewis.

7.2.2 An Alternative Perspective: Professional and Occupational Socialisation

Lawson (1983) identified three phases of socialisation, namely *acculturation*, *professional* and *occupational*. Lewis has previously described playing football ‘for the love of the game’ and grew up within a football family (although data do not specifically consider his childhood experiences) (acculturation). Within Lewis’ story, the second phase professional socialisation is relevant. This story illustrates examples where Lewis was strongly influenced by FA practice (e.g., coach educators’ practice on course) and policy (e.g., the England DNA, the course content). Professional socialisation can be understood as the acquisition of skill(s) and knowledge, which enables an individual to position themselves within the wider field. The work of Merrem and Curtner-Smith (2019) explored PE teachers and their education processes and found professional socialisation was weak. This suggests that many PE teachers were not significantly influenced during discussions in the professionalisation phase (i.e., formal education) which attempted to challenge their beliefs. Rather the acculturation and occupational phases were more influential on teachers. However, in coach education, Lewis’ story positions the professionalisation phase as a much stronger influence, at least in this case.

Occupational socialisation, the third phase refers to 1) an individual’s job, and 2) the influence of their employers on their beliefs and practices (Merrem & Curtner-Smith, 2019). In practice, occupational socialisation may manifest itself through individuals ‘copying’ the behaviours and demonstrating the values imposed upon them. With this in mind, it is important to note Lewis was not a fulltime football coach, and his main source of income was not from within football or from coaching activities. Similarly, he was not employed by his grassroots club or indeed The FA. This would suggest, by definition, the opportunity to be ‘occupationally socialised’ is not present but Lewis’ story is different. Lewis attended the same course policy as Alan and Rupert (who’s stories are shared below) but Lewis *wanted* to be recognised on course, at times he sought attention from peer coaches and coach educators, attempting to promote his understanding. Lewis saw this course as a steppingstone to the NGB level 3 course (UEFA B). He was of course seeking personal development but equally as strong was

his desire to progress (as a coach) and receive FA ratification. In a bid to receive FA approval, to make strides towards the centre of the FA coaching community, to feel like an 'FA coach' Lewis, became exposed to the social and political dynamics (and structures) of being an FA licenced coach. In Lewis' story examples exist of him thinking and acting (copying) like those within the occupation in which he is seeking to become engrained, especially coach educators with more power and strong influence (Romar & Frisk, 2017). Such examples include when Lewis chose to wear FA clothing, chose to follow FA specific session plans, and chose to adopt many of the principles appraised on course. Furthermore, the socialisation of the coaching course remains visible in Lewis' environment where he continued to adopt the football practices recognised in the course syllabus.

Since completing his level 2 course, Lewis has subsequently applied, enrolled on, and started The FA level 3 course. Coach education literature has previously highlighted the concerns associated with formal education, with one of the most poignant points being how coaches may impression manage to pass the test (Chesterfield et al., 2010). When considering socialisation this story does illustrate clear examples where Lewis has been influenced by 'The FA' but with no financial incentive, promotion within a job, etc. indeed it could be argued that authentic learning has occurred. Yet, his action to quickly enrol on the next course does suggest a focus on achieving certification, and inculcation into the FA coaching rather than implementing what he has learned on level 2. This interpretation raises the following questions: 1) Does Lewis' desire to move quickly onto the level 3 course reflect a focus on authentic learning or is it part of the professionalisation stage of occupation socialisation where individuals seek to acquire sufficient capital to position themselves within the wider field (albeit a largely voluntary one)? 2) Do coaches at large enrol on courses for the capital associated with the course and professional career opportunities, or for authentic learning opportunities?

7.3 Alan's Story

Scene 1

Imagine! Imagine a stadium, home to the best footballing team in the world. Are you there? Close your eyes further, tighter. Squeeze them hard. Notice the stands? Can you see the performance analyst? What about the physiotherapist striding across the pitch? Recognise the colours of the flags draping from the flag poles. Hear the crowd. Feel the tension. Look towards the dugout. The manager, the coach, the goalkeeper coach, another analyst, the list continues. This is Alan's domain. He is a football man with a variety of experiences (e.g., as a player, coach and spectator) and lots of time in such environment. He knows this football world.

Now remove all the details! See the stands fall away, see flags fall. Remove the crowd noise, shhhh... Silence. Increase the wind pressure. Allow the grass to grow. Feel the November breeze run past your cheek. What's left; a sack of footballs, a single coach, and 15 young girls. Welcome to the grassroots game. It's a different world, one that Alan is learning to live in.

I placed my hand on Alan's shoulder. 'How are you doing Alan?' 'Great to see you Reece'. 'How's it been going since the course?' Alan looked consumed, 'aye OK'. I wasn't so sure. Alan's response seemed out of character to our initial meeting. He seemed to lack a bit of confidence. I watched Alan welcome the group. Their boots were covered in mud, very few wore shorts. Instead, gloves and badged hats were a necessity. His technical information was good, his practice design realistic. Mirrored practices. The group were set away, all with their own individual challenge. 'Great' I thought. But Alan seemed a bit adrift. I offered support. Quickly he responded, '*that would be fantastic, can you watch this pitch and....*', he went on to tell me all the detail he wanted to get out. I walked around the pitch. My boots squelched, my toes attempting to thaw. I took up a position where I could see the session but importantly, Alan. I watched his session, his behaviour. It struck me that he regularly looked around the surrounding areas; towards the gate, then towards the club house, then the tress next to the carpark. 'Who was he waiting for? What was he waiting for?' In hindsight it was more obvious, he wasn't looking for anyone in particular but instead was seeking support and guidance.

Scene 2

I strolled along the street, phone in hand and with a sodden rucksack. Taxis paraded the high street, halted only by the populated zebra crossing. The smell drew my attention. I had arrived at my destination.

‘Coffee Reece?’ We conversed for some time, discussed professional football, work, the weather but not the girls he coached.

Then Alan interrupted me; *‘It seemed so simple’*. Alan had experience of teaching, and he knew football. He recognised the attempts of the coach educators to *‘socially construct’* the course and compared the course to his previous education. I wondered if the coach educator knew Alan’s previous experiences. He was an articulate individual, a socially skilled and educated individual. But he was still searching. *‘I know what I want from the course’*. Alan referred to support with coaching his female players. He wanted to coach his players to be better, to give them the tools they need to be more competitive, to win football matches but importantly to continue to enjoy the sport. That was his reasoning for attending. Alan’s struggle was luring his female players into his world of high-quality football. He wanted them to appreciate the nuances of the game. He knew football, he understood his players but bringing the two worlds together was a challenge. At times it appeared to be like two negative magnets repelling one another.

Unfortunately, Alan struggled to get the support he required on course. During one interview he denoted his identity as a male coach working with female players as a potential reason. I moved the Dictaphone closer to Alan; *‘A lot of the group discussion that goes on is very biased towards boys’*. I prompted ‘what do you mean’? With a hint of frustration Alan commented; *‘what happened it was me and another coach who were working in the female game so we went upstairs to the girl’s course that was fine. On the next day, the group came together, and we were just completely excluded. It was like, ‘you’re almost being badged and being on the girls’ side of things, which I felt was really interesting to watch.’* Alan wasn’t relating to a specific moment, or any direct prejudice but instead described an environment where he felt he was somewhat excluded, largely due to his coaching environment. Paradoxically this was the world that he needed help with.

Scene 3

'What do you think Reece?' Alan showed footage of a recent Woman's Super League game (the elite female competition). Alan was seeking guidance. *'Did you see how she did that, that's what I'm going to try to do in tonight's session'* Alan was referring to a Maradona spin. Later Alan showed the same video to his players. *'We can all try this tonight'*. A thought triggered me. Alan was attempting to embrace some of the messages from the course! He had previously discussed that the coach educators on course introduced video technology as a tool to support learning. Alan explained that the delivery of the concept was poor, but the idea was intriguing.

'one thing... which was a disaster was we went out and did an instruction and one person put the GoPro on. We tried to play it on a computer that it just wasn't designed for and didn't have the graphics card, so it was running the audio and the video at different speeds... but I understand what they were trying to do there'. This wasn't the only aspect of the course that Alan embraced; *'I thought to myself, I'm going to give this a go. On the Wednesday when we finished, I went and did a defensive shape session and it was amazing how many of the kids came back and said, I really enjoyed that... I really learned something from that'*.

Alan's comments clearly demonstrate some development in line with the content delivered on course.

Scene 4

Pumpkins and fireworks. Crisp leaves. I placed a scarf around my neck and rolled a football beneath my feet. I stood watching the girls dribble their footballs whilst Alan chatted to one of his players. Two minutes later Alan called me over.

'The level two doesn't touch on that... it certainly wasn't a topic of conversation within the room'. Alan described his battle to work with female players in relation to 'things like mood swings. It's something that I still need help with, but I've learnt not to tackle it head on'. Alan continued and made further reference to how he needs support in connecting with female players within a football environment. Alan nodded with reassurance. 'So, what have you tried?' I asked. Alan calmly proceeded to explain how he had spoken to local female coaches, watched such coaches in practice and approached his three young daughters for their advice. But Alan was still searching for the answer and he was adamant an opportunity on course was missed. Reminiscing over my time with Alan I recognised that during every recorded discussion we had, Alan always referred back to day one of the course where female coaches were in the room before being taken to a female-only course. 'There was an opportunity there for us all to learn together (for some coaches on the course). It may not have been in their consciousness (to consider the female game) due to working with male players or having fewer females within their daily interactions'. Alan felt strongly that this was an opportunity missed on his course.

Alan was collected in his manner; he had a calmness in his voice, but his story was that of struggle. The pursuit of support. His players had developed, they are now technically better but the challenges of connecting with these female players within a football environment were still present.

7.4 Interpreting Alan's Story

In Alan's story, he and I are the main active characters. The plot aligns with his pre-course aim; to develop a repertoire of strategies that would enable him to better support and understand his female players. Subsequently, he hopes to overcome the challenge of being a male coach volunteering within the female game. The different scenes illustrate the concept of searching i.e., metaphorically looking in different locations for different ideas, support and guidance. This story is somewhat different compared to Lewis', who was situated within the practice environment throughout the whole story. Alan's story includes the practice environment but also a neutral venue (i.e., coffee shop) and an initial state of imagination. These scenes demonstrate the plot of Alan's story as he searches for ways to connect with the female players and the grassroots environment to which he is less accustomed. The scenes from within this story demonstrate how his challenges are beyond simply what is seen and what happens 'on the pitch'.

7.4.1 A Freirean Interpretation of Alan's Story

Freire (2005) suggests that education should provide the opportunity for teachers to support individual students to achieve their own personal outcomes, and coach education could be similar. Specifically, Paulo Freire's work calls for an emancipatory pedagogy within education that sees the educator and the student share power. Emancipatory education specifically considers the concepts of humanization (2.2.11), a critical-consciousness (2.2.6) and a problem-posing approach (2.2.3). Within coach education, coaches from a variety of nuanced environments (Miller & Cronin, 2012), attend courses for a myriad of reasons. Within coach education, such complexities may manifest themselves as a coach attends formalised courses in the pursuit of personal development, qualification attainment (potentially to gain employment) or indeed to simply meet the regulatory requirements their grassroots club may impose. Alan's story, however, is one of a coach in pursuit of personal development.

Alan's story strongly identifies a need for emancipatory education. This is recognisable by his attendance on course which was driven by *hope* of achieving support relevant to his specific contextual environment. Alan sought to better appreciate the nuances and difficulties of being a male coach in a female football world. He didn't achieve his primary aim, and the course curricula is one possible factor for this. The course duration is 10 days, over three blocks of learning, and

contains 20 workshops (discussing topics ranging from motivation to self-esteem and how players learn). Although earlier in this thesis ([Chapter Four](#) and [Chapter Five](#)) I provided examples of how FA coach education has moved somewhat progressively, Alan perceived the course as pre-determined, rigid and offered little room for coach educators to explore other concepts. This perception is consistent with Dempsey et al. (2021) account of the FA curriculum. Therefore, in a Freirean sense, The FA level two 2016 policy could be construed to still be somewhat oppressive. Although the course may cater for the needs of many, Alan's story indicates how it does not cater for him. This story typifies findings reported by Stodter and Cushion (2019) and Stodter and Cushion (2017) where the course did not provide the specific, nuanced detail he required for his particular context (i.e., the female game). This finding is consistent with the work of Sawiuk et al. (2020) who found a lack of content on coach education courses about the female game was presented. This meant that the motivation of those (female) participants were subsequently affected. This concurs with Alan's view who stated during a member reflection, 'I must be honest, on day 2 I very nearly said 'this isn't for me because of it' (disparity between the male and female course content)'(see appendix nine).

At this juncture, it is imperative to remember that education is a political act (Freire, 2005), and as previous chapters have suggested, years of external influence from key social architects have socialised The FA level two course throughout its (re)construction. Such a (re)construction has not seen the removal of the 'great value placed on masculinity, toughness and aggression' in football which in the UK 'remains a man's game' (Fielding-Lloyd & Mean, 2011, pg. 345; Williams, 2019). Although Alan identifies as a male coach, his story typifies some of these comments and demonstrates examples where opportunities existed for the course to display a greater critical-consciousnesses of the role of actors within their society.

In this story, opportunities were missed to use meaningful problem-posing pedagogy. A co-constructed curriculum between coach educators and learners could facilitate teaching that is more appropriate to the wants and needs of coaches. Understanding coaches' wants, and more importantly needs, would demonstrate a more caring relationship between coaches and educators (Cronin & Armour, 2018). This does not suggest that the course policy, or coach educators were *bad*. On the contrary, Alan suggested that many aspects were good but it does suggest that further thought about integrating more marginalised groups and meeting coaches' bespoke needs is required.

7.4.2 An Alternative Perspective: Identity

Alan's story has described his struggle and his subsequent search for answers to support the players. From my perspective, these struggles represent conflicting and contrasting 'identities' between a focused, well-educated, football man and someone who is confused when attempting to navigate the needs of the female players. Alan's search is therefore almost an existential one, in which he wants to know how to be a coach in this context. To be clear, Alan is a white British male, yet volunteers in female football. This is the first contrast, which marks him as an outsider. He is well-educated, with a senior professional job, though this job is not within sport. He actively volunteers at his local grassroots team in a sport largely characterised as working-class and this may contrast with his professional role. It would be easy to make assumptions about his identity (e.g., he is a white British male, and his attire is that of a football coach). Yet, to assume, as opposed to ask for Alan's perspective, could indeed be the problem as to why Alan hasn't received the support or knowledge he required.

Brubaker and Cooper (2000) describe identity as an interchangeably used term and called for researchers to be more explicit when describing an individual's identity. Indeed, one of Brubaker and Cooper's explanations is useful here as a means of explaining Alan's story. Specifically, Brubaker and Cooper (2000) consider language and its development over time, deciphering its social and political construction, and denoting how identity is used to refer to the *collective* as a means of identifying *sameness* amongst members of a group. To apply this to Alan's coach education experience, Alan was enrolled on an open-entry course, yet, no females were present for the entirety of the course²². Alan's cohort were all male. As such consideration should be given to the likelihood of male-dominated language used on course. This would include more, if not exclusive, examples from within the male game. This is consistent with Alan's member reflection where he shared his frustrations about the lack of female content. Thus, while Alan may have much in common with others in his group, his coaching context within a female football environment lacked the sameness of the collective.

Alan's 'identity' is, broader than his position as a coach on a course. He is more than a coach, more than a male coach within the female game. He does have some

²² To be explicit multiple courses ran alongside Alan's course and those courses did include some female representation and as such some sessions were conducted across a wider audience.

sameness with the group but his identity is also different. His identity is influenced by his everyday activities, his work life, his wider position within society, which are all set against the backdrop of a masculine working-class North East England culture (Kitching, 2021). Lavalley and Robinson (2007) report how self-identity is a dynamic and therefore something that is not a fixed entity. This is important to appreciate and in Alan's case, this can be strongly recognised through his varying experiences and societal roles, some of which overlap. For example, his daughters play for the team he coaches, so he is both coach and dad. This is yet another identity tension which illustrates some of his struggles.

In keeping with Lavalley and Robinson (2007) acknowledgement of this dynamic process, identity isn't simply considered as *something* that you denote to yourself but that others recognise. Gender, skin colour, hair colour, and body type are other examples of how people could define others, with varying positive and negative connotations. One's accent and the suggestion of locality of birth is another. Alan has a strong accent that identifies with the location of his residence²³. A host of former international footballers have come from this region including the world cup winning brothers of Bobby and Jack Charlton, Paul Gascoigne, Peter Beardsley, and the leading all-time Premier League goal scorer, Alan Shearer. Not to forget the manager Brian Clough and current England stars Jordan Henderson, Jordan Pickford, Jill Scott and Steph Houghton. The North East truly is a hotbed of football. These football stars and indeed the North East football culture has traditionally been rooted in a masculine²⁴ culture that has a long history of football, working men's clubs, coal mining villages and an environment that provides for the economy (Nayak, 2003; Chapman, 2022).

Football is all-consuming for many in this region and is intrinsic to understanding what it means to be a man in the North East. This is reflected in his course where no female coaches were present. It could also partially explain why he struggles to balance his views and approach, which are culturally expected to be masculine, and the needs of his players which are culturally expected to be feminine.

Alan's struggle to connect with his participants is recognisable in his story, member reflection and pursuit of personal development. These illustrate a self-awareness about his struggles to 'fit into' his context. For example, he appreciates his own

²³ For ethical reasons i.e., to protect participant confidentiality, this will only be considered as a North East accent rather than a more precise geographical location.

²⁴ Masculinity is claimed to be a catch all phrase for male behaviour with some men deemed to show either too much or not enough masculinity (Ghail & Haywood, 2012).

intrapersonal knowledge (i.e., has a good ability to understand himself) and recognises that he is well educated against the backdrop of a region previously characterised by working-class coal mining labour. When observing Alan in his context, his self-awareness is evident. His manner and ability to calm players, specifically when frustration is rife (e.g., the players' frustration at not completing an activity), is commendable. He is very good at being aware of his own emotional state. Consistent with this, Alan can self-diagnose his own needs. Subsequently, the work of Schempp et al. (2007) is important where it is reported that coach development requires self-awareness, but ultimately *action* is required to develop any areas of weakness. Alan's story demonstrates how he has sought to gain the knowledge to enable him to better perform his role as a grassroots coach, reflect on his identity and meet the nuanced needs of his female players.

For those that seek to improve coach education provision, Alan's story may prompt them to call for more female coach educators or at least more female players and coaches to be involved in courses. This could help him, and others, to draw the connection between their experiences and the needs of female players. Indeed, reconsidering how courses support female and male coaches in the female game is necessary because some female coaches' experiences on coach education courses have not always been positive. The accounts by Sawiuk and colleagues (2021) and Lewis and colleagues (2018) present examples of discriminatory language and behaviour towards female coaches. Here toxic masculine and abusive behaviours were reported. For instance, the studies identified how a female educator (a role model) may have enabled them to have a better, more positive experience. To be clear, in this chapter, Alan's story does not demonstrate any violence or direct discrimination, yet, like the studies above, Alan suggested there could be much to learn from female coach educators and more female coaches. Better representation may have provided greater acceptance of female-orientated content and discussion that may have provided Alan with a greater platform to share his challenge of connecting with his players that he had little in common with. Such discussion may have challenged and benefitted other coaches in the room.

Alan's story suggests that perhaps greater consideration should have been given to the needs of the *individual* coach on the course and the curricula adapted to better suit *their needs*. Coaching research has over time called for a more sociological understanding and Alan's story epitomises the need for this (Cushion et al., 2003; Jones et al., 2002; Potrac et al., 2002). For example, Stodter and Cushion (2017) have called for a greater appreciation of the biography of the coaches who attend

formal coach education and their coaching context. This suggestion elucidates the need for coach education to consider the coach including their identity and not just their football identity. Coach education should move beyond assumptions of what all coaches need, and focus on providing a voice to coaches to enable them an authentic opportunity to learn. Alan's story supports this call for a growing appreciation of coaches' identities.

7.5 Rupert's Story

Scene 1

The stillness of the dated high street was deafening. Mosaic art above the run-down shops, was now dulled by the soot of a past coal mining life. The glow of the lights in the distance partially illuminated the pathway. Broken drainpipes, rusted dustbins and dormant car parks. A door swung open. Out stumbled a man, a weary man, a man slumped with the weight of the world. Angry, he scrunched up a bit of paper and tossed it over his shoulder. He donned a gruffy baseball cap and walked away. I continued in his direction and kicked the paper he threw. It tumbled down the road and rested logo up. 'A betting shop slip'.

I followed the paper and soon arrived at the training pitch where Rupert was trying to address some of the issues I had noticed on my journey. I stood, my football boots underarm, full-length puffer bench jacket zipped to the top and my mouth hidden and protected under the collar. 'Doesn't look good Rupert'. I referred to the rain, which was threatening to pierce the grey gloomy sky, but my comment could equally apply to the struggling town. *'It will be alreet, we've had worse than this'* Rupert proclaimed in his strong Geordie accent. Like Rupert himself, the response was driven by hope. 'Rupert, Rupert' the children exclaimed whilst trotting across the field. *'Yes Reece! This is what it's all about! Let's get started, because if we don't, nobody will!'* The children greeted him like a carnival coming to the luckless coal-mining town. They were right to. In his bright red shorts, yellow waterproof jacket and a multi-coloured woolly hat, he looked like a festival of fun.

Scene 2

Rupert's practices were all set up; a twenty-yard square box lay in the middle of the worn senior pitch. By the touchline the ploughed snow rested by a stack of brightly coloured cones and a worn FA coaching syllabus. On the pitch markings, five blue cones were spaced eight yards apart. Five yellow cones partnered the blue cones separated by some ten-yard distance. A stampede like sound could be heard as children ran from one side of the box to get to Rupert. He set them off playing a game where a 'catcher' tries to 'tig' all the others.

High five? Slap! *'Ouch, that was a good one'* claimed Rupert. Rupert was discussing the session with three of the children. Some confusion rested upon their faces. He relented, *'In you come everyone'*. Rupert proceeded to tell the whole group they were working on passing. I stepped back, placed my numb fingers into my pockets and thought; 'the area seems good and the objective is specific to their age'. I expected a short passing exercise between the coned-out areas. This might be followed by a Small Sided Game, similar to that delivered on the course where one coach educator delivered a *'keep the ball in a pair'* activity where 4 pairs kept the ball by passing to one another and another pair worked together to tackle the others. To my surprise Rupert provided each individual with a ball. *'Dribble around these cones'*, pointing to the outside of the twenty-yard area. 'Rupert' A small child, Alex, pulled on Rupert's coat. 'Can I dribble over here? I just don't like it when parents shout from the side-line'. *'Of course, Alex, you can just go up and down that side'*.

A continuous practice, no interventions from Rupert, or indeed no decision to be made by the players. Five, ten minutes passed. The same activity, no development to the outcome to be achieved but some individual interventions. *'Keep going!'* Those interventions were full of praise and encouragement, but no task development. As I walked past Rupert, to tie a child's shoelace, I commented 'how do you think it's going? Do you need me to do anything?' Rupert was keen for me to be involved but he didn't have a task for me. I accepted, continued and tied the shoelace. Time continued; another six/seven minutes passed. 'Interesting' I thought, 'why hasn't he developed it'. I looked over to the coaching syllabus now partially covered by the fallen stack of cones. 'This isn't even a passing exercise' I pondered. As a researcher, I felt I needed to refrain from intervening. On queue *'aaannnd in you come boys'*

and girls'. Rupert asked a few questions, he attempted to get the children's thoughts. He looked frustrated, and a bit anxious. Quickly he finished. No discussion of passing. The group moved on to a 4v4 free play activity (no constraints). Rupert leant into the session; '*When you are playing, all I want you to do is try to pass the ball*'. Shocked, yet relieved I looked up. The full training session has been running for around forty minutes now. The children were in their final activity of the session and passing has finally been mentioned for the first time since the objectives were set. It wasn't mentioned again. Although Rupert spent a further fifteen minutes after the session listening to the children's stories of their school day and playing games.

Scene 3

Snow thawed; and leaves return. The smell of beef sandwiches from the clubhouse fills the air. Parents, some with sunglasses, some with scarfs, watch from the nearby stand. The laughter of the children disguises the distant police sirens.

I stand and observe 10 boisterous children run, jump and skip around the coned area. *'This is Reece.'* Rupert approached and introduced me to two new children. Rupert's team was already at capacity. The league stipulates they are only allowed 12 players. It's a 7-a-side team and they are allowed five subs. *'Is he replacing the two children who are missing today?'* I thought. It would be out of character for Rupert to replace players. Rupert set the children away with the task. *'Some new players Rupert?'* I asked. *'Sort of aye, I have told them that unfortunately we're full, but we can still let them train and play friendlies... you know, let them play'*. Refreshingly for junior football, Rupert did not prioritise winning. In a different team, the two new players could easily displace existing players. This would mean two fewer people playing regularly. Not here at Rupert's session. Instead, the two new players laughed and connected with the other players and Rupert.

The playing activities were simple - Ball control. The messages modest - *'keep it close to your feet'*. But these children were absorbed, engrossed. They all wanted to chat, share their opinions and gain Rupert's attention. He was on their side. *'Some of the kids that misbehave, sometimes you can't do nothing about it but rather than jumping on to it straight away and telling them off try to manage it in a different way'*.

By his own admission Rupert was not the best coach (referring to technical and tactical knowledge), but his appreciation of working with children was very different. Rupert understood the community in which he worked. Together, they revelled in the opportunity to play amongst the challenging backdrop.

Scene 4

'Ouch'. Rupert bounced a ball of the back off my head. 'You day-dreaming?' he chuckled. He caught me. I was very much thinking about my upcoming summer holidays; palm trees, sun beds, and beach towels were on my mind. He would tease me about it for the rest of the session. In reality, for once there was actually some heat on the back of my neck. Rupert's first season with the team had finished. League position irrelevant. No trophy for top goal scorer or most clean sheets. Instead, he was planning for the future. The children finished their last session before a small break with a final game. Three teams of five. Equal ability. 5-minute games with one team resting. Rupert passed a whistle to one of the players 'ref this game please'. As the game started, Rupert took up a position next to me. 'Have you finished the course Rupert, enjoy it?' *'Don't worry about the course Reece, there's bigger things to think about'* he replied. He had also been dreaming. *'Starting to think about next year'* he announced. Rupert continued to engage in conversation, but his plans were much bigger than his one team or his fifteen players. Rupert wanted to organise and lead a community hub for people of all ages, abilities, genders to come and play. That would make a difference. Brighten up the town. Maybe kick it off with a late summer gala event as a pre-season tournament. No winner's trophy but bouncy castles and barbeques. Different football clubs could come, maybe the scouts or beavers. Yes, let's get the church involved; no let's get the churches involved.

20 minutes later. Brandon high fived Rupert, 'Thanks, I really enjoyed today'. 'Brandon, can I get your drawing from earlier' I asked. 'Sure'. I looked down, *'great picture Brandon'*. Brandon smiled, 'yeah like it says, I just love coming to the sessions and playing games'.

Rupert was a different type of coach. A coach that authentically cared. A role model. A fountain of hope. Rupert was clearly trying to make a difference.

7.6 Interpreting Rupert's Story

Rupert's story is different to both Lewis' which identified The FA as an important character and Alan's which involved an intense revolving plot. Instead, Rupert's story lacks a distinctive plot and although involves other characters including myself and the children, it does not move beyond those explicitly introduced. Rather the predominant feature of Rupert's story is the scene. The story focuses on Rupert's role within his wider community, his ambition for social inclusion (Schaillee et al., 2019), to facilitate opportunities for children and young people (male and female), and his wider community to thrive. Throughout his story, Rupert is surrounded by a coal mining community, police sirens and deprivation. He attempts to facilitate practices, and *make do*, on a worn senior pitch as opposed to a bespoke, dedicated junior pitch.

7.6.1 A Freirean Interpretation of Rupert's Story

Rupert's story may align with many coaches' experiences, specifically those who work or volunteer within explicit community-based initiatives. Many such initiatives are designed top-down by providers (Luguetti, Singehebhuve & Spaaij, 2022) and driven by social aims, that attempt to control young people's behaviour, such as tackling inactivity and combatting criminal activity (Schaillee et al., 2019), as opposed to predominantly developing sport-specific technical and tactical understanding (Chapman et al., 2019). Unlike such initiatives, Rupert's coaching environment is based within a grassroots football club as opposed to an explicit, formal sport for social good programme (Bingham et al., 2014; Bingham et al., 2016). Nonetheless, Rupert's coaching practice prioritises the social development of the children who he attempts to empower, irrespective of their somewhat negative social context (Freire, 1973). Rupert does this by encouraging the children to work together, in small groups and share their thoughts, feelings, and reflections about the activities (i.e., through action and reflection). Similarly, Rupert's social appreciation further transmits to the relationship he attempted to build with other coaches on course. His understanding of how to work with, listen to and appreciate the views of others in his group was particularly prevalent. Furthermore, this shows Rupert's courage when working in this environment. He *knows* he is not the *best* coach on the course, but instead tried to form social connections to support his development, and ultimately develop those he serves.

Rupert's story also illustrates some examples of how the current course policy *may* aid coaches. Specifically, Rupert has benefitted from the emphasis on psychological and social aspects of coaching that was absent in early iterations of the FA coach education system (i.e., policies in 1960s and '70s)([Chapter Four](#)). More importantly, his participants have benefitted from Rupert's knowledge gained on the course, and through the hope that he provides.

Rupert's purpose is to provide hope (see [section 2.2.10](#)). From a Freirean perspective, hope provides an environment for individuals to recognise and develop their own self-worth, to become more human. Consistent with this, Rupert views coaching and coach education as not directly about him or indeed, coaches in general. For Rupert, it is about those who he serves, those who he cares for (i.e., the community or participants). Freire (1998) describes progressive teachers (and subsequently we can interchange this to consider coaches) as people who crucially prioritise the well-being of their students, invest time in them, and show a genuine commitment to others. Rupert shows this and prioritises an authentic attempt to share roles with the children he works with (i.e., student teacher, teacher-student), enabling others to share their world and their needs. This approach shows that education is not to be delivered *by* coaches *on* participants but instead mutual i.e., coaches *with* participants. In his story, Rupert's understanding of the affective domain can be seen where attempts to work *with* these children are recognised. Rupert values their opinion, listens to their feelings, and attempts to provide hope. This can be seen to culminate in this story where he attempts to provide opportunities for them, and others, to develop and gain new experiences (e.g., summer gala event). This approach to coaching is consistent with wider coach education literature (e.g. the work of Duffy et al. (2012) and North (2016)). Although these papers consider coaching and coach education from a different philosophical lens to this study, they too recognise the embeddedness of coaching within specific cultural contexts. For instance, North (2016) illustrates the multi-layered nature of coaching football and describes how football is influenced by coaches, players, clubs, and wider institutions (i.e., The FA). Importantly, as [Chapter Five](#) identified, a key influence on football is the wider socio-cultural environment including the economic state in which football is situated. In Rupert's case, his socio-cultural environment includes areas of deprivation where *his* players, fellow coaches and club are locally situated. Freirean hope and courage, therefore, calls for individuals to encourage and facilitate, but not coerce, change in such environments. The provision of opportunity in this case is facilitating *opportunity* for children to be more open and aware of *their* world, *their*

environment, and *their* future prospects. Rupert's story explicitly elucidates this through the concept *time*. From my observations, this is visible to me through the time he spends before, during, and after the training sessions engaging with the children, listening to their stories, facilitating a platform for, and empowering their voice. This was a conscious effort by Rupert and during one interview he explained;

'I need to get to know the person... it's (coaching) not just about football... you know if something isn't right in their lives and if you pay interest to them it will make a difference because you will understand why the person is in that position and you can try and make things a little bit better or easier for the person.'

In sum, through a Freirean lens, Rupert's story illustrates how he uses the practice of football coaching in an attempt to empower, liberate and provide an equal voice to those who he works with (i.e., the children's voice is just as important to Rupert as the coach educators, the clubs etc.). Rupert's story is different, but not isolated, and coach educators should further consider how they support coaches that want to move beyond technical and tactical development towards supporting people and communities to develop in their world. This appreciation from coach educators would allow coaches on courses to be taken more seriously and feel empowered to co-construct their knowledge (Luguetti et al., 2017). However, to consider Rupert's story only through the Freirean concepts of humility, hope and courage would be naïve and readers should acknowledge Freire's explicitness around how ethics were at the heart of his critical pedagogy (Monchinski, 2010) and thus there is a link to care.

7.6.2 An Alternative Perspective: Sport for Social Good through Care

Rupert's story is deeply engrained in his world and moves beyond what happened on course, and the attainment of certification. Instead, his story represents his philosophical view in life and alludes to the value of a positive role model within sport coaching. In Rupert's case, he is a role model for those who live within an economically deprived area i.e., 68.5% of homes within this area met the deprivation criteria (Office for National Statistics, 2022). This area is different to many in the UK, but not unique. In areas such as this, many young children grow up loving sport, loving football, recognise the physiological benefits of sport in maintaining a healthy life and dream of football being their vehicle to 'upward social mobility' (Richardson & Fletcher, 2020, pg. 79). That said, the populations of these areas may not feel

empowered to challenge the wrongs often witnessed within their community e.g., to tackle crime, to fight social exclusion and challenge prejudice (Giulianotti, 2011; Coakley, 2016; Schaillee et al., 2019). To support such communities, Sport for Social Good or Sport for Development and Peace (SDP) projects often promote non-sporting goals i.e., promoting gender empowerment, developing employment skills, challenging crime, and including more marginalised groups within society (Bell & Daniels, 2020; Giulianotti et al., 2019; Hylton & Totten, 2013; Kay, 2009). Rupert is a manifestation of this school of thought and does so with genuine *care* for his participants and the wider community. Rupert listens and thus embraces dialogue, he shares thoughts, and he embraces emotional and physical well-being (Li & Li, 2020) but critically and like (many) grassroots coaches, he cares for the participants.

Rupert's approach to coaching is reminiscent of Nel Noddling's *Ethic of Care theory*²⁵. Noddling's was influenced by the work of Paulo Freire (amongst others) and her early work promoted a feminist approach that requires both the person caring and the cared for to care reciprocally. In coach education this would call for the coach and coach educator to contribute reciprocally, if not equally, to a relationship focused on the needs of the cared for. Some criticism of this work exist with Hassan (2008) identifying an epistemological conundrum where total engrossment in one person's beliefs and values is a dangerous concept and could lead to less emancipation and indeed a stronger sense of oppression (i.e., this could lead to the coach educator having a restrictive power over the coach). However, herein I do not adopt this view and consider the Ethic of Care more as an emancipatory process where people work collectively, demonstrating attentiveness, sensitivity to individual nuances, and the showing of compassion as key to achieve shared outcomes. In this story, I recognise Rupert's non-intrusive attempt to be concerned with the lives of those children who he works with, in an attempt to meet their needs. For Freire and Noddling's, Rupert's reciprocal attempts to become engrossed with the lives of those who he works with demonstrates an emotional care, that is often undervalued amongst coaches and indeed was not described to have been discussed on the course policy that Rupert (or Lewis and Alan) attended. Noddling's would refer to this student-teacher mutuality (critical consciousnesses for Freire - see section 2.3.6) as essential in the practice of education (coaching). In Rupert's story he epitomises this as he seeks to support the child by understanding their needs as a football player, and somewhat more

²⁵ Readers should consider Noddings (2002; 2012) and Bergman (2004), and in sport Cronin and Armour (2018) and Cronin, Knowles and Enright (2020) for a fuller appreciation of this theory.

importantly, as a young school child. He goes beyond what is to be expected of a football coach (e.g., staying behind after sessions to talk to children about their day). Rupert provides care in an attempt to challenge the status quo, metaphorically fight the economic inequality that his community face, and promote opportunities for the children to thrive. Rupert's values and care could have a positive influence on the children to overcome some of the economic, political, and social barriers that they may face.

Rupert's engrossed approach is not something that will largely be considered on his course. Educators may recognise his interactions with children as positive, a strength even, but due to Rupert's struggles with football as a technical and tactical activity it is likely that a coach educator will focus on improving this as opposed to maintaining his approach. Ideally, coach educators could be engrossed in Rupert's needs and be aware of Rupert's biography and role within society. To support Rupert with the development of technical and tactical knowledge is important but this should not be as a replacement for those social strengths that he possesses. By working with, and exploring Rupert's coaching world first-hand, the coach educator will be more aware of how they can support Rupert's development.

7.7 A Pedagogical Overview of the Three Coaches' Experiences

This chapter has provided nuanced accounts of three coaches' experiences of The FA level two 2016 course policy. Although these three accounts do not evaluate their experiences on the course, they do elucidate the learning experiences of each coach in their context. As part of a pedagogical case (Armour, 2011), each story is accompanied by a Freirean interpretation, and a specific alternative theoretical perspective to understand the coaches' learning. These interpretations included consideration of occupational socialisation, identity, and sport for social good through care. Work by Culver et al. (2019) and Dempsey et al. (2021) and earlier chapters in this thesis have explained the complex nature of coaching and coach learning. As such it was considered important to provide an interdisciplinary view of each of the stories. To appreciate these stories further, this section considers the learning that I have taken from the stories as a collective²⁶. To do this, I lean on the work of Van

²⁶ This is appropriate because much of this thesis is concerned with encouraging and prompting wider thought and does so by considering the experiences of those who have a lived experience (e.g., [Chapter Five](#) considered the historical development of

Mannen (1990) who describes spatiality (a metaphoric space in which we operate our daily lives), temporality (subjective time i.e., how we see time to move fast and slow through our emotion) and relationality (the lived relation we maintain with others in our interpersonal space that we share). These concepts are complex, yet help us to understand one's lived experience. In this section, they are used to help understand the journeys of the three grassroots coaches.

First, it is important to remember that the coaches' stories are personal, yet some similarities exist across the three cases. During the writing process, I became aware of the relationships the coaches had with the players (relationality). For example, Rupert and Alan's stories particularly illustrate that part of their reasoning for coaching is to provide opportunities for the players. The building and maintaining of a coach-athlete relationship is consistent across the three coaches' journeys and helps to demonstrate the pedagogical shift of coaching over the last fifty-years ([Chapter Four](#) and [Chapter Five](#)). Each of the stories highlight this relationship and provide clear examples of how a greater psychological and sociological understanding of players has become a key tenant to The FA 2016 level two policy (e.g., motivation theory is taught on course), yet work by Dempsey and colleagues (2022) illustrates a move away from this approach on FA course more recently. This relationship with players is seen in Alan's pursuit for answers that indicates his desire to support and aid in the personal development of the female players, and Rupert's *authentic* caring nature where he acts as a role model by providing a platform for children to have a stronger voice within *their* society. Both Alan's and Rupert's approaches align closely with the FA coach education policy that they experienced. Interestingly, Lewis and Alan coached football to a group that included their own children. Rupert did not. When reflecting, I question what impact this has on the coach wanting their group/team to develop as footballers and to what extent can, or indeed should, the coaches prioritise the focus of being a coach over being a parent. Can these roles be isolated? This is something that I did not explore throughout this study. However, from my time spent embedded within the coaching lives of these individuals no bias towards their child within the group was witnessed, a criticism many parent-coaches are said to face (Zehntner, McMahon & McGannon, 2020). Nonetheless, given that coach-athlete relationships are an essential feature of all three cases, I wonder to what extent coach education prepares coach's for working with their child amongst a group of others. Thus, while I am pleased that all coaches developed relationships with participants, I

FA coach education policy before citing some of the wider social structures and cultural influences which have influenced change).

recognise that not all relationships are the same. Given this, I urge coach educators to consider what relationships coaches have and want with their athletes and tailor curricula and approaches to meet these needs. Additionally, all three coaches' stories acknowledge the temporal aspect of coaching (temporality). By this, I refer to how each of the stories trace the individual development of each of the coaches. Through engagement in FA coach education and by working with their players, the coaches' have developed their practice. Yet, their journey continues. This is demonstrated through the use of the seasons in the stories which elucidate temporal changes in the environment. Over time, all three coaches are somewhat more aware and/or reflective now too. The cause of this growth is difficult to ascertain. It may be a result of the course policy which embeds some reflective practice. Additionally, their involvement in this thesis has meant that the coaches have typically discussed their sessions more frequently than previously. Nevertheless, the coaches are now more aware of their development as recognised through their member reflections. They are not the same coaches that started the course and there is an implication here for coach educators and developers to consider where coaches are in their journey.

The stories also represent a coaching space (spatiality). By this, I refer to how all three coaches are volunteers for their local grassroots community team. Yet, each story displays a different space. For Lewis, his space is competitive with a focus on winning games. League and cup positions are deemed important. Conversely, Rupert is a typical community coach who serves his community and attempts to bring light to deprived locations (i.e., his colourful demeanour against a bleak backdrop area is dramatized in scene one). Alan's space is harder to position and he and his story in this sense, is the 'odd one out'. His story is reference to his environment, and on the course, he is different to those around him. He coaches to improve the female participants as football players and on course he requires nuanced knowledge that is different to those on the course around him. It is harder for Alan to make sense, and use of, *new knowledge* in his environment.

In sum, relationality, temporality and spatiality are useful theoretical constructs to consider the three cases. The constructs help me to recognise the similarity and differences across the case. In response to these differences, I argue that coach education should begin to use these concepts as a means of considering individualisation. The act of listening to coaches may provide insights into coaches' relationships, space and time. From here, the development of a shared consciousness may allow coach educators to meet the needs of coaches in a humble, and authentic way.

7.8 Applying the Pedagogical Case Studies

Armour (2011) stated that pedagogical cases are to be used for more than understanding a phenomenon, and are important 'learning tools' (pg. 4). Similarly, the interpretations and overview provided thus far have identified the importance of understanding the nuanced, complex coaching worlds (including; relationality, temporality and spatiality) of those coaches that coach education serves. In keeping with the pedagogical cases concept, that Armour (2014) emphasises can support 'professional learning' (pg. 18), coach educators could use these cases as a diagnostic tool on courses. By this, I refer to how coach educators can facilitate discussion by posing questions such as; 'where are you in your practice? Or 'does anything in these stories resonate with you and your experiences?' In time, the cases can also be used in a formative manner. In this sense, the case could be used in a problem-posing activity where coaches on formal courses could be given a case (i.e., [Rupert's story](#)) and asked to explore what, and how, they would respond to 'the problems' faced by Rupert using their *new knowledge* from the course.

In an attempt to 1) demonstrate the value of these cases, 2) further understand the practical use of the pedagogical cases, and 3) gain impact from the coaches' experiences, I shared the stories with other coaches and academics (Smith & Sparkes, 2005). I shared the stories, as learning tools, with two different groups of students, who all had varied experiences (i.e., worked across different coaching domains, coached different sports). Firstly, they were shared with seven postgraduate sport coaching students, who also acted as critical friends. Secondly, ten undergraduate sport coaching students examined the stories as part of a taught lesson.

The postgraduate students reported that they could 'imagine' the coach in action and reflexively described comparable situations they have experienced in their coaching worlds. These students also explored the methodological approach of the stories. As [Chapter Six](#) explained many iterations of the stories existed and they were subject to much redevelopment. For example, the stories were developed to make them more precise after it was considered that too many adjectives existed in the writing.

The undergraduate group of students appreciated all three pedagogical cases. The group spoke about the 'passion' they felt from Lewis' story, 'the realities' of coaching when viewing Alan's struggles, and the 'difficulty in being different' as experienced by Rupert. The students' view of Rupert's story was perhaps most interesting. At first,

they noticed a very different story to the one I composed. The students described a challenging environment. They acknowledged that Rupert's poor technical/tactical ability is perhaps a reflection of his entry into the sport, lack of football playing ability and a potential *failure* of coach education to prepare Rupert for coaching. Although I feel this is a somewhat misguided representation, it does encourage me to consider the personal biographies of coaches who enter into coaching, with the other two coaches (Lewis & Alan) having greater exposure to the sport prior to their entry into coaching. On a side note, the students' perceptions of Rupert's poor technical and tactical ability could be a reflection of how sport coaching is considered within the degree they are enrolled. Their perceptions prompted an opportunity for us to explore what is good coaching and indeed what is coaching at all. In this way, the pedagogical cases served as an effective mechanism for authentic dialogue and the development of shared critical consciousness between me and the undergraduate students.

7.9 Conclusion

In sum, this chapter has built upon [Chapter Four](#) and [Chapter Five](#). In these chapters, the socio-pedagogical development of FA coach education policy over time was traced before this chapter considered recent FA coach education policy and explored the experiences of grassroots coaches. This moved beyond focusing on on-course education and considered how education impacts practice. Additionally, the experiences of the grassroots coaches were analysed through interdisciplinary perspectives. Throughout all three chapters, an attempt to consider learning has been made. For example, [Chapter Four](#) for the first time illustrated how FA coach education policy has moved away from being 'a test' to simply attain certification to now a more educational practice that aims to better support coaches in their world. This chapter moved beyond existing understanding to demonstrate how case studies, as a pedagogical tool, can be used to better understand coach education. It did so by adopting a participant-observer position and employing the use of multiple methods e.g., observations, interviews, member reflections with coaches and write-and-draw activities and shoulder-to-shoulder interviews with children. An attempt to work with children can be recognised and does demonstrate an openness to prioritising other voices within coach education. That said, this process was not without its challenges, and these are shared in the following chapter (see [section 8.2.6](#)). As a result of the challenges, the voice of children are not amplified as much as they should be, and this is an area for future research to consider. Finally, the chapter has contributed by

considering how the pedagogical case studies can be applied in practice to help student coaches.

The individual stories in this chapter, or at least aspects of them, may resonate with the reader and their practice. Thus, this chapter has attempted to prompt readers to consider *their* coaching world and formal coach education history. Readers may identify with the type of coaches they are, those that they have worked with or even who they would like to be coached by. These stories can prompt a reflective opportunity. To aid in this reflection a conscious effort has been made in the retelling of all three stories to identify the situational, contextual, and nuanced nature of the coaching environment. These features may encourage readers to reflect and consider the relevance of each case and the applicability of Freirean arguments to their own coaching lives.

Chapter Eight - A Confessional Tale – ‘Hi my Name is Reece’

This chapter begins to draw this thesis to a close and presents a confessional tale of my experiences. The thesis has considered learning, has tracked FA coach education policy, and analysed how this policy has been experienced by coaches in their world. Throughout these explorations, I have attempted to prioritise the voice of the participants (i.e., the coaches, coach educators, and players) and have used the work of Freire to gain a critical understanding of their stories. As described already this thesis is interpretative, and my own experiences are crucial to my interpretations. It is important to now reflect on this because like all researchers, I have had an influence on this research and the research on me. To be clear my voice is not the most important in this thesis. Nonetheless, it can add value. Therefore, this section illuminates some of my experiences and supports the reader to understand why and how some decisions were made throughout this programme of study. This chapter contributes to this thesis by exploring the following thesis aim:

Thesis aim three: Provide a broad and rich account of coach education that includes multiple voices from those within coach education e.g., coach educators, coaches, and children in understanding a national coach education program in grassroots football.

8.1 Introduction

Throughout the years of *attempting* to complete this PhD, I have adopted many roles. The role of a researcher, a researcher of coach education, a coach and a sport coaching lecturer, have presented challenges, moments of euphoria, and moments of misery. No one said it would be easy to complete a PhD, but the trials and tribulations of this process have the ability to wretch at the gut. This chapter attempts to recount some of the key milestones throughout my personal PhD journey. This piece aspires not to be self-indulgent, but instead to identify and reveal some critical insights from these moments (Schultze, 2000). To analyse such moments this chapter adopts the metaphor of ‘wayfaring’. Wayfaring as described by Cunliffe (2018) is a means of sharing my ‘research confessions’. Here I recount my experiences of navigating the different territories of this PhD journey. These different territories

include; academia (especially the processes and procedures of LJMU), The FA as the NGB of football in England, the qualitative research world and the sport coaching contexts of the participants in the studies. As a human being conducting interpretive research within the social sciences, it is important to recognise that research is not a simplistic process nor one where robotic protocols are followed. Instead, decisions are consistently made, re-affirmed, *regretted* and interpretations formed. This illustrates how the research process is one of authentic discovery and relates to the concept of wayfaring or finding a way. More specifically, this is the case within this thesis which is embedded within multiple complex social, political, and economic landscapes. These landscapes include firstly studying at LJMU (who part-funded this project), a strong, research-focused department that pride themselves on the impact their research has to wider society. Secondly, The FA (who part-funded the project) who are responsible for the delivery of much formal coach education in football in England. Furthermore, The FA themselves have evolved over the last fifty-years and their direction of travel does vary dependent upon the agenda and approaches of senior figures ([Chapter Five](#)). Finally, the multiple grassroots coaching environments that I have witnessed throughout this process have demonstrated the multidimensional and multi-faceted nature of coaching. It is the journey across these complex landscapes that I will now reflect upon.

This chapter contributes to the wider thesis aims by exploring the social nature of coach education and coach education research through exploring the voice of those involved in it (i.e., my voice in this chapter). Similarly, this confessional tale will identify and explore, through my experiences, the temporal nature of coach education. The moments identified in this chapter are deemed critical due to their impact on the design of the research studies herein (e.g., methodological choices, restrictions within data collection) and also personal milestones. The development of this chapter draws upon the notes from my reflective diary, maintained throughout this thesis programme, and my 'writing up reflections'. As Van Mannen (1988) suggests, the value of a confessional tale is in providing authenticity to the research process by detailing the human aspects of undertaking a PhD.

8.2 Telling a Confessional Tale

Throughout this thesis, the work of Freire has been considered, and a Freirean perspective calls for those who educate to be authentic, to appreciate the prior experiences of others and to be dialogical in approach. This should extend to

researchers. Yet, Goffman (1959) suggests many publications display the 'front stage' of the research(er). Goffman (1959) refers to the front stage as an environment which allows those around us to see (e.g., what we show people, how we act and what we say). Indeed, considering this, we as qualitative researchers, potentially display less than our authentic selves. By this, I refer to how we appear to adopt a stance and use of voice as we report on phenomena. However, increasingly the process of publishing peer-reviewed research does encourage a stronger sense of humility and openness, where authors consider their position within the research. Therefore, a confessional tale (Van Mannen, 1988) is appropriate to 'open the door' and provide insight into the 'backstage' of one's authentic self. A confessional tale explicitly problematises and reveals what *actually* happened within the research process (Sparkes, 2002). Similarly, Hopper et al. (2008) and Lee (2007) identify how confessional tales enable the retelling of conflict between the researcher's values and the methodological process by reviewing prior experiences. Smyth and Shacklock (1998) described how such accounts should be critical of issues and dilemmas which have occurred. This chapter, therefore, seeks to 1) divulge the challenging research processes experienced throughout this PhD, and 2) describe challenging and euphoric moments, which have shaped my *attempt* to complete this thesis (Behar, 1996). This chapter will primarily focus on me as the researcher as opposed to the participants or data from within this thesis (Creswell et al., 2007; Sparkes, 2002).

Philosophically, to align the work of Freire that informs this thesis, wayfaring as a metaphor to retell the story, and Van Mannen's (1988) concept of confessional tales, is not overly problematic. Freire and Van Mannen write in a manner which attempts to liberate and pursue a state of humanisation and both specifically consider the world within a social environment. These views are consistent with my case studies and the theoretical hermeneutic adopted that encourages personal growth. Herein I attempt to illustrate my fallible self and the growth that has come through the process (Van Mannen, 1988). To do so and avoid this chapter from purely becoming an introspective personal story (Behar, 1996), this confessional tale attempts to provide a dialogue between my reflections, dialectical conversations (i.e., my DoS) and my retrospective thoughts over the years (Hopper et al., 2008; Van Mannen, 1988). These reflections consider implications in relation to the sport coaching literature, wider literature and some collected data. In sum, this chapter was written to provide the reader with additional accounts to further appreciate how some interpretations have been formulated throughout this thesis. To do this, several scenes are described below to provide transparency on the key moments throughout this PhD, and to make

sense of my experiences as I approach submission. These scenes utilise text from my diary maintained throughout the PhD and are shared in *italics* in an attempt to distinguish between my 'at the time reflections' (reflections that Schon (1983) would refer to as in action) and 'over-arching reflections' (i.e., since the completion of data collection), whilst writing this thesis.

8.2.1 I Set Sail

2nd June 2017. My journey began with a call. I was undertaking this PhD from distance, so as I sat at my fresh, white desktop computer I answered the phone to start this new adventure. I was excited, but this journey was not simply an attempt to acquire new knowledge but a literal journey because I lived 180+ miles from my institution. My Director of Studies asked me to send my reflective account. Dr Colum Cronin his name. I was encouraged to do some specific reading and to produce a piece of writing before starting. The task was done. I was keen and responded in minutes but what do you do when you have never met someone and now, they are your boss? OK supervisor, but I am fortunate enough to be receiving a stipend for this. I am completing a PhD within a very political education system... so, let's go with boss. Well, what I did, being a new PhD student, I attempted to 'study' them. Read some of Colum's work and followed him on twitter. Without knowing it I was conforming to academic expectation already. What followed was my first diary entry;

Pfft, there's no chance I will write like that!

And I was right, I reflected upon my initial account and could not help but cringe. The written language was... Well, poor, and some of the content shared was simply unnecessary. Over the years I have heard people say, 'starting or even completing a PhD doesn't mean you are the finished article, its actually the start'. Well, that's music to my ears, because re-reading my reflective account was difficult.

A few days later I became a real PhD student;

Today was my first visit to the IM Marsh campus. What a trek! Took me hours. People were introduced to me; I shook hands with what seemed a million people and I recognised a few names I had referenced in BSc, MSc and PGCE assignments. I got a student badge with a student lanyard. 'Not been

a student for a while'. It is strange to think that over the coming years, I will rub shoulders with some of these people. How will I exist in this world?

NB. Remember to search the concept of 'imposter syndrome' that Colum mentioned.

Those words 'a PhD doesn't mean you are a finished article', couldn't be more true, the journey is ongoing.

Reflecting upon my diary, Van Mannen's (1988) argument that it is natural for newcomers to make mistakes rings through my mind. I certainly made mistakes, I certainly struggled at times. Reflecting upon my time now the comment that new researchers are said to take time to appreciate the research process is somewhat accurate. Yet now, reflecting upon my first few days, some five+ years ago, there has been a plethora of personal and academic development. For example, I now walk into a room and wonder why the person who sits in the corner of the room at a social function sits there? Isn't that the purpose of a PhD (to develop, to ponder, to be critical), remember, it is not meant to be easy.

Lesson One	Exploring new lands is not meant to be easy so look back and appreciate where you have come from. It helps to take the wins along the way too. No really! Take the wins.
------------	--

8.2.2 Meeting Fellow Travellers

Another port of call, Manchester, another city (or are they united?) I wasn't familiar with. Phone strapped to my hand as google maps navigates me through the urban jungle. It sounds like I am complaining, but I am extremely fortunate. Fortunate to be completing a PhD, and to be funded with the support of The FA. Up until this point we had worked with one advisor from The FA but their role had changed. Now we were working with a new employee. Dr Ed Cope.

I was excited to be meeting the latest FA liaison today. Another Dr. Another academic. Another completed PhD. Another author I had referenced

numerous times throughout my studies... It's a good job I searched that imposter syndrome'.

According to Pedler (2011) imposter syndrome refers to a state of mind where people find it difficult to recognise that they deserve credit for an achievement, and instead, they are convinced they are frauds amongst colleagues and peers. Developed by Clance and Imes (1978) imposter syndrome manifests itself through the view that they have been 'lucky' within their successes/job role, as opposed to having achieved it through merit. I definitely was experiencing this as I sat with FA staff and academics.

As we sat, coffee aroma filled the air. We were joined by another PhD student and now close friend Noel Dempsey. Noel had a similar background to me and was also funded to complete a similar piece of research. Together we would consider the development of FA coach education. But we had very different aims, most specifically I was concerned with coach education from the coach's perspective, whereas Noel was studying from the educator's perspective. The meeting is easy to recall but I was an *imposter*. As Colum and Ed conversed in what seemed a new language, Noel and I continuously glanced at each other, seeking non-verbal assurances. But closer to *my world* was the 50-inch, flatscreen TV situated behind Colum which televised SkySports News throughout our whole conversation.

Today proved a pivotal day in my research, at least in its design.

My initial research design (specifically [Chapter Four](#) and [Chapter Five](#)) included the collection of data through an ethnography. Ethnography denotes an approach which examines a specific micro-society or culture, through observing and interacting with their daily activities (Hammersley, 2007). This would have enabled the use of multiple methods to provide a comprehensive account of The FA culture, in an attempt to identify the meaning of individual activities (i.e., Why? How? Where? Was coach education constructed) (Cushion, 2014).

My rehearsed pitch included my intention;

'To become embedded within central FA for approximately six-months. To collect data from a variety of members of staff who had worked at The FA for years. To discuss previous iterations of course policy, to review

documentation from the previous iterations of courses and 'to track the progress of any current redesigning of such policy.

'Breaking News'. The infamous yellow bar ran along the footer of SkySports News. Today was a significant moment. For The FA and my research. There was an important court case ongoing around discrimination and prejudice. We had not witnessed anything at all related to this during our time with The FA, but there were allegations made from within another corner of The FA, far away from FA coach education. Ed referred to the TV and said, 'this will mean that your ideas of an ethnography cannot go ahead'. Understandably, The FA were looking to *lockdown* their building and limit access whilst investigations were held. But for me, this was equally challenging. A different method to explore the history of FA coach education was now needed.

In a heartbeat, my plans were scuppered (during the meeting) before they had even begun... Although I fully understand, and somewhat agree with the decision to control access to central FA, I feel gutted to have missed out on this opportunity. I feel this move is an opportunity to protect their political 'image'. Back to the drawing board with the PhD methods now.

Green (2004) acknowledged that decisions within NGBs are not made within a vacuum and instead reflect many wider political, social, and economic activities within an organisation. Critically, this decision to remove the ethnographic study does align with Sugden and Tomlinson (1999) who argue NGBs prefer to promote a positive image to those outside the organisation. The notion of control from an organisational perspective was felt and it provided me with a limitation that I needed to overcome. I redesigned the methods used within [Chapter Four](#) and [Chapter Five](#). Reflecting now I understand, and agree, with the decision that was taken. But it was difficult, it was out of my control. I was excited that I had an opportunity to do *real* ethnographic work, and speak to whoever I wanted, I could have walked down a corridor and knocked on doors. Instead, it was now more difficult. On reflection, I still accessed some extraordinary people with great experiences, insight, and unheard stories. This situation meant that the PhD was *mine*. I controlled the direction more than previously and now sought the voice of children and grassroots coaches in *their* world.

Although few researchers and students will be in an extreme situation like this, many will be able to recognise situations where ‘plan A’ may not be possible. My experiences demonstrate how others should attempt to feel confident to adapt their approaches and continue to make positive contributions to the literature, even if they are different to initially expected. Reflecting now, it is ok to change course if the destination remains insight, perhaps all research should embrace greater manoeuvrability.

Lesson Two	Roll with the punches! When you get knocked down, get up twice as hard!
------------	---

8.2.3 Encountering a Castle on the Hill

I sat in the car, switched on the ignition. Sun baked through the window, sweat dripped from my forehead, on came the radio. ‘And *now it’s Ed Sheeran’s Castle on the Hill*’ the radio presenter announced. I wasn’t in Suffolk; the location Ed Sheeran grew up and recollects throughout the song. But the song does refer to a landmark. As I listened I felt like I had reached a landmark in my studies. I had just finished an interview where one participant reminisced about their own experiences of coach education over the last sixty-years. This interview was different to others, this individual had experiences and perceptions of FA coach education from the whole timeframe of the study. Entering the room, I knew this, I was nervous and for the first-time collecting data I felt underprepared, how will I capture this unique story?

The interviewee sat opposite me, we chatted everything football; coaching, coach education, the England team, whilst the Dictaphone rolled. Four-pages of double-sided, hand written notes were pulled from the participant’s coat pocket. ‘*I’ve come prepared and made sure I have as much information for you as possible*’. The participant was a knowledgeable character, exuberant, and with a history to share. The interview ran throughout the late morning and into the afternoon but the information discussed was extremely interesting and appropriate to the study. The 06:30am leave from home to travel to the location was completely worth it. But it was at the end of the interview that my reason for doing the study become clear. I set out to help to recount the experiences of extremely knowledgeable people where their voices have been previously overlooked. ‘*Reece, can I show you this*’ the participant

removed the final sheet of notes. He showed me a handwritten letter, with more ink squiggles than alphabetical letters. He began to read it out;

I wish to write to you to thank you for the time and effort that you and your colleague provided me with during my stay in England some years ago...

The letter was extremely complimentary of the participant and described the participant as having played a large role in their development. The letter continued in the same vein before stating that they would not have been able to have achieved their new coaching role without the support of the participant, signed '*yours eternally grateful (a former England manager)*'. The participants' smile ran from ear to ear.

Sat in the car, listening to the final lyrics of 'Castle on the Hill' it made sense. These individuals had experiences that I was fortunate to listen to, that others have not sought. These participants wanted to help, wanted to inform the direction of travel of future coach education. I, as a *new* researcher, was fortunate to listen to many accounts from highly experienced individuals throughout this PhD.

But maybe I do belong in this world of academia and research. I might just fit in. Maybe I am navigating my way through these different worlds, these political landscapes.

I was not an imposter after all and my developing sociological appreciation enabled me to look beyond the less appropriate psychological lens of imposter syndrome and further recognise, I was on a 'wayfaring' journey.

Reflecting now, this was a critical point in my journey. A landmark moment. I think it was the moment I was hooked. I suspect most researchers have a moment where they belong, and this was my moment. This interview provided data that supported many other interviews. It provided context, where other interviews described the period of time within football, coach education, or The FA, this interview provided a much wider appreciation of what was happening in the world.

Lesson Three	Listen to those often not heard. Embrace their voice!
--------------	---

8.2.4 Land Ahoy

Vibration after vibration, my phone was inundated with notifications and texts. My first piece of academic work was published. I have even delivered this work at national and international conferences in front of a community of sport coaching researchers.

'Remember that boss from day one? Today he became a colleague, maybe even a peer! We have spent hours, writing, re-writing, changing, editing, agreeing and of course, disagreeing but today was the day... Perhaps I am a researcher, but this was only the first stop on this journey... I felt a sense of pride, joy even... But as I reflected, it seemed like I had entered a competition.

I have been encouraged to write this thesis to include separate chapters which are of publishable quality. That makes sense and it reflects the University's expectations to produce good quality work. I understood and I was excited to have *achieved* but part of me felt; robotic, like I had conformed. Bothello and Roulet (2019) explain how publications are like currency within the job market following the completion of doctorate study and now nearing the end of the PhD process, some things start to click, I was being supported and prepared by my supervisors. I was once told about how citations are *really important* when it comes to gaining employment. When I started this chapter, my total citations were 0. I remember thinking does that mean I have produced poor work, work not valued? Is it another example where I lack social and cultural capital within this academic space? And what does it look like when I apply for an academic post? Perhaps I am still a traveller finding my way. Navigating this subtly tread path was difficult, I'm wandering so slowly that the end isn't in sight. Perhaps I will fall before I find the end of this journey.

As I proofread this thesis, that first study now has over 25 citations. I might now hold social and political power. I feel that my contribution is important but more important for me, as a student, is having a positive influence on the re-drafting of this PhD, on the quality of the work. I am aware of what it takes to show originality and significance. For those in a similar position to me, those moments of euphoria, those wins along the way, enjoy them.

Lesson Four	Try and publish throughout the PhD process. This allows for peer review, a daunting first-time experience but a process that helps to refine your writing style. Remember lesson one, enjoy the wins!
-------------	---

8.2.5 Back on Home Soil, but as a Researcher?

Those early morning car journeys as part of Study One, scraping the frost off the windows, and hitting rush hour in almost every UK city felt easy. Collecting interview data, visiting interviewees, reviewing an array of documents at the football museum and exploring old coaching manuals were easy. It didn't feel like it at the time but as I stood rigid with a clipboard tight to my chest observing one of the coaches for Study Three, I wished I was back there; reading those documents or searching for the next motorway exit. I actively coach, coaching almost runs through my blood and standing watching this coach my mind was whirling, I was constantly making adjustments to the session in my head and struggling to balance being a researcher and a coach.

'If I had done that (practice) today I would have had an attacking overload to allow the players to get more passing success. That could have been constrained further to either balanced teams or underloaded to stretch and challenge. I would have set X a challenge around helping their teammates. I would have made the area bigger, but then had a second area much smaller to move into later'.

I was more qualified, and arguably more experienced, within a football coaching environment than the three coaches and they were still developing their philosophy, principles of the game and practice. I recognised this but reframing from intervening into the practice was difficult. I remember catching myself in a position where I produced a 'walking to the dance floor walk'. Two-steps forward and one-step back almost like a little jig. Although I was there as a participant-observer, intervening was not my planned intention. Reminding myself of this throughout almost all coaching observations was challenging.

My observation from one of the first sessions with Rupert;

'Did I slip into correcting the coach today?... Upon reflection I probably did. I didn't contradict Rupert when he was coaching his players directly, but when I delivered my half of the mirrored practice. I did provide different information than Rupert. How did this impact the children's learning? Did they get confused? Did Rupert recognise?

The challenge of balancing my coach-researcher biography and my participant-observer position had proved difficult but this occasion was welcomed. It allowed me to consider my approach. The opportunity to think about what I had done before (in other observations) and if I had acted outside the realms of my position was a positive. This reflection was critical. It allowed me to speak to each of the coaches and review my position and how things were going. These reviews found that the coaches were supportive and somewhat 'approved' my position in their environment. But this was a learning curve. This helped me to develop my approach. Importantly, this realigned my position and ultimately enabled me to gain richer data throughout the study.

My actions whilst in this environment, the ability to recognise what was happening from a football perspective, and a coaching perspective, was strong. I was not an imposter. I was in my realm. I knew I had an unwanted, unintentional *power* over these coaches ([Chapter Seven](#)) and I attempted to manage this. But a lesson was learnt. I needed to manage my subjectivities, my behaviour and my role. Specifically, when collecting field notes or undertaking methods akin to ethnography. I followed many of these, to manage my role, and my power. But I reflect did the coaches act the same when I wasn't there? I will never know. Despite my attempts to; manage positionality, the research process, some co-construction of methods, a longitudinal twelve-month data collection period plus a series of follow-up emails and member reflections, the relationship between the researcher and those being researched can be tense.

Lesson Five	Be open-minded of your role and consider the reflections of the participants – to ensure credibility and trustworthiness.
-------------	---

8.2.6 Another Traveller; The Child's Voice

This PhD attempted to gain a child's perspective of coach education. Here the concept of prioritising the voice of children was recognised and within the case studies already presented, the child's voice can somewhat be heard, although this is not as prominent as hoped. In Chapter Seven I attempted to provide a platform for the child to be heard but collecting in-depth data was difficult. Before collecting data, I applied for ethical approval. This was extremely challenging and seemed like a never-ending process. The attempt to collect data from children elucidated the need to develop child-friendly participant information sheets (see [appendix three](#)). The rigorous process of gaining ethical approval was a challenge at times with numerous iterations of documents produced. To provide insight my ethics application took over seven-months from starting the application to being granted full permission. My application underwent one pre-screening review from the chair of the University, Research Ethics Committee (UREC), who provided substantial advice and two full reviews from the UREC. Throughout the process it genuinely seemed like it wasn't worth it;

I am never going to get ethical approval for this... I have to jump through so many different hoops. Back and forth to the ethics committee for them to make the tiniest suggestions. Pictures in one corner, colourful text in another. Football borders restricted the text from leaving the page. Surely these documents are undermining these children? Are we making these documents too simple? In the latest review, I even had to move the picture up about an inch so it was closer to the text. This process has been so frustrating. I keep thinking why did I choose to do this? No wonder there is a lack of coaching research exploring the experiences of children.

As Arnott et al. (2020) describe negotiating child consent is an ambiguous space. Arnott et al. (2020) explain that children are often considered vulnerable or high-risk. And rightly so. However, this does have the potential to limit and restrict their voice and as this thesis found makes gaining ethical approval difficult. To suggest that children do not comprehend the research process, that information needs 'dumbing down' or indeed researchers poorly explain the research project is somewhat naïve because many children understand more than adults give them credit for, but I do acknowledge that researchers need to do more (e.g., work with participants to answer questions in language suitable for their age). To date, limited research explores how

to support children to provide informed consent although Arnott et al. (2020) is one example that does. Researching in this space was difficult, somewhat unknown, left in the dark and at times my reflections indicated that I felt like I was simply jumping through hoops to appease others.

But jump through the hoops I did because these children have their own stories to tell. The children lived to the whistle, and for the roll of the ball. Such challenges included;

- Unlike at school, where children are used to interruptions in their schooling day, the children at the sessions did not want to stop playing football. They only had approximately 1 hour of playing/training time in which the respective coaches would be seeking to intervene and add technical/tactical detail. Realistically, their playing time was therefore limited on the occasions they provided data - although the maximum interview time was 3-minutes. I was very aware of relational ethics and ensuring that the study held a beneficence (the children could see the benefit of taking part) and was non-malevolence (didn't harm them). That said, in hindsight, and in future work, I will work with coaches to ensure that data is collected with children on a day when the training time can be extended e.g., during the summer when the club doesn't pay for grass pitches and every session can be made 1.5hours long. This would be as opposed to during a 1-hour only slot on 3G pitches that are expensive for many grassroots clubs.
- Parents often wanted to leave the session/match as soon as it was finished. This may have been to; collect other siblings from other clubs, to *beat* any traffic or to get out of congested localised car parks. Some simply just wanted to get home. The latter was particularly the case during the winter months where on some occasions the weather conditions were extreme (*on reflection, Reece why didn't you collect data with the children in the summer months?*).
- Some children did not attend every session and were engaged in training or participation within other sports/clubs and therefore were not always accessible during data collection.
- Although it was not communicated, I felt as though some parents felt their child's involvement would affect their child's position within the team.
- Some children and parents simply opted out.

The design of the study was therefore re-developed. As opposed to conducting a whole study which focused on the child's experiences of coach education (n.b. which is worthy of a whole PhD in its own right), the small amount of data collected contributed to the re-telling of the coaches' stories. Importantly these children have a voice and genuine attempts were made to provide them with a platform to share it. Other coach education researchers are now encouraged to *pick up the batten* and continue to strive towards creating opportunities to collect, retell and share their experiences. But this is not easy. You may need to navigate the thorny issue of child-friendly assent and ethics committees. Even then, when the wind swirls, the rain pours, footballs bounce, and goals are scored, collecting data with children can be difficult.

Lesson Six	Completing a PhD is a long process, pick your battles, respond to feedback constructively and keep the end goal in sight.
------------	---

8.2.7 This is Unprecedented

Paper piled high, coffee mugs keeping book pages ajar and post-it notes lay scrupled. My computer desk was positioned looking out the window of my spare bedroom, the sun beamed through and the blaring noise of my two children playing in the garden could be heard. Time at home seemed like an opportunity to make progress but the opposite was occurring, especially when writing during a worldwide pandemic. My messy desk suggested confusion, work-vs-study boundaries, refinement, effort, determination (and lack of), but importantly the search for '*courage*'. Amongst all this confusion I was trying to be courageous and do something in this thesis not seen before. I was aware that aspects of my thesis would be different to many others, I suppose that's originality. For instance, I am aware this chapter will be criticised in some corners for being an egotistical view of my development. But others will recognise my attempt to share a process, my trials and tribulations. Some may recognise my attempt to write differently, e.g., through pedagogical cases, a story to my world in [Chapter Nine](#), but others may identify my lack of bravery to stray beyond the conventional writing (e.g., [Chapter One](#), [Chapter Two](#), [Chapter Three](#)) But what do you expect? Navigating these socio-political worlds, i.e., The FA, LJMU, the sport coaching research field have normative practices and entices individuals to conform. Doing original things that break these norms requires courage.

This courage is perhaps needed more than ever in the viva where the quality of this thesis will be judged. This is one of my biggest fears, But I have tried to help myself. Not so long ago I attended a webinar to prepare myself for the viva. Loads of tips and hints. It was useful, but I had one simple question so I used the chat function (see below). I was trying to help build my courage.

How much of the awarding of a PhD is decided on the performance in a viva? It seems unfair that hours of reading, drafting, fieldwork, and continuous amendments are judged during a two-hour+ viva plus the twenty hours of the examiner's time reading the thesis (a scale used by the presenter). Especially, when students spend thousands of hours engrossed in this.

I wrote this into a hidden chat, directly to the host. I suppose I feared being judged by the others, but the host was stumped. The host could not answer me, couldn't provide any hope, just explained that's '*Just how it is*'. '*Just how it is*' – really? I sit writing herein about the historic bureaucratic nature of English football coach education, describing it with a critical eye. Yet, *modern* academic regulations are no different and indeed could be construed as somewhat more oppressive. Upon reflection should I be surprised? No, I just expected more. But even now I still fear the system will reject my original thoughts and send me back to the beginning of my journey.

Being strong is easy, but being courageous is difficult. Even Freire would agree! Am I brave enough to challenge the norm, to admit to mistakes in this thesis, to defend the novel aspects of my PhD in a 2-3+ hour viva? Here today (even without a viva date) I remain nervous. I trust my examiners. They are knowledgeable and highly experienced, but I have heard horror stories. I hear colleagues speak and describe the re-writing of their entire thesis. That takes courage. Courage I'm not so sure I have. But here I am. A first-generation student sat in the backdrop of a working-class environment brought up in an extremely disciplined military family. I am courageous, courageous enough to admit I have lacked confidence in the academic world throughout the completion of this PhD. Courage is not a quality I thought I would need as I set sail on my journey, but it's a skill I have developed.

Lesson Seven	Being original is worthy and desirable. Being a researcher requires an understanding of the field and of different research methods, but it also requires courage along the way.
--------------	--

8.3 Sense-Making and Summary

As I come to the end of my reflective chapter I am now open to helping others. As Lee (2007, pg. 2) suggests 'Negotiating confessions through writing can be transformative' (Lee, 2007, pg. 2). I have certainly learnt from the critical moments as I journeyed through my 'backstage' experiences. Readers will recognise how some of the language and the writing style throughout the tale align with the metaphoric analogy of 'wayfaring'. I describe in this tale, and remember clearly today, my introduction to the term imposter syndrome but in *reality*, this psychological term didn't represent how I felt. Instead, I was naïvely exploring new worlds. I was naïve to new cultures. I had a perception of universities, lecturers and academics, the role of research, The FA, football, football coaching, and what completing a PhD would constitute but this was a perception developed from isolated experiences. As I navigated the different social, economic, and political 'worlds' within this PhD I have developed a stronger cultural competence. From a Freirean perspective I have tried to show a humility throughout this chapter and thesis. I am now a university lecturer, I have developed my understanding of what it means to be a researcher, a coaching practitioner, a coach educator, and have a wider understanding of learning. I've always valued the input of other people, of sharing experiences, but now I'm clearer in my own thoughts, yet, I have a greater openness (see [section 2.3.12](#)); I want to hear voice, I want to help foster an environment where a greater shared consciousness is recognised, and most importantly, I have cemented my perspectives that dialogue is key. Without dialogue, praxis (action and reflection to challenge injustice) is not possible. Without fostering a pedagogical environment that allows for contextual understanding and learners to problem-pose would be oppressive! I know what *type* of educator I want to be, how I want to support my own undergraduate/postgraduate students and the coaches I work with. For example, when developing modules in the future I will seek to provide 'space and time' for learners to talk to others, allow learners to consider the impact of *new* knowledge to their own context, and present multiple assessment opportunities where students select and present case studies that allow their experiences to be shared. I will show courage to continue to fight more dogmatic socio-political structures to share power and roles within educational (including coaching) spaces (i.e., student-teacher and teacher-student, coach educator-coach and coach-coach educator).

This said, my previous perceptions have changed, but they weren't wrong! My perceptions were *right*, they had been formed from what I knew, and you only know

what you only know. I just didn't know how to exist in those worlds. This is an opportunity to pause and reflect. My own experiences of belonging could also be a *struggle* that the three coaches I worked with experienced. But now I am more engrained in a more academic world. Howell (1982) describes a process of developing awareness from unconscious incompetence (unaware of the nuances of each world) to an unconscious competence (an awareness of, and preparation for, the world). This somewhat describes my journey and my attempt to attain a PhD. So, I have learnt, learnt the seven lessons restated below, and now this chapter shares these with others. I have learnt beyond the practical recommendations of this thesis and I do now understand how to navigate the academic world of sport departments, the sport coaching research field and also the football industry.

Lesson One	Exploring new lands is not meant to be easy so look back and appreciate where you have come from. It helps to take the wins along the way too. No really! Take the wins.
Lesson Two	Roll with the punches! When you get knocked down, get up twice as hard!
Lesson Three	Listen to those often not heard. Embrace their voice!
Lesson Four	Try and publish throughout the PhD process. This allows for peer review, a daunting first-time experience but a process that helps to refine your writing style. Remember lesson one, enjoy the wins!
Lesson Five	Be open-minded of your role and consider the reflections of the participants – to ensure credibility and trustworthiness.
Lesson Six	Completing a PhD is a long process, pick your battles, respond to feedback constructively and keep the end goal in sight.
Lesson Seven	Being original is worthy and desirable. Being a researcher requires an understanding of the field and of different research methods, but it also requires courage along the way.

Continuing the consistent attempt to learn lessons in this thesis, the 'wayfaring' analogy used in this tale, and the use of Freirean terminology throughout, I have attempted to describe some critical moments. Explicitly, this tale illustrates how I have lacked confidence in the academic world (especially when changing the research design), but there are wins along the way, I have made important original contributions, and these are explored in [Chapter Nine](#).

To reiterate the experiences retold are not concerned with all academic research. Researchers not studying within the coach education environment, or as part of a funded PhD, may not recognise some of my struggles. Although this tale identifies some struggles, many students and academics may forward that I am 'privileged'. Privileged to be funded to study a PhD which is within an area of significant interest, privileged to be a white British male studying a PhD in a G7 economic country. I am fortunate, and I remain grateful. So, I agree, and the writing of this chapter was written with the intention of supporting (even if just one) other student researchers who may not be as privileged as me to find their way.

Chapter Nine – Thesis Conclusion

This chapter draws together the findings and wider contributions of this thesis. To do this, the chapter discusses some of the more prominent points from the individual discussions in each of the studies ([Study One - Chapter Four](#), [Study Two – Chapter Five](#) and [Study Three – Chapter Seven](#)). The chapter specifically identifies the original and significant contributions made e.g., an exploration of the link between the military and FA coaching allowed for the recognition of the introduction of a more authoritative pedagogy in coach education. The chapter also describes some of the methodological and theoretical contributions e.g., the introduction of the use of Freire's work as a new theoretical lens. Before this, I write a letter to those in my world (see [section 9.1](#)). This first-person piece attempts to tell the story of this PhD to my children. This approach is consistent with the narrative and creative approach taken throughout the thesis.

In the final sections of the chapter, I describe some of the limitations associated with the thesis and provide some guidance as to why these should be considered in future work. In keeping with this, some implications are forwarded for both theory and coach development. To conclude this chapter, and thesis, I summarise what this thesis has offered to the field.

This thesis set out to forward our understanding of, and address some of the criticisms *placed at the door of*, coach education. To do this the purpose of this PhD was to explore previous policy, and present coach experiences of FA formal coach education. Specifically, the thesis aims were;

Thesis aim one: Explore coach education beyond only the micro-pedagogical actions on course and consider coach learning in relation to a wider historical and social context.

Thesis aim two: Explore grassroots coaches' experiences of formal FA coach education in the context of their own social world.

Thesis aim three: Provide a broad and rich account of coach education that includes multiple voices from those within coach education e.g., coach educators, coaches, and children in understanding a national coach education program in grassroots football.

9.1 A Letter to My World

This chapter is written, as is the rest of this PhD, in an attempt to tell a story. This approach has prioritised the experiences of the people involved in coach education (i.e., coach educators, coaches, and children). My attempt to continue to *tell the story* can be seen in this section more explicitly, where I present my conclusion through a letter to those individuals in *my world*. Whilst I recognise this is a unique approach to a conclusion chapter that are often more didactic, this is an attempt to summarise the thesis and present conclusions in a less sterile, more authentic medium. The decision to present this letter is appropriate because I finish this PhD as I started it; not as a neutral blank slate, but as someone who is immersed in a world, and those individuals in my world have helped me and the thesis. In return, they deserve to read the outcome of this research. For this reason, I present a letter to Harvey (aged six) and Miaya (aged four). Although unique, this approach is not without support. Freire used letters to consider the lives of those he served, and to engage in critical dialogue. In 1996 he wrote 18 letters to Cristina (his niece) as a means of sense-making and conveying his conclusions. Similarly in 1998, he wrote letters ‘to those who dare teach’. These texts enabled Freire to adopt a more personable writing style that aimed to engage others in conversations that are often obscured by complex language. One example of this is in the thirteenth letter to Cristina, where Freire writes passionately in response to the ‘request’ to know about previous experiences. This direct and simple writing style was effective and I have likewise adopted it in my letter to Harvey and Miaya.

For readers, I ask that you look beyond the language used for children and identify the key messages of this PhD. That said, the latter sections of this chapter do recognise that I am part of an academic community and provide a more traditional outline of the significant and original contributions made in this thesis.

Harvey, Miaya,

You ask daily ‘how’s your day been Daddy?’ and for the last five-years the answer has been the same ‘I’ve been writing Daddy’s book – the one about football’. Well, today is different! Today I tell you what that book has really been about.

You know you go to school, well it’s the same in football - coaches go and learn how to make players better. Pretty cool!

Now, I remember when I started writing this book, you were still a baby Harvey and whilst you slept on my shoulder, I would read other people's books. They would talk about learning in the classroom or on the football pitch, sometimes even with their friends. People used to say that coaches copied their teachers (coach educators) to be good football coaches. They even said that when the coaches copied it looked like a movie. A bit like Madagascar, Madagascar 2, Madagascar 3 and Madagascar 4, the same animals doing the same things that they did in the first film. But we never saw what the animals did when they were at home. Like the animals, we never saw what the coaches did back at football, we don't see the coaches coach. So, I tried to help!

I read all those books in Daddy's office. One of the books was written by a very clever guy called Paulo. He lived far away but had a good idea. He said, we should ask the coaches what they learned and what they need help with. I asked some coach educators, they are a bit like teachers that help coaches get better, and coaches what happened when they were in the classroom? What they would like more help with? If their hard questions were answered by the coach educator? I also went to help them coach. I put the cones down and gave the players lots of high 5's. I asked the coaches and players questions too, like, why did they do that passing practice today?

Now you're going into year three soon Harvey, and Miaya you go to school now too, so you know what it's like – you try to learn things that help you be better. Well, this book is going to help coaches be better. I showed the coach educators that they are now helping coaches more than they did a long time ago. I even told them about Grandad. Well, you know he's in the Army, so were some other people who used to teach coaches. The really important bit though is I helped the coach educators and coaches learn that it's important we listen to everyone and share our ideas; because we know that we don't know everything, don't we – that would be impossible.

So, this book - can help the coach educators and the coaches, because now the coach educator can see what the coaches are doing after their lessons, and they can see what the coaches need help with. Now the coach educators can help the coaches become better. This means that the coaches can help the players more. It even helps the next person to write a book because instead of asking the coach educators what happened in the classroom, the

person writing the next book can go straight to the coaches' pitch, watch them coach, and help them become better at what they do.

So that is what Daddy has been doing. You two and your mummy have helped me a lot. But more importantly – what have you two been doing today?

9.2 Contributions Made

To address the thesis aims, empirical evidence was collected, analysed, and reported throughout studies one to three ([Chapter Four](#) to [Seven](#)). In these studies, I explored some of the existing criticisms of coach education to move forward our understanding. These criticisms concern coach education practice and research and identify that coach education is often;

1. Delivered as part of large-scale, one size fits all programme, that are (typically) removed from the environment of the learner (Watts & Cushion, 2017; Wenger & Wenger-Trayner, 2020).
2. Decontextualised, bureaucratic, authoritarian, and fail to meet the needs of the learners (Callary et al., 2018; Chesterfield et al., 2010; Mallet et al., 2009)
3. Lacking in coherency between course curricula and coaches' experiences (Piggott, 2015; Williams & Bush, 2019).
4. A practice that requires coaches to *copy* the practices of authoritarian coach educators and impression manage to *pass* the course, rather than engaging in more authentic collaborative learning (Chesterfield et al., 2010).

In light of these criticisms, it is important that coach education practice continues to receive academic attention. This will help to challenge concerns and more positively influence, the direction of future practice. In keeping with this, I embraced the critical pedagogy of Paulo Freire. This informed the three studies in this thesis and have provided a new and more complete, if always partial, understanding of FA coach education. To do this, Study One and Study Two involved sixteen semi-structured interviews with participants who all had experience of working within FA coach education. These interviews (which employed reminiscent techniques to aid retrospective recall), offered nuanced, often previously unheard stories that accompanied a document analysis of forty-seven documents. These stories and the

documents helped to explore the development of FA coach education policy since 1967. These studies specifically discussed 1) the pedagogical approaches adopted throughout the ages, and 2) the social structures that have influenced change over time. Following the exploration of past policy, and concerned more with the present-day experiences of grassroots coaches, Study Three followed the coaching lives of three coaches over a twelve-month period. The length of this study aligned with recommendations from Cushion and Partington (2013) and allowed for a rich account of the coaches' experiences to be collected. These accounts were gained through the adoption of multiple methods including, but not limited to; observation, interviews with coaches and shoulder-to-shoulder interviews with players. Subsequently, three creative non-fiction stories were produced. In addition, Study Three presented interdisciplinary perspectives and a pedagogical overview of the coaches' experiences.

Crucially, this thesis has not tried to simplify coach education as a process. Instead, I maintain that coach education is not easy and indeed is a complex, social, and personal endeavour (Hay et al., 2012; Stodter et al., 2014; 2017). This is important and is one factor as to why multiple methods were adopted throughout, allowing for multiple perspectives, from various actors involved in FA coach education. Through accepting the complex nature of coach education, this thesis has explored the influence of social, economic, and political structures to deepen our understanding. The thesis extends our academic understanding and is valuable to researchers, policy developers and current and future coach educators. To sum, this thesis has offered a series of important, original and significant contributions to coach education per se, and specifically to The FA coach education. In the following section, I more clearly identify the distinct novel contributions emerging from the thesis, and outline how these contributions have increased our understanding of coach education.

9.2.1 Original and Significant Contribution 1: A Broader Temporal View of the Social Construction of FA Coach Education

Study One and Study Two recognised that 30,000 coaches per year engage in some form of FA coach education. This statistic positions The FA as one of the largest providers of coach education in the UK, and therefore, is worthy of study. Existing work has tended to be critical of coach education provision (e.g., Griffiths et al., 2018; Piggott, 2015; Williams & Bush, 2019), but much of this work has aimed to ultimately

support the NGB to better prepare coaches to coach. Although this work from others has helped to position FA coach education as influential, if not always effective, it does neglect to track the development of FA coach education over time. Similarly, academic work has tended to provide a snapshot of the here and now, rather than an overarching view of FA coach education. Concerned with this, Study One was the first study of its kind to examine the historical development of FA coach education over time. This longitudinal view demonstrated how The FA have moved away from the more oppressive methods of coaching adopted in the 1960s and 1970s to a more liberatory pedagogy adopted more recently (2000-). This contribution also discussed how coach education has made a conscious attempt to move towards 'learning' as opposed to simply operating as a gateway to certification. This move has been a subtle change in practice over time. Importantly, by presenting this trajectory, we now have a more complete picture of the evolution of FA coach education. This picture recognises that the pedagogy adopted on FA coach education courses has slowly developed to now be more inclusive and more readily aware of the needs of the learners. One example of this is how as football and learning has become better understood, coach education has responded to somewhat help coaches to meet the needs of the players (i.e., mini-soccer was introduced for younger children in the early 2000s to encourage children to get more touches of the football). As such this PhD has demonstrated that a greater opportunity now exists to provide coaches with a greater freedom to learn in relation to their needs to support the needs of those they work with (Freire, 1973). Similarly, it recognises that social change is possible at systemic levels providing hope for those who seek more emancipation to deal with the particular demands of their environment, whatever they may be. In light of this, future research may seek to continue to explore the coach education development of The FA, and begin to explore the development of other NGBs over time. The latter will provide a broader view of how all sport coach education has developed.

9.2.2 Original and Significant Contribution 2: A Deepened Insight of the Social Structures to have Influenced Change

Using the same data as Study One, Study Two extends the work of Culver et al. (2019) and Dempsey et al. (2021), who acknowledged that coach education is influenced by wider social systems. Building on this work and Study One, Study Two identified some of the wider social, political, and economic structures that have led to the development of FA coach education policy. This work accepts that education can

never be a neutral activity (Freire, 1988). Subsequently, this study continued to move away from the micro-interactions described on courses and made a novel contribution by exploring the large social structures and institutions that have influenced FA coach education policy since 1967. Without the knowledge of the world around the course, the coach educator, and the coaches, we cannot effectively support them (Stodter, 2017). Namely, the social structures explored throughout this thesis included the military, education policy, and economic influences. Study Two moved beyond just considering the structure of The FA and 1) explored coach education beyond the micro-pedagogical actions on course to consider coach learning in relation to a wider historical and social context, and 2) provided a broad, and rich account of coach education that critically empowers multiple voices from those within coach education (e.g., policy developers, coach educators) and considered the interaction that ‘people’ have with the structures and The FA. Study Two considered the agency of those involved in coach education and explored the influence of the social architects of the policy, and examined how their prior experiences (appeared to) direct, change, and shape FA coach education. For example, those with a military background were said to have introduced a more authoritative pedagogy in the late ‘60s and ‘70s whereas social architects with a greater awareness of the lucrative funding opportunities in the ‘90s and 2000s led to a policy more aligned with education expectations of the time. Study Two provided a greater awareness of how the developments in education policy meant that The FA acknowledged and embraced the fact that learners can direct their own learning, and an increase in economic opportunities available to The FA over time, have opened new pathways for coaches (i.e., age and position specific courses). Study Two thus demonstrates coach learning is influenced by macro-social factors and not just interactional behaviours between coach and coach educators on courses. Future research should use this new understanding to explore what, and how, social structures have influenced the development of other forms of coach education.

The findings from Study Two are important as it reminds those in positions of power, who employ key senior stakeholders, to be more aware of their prior experiences and wider social structures. By this, I mean that if a new head of coaching (or similar) is employed at an organisation, are the employer aware of the biography of that person and the wider prevailing social influences on coach education. This will aid in the recruitment of staff who continue to contribute to the direction of travel. Similarly, this understanding will enable organisations to be more aware of what safeguards can be introduced to ensure that *needless* change to policy that is working are not made. By

this, I refer to the sentiments of participant two who claimed that new staff often felt the need to redesign policy to have an influence.

When considering the significance of both Study One and Study Two (and in general the whole thesis), I argue that this work should be considered relevant to all existing and new coach education staff employed by The FA. If every head of coaching, FA coach educator, policy developer, etc. has access to this information then they will gain a greater insight of what coach education policy and practices currently exist and how they have evolved. Staff will better understand what has proceeded them, what has been considered to have worked and what has not worked. These important stakeholders involved in coach education will also recognise that The FA coach education policy has evolved and are constantly evolving, embracing new ways of learning, coaching, and embracing best practice. An awareness of the move from didactic methods to a more dynamic, and learner-engaged coaching model may support them to make agential decisions. This work can be considered a powerful tool for The FA to share. Similarly, this knowledge may be useful for other NGBs, who may have less resource or access to research, to recognise the success and non-success of The FA coach education provision. The lessons learnt by The FA, could aid in the development of their coach education provision. For instance, Study Two demonstrated that economic funding (i.e., that provided by the government and private companies) helped to shape the development of FA coach education over time. This is a valuable lesson for other NGBs because it explains that social architects who are in a position of power, and may design and develop policy, are required to have an awareness of the funding landscape available to NGBs in England. Without this awareness, it is unlikely that the courses of others will reach the mass audiences that FA coach education does. Furthermore, the studies in this thesis demonstrate the significance of having an informed understanding of the history of the social structure (i.e., NGBs, football clubs) and how this knowledge can better inform critical accounts of the education provision.

9.2.3 Original and Significant Contribution 3: An Authentic Attempt to Consider the Coaching Worlds of those Often Unheard.

This thesis has moved beyond simply exploring the more macro-level view and also considered the micro-level experiences of coaches in their coaching worlds. To do this, I adopted an approach that was designed to enable a more in-depth and authentic understanding of the coach's day-to-day existence. This approach enabled

three grassroots coaches to share their personal experiences through the retelling of creative non-fiction stories. Study Three moved away from the historical consideration of coach education and considered in detail, the localised and contemporary experiences of coaches. This enabled the inclusion of different types of coaches within grassroots football. This included amplifying the voice of male coaches who worked with male players, a male coach who worked with female players, and a BAME coach. Study Three offers a unique insight and explored how coaches can be oppressed and/or liberated by FA coach education courses. To do this, Study Three moved beyond collecting the perceptions of the coach, to instead explore their coaching lives in-situ to better understand the challenges they face. This study also explored the perspectives of the child, a voice not often heard in coaching research. Significantly, Study Three shifts our focus away from simply questioning; is coach education good or bad? Instead, Study Three considered how coach education is experienced, and influences people (i.e., coaches, players, parents and clubs) in their communities. Importantly, Study Three identified that FA coach education recognises the coaches as individuals more now than in previous iterations of the policy. However, it was evident that the coaching courses (still) do not meet the idiosyncratic needs of the coaches. Study Three suggests that further consideration of the learner's biography (e.g., sporting experiences, education, coaching aspirations) and social world needs to be explored by the coach educator. Doing so will help coaches and coach educators recognise that coaches engage in coach education for different reasons and at different times.

Study Three has challenged coach educators, policy developers, and researchers to move beyond simply exploring what happens on course and instead consider in greater detail, what is happening in the coaching worlds of those coaches they support. For instance, coach educators could visit coaches in-situ earlier on in their coach education journey, or indeed talk to other stakeholders situated within the coaching world of the coach (e.g., assistant coaches, club representatives, the coach's mentor). This approach would encourage thought beyond a fixed set of beliefs of what coach education should be delivered and begin to explore how educators can help coaches to better understand how to overcome the barriers they face and support those they work with (i.e., through a more bespoke curricula).

9.2.4 Theoretical and Methodological Contribution 1: Seeing Coach Education Through New Eyes – A Freirean Perspective

Throughout this thesis, a series of theoretical and methodological contributions have been made. Firstly, the use of the work of Paulo Freire is novel in the coach education literature. Indeed, in coaching, Freire's work has not traditionally been used and instead, researchers have favoured theorists like Goffman (e.g., Chesterfield et al., 2010; Corsby et al., 2022), Bourdieu (e.g., Watts, 2020) and Foucault (Cushion et al., 2022) to consider interactions in coaching. In contrast, this thesis has introduced a series of new Freirean concepts to the coaching field including liberation, oppression, humility, and dialogue. These concepts align with a critical pedagogical theory to explore the lives of key stakeholders (e.g., coaches). For example, the Freirean lens allowed for a discussion of how coach education has the opportunity to both oppress and liberate the coach. As already described, through the use of these concepts, Study One and Study Two found that FA coach education can be considered more liberatory now than in previous iterations of the policy. One reason why Freire's work may not have previously been used could be because of his heritage in his native Brazil and how his work is concerned with those in an underdeveloped country. Here cultural, political, and economic differences between Brazil and the UK may deter UK researchers from using this work. However, [Chapter Two](#) clarifies why the Freirean lens is relevant and appropriate by arguing for an approach that aims to explore the political, social, cultural, and economic structures that impact (coach) education and (coach) learning. Similarly, this thesis has demonstrated a move away from social interaction analysis (e.g., simply exploring how the coach educator talks to, or behaviours around, the coach) towards critical analysis of a wider social context (e.g., exploring coach development with relation to the coach's beliefs, context and coaching culture). To support future work, I have offered clear definitions of many Freirean concepts to support researchers to adopt this lens more easily. The introduction of this theoretical lens now encourages researchers to extend our existing understanding of coaching and further consider the influence of humility, oppression, liberation and dialogue (amongst others) in coach education.

9.2.5 Theoretical and Methodological Contribution 2: The use of Reminiscent Techniques and Crystallisation in Coach Education Research

This thesis has adopted mixed methods throughout. In Study One and Study Two data were collected through document analysis (n=47) alongside sixteen semi-structured interviews. Data were collected from an elite sample of participants who have significant experiences and wisdom from within football, The FA, and from a broader coach education environment. For many of these experienced practitioners, their voice has been heard less, and indeed appears to have been overlooked despite their contributions over the years. These studies, therefore, presented an opportunity to offer these experienced practitioners a voice and gain valuable insight. To facilitate these perspectives and voices, reminiscence techniques were used throughout the interview process (Afonso et al, 2015; Kovach, 1990). Reminiscence is an often-under-utilised technique which proved successful within this study in allowing participants to reflect on previous experiences that were not at first considered. In practice, I shared timelines, historic ques (e.g., was this during the Tony Blair era of education, education, education?), text abstracts, full FA documents and footballing pictures (e.g., images of football in England during the 1970s) during the interview to encourage the participants to reflect back to the timeframe discussed. Accordingly, I encourage other coach education researchers to explore the use of such techniques.

[Chapter Five](#) described how the data collected from the interviews unveiled an array of other areas of study. As explained, the restrictions of reporting all the multidisciplinary, historical experiences of the participants in one study would not have been possible. Indeed, it would not have done the participants' experiences justice. Subsequently, the decision was made to split the reporting of the pedagogical development over time, from the analysis of the social, economic, and political influences on coach education. Crucially, it remains recognised that these are always linked in practice. Because of this approach, the data were used across two studies ([Chapter Four](#) and [Chapter Five](#)). Importantly, the process of crystallisation was adopted to gain greater insight. Simply put, I reconsidered the same data set to explore different phenomena. Crystallisation as a methodological approach has rarely been used within coaching literature with Gearity et al. (2021) one of the first to adopt the approach. This approach allowed for further exploration of temporal and situated experiences. Readers, and those engaged in coaching research, should therefore consider adopting the use of crystallisation as a data analysis method ([Chapter Five](#)). This is because it allows data to be reconsidered now the field has a wider understanding, or through a different theoretical lens as they are introduced to the

field. In this thesis the crystallisation method allowed me to deductively revisit the data to explore the influence that social architects had on FA coach education since 1967. By crystallising the data, Chapter Five extends the findings of Chapter Four to provide a more complete view of the development of FA coach education.

9.2.6 Theoretical and Methodological Contribution 3: Listening and Hearing the Participants Voice through using Pedagogical Case Studies.

In Study Three, an authentic attempt was made to work *with* the participants of the study. In order to encourage a more collaborative approach I adopted methods to reflect this. The more immersive and engaging techniques included the collation of field notes and shoulder-to-shoulder interviews (i.e., 3-minute interviews with participants in an area that was deemed more comfortable for them to share their experiences)²⁷. These approaches were adopted from a participant-observer position and are explored further in [Chapter Six](#). This approach allowed for the consideration of coaches' experiences by reporting interdisciplinary pedagogical case studies. The use of pedagogical cases is advocated by Armour (2014) and has been used by others in sport (e.g., Armour et al., 2016; Cassidy et al., 2014; Goodyear & Armour, 2019; Harvey et al., 2014). The approach has been justified on the basis that it can aid in the development of practitioners through connecting practice and theoretical accounts (Cronin & Armour, 2018). However, clear examples of the cases being used to support learning are not often reported ([Chapter Six](#)). To challenge this and demonstrate the usefulness of pedagogical case studies, the developed stories were shared with postgraduate and undergraduate students to support their learning. This proved a successful activity (see [section 7.8](#)) and allowed for personal reflection through discussion with others. An example of this is when discussing Rupert's story, the undergraduate students viewed his lack of technical and tactical development as a concern – making him a *bad coach*. The students' interpretations of the stories enabled personal reflection and further discussions about what does it mean to be a coach and is coaching simply an activity to develop performers. Subsequently, students explored the wider societal role coaches play. This example implies that the pedagogical cases could impact on practice, and significantly, could be a useful tool for coach educators to use on coaching courses. By adopting this approach

²⁷ See page 238 where I discuss how future work can take my attempt to work with coaches and players, and further develop these ideas, incorporating more participatory research to co-produce and co-construct.

researchers have an opportunity to overcome concerns of research being restricted from industry (i.e., not easily accessible for practitioners), and instead can have a direct influence on practice.

9.2.7 Theoretical and Methodological Contribution 4: Developing Tools to Work ‘with’ Children

In Study Three the perspectives of children were sought. These perspectives were sought because I maintain that children are important actors within the coaching experience, and the research process, and thus their voice mustn’t be neglected. Simply put, coach educators are not the only people who *judge* the *success* of coaching sessions, children do too (e.g., through how much they enjoy a coaching session). Shoulder-to-shoulder interviews were one method used to allow children to articulate how they feel about the coach, and/or their experiences of coaching. These children participated in football sessions delivered by the coaches, and as alluded to previously have a voice that is often unheard (Eder & Fingerson, 2011; Griffin, Lahman & Opitz, 2016; Kirk, 2007). Attempts to provide a platform for children to be heard, and even seen throughout the research, were challenging (described in scenes in [Chapter Eight](#)) because these approaches are not as readily seen in coaching research unlike other disciplines i.e., social work, where they are more prominent (e.g., Schelbe et al., 2015). However, the thesis has demonstrated the importance of gaining illuminated insights from the children. In this regard, including children in the dialogue as active participants within the research is critical to future academic work within coach education. For example, a greater appreciation of the child’s voice over time may mean that the perspectives of children can inform and influence future coach education policy. Furthermore, when attempting to begin to hear their experiences, consideration was given to *how* to involve them in the process. This process resulted in the development of child specific participant information and consent/assent forms ([appendix three](#)). These documents were specifically designed for working with people under the age of eighteen. These child consent and information forms were rigorously considered, redrafted, and redeveloped with the support of my DoS and the LJMU ethics board. This is an important methodological contribution because existing coaching research does not explicitly include such examples. In response, this thesis aids future researchers by providing access to examples that can be considered when completing studies with children.

This thesis also demonstrates an attempt to move beyond proving children with an opportunity to contribute to the research and reveals an attempt to share the research

through language that they are more accustomed to. This attempt can be seen at the start of this chapter where I was inspired by Freire's own letters, and my growing desire to involve those whose voice is often unheard and ears that are somewhat uncatered for, I write a letter to my two children. In this letter I elucidate the research process, what has been studied and what has been found. This short letter is one example of how we, as researchers, can begin to involve children in understanding the world around them.

Future research should look to continue to work *with* children, using creative methods (i.e., write-and-draw) to capture their perspective of coach education. By exploring the child's perspective, coach education research will benefit from a more rounded and deepened understanding of coach development from all actors involved in the coaching experience. Similarly, I propose that coach educators foster an environment that welcomes the voice of children and young people. By this, I call for coach educators to consider the perspectives of children during in-situ visits to support the development of the coach. This approach will allow feedback and suggested development areas to be more in keeping with their coaching context. If this approach was already common practice, Alan may have an increased understanding of how to support the female players he coaches.

9.2.8 Theoretical and Methodological Contribution 5: A Wayfaring Journey that has the Opportunity to Support other Passengers

In keeping with a focus towards learning, [Chapter Eight](#) explored my learning, development, and considered some critical moments that have shaped my 'researcher' journey. To do this, this thesis has introduced wayfaring (Cunliffe, 2018) to the coach education literature and demonstrated how it is a useful metaphor to retell the researchers' story; to help researchers to explore their academic journeys throughout study design, data collection, data analysis and dissemination processes. My intention (whilst remaining humble) for including this chapter was to be explicit around my experiences and offer some learning opportunities for those new researchers starting their programmes. Similarly, this chapter holds personal significance for my continuing career in education and higher education and helps to demonstrate how I have made this thesis personal and warm. [Chapter Eight](#) finishes with seven lessons (see table below) that are valuable and informed from my experiences for other students, supervisors, and NGBs that support/fund PhD programmes.

Lesson One	Exploring new lands is not meant to be easy so look back and appreciate where you have come from. It helps to take the wins along the way too. No really! Take the wins.
Lesson Two	Roll with the punches! When you get knocked down, get up twice as hard!
Lesson Three	Listen to those often not heard. Embrace their voice!
Lesson Four	Try and publish throughout the PhD process. This allows for peer review, a daunting first-time experience but a process that helps to refine your writing style. Remember lesson one, enjoy the wins!
Lesson Five	Be open-minded of your role and consider the reflections of the participants – to ensure credibility and trustworthiness.
Lesson Six	Completing a PhD is a long process, pick your battles, respond to feedback constructively and keep the end goal in sight.
Lesson Seven	Being original is worthy and desirable. Being a researcher requires an understanding of the field and of different research methods, but it also requires courage along the way.

9.3 Limitations and Implications

[Section 9.2](#) has identified how this thesis has offered many original and significant contributions to the field. This includes stating how I have offered new knowledge to the field but also the identification of methodological and theoretical contributions. However, like all research, this thesis is not without limitation. Some limitations have already been described throughout [Chapters Four](#), [Chapter Five](#) and [Chapter Seven](#), but in the following paragraphs, I look to offer further transparency and criticality of the thesis. After identifying these limitations, this section continues with the

identification of some implications that aspire to support 1) a developing academic agenda, and 2) coach education practice.

Firstly, it is important to remember this PhD was part-funded by The FA and LJMU. [Chapter Three](#) explored some of the advantages and potential disadvantages to this. For instance, without the support of The FA, the opportunity for me to complete this PhD may not have been possible. For that I am grateful. All three studies were designed to explore the experiences of coach educators and coaches who were engaged with FA coach education over time. As such the access through The FA helped gain traction with key participants. Yet, a limitation to this, was how a boundary of access existed. By this, I refer to how the coaches I worked with in Study Three were already enrolled onto FA coach education courses, and were due to start their first session at the start of the study. Although this offered an initial introduction to coaches, it did mean they already had capital and the resource to get onto the course and had completed the course recruitment process. This meant that the study did not consider the participants' economic and/or social position, status or aspiration, prior to enrolling on the course and therefore, did not explicitly consider access to funding and/or the availability of opportunity. Therefore, the potential for economic oppression exists for those not included in the study (although it was considered and raised as a question in [Chapter Five](#)). Future research should seek to explore the experiences of coaches who have shown an interest in completing FA coaching qualifications but have not yet enrolled (or those who are unable to enrol due to social and/or financial circumstances). This would enable the field to gain an understanding of the complete process from pre-enrolment to course completion.

Secondly, and as described in [section 9.2.5](#), the crystallisation of data for Chapter Five was an original methodological contribution, yet when conducting this process, no further data was collected. By this I refer to how I reanalysed existing data collected up until 2019 but I did not further seek data from other resources/participants during this time period (1967 – 2019) or indeed collect data between 2019 and 2022, the point at which I reanalysis was undertaken. This is an area, i.e., how has FA coach education policy changed since 2019, that future research should consider, especially given that there have been significant influences over the last few years. For example, FA coach education at level 1 has moved online, a new tutor workforce has been employed and the world has been impacted (socially, politically and economically) by the Covid-19 pandemic.

Another limitation when gaining access to coaches was that no disabled, female and student/young coach experiences were involved. Although an attempt was made to recruit participants from a more diverse background, no such participants were willing to take part in the study. This could be because of a plethora of reasons, for example; the study did not interest them, they did not have the time to participate, or they did not want to take part in a study that The FA were supporting. Although the latter was not expressed to me, it could be one explanation. Existing academic work has reported previous poor experiences for women on courses (Lewis et al., 2018), so this may explain the lack of female recruits to the study. As a result, the findings should be considered through the reader's personal lens when relating to their own experiences. Future work should explore the experiences of these coaches and it is suggested that researchers with similar biographical experiences may have greater success in capturing their stories. I forward this because when I worked with the coaches some common experiences existed (e.g., I am male, I have completed FA coach education courses, I am involved in football within the same geographical areas) and helped to break down barriers.

Another limitation to consider is my involvement in Study Three. Although my participant-observer (Johnson et al., 2006; Labaree, 2002) role was managed ([Chapter Six](#)), it was recognised that I do hold power and capital over the coaches who I worked with. For example, I already hold an FA coaching qualification and this project was part-funded by The FA. My existing qualification did mean that I could relate to the experiences of the coaches and could support them as an assistant coach (i.e., participant-observer). Similarly, there were opportunities where coaches may have impression managed their behaviours to conform to perceptions of my expectation. To overcome this, I regularly reflected and consulted the coach to ensure that my role was deemed appropriate. Although I maintain that my requisite knowledge was an advantage, future research could choose to manage this differently and gain an alternative perspective by data collection being undertaken by researchers who do not have my background in football. Instead, other researchers, who will potentially have their own footballing background, could explore coach education from their own positionality.

In keeping with this view, future research should look to adopt an authentic ethnographic approach and spend a longer period of time with the coaches. Although I spent twelve-months with the coaches and gained a good insight into their experiences of coach education, a longer period of (say) three-four years may allow for a greater understanding to be gained. By this I refer to how spending a longer

period of time will allow a more detailed account of how coaches may be liberated or oppressed, through a system that looks beyond coach education and continue to consider the role of local leagues, funding, parents, etc. (O’Gorman, 2018). For example, research could track how Rupert has developed over three years through FA coach education and also *coped* with the pressures of the above considerations (e.g., parental influence). Similarly, research could consider what FA knowledge Rupert has washed out (i.e., forgotten or rejected) due to the impact of other influencers e.g., parents or the grassroots club (Stodter, 2017). Alternatively, Rupert may drop out of coaching during these three years and research could gain insight into why.

The use of Freire’s work benefitted this PhD. However, this approach was adopted when considering the data collected throughout Study One and was not a predetermined theoretical lens. Instead, I first considered the data more exploratively. This explorative process was positive and allowed me to consider the data through different lenses. This meant that as a new researcher, I was learning through the process. However, the negative to this is that the trajectory of this thesis was set before the introduction of the work of Freire. As such I had identified the methods and approaches to be adopted before the introduction of a Freirean lens. These approaches were then agreed with The FA. In sum, I always set out to collect data that explored the experiences of the coaches and had decided to work with them throughout the process. Yet, on reflection, if I was to repeat the process I would co-produce and co-construct more (Luguetti et al., 2019; Smith et al., 2023), and ensure that the participants were involved in the design of the methods set to be used. For example, approaches that would see methods adopted that are more akin to participatory research (Luguetti et al., 2023) would allow for a more authentic voice to be heard. This would give a greater sense of autonomy and develop a greater shared consciousness between the researcher (me) and the coaches. Although this may have been a daunting conversation for the coaches, and myself, it would have allowed for the use of alternative methods to be adopted (e.g., voice notes (pre- or post-training sessions) or photo-voice). These methods are more innovative than traditional, structured interviews and enables the voices of those more marginalised to be authentically heard. Mysyuk and Huisman (2019) explained the value and use of photo-voice method;

‘Photovoice is a qualitative visual research method that refers to photographs taken by the participants and... used to explore and address community

needs, strengths and challenges, stimulate individual empowerment and create critical dialogue' (pg. 2).

The use of this method in future research would enable coaches to better consider their practice against their perceptions of what their practice looks like. Similarly, coaches could have been provided with an opportunity to write a commentary to accompany the stories. This would have enabled richer data to be used and would have encouraged coaches to engage further in methods of reflection (i.e., to consider their development). Having said this, the coaches in this PhD did have multiple opportunities to share their voice through a variety of methods (e.g., member reflections) (Cavallerio et al., 2019).

Future work concerned with the historical and continued development of coach education policy, including FA coach education, should more closely examine the influence of the military within the coach education curriculum. This was first identified in [Chapter Five](#) where it was posed that researchers could explore to what extent military language and/or behaviour continues to dominate policy and practice. Coaching researchers could consider adopting different analysis methods e.g., content analysis (to investigate the number of times military terminology is used), or discourse analysis (to consider language and how it is used to convey messages in text) (Fielding-Lloyd et al., 2011; Johnstone, 2017; Nelson et al., 2013; Stemler, 2000). This would allow for a greater appreciation of what influence remains today.

Much of the implications posited thus far have focused on the academic opportunities that have been presented. However, coach education in practice can also learn from this thesis. Firstly, the work from all three studies has the opportunity to inform policy designers of what has happened before, how policy has been (re)constructed by key social architects (and their biographies) of their time, what the FA's trajectory has been (see [section 9.2.2](#)), and what today's coaches want and need. Similarly, coach educators can use this work to help to appreciate the nuances and individualism of coaches in attendance. This will help the educator to contextualise course material to better meet the coaching worlds of the coaches.

Secondly, the three coaches' stories ([Chapter Seven](#)), can be directly used to educate the coach educator prior to delivering formal coach education, and indeed in classrooms on coach education courses. This approach was adopted in this thesis when working with a small number of undergraduate and postgraduate students (see

[section 7.8](#)) to aid in developing their understanding of coaching and has a similar opportunity within wider coach education. Practically, these case studies may support coach educators to develop a greater humility and openness to some of the problems that many coaches face in their worlds, whilst also directly supporting coaches on FA courses, courses delivered by other NGBs, and universities. These stories can be used to encourage *new* coaches to explore their biography, coaching worlds, and to recognise the challenges that they and many other coaches face during their practice. Access to these stories may support coaches to recognise that they are not alone and that many other coaches experience similar trials and tribulations when coaching and engaging in formal coach education.

9.4 Concluding Thoughts

This thesis has deepened and extended our existing understanding of coach education by building on existing research (e.g., Griffiths et al., 2018; Piggott, 2015; Stodter et al., 2014, 2017; Williams & Bush, 2019). More specifically, this thesis has tracked FA coach education policy since 1967 and explored the experiences of grassroots coaches enrolled on courses influenced by the 2016 policy. This work has also provided opportunities, which were previously less available, for coach educators and coaches to share their biographic experiences. This conclusion has discussed the original and significant contributions that I have made. To be explicit this thesis has made a distinct and original contribution to knowledge. This can be recognised through;

Chapter Two - Theoretical Lens	Chapter Two introduced the work of Paulo Freire to the coach education literature field, identifying the relevance of some key concepts e.g., Liberation, Oppression, Critical-consciousness and Humility.
Chapter Four - Study One	Chapter Four extends our knowledge by demonstrating The FA's move away from more oppressive methods of coaching practice toward the adoption of a more liberatory pedagogy. This long-term perspective was previously absent from the field.

Chapter Five - Study Two	Chapter Five moved beyond exploring the micro-interactions on courses and examined some of the macro- social, economic, cultural, and political influences (i.e., the military, education, and economic) that influence the (re)construction of coach education. The chapter describes how these institutions influenced coach education for the first time and is a significant contribution given that education is always political (Freire, 1973).
	Chapter Five elucidated the need to understand the biographies of social architects who (re)construct and <i>make change</i> to NGB course policy in order to recognise how and why decisions policy is (re)developed.
	Chapter Five crystallised (reanalysed) data from Chapter Four. This demonstrated the value of revisiting data to apply an alternative perspective and therefore, gain a deeper insight into the phenomenon. This is the first application of crystallisation to the coach education field.
Chapter Seven - Study Three	Chapter Seven significantly adds knowledge to the field by moving beyond evaluations that question; is coach education good or bad? Rather, it considers how coach education is experienced and influences people in <i>their</i> communities and <i>their</i> coaching world.
	Chapter Seven amplified the voices of those often marginalised in coaching education research (i.e., children).
	Chapter Seven developed three creative non-fiction stories, a contemporary approach within the field, to support the development of coach educators (i.e., to prepare them for some of the realities that coaches face in their own worlds), and coaches.
	Consistent with the relevant application of pedagogical cases and a broad understanding of the field, Chapter Seven provided three

	interdisciplinary perspectives (occupational socialisation, identity and sport for social good through care), in addition to a Freirean view, of coaches experiences of FA coach education. These serve as a means to develop our understanding of the coaching worlds of grassroots coaches.
	Chapter Seven applied multiple methods in an attempt to work <i>with</i> children in coaching research, an approach not commonly recognised among the existing literature.
	Chapter Seven attempted to co-construct methods with coaches to explore their experiences of FA coach education, i.e., this chapter consulted the coaches FA course project after consultation with the coach.
Chapter Eight - Confessional Tale	Demonstrating a broad understating of theoretical concepts, Chapter Eight provided a wayfaring account of my researcher development that aims to support other postgraduate students, by sharing seven lessons I learnt, navigate their own programme of study.

In summary, this thesis can be considered a valuable and significant tool for many. It has developed our understanding, provided voice to those often marginalised in coaching research, and can be used to have an impact on those coach educators and coaches in practice today. To that end, this PhD has provided a critical account of FA coach education as a temporal, social, and situated phenomenon.

Reference List

- Abraham, A., Collins, D., & Martindale, R. (2006). The coaching schematic: Validation through expert coach consensus. *Journal of Sports Sciences*, 24(6), 549-564. <https://doi.org/10.1080/02640410500189173>
- Achary, S. (2016). *Oppression, marginalisation and education in Kerala: in dialogue with Freire*.
- Adams, I. (2015). A Game for Christmas? The Argylls, Saxons and Football on the Western Front, December 1914. *The International Journal of the History of Sport*, 32(11-12), 1395-1415. <https://doi.org/10.1080/09523367.2015.1082084>
- Afonso, R., Serrano, S., & Postigo, J. (2015). Reminisce Interventions in Elderly People. 1–8. <https://doi.org/doi:10.1007/978-981-287-082-7>
- Alderson, P. (2015). *The Politics of Childhoods Real and Imagined: Practical application of critical realism and childhood studies*. Routledge.
- Allen, S. (2010). The revolution of nursing pedagogy: a transformational process. *Teaching and Learning in Nursing*, 5(1), 33–38. <https://doi.org/10.1016/j.teln.2009.07.001>
- Allen, S. (2007). Adult learning theory and leadership development. *Leadership Review*, 7(1), 26-37.
- Allison, W., Abraham, A., & Cale, A. (2016). *Advances in Coach Education and Development: from Research to Practice*. Oxon: Routledge.
- Altheide, D., & Johnson, J. (1994). Criteria for Assessing Interpretive Validity in Qualitative Research. *In Handbook of Qualitative Research*. London: Sage, 485–499
- Anderson, K. (2015). Fromm, Marx and Humanism. Towards a Human Science: The Relevance of Erich Fromm for Today, 1(1), 209–219.
- Arieli, D., Tamir, B., & Man, M. (2015). Teaching qualitative research as a means of socialization to nursing. *Nurse Education Today*, 35(6), 795–799. <https://doi.org/10.1016/J.NEDT.2015.02.021>
- Armour, K. (2010). The learning coach... the learning approach: Professional development for sports coach professionals. *Sports coaching: Professionalisation and practice*, 153-164.
- Armour, K. (2011). *Sport Pedagogy*. Oxon: Routledge.
- Armour, K., & Jones, R. (2002). *Physical Education: Teachers' Lives and Careers: PE, Sport and Educational Status*. Routledge.
- Armour, K. (2014). *Pedagogical Case in Physical Education and Youth Sport*. Oxon: Routledge.
- Armour, K., & Cronin, C. (2018). *Why Pedagogical Case Studies? In Care in Sports Coaching*. Oxon: Routledge. 30–41.
- Armour, K., & Griffiths, M. (2012). Case Study Research. *Research Methods in Physical Education and Youth Sport*. Oxon: Routledge, 204–216
- Arnott, L., Martinez-Lejarreta, L., Wall, K., Blaisdell, C., & Palaiologou, I. (2020). Reflecting on Three Creative Approaches to Informed Consent with Children Under Six. *British Educational Research Journal*. 46(4), 786-810 <https://doi.org/10.1002/berj.3619>

- Ashton, N. (2019). Rethinking epistemic relativism. *Metaphilosophy*, 50(5), 587-607. <https://doi.org/10.1111/meta.12389>
- Avner, Z., Markula, P., & Denison, J. (2017). Understanding effective coaching: A Foucauldian reading of current coach education frameworks. *International Sport Coaching Journal*, 4(1), 101-109. <https://doi.org/10.1123/iscj.2016-0108>
- Bailey, R., Cope, E., & Pearce, G. (2013). Why do children take part in, and remain involved in sport? A literature review and discussion of implications for sports coaches. *International Journal of Coaching Science*, 7(1), 56-75
- Ball, M. (2003). Considering trade union education as a community of practice. *International Journal of Lifelong Education*, 22(3), 297-310. <https://doi.org/10.1080/02601370304842>
- Bauman, Z., Beck, U., Beck-Gernsheim, E., Benhabib, S., Burgess, R., Chamberlain, M., & Mason, J. (2002). *Qualitative interviewing: Asking, listening and interpreting*. *Qualitative Research in Action*. London: SAGE Publications, 226-241.
- Baxter, P., & Jack, S. (2008). Qualitative Case Study Methodology: Study Design and Implementation for Novice Researchers. *The Qualitative Report*, 13(4), 544-559. <https://doi.org/10.46743/2160-3715/2008.1573>
- Belanger, P. (2011). *Theories in adult learning and education*. Verlag Barbara Budrich. <https://doi.org/10.2307/j.ctvbkjx77>
- Bell, B., & Daniels, J. (2020). Sport development in challenging times: Leverage of sport events for legacy in disadvantaged communities. In *Creating and Managing a Sustainable Sporting Future*. Routledge. 115-136.
- Berger, R. (2015). Now I see it, now I don't: researcher's position and reflexivity in qualitative research. *Qualitative Research*, 15(2), 219-234. <https://doi.org/10.1177/1468794112468475>
- Bergman, R. (2004). Caring for the ethical ideal: Nel Noddings on moral education. *Journal of Moral Education*, 33(2), 149-162. <https://doi.org/10.1080/0305724042000215203>
- Bergum, V., & Dossetor, J. (2005). *Relational Ethics: The full Meaning of Respect*. Hagerstown: University Publishing Group. 165-196
- Biddle, S., Markland, D., Gilbourne, D., Chatzisarantis, N., & Sparkes, A. (2001). Research methods in sport and exercise psychology: Quantitative and qualitative issues. *Journal of sports sciences*, 19(10), 777-809. <https://doi.org/10.1080/026404101317015438>
- Bingham, D., Parnell, D., Curran, K., Jones, R., & Richardson, D. (2014). Fit Fans: perspectives of a practitioner and understanding participant health needs within a health promotion programme for older men delivered within an English Premier League Football Club. *Soccer & Society*, 15(6), 883-901. <https://doi.org/10.1080/14660970.2014.920624>
- Black, I. (2006). The presentation of interpretivist research. *Qualitative market research: An international journal*. 9(4), 319-324. <https://doi.org/10.1108/13522750610689069>
- Blackburn, J. (2000). Understanding Paulo Freire: Reflections on the origins, concepts, and possible pitfalls of his educational approach. *Community Development Journal*, 35(1), 3-15. <https://doi.org/10.1093/cdj/35.1.3>
- Blackett, A., Evans, A., & Piggott, D. (2021). Negotiating a coach identity: A theoretical critique of elite athletes' transitions into post-athletic high-performance coaching roles. *Sport, Education and Society*, 26(6), 663-675. <https://doi.org/10.1080/13573322.2020.1787371>

- Blake, N., & Masschelein, J. (2003). Critical theory and critical pedagogy. *The Blackwell guide to the philosophy of education*, 38-56.
- Boakes, R. (1984). From Darwin to behaviourism: Psychology and the minds of animals. CUP Archive.
- Cleland, J. (2017). The English Premier League in a global context. *The English Premier League*. Routledge. 70-83
- Boman, J., & Jevne, R. (2000). Ethical Evaluation in Qualitative Research. *Qualitative Health Research*, 10(4), 547–554. <https://doi.org/10.1177/104973200129118633>
- Bothello, J., & Roulet, T. (2019). The Imposter Syndrome, or the Mis-Representation of Self in Academic Life. *Journal of Management Studies*, 56(4), 854–861. <https://doi.org/10.1111/joms.12344>
- Bowes, I., & Jones, R. (2006). Working at the edge of chaos: Understanding coaching as a complex, interpersonal system. *The sport psychologist*, 20(2), 235-245. <https://doi.org/10.1123/tsp.20.2.235>
- Braun, V., & Clarke, V. (2013). Successful qualitative research: A practical guide for beginners. *Successful Qualitative Research*. Sage. 1-400
- Braun, V. & Clarke, V. (2019). To Saturate or not to Saturate? Questioning data saturation as a useful concept for thematic analysis and sample-size rationales. *Qualitative Research in Sport, Exercise and Health*, 1(1), 1–16. <https://doi.org/10.1080/2159676X.2019.1704846>
- Braun, V., Clarke, V., Hayfield, N., & Terry, G. (2019). Thematic Analysis. *Handbook of Research Methods in Health Social Sciences*. 843–860. https://doi.org/10.1007/978-981-10-5251-4_103
- Brubaker, R., & Cooper, F. (2000). Beyond" identity". *Theory and society*, 29(1), 1-47. <https://www.jstor.org/stable/3108478>
- Bruning, R., Schraw, G., Norby, M., & Ronning, R. (2004). *Cognitive psychology and instruction*. Upper Saddle River, NJ: Merrill/Prentice Hall. 1-433
- Budim, A. (2018). *Sport Matters: Hooliganism and Corruption in Football* (Doctoral dissertation, Josip Juraj Strossmayer University of Osijek. Faculty of Humanities and Social Sciences. Department of English Language and Literature).
- Buelens, E., Theeboom, M., Vertonghen, J., & De Martelaer, K. (2015). Socially vulnerable youth and volunteering in sports: Analyzing a Brussels training program for young soccer coaches. *Social Inclusion*, 3(3), 82-97. <https://doi.org/10.17645/si.v3i3.188>
- Bunker, D., & Thorpe, R. (1986). The curriculum model. *Rethinking games teaching*, 7-10.
- Bunker, D., & Thorpe, R. (1982). A model for the teaching of games in the secondary school. *Bulletin of Physical Education*, 10, 9-16
- Buraimo, B., Simmons, R., & Szymanski, S. (2006). English football. *Journal of sports economics*, 7(1), 29-46. <https://doi.org/10.1177/1527002505282911>
- Caine, V., Chung, S., Steeves, P., & Clandinin, D. (2020). The necessity of a relational ethics alongside Noddings' ethics of care in narrative inquiry. *Qualitative Research*, 20(3), 265–276. <https://doi.org/10.1177/1468794119851336>

- Callary, B., Culver, D., Werthner, P., & Bales, J. (2014). An overview of seven national high performance coach education programs. *International Sport Coaching Journal*, 1(3), 152-164. <http://dx.doi.org/10.1123/iscj.2014-0094>
- Callary, B., Rathwell, S., & Young, B. (2018). Coach education and learning sources for coaches of masters swimmers. *International Sport Coaching Journal*, 5(1), 47-59. <https://doi.org/10.1123/iscj.2017-0056>
- Campbell, S., Mills, J., Atkinson, O., Gearity, B., Kuklick, C., & McCullick, B. (2022). Engaging in Paradigmatic Dialogue: A Bibliometric Analysis of Coaching Scholarship From 1970 to 2020. *International Sport Coaching Journal*, 10(1), 16-28. <https://doi.org/10.1123/iscj.2021-0045>
- Campbell, T. (2022). The enemy within': football hooliganism and the Miners' Strike. *Sport in History*, 1-22. <https://doi.org/10.1080/17460263.2022.2091654>
- Canning, P. (2020). Retelling Hillsborough: A critical stylistics analysis of witness statements. *Narrative Retellings: Stylistic Approaches*. London: Bloomsbury, 143-162.
- Cassidy, T., Jackson, A., Miyahara, M., & Shemmell, J. (2014). Greta: Weaving strands to allow Greta to flourish as Greta. In *Pedagogical Cases in Physical Education and Youth Sport* (pp. 117-129). Routledge.
- Carless, D., & Douglas, K. (2017). Narrative research. *The Journal of Positive Psychology: dedicated to furthering research and promoting good practice*, 12(3), 307-308. <https://doi.org/10.1080/17439760.2016.1262611>
- Carroll, J., & Drph, M. (2000). Freire's Message for Social Workers. *Journal of Community Practice*, 8(1), 21–36. https://doi.org/10.1300/J125v08n01_02
- Cassidy, T., Jones, R., & Potrac, P. (2016). Understanding sports coaching: *The social, cultural and pedagogical foundations of coaching practice*. Routledge. 1-232 <https://doi.org/10.4324/9780203892923>
- Caudwell, J. (2011). Gender, feminism and football studies. *Soccer & Society*, 12(3), 330-344. <https://doi.org/10.1080/14660970.2011.568099>
- Cavallerio, F., Wadey, R. & Wagstaff, C. (2020). Member reflections with elite coaches and gymnasts: Looking back to look forward. *Qualitative Research in Sport, Exercise and Health*, 12(1), 48-62. <https://doi.org/10.1080/2159676X.2019.1625431>
- Chambers, F. (2013). Learning theory for effective learning in practice. *Sport Pedagogy*. Routledge. 50-70
- Chapman, R., Dempsey, N., Cronin, C., & Richardson, D. (2019). Developing “the community” through the effective coaching of grassroots football: What’s the role of coach education? In L. Gale & B. Ives, *Coaching in the community: Developing knowledge and insight*. Manchester: An MMU Cluster for Research into Coaching Publication. 19-33
- Chapman, R., Richardson, D., Cope, E., & Cronin, C. (2020). Learning from the past; a Freirean analysis of FA coach education since 1967. *Sport, Education and Society*, 25(6), 681-697. <https://doi.org/10.1080/13573322.2019.1654989>
- Chapman, R. (2022). A fateful love, essays on football in the North East of England in 1880–1930: by Gavin Kitching, Oxford, Peter Lang, 2021, 1–262 pp.,£ 44, ISBN 9781789978346.

- Chesterfield, G., Potrac, P., & Jones, R. (2010). "Studentship" and "Impression Management" in an Advanced Soccer Coach Education Award. *Sport, Education and Society*, 15(3), 299–314. <https://doi.org/10.1080/13573322.2010.493311>
- Chung, J., & Won, D. (2011). The authoritarian policy in South Korean sport: A critical perspective. *European Journal of Social Sciences*, 20(1), 146-157.
- Ciampolini, V., Milistetd, M., Rynne, S., Brasil, V., & do Nascimento, J. (2019). Research review on coaches' perceptions regarding the teaching strategies experienced in coach education programs. *International Journal of Sports Science & Coaching*, 14(2), 216-228. <https://doi.org/10.1177/1747954119833597>
- Clance, P., & Imes, S. (1978). The Impostor Phenomenon in High Achieving Women: Dynamics and Therapeutic Intervention. *Psychotherapy: Theory, Research and Practice*, 15(1), 241–247. <https://psycnet.apa.org/doi/10.1037/h0086006>
- Clarke, V., & Braun, V. (2013). Successful Qualitative Research: A Practical Guide For Beginners. *Successful Qualitative Research A Practical Guide for Beginners*, 400. <https://doi.org/10.1002/jmr.2361>
- Coakley, J. (2016). Positive youth development through sport: Myths, beliefs, and realities. In *Positive youth development through sport*. Routledge. 21-33
- Coakley, J., & Pike, E. (2009). Sports in society: Issues and controversies.
- Collinson, V., & Cook, T. (2001). "I don't have enough time" - Teachers' interpretations of time as a key to learning and school change. *Journal of Educational Administration*, 39(3), 266-281. <https://doi.org/10.1108/09578230110392884>
- Connelly, M., & Clandinin, J. (1990). Stories of Experience and Narrative Inquiry. *Educational Researcher*, 19(5), 2–14. <https://doi.org/10.3102/0013189X019005002>
- Cope, E. (2016). Research methods in sports coaching. *Sports Coaching Review*, 7(1), 102–105. <https://doi.org/10.1080/21640629.2016.1187381>
- Cope, E., Bailey, R., Parnell, D., & Kirk, B. (2018). What Young Children Identify as the Outcomes of their Participation in Sport and Physical Activity. *Health Behaviour and Policy Review*, 5(1), 103–113. <https://doi.org/10.14485/HBPR.5.1.11>
- Cope, E., Cushion, C., Harvey, S., & Partington, M. (2021). Investigating the impact of a Freirean informed coach education programme. *Physical Education and Sport Pedagogy*, 26(1), 65-78. <https://doi.org/10.1080/17408989.2020.1800619>
- Cope, E., & Plimmer, N. (2019). Coaching Children. In *Sports Coaching: A Theoretical and Practical Guide*. 157–167.
- Côté, J., & Gilbert, W. (2009). An integrative definition of coaching effectiveness and expertise. *International journal of sports science & coaching*, 4(3), 307-323. <https://doi.org/10.1260/174795409789623892>
- Corbin, J., & Strauss, A. (2008). Strategies for qualitative data analysis. *Basics of Qualitative Research. Techniques and procedures for developing grounded theory*, 3.
- Corsby, C., Jones, R., Thomas, G., & Edwards, C. (2022). Coaching and 'Self-repair': Examining the 'Artful Practices' of Coaching Work. *Sociological Research Online*. <https://doi.org/10.1177/13607804211064911>
- Côté, J., Bruner, M., Erickson, K., Strachan, L., & Fraser-Thomas, J. (2010). Athlete development and coaching. *Sports coaching: Professionalisation and practice*, 63, 84.

- Côté, J., & Gilbert, W. (2009). An integrative definition of coaching effectiveness and expertise. *International Journal of Sports Science & Coaching*, 4(3), 307-323. <https://doi.org/10.1260%2F174795409789623892>
- Costa, A., & Kallick, B. (1993). Through the Lens of a Critical Friend. *Educational Leadership*, 51(2), 49–51.
- Creswell, J., & Poth, C. (2018). Data Analysis and Representation. In J. Creswell & C. Poth. *Qualitative Inquiry and Research Design*. Thousand Oaks: SAGE Publications Sage. 181-225.
- Creswell, J., Hanson, W., Clark Plano, V., & Morales, A. (2007). Qualitative research designs: Selection and implementation. *The counselling psychologist*, 35(2), 236-264. <https://doi.org/10.1177/0011000006287390>
- Cronin, C., & Armour, K. (2018). *Care in sport coaching: pedagogical cases*. Oxon: Routledge.
- Cronin, C., Knowles, Z., & Enright, K. (2020). The challenge to care in a Premier League Football Club. *Sports Coaching Review*, 9(2), 123-146. <https://doi.org/10.1080/21640629.2019.1578593>
- Cronin, C., & Armour, K. (2015). Lived experience and community sport coaching: A phenomenological investigation. *Sport, Education and Society*, 20(8), 959-975. <https://doi.org/10.1080/13573322.2013.858625>
- Cronin, C., & Lowes, J. (2016). Embedding experiential learning in HE sport coaching courses: An action research study. *Journal of hospitality, leisure, sport & tourism education*, 18, 1-8. <https://doi.org/10.1016/j.jhlste.2016.02.001>
- Crotty, M. (1998). The foundations of social research: Meaning and perspective in the research process. *The foundations of social research*, 1-256.
- Cuddapah, J., & Clayton, C. (2011). Using Wenger's Communities of Practice to Explore a New Teacher Cohort. *Journal of Teacher Education*, 62(1), 62–75.
- Culver, D., Gilbert, W., & Sparkes, A. (2012). Qualitative research in sport psychology journals: The next decade 2000-2009 and beyond. *Sport Psychologist*, 26(2), 261–281. <https://doi.org/10.1123/tsp.26.2.261>
- Culver, D., Gilbert, W., & Trudel, P. (2003). A decade of qualitative research in sport psychology journals: 1990-1999. *The sport psychologist*, 17(1), 1-15. <https://doi.org/10.1123/tsp.17.1.1>
- Culver, D., & Trudel, P. (2006). Cultivating coaches' communities of practice: Developing the potential for learning through interactions. *The sports coach as educator*. Routledge. 115-130.
- Culver, D., Werthner, P., & Trudel, P. (2019). Coach developers as 'facilitators of learning' in a large-scale coach education programme: One actor in a complex system. *International Sport Coaching Journal*, 6(3), 296-306. <https://doi.org/10.1123/iscj.2018-0081>
- Cunliffe, A. (2018). Wayfaring: A Scholarship of Possibilities or Let's Not get Drunk on Abstraction. *Management*, 21(4), 1429–1439. <https://doi.org/10.3917/mana.214.1429>
- Curran, K., Bingham, D., Richardson, D., & Parnell, D. (2014). Ethnographic engagement from within a Football in the Community programme at an English Premier League football club. *Soccer & Society*, 15(6), 934-950. <https://doi.org/10.1080/14660970.2014.920627>
- Cushion, C. (2014). Ethnography. *Research Methods in Sports Coaching*. Oxon: Routledge. 171–180. <https://doi.org/10.4324/9780203797549-20>

- Cushion, C. (2011). Coach and athlete learning: A social approach. *The sociology of sports coaching*. Routledge. 174-186 <https://doi.org/10.4324/9780203865545-20>
- Cushion, C. (2018). Reflection and reflective practice discourses in coaching: A critical analysis. *Sport, Education and Society*, 23(1), 82-94. <https://doi.org/10.1080/13573322.2016.1142961>
- Cushion, C, Armour, K., & Jones, R. (2006). Locating the Coaching Process in Practice: Models for and of Coaching. *Sport, Education and Society*, 11(1), 83–99. <https://doi.org/10.1080/17408980500466995>
- Cushion, C., Ford, P., & Williams, A. (2012). Coach behaviours and practice structures in youth soccer: Implications for talent development. *Journal of sports sciences*, 30(15), 1631-1641. <https://doi.org/10.1080/02640414.2012.721930>
- Cushion, C., Harvey, S., Muir, B., & Nelson, L. (2012). Developing the Coach Analysis and Intervention System (CAIS): Establishing validity and reliability of a computerised systematic observation instrument. *Journal of Sports Sciences*, 30(2), 201-216. <https://doi.org/10.1080/02640414.2011.635310>
- Cushion, C., & Jones, R. (2006). Power, discourse, and symbolic violence in professional youth soccer: The case of Albion Football Club. *Sociology of Sport Journal*, 23(2), 142-161. <https://doi.org/10.1123/ssj.23.2.142>
- Cushion, C, Armour, K., & Jones, R. (2003). Coach Education and Continuing Professional Development: Experience and Learning to Coach. *National Association for Physical Education in Higher Education*, (55), 215–230. <https://doi.org/10.1080/00336297.2003.10491800>
- Cushion, C., Griffiths, M., & Armour, K. (2019). Professional Coach Educators In-situ: a Social Analysis of Practice. *Sport, Education and Society*, 42(5), 533–546. <https://doi.org/10.1080/13573322.2017.1411795>
- Cushion, C, & Jones, R. (2014). A Bourdieusian analysis of cultural reproduction: socialisation and the 'hidden curriculum' in professional football. *Sport, Education and Society*, 19(3), 276–298. <https://doi.org/10.1080/13573322.2012.666966>
- Cushion, C., & Partington, M. (2016). A critical analysis of the conceptualisation of 'coaching philosophy'. *Sport, Education and Society*, 21(6), 851-867. <https://doi.org/10.1080/13573322.2014.958817>
- Cushion, C., Stodter, A., & Clarke, N. (2021). 'It's an experiential thing': the discursive construction of learning in high-performance coach education. *Sport, Education and Society*, 27(7), 844-861. <https://doi.org/10.1080/13573322.2021.1924143>
- Czank, J. (2012). The Critical Epistemology of Paulo Freire. *Literacy Information and Computer Education Journal*, 3(4), 706-710.
- Czank, J. (2012). On the origin of species-being: Marx redefined. *Rethinking Marxism*, 1(2), 316-323, <https://doi.org/10.1080/08935696.2012.657459>
- Danielsen, L., Giske, R., Peters, D., & Høigaard, R. (2019). Athletes as “cultural architects”: a qualitative analysis of elite coaches' perceptions of highly influential soccer players. *The Sport Psychologist*, 33(4), 313-322. <https://doi.org/10.1123/tsp.2018-0166>
- Day, D., & Carpenter, T. (2015). A History of Sports Coaching in Britain. New York: Routledge. 1-214. <https://doi.org/10.4324/9781315775067>

- Dedotsi, S., Young, A., & Broadhurst, K. (2016). Social work education in a time of national crisis in Greece: educating the workforce to combat inequalities. *European Journal of Social Work*, 19(3–4), 368–384. <https://doi.org/10.1080/13691457.2016.1155542>
- Dempsey, N., Richardson, D., Cope, E., & Cronin, C. (2020). Creating and Disseminating coach education policy: a case of formal coach education in grassroots football. *Sport, Education and Society*, 1(1), 1–14. <https://doi.org/10.1080/13573322.2020.1802711>
- Dempsey, N., Cope, E., Richardson, D., Littlewood, M., & Cronin, C. (2021). Less may be more: how do coach developers reproduce “learner-centred” policy in practice? *Sports Coaching Review*, 10(2), 203–224. <https://doi.org/10.1080/21640629.2020.1866851>
- Dempsey, N., Cope, E., Richardson, D., Littlewood, M., & Cronin, C. (2022). An examination of content knowledge in formal coach education curriculum. *Sport, Education and Society*, 1–19. <https://doi.org/10.1080/13573322.2022.2131761>
- Denison, J. (2016). Social Theory and Narrative Research: A Point of View. *Sport, Education and Society*, 21(1), 7–10. <https://doi.org/10.1080/13573322.2015.1076385>
- Dennett, D. (1989). *The Intentional Stance*. London: MIT.
- Denison, J. (2019). What it really means to ‘think outside the box’: Why Foucault matters for coach development. *International Sport Coaching Journal*, 6(3), 354–358. <https://doi.org/10.1123/iscj.2018-0068>
- Denison, J., & Mills, J. P. (2018). Problematizing practice: Coach development with Foucault. *Critical Research in Sport, Health and Physical Education*. Routledge. 78–90
- Denzin, N. (1997). *Interpretive Ethnography: Ethnographic Practices for the 21st Century*. Thousand Oaks: SAGE Publications Sage.
- Denzin, N. (2001). The Seventh Moment: Qualitative Inquiry and the Practices of a More Radical Consumer Research. *Journal of Consumer Research*, 28(2), 324–330. <https://doi.org/10.1086/322907>
- Denzin, N., & Lincoln, Y. (2000). Introduction: The discipline and practice of qualitative research. In N. Denzin & Y. Lincoln. *Handbook of Qualitative Research*. Thousand Oaks, CA: Sage. 1–28
- Devine, C. (2013). London 2012 Olympic legacy: a big sporting society? *International Journal of Sport Policy and Politics*, 5(2), 257–279. <https://doi.org/10.1080/19406940.2012.656674>
- Dewey, J. (1938). *Experience and Education*. New York: Macmillan Company.
- Dewey, J. (1938). *Logic: The theory of inquiry*. New York: Henry Holt.
- Dirkx, J. (1998). Transformative Learning Theory in the Practice of Adult Education: An Overview The Idea of Transformative Learning. *PAACE Journal of Lifelong Learning*, 7(1), 1–14.
- Douglas, K., & Carless, D. (2008). Using Stories in Coach Education. *International Journal of Sports Science and Coaching*, 3(1), 33–49. <https://doi.org/10.1260/174795408784089342>
- Douglas, K., & Carless, D. (2017). My eyes got a bit watery there: using stories to explore emotions in coaching research and practice for injured, sick and wounded military personnel. *Sports Coaching Review*, 6(2), 197–215. <https://doi.org/10.1080/21640629.2016.1163314>

- Dowling, M., Edwards, J., & Washington, M. (2014). Understanding the concept of professionalisation in sport management research. *Sport Management Review*, 17(4), 520-529. <https://doi.org/10.1016/j.smr.2014.02.003>
- Downham, L., & Cushion, C. (2020). Reflection in a High-performance Sport Coach Education Program: a Foucauldian Analysis of Coach Developers. *International Sport Coaching Journal*, 1(1), 1–13. <https://doi.org/10.1123/iscj.2018-0093>
- Downham, L., & Cushion, C. (2022). Reflection and reflective practice in high-performance sport coaching: a heuristic device. *Physical Education and Sport Pedagogy*, 1-20. <https://doi.org/10.1080/17408989.2022.2136369>
- Duffy, P., Hartley, H., Bales, J., Crespo, M., Dick, F., Vardhan, D., Nordmann, L., & Curado, J. (2011). Sport coaching as a 'profession': Challenges and future directions. *International Journal of Coaching Science*, 5(2), 93-123.
- Duffy, P., Patterson, L., North, J., Lara-Bercial, S., & Rongen, F. (2012). Benchmarking Coach Education and Development: an Interim Research Report for The Football Association. Leeds.
- Dumez, H. (2015). What is a case, and what is a case study?. *Bulletin of Sociological Methodology/Bulletin de méthodologie sociologique*, 127(1), 43-57. <https://doi.org/10.1177/0759106315582200>
- Dunning, E. (2000). Towards a sociological understanding of football hooliganism as a world phenomenon. *European Journal on Criminal Policy and Research*, 8(2), 141-162. <https://doi.org/10.1023/A:1008773923878>
- Dunn, C., & Welford, J. (2014). Football and the FA Women's Super League: *Structure, Governance and Impact*. Springer. 1-112. <https://doi.org/10.1057/9781137480323>
- Dunning, E., Murphy, P., & Williams, J. (2014). *The roots of football hooliganism (RLE sports studies): An historical and sociological study*. Routledge. 1-286. <https://doi.org/10.4324/9781315772875>
- Eder, D., & Fingerson, L. (2011). Interviewing Children and Adolescents (J. Gubrium & J. Holstein, eds.). SAGE Publications. Sage.
- Eisenhardt, K. (1989). Building Theories from Case Study Research. *The Academy of Management Review*, 14(4), 532–550. <https://doi.org/10.5465/amr.1989.4308385>
- Ellingson, L. (2009). *Engaging crystallization in qualitative research: An introduction*. Sage. 1-169
- Elliott, R. (2017). *The English Premier League: A Socio-Cultural Analysis*. Taylor & Francis. 1-200
- Ellis, C. (2006). Telling Secrets, Revealing Lives. *Qualitative Inquiry*, 13(1), 3–29. <https://doi.org/10.1177/1077800406294947>
- Elo, S., & Kyngäs, H. (2008). The qualitative content analysis process. *Journal of Advanced Nursing*, 62(1), 107-115. <https://doi.org/10.1111/j.1365-2648.2007.04569.x>
- Emerson, R., Fretz, R., & Shaw, L. (2001). Participant observation and fieldnotes. *Handbook of Ethnography*, 352-368.
- England, K. (2002). Interviewing elites: Cautionary tales about researching women managers in Canada's banking industry. *Feminist geography in practice: Research and methods*, 200-213.

- Farrow, D., Baker, J., & MacMahon, C. (2013). *Developing sport expertise: Researcher and coaches put theory into practice* (2nd ed.). London, UK: Routledge.
- Feast, L., & Melles, G. (2010). Epistemological Position in Design Research: A Brief Review of the Literature. *International Conference on Design Education*, University of New South Wales, Sydney, Australia.
- Fielding-Lloyd, B., & Mean, L. (2011). "I Don't think I can Catch it": Women, Confidence and Responsibility in Football Coach Education. *Soccer and Society*, 12(3), 345–364. <https://doi.org/10.1080/14660970.2011.568102>
- Fishwick, N. (1989). *English football and society, 1910-1950*. Manchester University Press. 1-164
- Freire, P. (1973). *Pedagogy of the Oppressed*. New York: The Seabury Press.
- Freire, P. (2005). *Education for Critical Consciousness*. New York: Sheed & Ward Ltd.
- Freire, P & Freire A. (1994) *Pedagogy of Hope: Reliving Pedagogy of the Oppressed*. New York: Continuum,
- Freire, P. (1998). *Pedagogy of freedom: Ethics, democracy, and civic courage*. Rowman & Littlefield Publishers.
- Freire, P. (1998). *Pedagogy of Freedom*. Oxford: Rowman & Littlefield Publishers.
- Freire, P. (2005). *Teachers as Cultural Workers: Letters to those who Dare Teach*. Colorado: Westview Press.
- Freire, P., Macedo, D., Koike, D., Oliveira, A., & Freire, A. (2005). *Teachers as cultural workers: Letters to those who dare teach*. Routledge.
- Fromm, E. (2013). Marx's Concept of Man. Retrieved from https://books.google.co.uk/books?hl=en&lr=&id=rrG0_PkWvwwC&oi=fnd&pg=PT5&dq=Marx's+Concept+of+Man&ots=pWrYxAi_EO&sig=qeedZ724TcFAEJKxA3EEtjoXU74#v=onepage&q=Marx's+Concept+of+Man&f=false
- Frønes, I. (1997). The transformation of childhood: children and families in post-war Norway. *Acta Sociologica*, 40(1), 17-30. <https://doi.org/10.1177/000169939704000102>
- Frosdick, S., & Marsh, P. (2013). Football hooliganism. *Willan*. 1-232. <https://doi.org/10.4324/9781843926078>
- Gadotti, M., & Torres, C. (2009). Paulo Freire: Education for Development. *Development and Change*, 40(6), 1255–1267. <https://doi.org/10.1111/j.1467-7660.2009.01606.x>
- Galloway, S. (2012). Reconsidering Emancipatory Education: Staging a Conversation Between Paulo Freire and Jacques Rancière. *Educational Theory*, 62(1), 163–184. <https://doi.org/10.1111/j.1741-5446.2012.00441.x>
- Garner, P., Turnnidge, J., Roberts, W., & Côté, J. (2020). How coach educators deliver formal coach education: a full range leadership perspective. *International Sport Coaching Journal*, 8(1), 23-33. <https://doi.org/10.1123/iscj.2019-0074>
- Gearity, B., Fisher, L., Yandt, A., Perugini, A., Knust, S., Bejar, M., ... & Fynes, J. (2021). Deconstructing caring in the coach athlete relationship: a gentler form of domination. *Sports Coaching Review*, 1-21. <https://doi.org/10.1080/21640629.2021.1936959>

- Geary, D. (1995). Reflections of evolution and culture in children's cognition: Implications for mathematical development and instruction. *American Psychologist*, 50, 24–37. <https://doi.org/10.1037/0003-066X.50.1.24>
- Gemignani, M. (2017). Toward a critical reflexivity in qualitative inquiry: Relational and post humanist reflections on realism, researcher's centrality, and representationalism in reflexivity. *Qualitative Psychology*, 4(2), 185–198. <https://doi.org/10.1037/qup0000070>
- Gerhardt, H.-P. (1993). Paulo Freire. *Prospects*, 23(3), 439–458. <https://doi.org/10.1007/BF02195128>
- Gerring, J. (2004). What is a case study and what is it good for? *American Political Science Review*, 98(2), 341–354. <https://doi.org/10.1017/S0003055404001182>
- Gilbert, W., & Trudel, P. (2004). Role of the Coach: How Model Youth Team Sport Coaches Frame Their Roles. *Sport Psychologist*, 18, 21–43. <https://doi.org/10.1123/tsp.18.1.21>
- Gilbert, W., & Trudel, P. (2004). Analysis of coaching science research published from 1970–2001. *Research Quarterly for Exercise and Sport*, 75(4), 388–399. <https://doi.org/10.1080/02701367.2004.10609172>
- Gilbert, W., & Trudel, P. (2001). Learning to coach through experience: Reflection in model youth sport coaches. *Journal of Teaching in Physical Education*, 21(1), 16–34. <https://doi.org/10.1123/jtpe.21.1.16>
- Gilbert, W., Lichtenwaldt, L., Gilbert, J., Zelezny, L., & Côté, J. (2009). Developmental profiles of successful high school coaches. *International Journal of Sports Science & Coaching*, 4(3), 415–431. <https://doi.org/10.1260/174795409789623928>
- Giroux, H. A. (1988). *Teachers as intellectuals: Toward a critical pedagogy of learning*. Greenwood Publishing Group.
- Giroux, H. (2002). Reinventing Paulo Freire: a pedagogy of love. *Reinventing Paulo Freire: A Pedagogy of Love*. 1–274.
- Giroux, H. (2002). Neoliberalism, corporate culture, and the promise of higher education: The university as a democratic public sphere. *Harvard Educational Review*, 72(4), 425–464. <https://doi.org/10.17763/haer.72.4.0515nr62324n71p1>
- Giroux, H. A. (2003). Public pedagogy and the politics of resistance: Notes on a critical theory of educational struggle. *Educational Philosophy and Theory*, 35(1), 5–16. <https://doi.org/10.1111/1469-5812.00002>
- Giroux, H. (2010). Rethinking Education as the Practice of Freedom: Paulo Freire and the Promise of Critical Pedagogy. *Policy Futures in Education*, 8(6), 715–721. <https://doi.org/10.2304/pfie.2010.8.6.715>
- Goffman, E. (1959). The moral career of the mental patient. *Psychiatry*, 22(2), 123–142. <https://doi.org/10.1080/00332747.1959.11023166>
- Goodier, M., Shadwell, T., & McCahill, E. (2019). England's Most Deprived Towns and Cities - See How your area Ranks. *The Mirror*, 1–5.
- Goodyear, V., & Armour, K. (2019). What Young People Tell Us about Health-Related social media and Why we Should Listen. *Young People, Social Media and Health*. Oxon: Routledge. 1–20.

- Goodyear, V. (2017). Social media, apps and wearable technologies: navigating ethical dilemmas and procedures. *Qualitative Research in Sport, Exercise and Health*, 9(3), 285-302. <https://doi.org/10.1080/2159676X.2017.1303790>
- Gonçalves, L., Parker, M., Luguetti, C., & Carbinatto, M. (2022). The facilitator's role in supporting physical education teachers' empowerment in a professional learning community. *Sport, Education and Society*, 27(3), 272-285. <https://doi.org/10.1080/13573322.2020.1825371>
- Goswami, U. (2008). Principles of learning, implications for teaching: A cognitive neuroscience perspective. *Journal of Philosophy of Education*, 42(3-4), 381-399. <https://doi.org/10.1111/j.1467-9752.2008.00639.x>
- Graneheim, U., & Lundman, B. (2004). Qualitative Content Analysis in Nursing Research: Concepts, Procedures and Measures to Achieve Trustworthiness. *Nurse Education Today*, 24(1), 105–112. <https://doi.org/10.1016/j.nedt.2003.10.001>
- Gratton, C., & Jones, I. (2010). *Research methods for sports studies*. Routledge. 1-321
- Green, M. (2004). Power, policy, and political priorities: Elite sport development in Canada and the United Kingdom. *Sociology of Sport Journal*, 21(4), 376-396. <https://doi.org/10.1123/ssj.21.4.376>
- Griffin, K., Lahman, M., & Opitz, M. (2016). Shoulder-to-Shoulder Research with Children: Methodological and Ethical Considerations. *Journal of Early Childhood Research*, 14(1), 18–27. <https://doi.org/10.1177/1476718X14523747>
- Griffiths, M., and Armour, M. (2013). Volunteer Sport Coaches and Their Learning Dispositions in Coach Education. *International Journal of Sports Science & Coaching*, 8(4), 677–688. <https://doi.org/10.1260%2F1747-9541.8.4.677>
- Griffiths, M., Armour, K., & Cushion, C. (2018). 'Trying to get our Message Across': Successes and Challenges in an Evidence-based Professional Development Programme for Sport Coaches. *Sport, Education and Society*, 23(3), 283–295. <https://doi.org/10.1080/13573322.2016.1182014>
- Groom, R., Nelson, L., Potrac, P., & Coyles, A. (2016). Burrhus Frederic Skinner: Environmental reinforcement in coaching. *Learning in Sports Coaching*. Routledge. 9-21
- Groves, T. (2011). Looking up to Paulo Freire: education and political culture during the Spanish transition to democracy. *Pedagogical Historica*, 47(5), 701–717. <https://doi.org/10.1080/00309230.2011.602348>
- Guba, E. (1990). The Alternative Paradigm Dialog. *The Paradigm Dialog*. San Francisco: Sage. 17-30
- Guba, E., & Lincoln, Y. (1994). Competing paradigms in qualitative research. *Handbook of Qualitative Research*, 2. 163-194
- Giulianotti, R. (2011). Sport, peace-making and conflict resolution: A contextual analysis and modelling of the sport, development and peace sector. *Ethnic and racial studies*, 34(2), 207-228. <https://doi.org/10.1080/01419870.2010.522245>
- Gutierrez, G., Inda, C., & Eagleson, J. (1988). *A Theology of Liberation: History, Politics and Salvation*. Maryknoll: Orbis.

- Hadi, M., & Closs, S. (2016). Ensuring rigour and trustworthiness of qualitative research in clinical pharmacy. *International Journal of Clinical Pharmacy*, 38(3), 641–646. <https://doi.org/10.1007/s11096-015-0237-6>
- Hall, E., Cowan, D., & Vickery, W. (2019). 'You don't need a degree to get a coaching job': investigating the employability of sports coaching degree students. *Sport, Education and Society*, 24(8), 883-903. <https://doi.org/10.1080/13573322.2018.1482265>
- Hammersley, M. (2007). Ethnography. *The Blackwell Encyclopaedia of Sociology*.
- Harlow, S., Cummings, R., & Aberasturi, S. (2006). Karl Popper and Jean Piaget: A rationale for constructivism. *The Educational Forum*, 71, 41–48. <https://doi.org/10.1080/00131720608984566>
- Harden, J. (1996). Enlightenment, empowerment and emancipation: the case for critical pedagogy in nurse education. *Nurse Education Today*, 16(1), 32-37. [https://doi.org/10.1016/S0260-6917\(96\)80090-6](https://doi.org/10.1016/S0260-6917(96)80090-6)
- Hartmann, D., & Kwauk, C. (2011). Sport and Development: An Overview, Critique and Reconstruction. *Journal of Sport and Social Issues*, 35(3), 284–305. <https://doi.org/10.1177/0193723511416986>
- Harvey, S., Pope, S., Fletcher, I., & Kerner, C. (2014). Jenny: specialist needs for the specialising phase. In *Pedagogical Cases in Physical Education and Youth Sport* (pp. 144-155). Routledge.
- Hassan, T. (2008). An ethic of care critique. 1-4
- Hay, P., Dickens, S., Crudgington, B., & Engstrom, C. (2012). Exploring the potential of assessment efficacy in sports coaching. *International Journal of Sports Science & Coaching*, 7(2), 187-198. <https://doi.org/10.1260/1747-9541.7.2.187>
- Hein, G. (1991). Constructivist learning theory. *Institute for Inquiry*. 15-22 Available at: <http://www.exploratorium.edu/ifi/resources/constructivistlearning.html>S.
- Herreid, C. (1997). What is a Case? *Journal of College Science Teaching*, 27(2), 92-94.
- Herreid, C. (1997). What makes a good Case? *Journal of College Science Teaching*, 27(3). 193-165
- Hodge, K. and Sharp, L. (2016). Case studies. In: Smith, B. and Sparkes, A. *Routledge Handbook of Qualitative Research in Sport and Exercise*. London: Routledge, 355–367.
- Hopper, T., Madill, L., Bratseth, C., Cameron, K., Coble, J., & Nimmon, L. (2008). Multiple voices in health, sport, recreation, and physical education research: revealing unfamiliar spaces in a polyvocal review of qualitative research genres. *Quest*, 60(2), 214-235. <https://doi.org/10.1080/00336297.2008.10483578>
- Houlihan, B., & Malcolm, D. (Eds.). (2015). *Sport and Society: a Student Introduction*. Sage. 1-585.
- Hitchcock, G., & Hughes, D. (1995). *Research and the teacher: A qualitative introduction to school-based research*. Routledge. 1-51
- Holley, K., & Colyar, J. (2009). Rethinking Texts: Narrative and the Construction of Qualitative Research. *Educational Researcher*, 38(9), 680–686. <https://doi.org/10.3102/0013189X09351979>
- Holmes, R. (1998). *Fieldwork with children*. Thousand Oaks, CA: Sage

- Mayall, B., Hood, S., & Oliver, S. (1999). *Critical issues in social research: Power and prejudice*. Open University Press.
- Hopper, T., Madill, L., Bratseth, C., Cameron, K., Coble, J., & Nimmon, L. (2008). Multiple Voices in Health, Sport, Recreation, and Physical Education Research: Revealing Unfamiliar Spaces in a Polyvocal Review of Qualitative Research Genres. *Quest*, 60(2), 214–235. <https://doi.org/10.1080/00336297.2008.10483578>
- Horn, T. (2008). Coaching effectiveness in the sport domain. *Advances in Sport Psychology Human Kinetics*. 239-459
- Houldsworth, A. (2018). Conscious Competence in Interprofessional Learning in Healthcare Education. *MedEdPublish*, 7(1), 1–10. <https://doi.org/10.15694/mep.2018.0000039.1>
- Huang, X., O'Connor, M., Ke, L., & Lee, S. (2016). Ethical and methodological issues in qualitative health research involving children: A systematic review. *Nursing Ethics*, 23(3), 339-356. <https://doi.org/10.1177/0969733014564102>
- Hughes, C. (1980). *The Football Association Coaching Book of Soccer Tactics and Skills*. Harpenden: British Broadcasting Corporation and Queen Anne Press.
- Hughes, C. (1990). *The Winning Formula*. London: William Collins & Sons.
- Hughes, C. (2022). Philosophy for coaching rather than philosophy of coaching: some conceptual clarifications. *Sports Coaching Review*, 11(1), 108-126. <https://doi.org/10.1080/21640629.2021.1995261>
- Hylton, K., & Totten, M. (2013). Developing 'Sport for All?' Addressing inequality in sport. In *Sports Development*. London. Routledge. 51-79.
- Ives, B., Gale, L., Potrac, P., & Nelson, L. (2021). Uncertainty, shame and consumption: Negotiating occupational and non-work identities in community sports coaching. *Sport, Education and Society*, 26(1), 87-103. <https://doi.org/10.1080/13573322.2019.1699522>
- Jackson, P. (1990). *Life in Classrooms*. New York: Teachers College Press.
- James, N. (2006). Notational analysis in soccer: past, present and future. *International Journal of Performance Analysis in Sport*, 6(2), 67-81. <https://doi.org/10.1080/24748668.2006.11868373>
- Jensen, M. (2019). Pedagogy of Coaching. *Coaching for Sports Performance*. Routledge. 38-74
- Jefferson-Buchanan, R. (2019). A genealogy of the governance of the body in physical education in England from 1902 to 2016.
- Johnson, J., Avenarius, C., & Weatherford, J. (2006). The active participant-observer: Applying social role analysis to participant observation. *Field Methods*, 18(2), 111-134. <https://doi.org/10.1177/1525822X05285928>
- Johnstone, B. (2017). *Discourse analysis*. John Wiley & Sons. 1-291
- Jones, R., (2012). Editorial. *Sports Coaching Review*, 1(1), pp. 1-3.
- Jones, R. (2006). *The sports coach as educator*. Taylor & Francis Limited. 1-185
- Jones, R., Armour, K., & Potrac, P. (2003). Constructing expert knowledge: A case study of a top-level professional soccer coach. *Sport, Education and Society*, 8(2), 213-229. <https://doi.org/10.1080/13573320309254>

Jones, R., Armour, K., & Potrac, P. (2004). *Sports coaching cultures: From practice to theory*. London: Routledge. 1-190

Jones, R., Edwards, C., & Tuim Viotto Filho, I. (2016). Activity Theory, Complexity and Sports Coaching: an Epistemology for a Discipline. *Sport, Education and Society*, 21(2), 200–216. <https://doi.org/10.1080/13573322.2014.895713>

Jones, R., & Kingston, K.. (2013). *An introduction to sports coaching: Connecting theory to practice*. Routledge.

Jones, R., & Ronglan, L. (2018). What do coaches orchestrate? Unravelling the 'quiddity' of practice. *Sport, Education and Society*, 23(9), 905-915. <https://doi.org/10.1080/13573322.2017.1282451>

Jones, R., & Thomas, G. (2015). Coaching as 'scaffolded' practice: Further insights into sport pedagogy. *Sports Coaching Review*, 4(2), 65-79. <https://doi.org/10.1080/21640629.2016.1157321>

Jones, R., Thomas, G., Nunes, R., & Viotto Filho, I. (2018). The importance of history, language, change and challenge: What Vygotsky can teach sports coaches. *Motriz: Revista de Educação Física*, 24. <https://doi.org/10.1590/S1980-6574201800020008>

Jones, R., & Turner, P. (2006). Teaching coaches to coach holistically: Can problem-based learning (PBL) help? *Physical Education and Sport Pedagogy*, 11(2), 181-202. <https://doi.org/10.1080/17408980600708429>

Jones, R., & Wallace, M. (2005). Another bad day at the training ground: Coping with ambiguity in the coaching context. *Sport, Education and Society*, 10(1), 119-134. <https://doi.org/10.1080/1357332052000308792>

Jowett, S. (2017). Coaching effectiveness: The coach–athlete relationship at its heart. *Current Opinion in Psychology*, 16, 154-158. <https://doi.org/10.1016/j.copsyc.2017.05.006>

Jowett, S., & Cockerill, I. (2003). Olympic medallists' perspective of the athlete-coach relationship. *Psychology of Sport and Exercise*, 4, 313–331. [https://doi.org/10.1016/S1469-0292\(02\)00011-0](https://doi.org/10.1016/S1469-0292(02)00011-0)

Jowett, S., Gosai, J., & Slade, K. (2022). Women in coaching: What are the problems and probable solutions. *Sport & Exercise Psychology Review*, 16, 16-29.

Kay, T. (2009). Developing through sport: Evidencing sport impacts on young people. *Sport in society*, 12(9), 1177-1191. <https://doi.org/10.1080/17430430903137837>

Kidman, L. (2010). Holism in Sports Coaching: Beyond Humanistic Psychology: a Commentary. *International Journal of Sports Science & Coaching*, 5(4), 473–475.

Kivimaki, V., Pesonen, J., Romanoff, J., Remes, H., & Ihantola, P. (2019). Curricular Concept Maps as Structured Learning Diaries: Collecting Data on Self-Regulated Learning and Conceptual Thinking for learning Analytics Applications. *Journal of Learning Analytics*, 6(3), 106–121. <https://doi.org/10.18608/jla.2019.63.13>

Knapp, N. (2019). The shape activity: Social constructivism in the psychology classroom. *Teaching of Psychology*, 46(1), 87-91. <https://doi.org/10.1177/0098628318816181>

Knijnik, J., & Luguetti, C. (2020). Social Justice narratives in Academia: Challenges, Struggles and Pleasures PETE Educators face in Understanding and Enacting Critical Pedagogy in Brazil. *Sport, Education and Society*, 1–13. <https://doi.org/10.1080/13573322.2020.1732905>

- Knowles, Z., Parnell, D., Stratton, G., & Ridgers, N. (2013). Learning from the Experts: Exploring Playground Experience and Activities Using a Write and Draw Technique. *Journal of Physical Activity and Health*, 10(3), 406–415. <https://doi.org/10.1123/jpah.10.3.406>
- Koenig, T., Spano, R., Kaufman, D., Leiste, M., Tynyshbayeva, A., Madyarbekov, G., & Makhadiyeva, A. (2017). A Freirean analysis of Kazakhstani social work education. *International Social Work*, 60(1), 156–169. <https://doi.org/10.1177/0020872814559558>
- Kovach, C. (1990). Promise and Problems in Reminiscence Research. *Journal of Gerontological Nursing*, 16(4), 10–14. <https://doi.org/10.3928/0098-9134-19900401-06>
- Labaree, R. (2002). The risk of 'going observationalist': negotiating the hidden dilemmas of being an insider participant observer. *Qualitative Research*, 2(1), 97–122. <https://doi.org/10.1177/1468794102002001641>
- Lacy, A., & Darst, P. (1984). Evolution of a Systematic Observation System: The ASU Coaching Observation Instrument. *Journal of Teaching in Physical Education*, 3(3), 59–66. <https://doi.org/10.1123/jtpe.3.3.59>
- Laske, O. (2003). An integrated model of developmental coaching: Researching new ways of coaching and coach education. *Proceedings of the First ICF Coaching Research Symposium*. 52–61.
- Lavallee, D., & Robinson, H. (2007). In pursuit of an identity: A qualitative exploration of retirement from women's artistic gymnastics. *Psychology of Sport and Exercise*, 8(1), 119–141. <https://doi.org/10.1016/j.psychsport.2006.05.003>
- Lawson, H. (1983). Toward a model of teacher socialization in physical education: The subjective warrant, recruitment, and teacher education. *Journal of Teaching in Physical Education*, 2(3). <https://doi.org/10.1123/jtpe.2.3.3>
- Lee, K. (2007). Confessing Takes Courage. *Qualitative Social Research*, 8(1), 1–7. <https://doi.org/10.17169/fqs-8.1.212>
- Lee, J., & Price, N. (2016). A national sports institute as a learning culture. *Physical Education and Sport Pedagogy*, 21(1), 10–23. <https://doi.org/10.1080/17408989.2015.1072507>
- Leeder, T. (2019). Learning to mentor in sports coaching: A design thinking approach. *Sport, Education and Society*, 24(2), 208–211. <https://doi.org/10.1080/13573322.2018.1563403>
- Leeder, T., & Cushion, C. (2019). The reproduction of “coaching culture”: a Bourdieusian analysis of a formalised coach mentoring programme. *Sports Coaching Review*. 9(3), 273–295. <https://doi.org/10.1080/21640629.2019.1657681>
- Leeder, T., & Sawiuk, R. (2021). Reviewing the sports coach mentoring literature: A look back to take a step forward. *Sports Coaching Review*, 10(2), 129–152. <https://doi.org/10.1080/21640629.2020.1804170>
- Leeder, T. (2022). Behaviourism, Skinner, and Operant Conditioning: Considerations for Sport Coaching Practice. *Strategies*, 35(3), 27–32. <https://doi.org/10.1080/08924562.2022.2052776>
- Lewis, C., Roberts, S., & Andrews, H. (2018). 'Why am I putting myself through this?' Women football coaches' experiences of the Football Association's coach education process. *Sport, Education and Society*, 23(1), 28–39. <https://doi.org/10.1080/13573322.2015.1118030>
- Lewis, C., Roberts, S., Andrews, H., & Sawiuk, R. (2020). A creative writing case study of gender-based violence in coach education: Stacey's story. *Women in Sport and Physical Activity Journal*, 28(1), 72–80. <https://doi.org/10.1123/wspaj.2018-0046>

- Lewis, J., & Ritchie, J. (2013). Generalising from Qualitative Research. *Qualitative research practice: A guide for social science students and researchers*. London: Sage. 1–349
- Light, R. (2008). Complex learning theory—its epistemology and its assumptions about learning: implications for physical education. *Journal of Teaching in Physical Education*, 27(1), 21-37. <https://doi.org/10.1123/jtpe.27.1.21>
- Lincoln, Y. (2010). "What a Long, Strange Trip It's Been...": Twenty-Five Years of Qualitative and New Paradigm Research. *Qualitative Inquiry*, 16(1), 3–9. <https://doi.org/10.1177/1077800409349754>
- Lincoln, Y., & Guba, E. (1986). But is it rigorous? Trustworthiness and authenticity in naturalistic evaluation. *New Directions for Program Evaluation*, 30, 73-84. <https://doi.org/10.1002/ev.1427>
- Lincoln, Y., & Guba, E. (2000). The only generalization is: There is no generalization. *Case Study Method*, 27, 44.
- Lloyd-Evans, S. (2017). Focus Groups, Community Engagement, and Researching with Young People. *Methodological Approaches. Geography of Children and Young People*. Singapore: Springer. 1-26
- Luguetti, C., & Oliver, K. (2019). 'I Became a Teacher that Respects the Kids' Voices': Challenges and Facilitators Pre-service Teachers Faced in Learning an Activist Approach. *Sport, Education and Society*, 1–13. <https://doi.org/10.1080/13573322.2019.1601620>
- Luguetti, C., Enright, E., Hynes, J., & Bishara, J. (2022). The (im)possibilities of praxis in online health and physical education teacher education. *European Physical Education Review*, 28(1), 57-77. <https://doi.org/10.1177/1356336X211016485>
- Luguetti, C., Oliver, K., Kirk, D., & Dantas, L. (2017). Exploring an activist approach of working with boys from socially vulnerable backgrounds in a sport context. *Sport, Education and Society*, 22(4), 493–510. <https://doi.org/10.1080/13573322.2015.1054274>
- Luguetti, C., Singehebhuve, L., & Spaaij, R. (2022). 'Stop mocking, start respecting': an activist approach meets African Australian refugee-background young women in grassroots football. *Qualitative Research in Sport, Exercise and Health*, 14(1), 119-136. <https://doi.org/10.1080/2159676X.2021.1879920>
- Luguetti, C., Jice, N., Singehebhuve, L., Singehebhuve, K., Mathieu, A., & Spaaij, R. (2023). 'Sitting there and listening was one of the most important lessons I had to learn': critical capacity building in youth participatory action research. *Journal of Youth Studies*, 1-17. <https://doi.org/10.1080/13676261.2023.2226082>
- Lyle, J. (1999). The coaching process: An overview. *The coaching process: Principles and practice for sport*, 3-24.
- Lyle, J. (2002). *Sports coaching concepts: A framework for coaches' behaviour*. Routledge.
- Lyle, J., & Cushion, C. (2016). *Sport Coaching Concepts*. Oxon: Routledge. 1-368
- Lyle, J. (2018). The transferability of sport coaching research: A critical commentary. *Quest*, 70(4), 419-437. <https://doi.org/10.1080/00336297.2018.1453846>
- Maclean, J., & Lorimer, R. (2016). Are coach education programmes the most effective method for coach development?. *International Journal of Coaching Science*, 10(2), 71-88.

- MacPhail, A., Kinchin, G., & Kirk, D. (2003). Students' conceptions of sport and sport education. *European Physical Education Review*, 9(3), 285-299. <https://doi.org/10.1177/1356336X030093006>
- Malcolm, D. (2016). *Sport, medicine and health: The medicalization of sport?* Routledge. 1-222
- Mallett, C. & Dickens, S. (2009). Authenticity in formal coach education: Online postgraduate studies in sports coaching at The University of Queensland. *International Journal of Coaching Science*, 3(2), 79-90.
- Mallett, C., Rynne, S., & Dickens, S. (2013). Developing high performance coaching craft through work and study. *Routledge Handbook of Sports Coaching*. Routledge. 481-493
- Mallett, C., Trudel, P., Lyle, J., & Rynne, S. (2009). Formal vs. Informal Coach Education. *International Journal of Sports Science & Coaching*, 4(3), 325-364. <https://doi.org/doi.org/10.1260/174795409789623883>
- Marsh, D., & Furlong, P. (2002). A skin not a sweater: ontology and epistemology in political science. *Theory and Methods in Political Science*. London: Palgrave. 177-198
- Marx, K. (1859). A Contribution to the Critique of Political Economy. Retrieved from <http://www.marxists.org/archive/marx/works/1850/pol-econ/preface.htm>
- Mason, J. (2002). Linking qualitative and quantitative data analysis. *Analyzing Qualitative Data*. Routledge. 103-124
- Mason, L. (2007). Introduction: bridging the cognitive and sociocultural approaches in research on conceptual change: is it feasible? *Educational Psychologist*, 42(1), 1-7. <https://doi.org/10.1080/00461520709336914>
- McCarthy, L., & Stoszkowski, J. (2018). A heutagogical approach to coach education: What worked for one particular learner, how and why. *Journal of Qualitative Research in Sports Studies*, 12(1), 317-336.
- McCarthy, L., Allanson, A., & Stoszkowski, J. (2021). Moving toward authentic, learning-oriented assessment in coach education. *International Sport Coaching Journal*, 8(3), 400-404. <https://doi.org/10.1123/iscj.2020-0050>
- McGannon, K., Smith, B., Kendellen, K., & Gonsalves, C. (2019). Qualitative Research in Six Sport and Exercise Psychology Journals Between 2010 and 2017: An Updated and Expanded Review of Trends and Interpretations. *International Journal of Sport and Exercise Psychology*, 1-21. <https://doi.org/10.1080/1612197X.2019.1655779>
- McGettigan, T. (2012). Power. *The SAGE Encyclopaedia of Qualitative Research Methods*. Thousand Oaks: SAGE Publications Sage. 671-675
- Mckenzie, G., Powell, J., & Usher, R. (2005). *Understanding Social Research*. London: Falmer Press.
- McLaren, P. (1997). Paulo Freire's legacy of hope and struggle. *Theory, culture & society*, 14(4), 147-153.
- Merrem, A., & Curtner-Smith, M. (2019). The Occupational Socialization of German Physical Education Teachers. *Sport, Education and Society*, 24(1), 92-104. <https://doi.org/10.1080/13573322.2017.1300880>

- Mesquita, I., Ribeiro, J., Santos, S., & Morgan, K. (2014). Coach Learning and Coach Education: Portuguese Expert Coaches' Perspective. *The Sport Psychologist*, 28(2), 124–136. <https://doi.org/10.1123/tsp.2011-0117>
- Meulemans, T., Van der Linden, M., & Perruchet, P. (1998). Implicit sequence learning in children. *Journal of experimental child psychology*, 69(3), 199-221. <https://doi.org/10.1006/jecp.1998.2442>
- Milistetd, M., Salles, W., Backes, A., Mesquita, I., & Nascimento, J. (2019). Learner-centered teaching in a university-based coach education: First attempts through action research inquiry. *International Journal of Sports Science & Coaching*, 14(3), 294-309. <https://doi.org/10.1177/1747954119842957>
- Miller, P., & Cronin, C. (2013). Rethinking the factuality of 'contextual' factors in an ethnomethodological mode: towards a reflexive understanding of action-context dynamism in the theorization of coaching. *Sports Coaching Review*, 1(2), 106-123. <https://doi.org/10.1080/21640629.2013.790166>
- Mills, J., Gearity, B., Kuklick, C., & Bible, J. (2022). Making Foucault coach: turning post-structural assumptions into coaching praxis. *Sports Coaching Review*, 1-21. <https://doi.org/10.1080/21640629.2022.2057696>
- Millward, P. (2017). A whole new ball game: The English Premier League and television broadcast rights. *The English Premier League*. Routledge. 33-48
- Moon, K., Brewer, T., Januchowski-Hartley, S., Adams, V., & Blackman, D. (2016). A Guideline to Improve Qualitative Social Science in Ecology and Conservation Journals. *Ecology and Society*, 21(3). <http://www.jstor.org/stable/26269983>
- Mooney, M., & Nolan, L. (2006). A critique of Freire's perspective on critical social theory in nursing education. *Nurse Education Today*, 26(3), 240–244. <https://doi.org/10.1016/j.nedt.2005.10.004>
- Morgan, G., Muir, B., & Abraham, A. (2014). Systematic Observations. *Research Methods in Sports Coaching*. Oxon: Routledge. 123-131
- Morgan, K., Jones, R., Gilbourne, D., & Llewellyn, D. (2013). Innovative Approaches in Coach Education *Pedagogia Abordagens Inovadoras Na Pedagogia De Técnicos Educacionais*. 24(1), 218–234. <https://doi.org/10.14572/nuances.v24i1.2170>
- Mulhall, A. (2003). In the Field: Notes on Observation in Qualitative Research. *Methodological Issues in Nursing Research*, 41(3), 306–313. <https://doi.org/10.1046/j.1365-2648.2003.02514.x>
- Mulvenna, C., Moran, M., & Leslie-Walker, A. (2019). Investigating the Way Soccer Coach Education Discusses Player Learning Styles. *International Journal of Sport and Society*, 1(1), 1-16. <https://doi.org/10.18848/2152-7857/cgp/v11i01/1-13>
- Mwaanga, O., & Prince, S. (2016). Negotiating a liberative pedagogy in sport development and peace: understanding consciousness raising through the Go Sisters programme in Zambia. *Sport, Education and Society*, 21(4), 588-604. <https://doi.org/10.1080/13573322.2015.1101374>
- Mysyuk, Y., & Huisman, M. (2020). Photovoice method with older persons: A review. *Ageing & Society*, 40(8), 1759-1787.

- Nayak, A. (2003). Last of the 'Real Geordies'? White masculinities and the subcultural response to deindustrialisation. *Environment and Planning D: Society and Space*, 21(1), 7-25. <https://doi.org/10.1068/d44j>
- Nelson, L., & Cushion, C. (2006). Reflection in Coach Education: The Case of the National Governing Body Coaching Certificate. *The Sport Psychologist*, 20(2), 174-183. <https://doi.org/10.1123/tsp.20.2.174>
- Nelson, L., Cushion, C., & Potrac, P. (2006). Formal, Nonformal and Informal Coach Learning: A Holistic Conceptualisation. *International Journal of Sports Science & Coaching*, 1(3), 247-259. <https://doi.org/doi:10.1260/174795406778604627>
- Nelson, L., Cushion, C., & Potrac, P. (2013). Enhancing the provision of coach education: the recommendations of UK coaching practitioners. *Physical Education & Sport Pedagogy*, 18(2), 204-218. <https://doi.org/10.1080/17408989.2011.649725>
- Nelson, L., Cushion, C., Potrac, P., & Groom, R. (2014). Carl Rogers, Learning and Educational Practice: Critical Considerations and Applications in Sports Coaching. *Sport, Education and Society*, 19(19), 513-531. <https://doi.org/doi:13573322.2012.689256>
- Nelson, L., Potrac, P., Groom, R., & Maskrey, C. (2016). Paulo Freire: Problem-posing Coach Education. *Learning in Sports Coaching*. 153-165. <https://doi.org/10.4324/9781315746012-25>
- Newmann, F. (1994). School-Wide Professional Community. *Issues in Restructuring Schools*. 1-19
- Nichol, A., Potrac, P., Hayes, P., Boocock, E., Vickery, W., Morgan, C., & Hall, E. (2021). Coaching in the shadows: critically examining the unintended (non) influence of pedagogical practice. *Physical education and sport pedagogy*, 1-18. <https://doi.org/10.1080/17408989.2021.1990244>
- Noddings, N. (2002). *Educating moral people: A caring alternative to character education*. Teachers College Press, Williston. 1-171
- Noddings, N. (2012). The language of care ethics. *Knowledge Quest*, 40(5), 52.
- Nols, Z., Haudenhuyse, R., Spaaij, R., & Theeboom, M. (2019). Social change through an urban sport for development initiative? Investigating critical pedagogy through the voices of young people. *Sport, Education and Society*, 24(7), 727-741. <https://doi.org/10.1080/13573322.2018.1459536>
- Noonan, R., Boddy, L., Fairclough, S., & Knowles, Z. (2016). Write, draw, show, and tell: a child-centred dual methodology to explore perceptions of out-of-school physical activity. *BMC Public Health*, 16(1), 1-19. <https://doi.org/10.1186/s12889-016-3005-1>
- Norman, L. (2010). Feeling second best: Elite women coaches' experiences. *Sociology of Sport Journal*, 27(1), 89-104. <https://doi.org/10.1123/ssj.27.1.89>
- Norman, L., Rankin-Wright, A., & Allison, W. (2018). "It's a concrete ceiling; It's not even glass": Understanding tenets of organizational culture that supports the progression of women as coaches and coach developers. *Journal of Sport and Social Issues*, 42(5), 393-414. <https://doi.org/10.1177/0193723518790086>
- North, J. (2016). Benchmarking sport coach education and development: Using programme theories to examine and evolve current practice. *Advances in Coach Education and Development*. Routledge. 37-49

- North, J. (2017). *Sport coaching research and practice: Ontology, interdisciplinarity and critical realism*. Routledge. 1-326 <https://doi.org/10.4324/9781315753232>
- Nouri, A., & Sajjadi, S. (2014). Emancipatory Pedagogy in Practice: Aims, Principles and Curriculum Orientation. *The International Journal of Critical Pedagogy*, 5(2). 1-12
- Nowell, L., Norris, J., White, D., & Moules, N. (2017). Thematic Analysis: Striving to Meet the Trustworthiness Criteria. *International Journal of Qualitative Methods*, 16(1), 1–13. <https://doi.org/10.1177/1609406917733847>
- Office for National Statistics. (2022). *Exploring local income deprivation*. Office for National Statistics. <https://www.ons.gov.uk/visualisations/dvc1371/#/E07000223>
- O'Gorman, J. (2018). *Junior and Youth Grassroots Football Culture: The Forgotten Game*. Routledge. 793-925
- Oxford, S., & Spaaij, R. (2017). Critical pedagogy and power relations in sport for development and peace: Lessons from Colombia. *Third World Thematics: A TWQ Journal*, 2(1), 102-116. <https://doi.org/10.1080/23802014.2017.1297687>
- Paquette, K., & Trudel, P. (2018). The Evolution and Learner-Centered Status of a Coach Education Program. *International Sport Coaching Journal*, 5(1), 24–36. <https://doi.org/10.1123/iscj.2017-0038>
- Paquette, K., Hussain, A., Trudel, P., & Camiré, M. (2014). A sport federation's attempt to restructure a coach education program using constructivist principles. *International Sport Coaching Journal*, 1(2), 75-85. <https://doi.org/10.1123/iscj.2013-0006>
- Paquette, K., & Trudel, P. (2018). Learner-centered coach education: Practical recommendations for coach development administrators. *International Sport Coaching Journal*, 5(2), 169-175. <https://doi.org/10.1123/iscj.2017-0084>
- Parnell, D., Pringle, A., Widdop, P., & Zwolinsky, S. (2015). Understanding Football as a Vehicle for Enhancing Social Inclusion: Using an Intervention Mapping Framework. *Social Inclusion*, 3(3), 158–166. <https://doi.org/10.17645/si.v3i3.187>
- Partington, M., & Cushion, C. (2013). An investigation of the practice activities and coaching behaviours of professional top-level youth soccer coaches. *Scandinavian Journal of Medicine & Science in Sports*, 23(3), 374-382. <https://doi.org/10.1111/j.1600-0838.2011.01383.x>
- Partington, M., & Cushion, C. (2012). Performance during performance: Using Goffman to understand the behaviours of elite youth football coaches during games. *Sports Coaching Review*, 1(2), 93-105. <https://doi.org/10.1080/21640629.2013.790167>
- Patton, M. (2002). *Qualitative Research and Evaluation Methods*. Thousand Oaks: Sage. 1-591
- Pedler, M. (2011). Leadership, Risk and The Imposter Syndrome. *Action Learning: Research and Practice*, 8(2), 89–91. <https://doi.org/10.1080/14767333.2011.581016>
- Phelan, S., & Griffiths, M. (2019). Reconceptualising professional learning through knowing-in-practice: a case study of a coaches high performance centre. *Sports Coaching Review*, 8(2), 103–123. <https://doi.org/10.1080/21640629.2018.1424405>
- Phillippi, J., & Lauderdale, J. (2018). A Guide to Field Notes for Qualitative Research: Context and Conversation. *Qualitative Health Research*, 28(3), 381–388. <https://doi.org/10.1177/1049732317697102>

- Piggott, D. (2012). Coaches' experiences of formal coach education: a critical sociological investigation. *Sport, Education and Society*, 17(4), 535–554. <https://doi.org/10.1080/13573322.2011.608949>
- Piggott, D. (2015). The Open Society and Coach Education: A Philosophical Agenda for Policy Reform and Future Sociological Research. *Physical Education and Sport Pedagogy*, 20(3), 283–298. <https://doi.org/https://doi.org/10.1080/17408989.2013.837435>
- Pill, S., Gambles, E., & Griffin, L. (2023) *Teaching Games and Sport for Understanding*. Routledge. 1-230
- Pollard, R. (2002). Charles Reep (1904-2002): pioneer of notational and performance analysis in football. *Journal of Sports Sciences*, 20(10), 853-855. <https://doi.org/10.1080/026404102320675684>
- Potrac, P., Jones, R., & Armour, K. (2002). 'It's All About Getting Respect': The Coaching Behaviours of an Expert English Soccer Coach. *Sport, Education and Society*, 7(2), 183-202. <https://doi.org/10.1080/1357332022000018869>
- Potrac, P., Jones, R., & Cushion, C. (2007). Understanding power and the coach's role in professional English soccer: A preliminary investigation of coach behaviour. *Soccer & Society*, 8(1), 33-49. <https://doi.org/10.1080/14660970600989509>
- Potrac, P., Jones, R., & Nelson, L. (2014). Interpretivism. *Research methods in sports coaching*. Routledge. 31-41
- Potrac, P., Jones, R., Gilbourne, D., & Nelson, L. (2012). 'Handshakes, BBQs, and bullets': self-interest, shame and regret in football coaching. *Sports Coaching Review*, 1(2), 79-92. <https://doi.org/10.1080/21640629.2013.768418>
- Purdy, L., & Jones, R. (2011). Choppy Waters: Elite Rowers' Perceptions of Coaching. *Sociology of Sport Journal*, 28(3), 329–346. <https://doi.org/10.1123/ssj.28.3.329>
- Purdy, L., Jones, R., & Cassidy, T. (2009). Negotiation and capital: athletes' use of power in an elite men's rowing program. *Sport, Education and Society*, 14(3), 321-338. <https://doi.org/10.1080/13573320903037796>
- Purdy, L., Potrac, P., & Jones, R. (2008). Power, consent and resistance: An autoethnography of competitive rowing. *Sport, Education and Society*, 13(3), 319-336. <https://doi.org/10.1080/13573320802200693>
- Rahi, S. (2017). Research Design and Methods: A Systematic Review of Research Paradigms, Sampling Issues and Instruments Development. *International Journal of Economics & Management Sciences*, 6(2), 1–5. <https://doi.org/10.4172/2162-6359.1000403>
- Rangeon, S., Gilbert, W., & Bruner, M. (2012). Mapping the world of coaching science: A citation network analysis. *Journal of Coaching Education*, 5(1), 83-108. <https://doi.org/10.1123/jce.5.1.83>
- Reep, C., & Benjamin, B. (1968). Skill and chance in association football. *Journal of the Royal Statistical Society. Series A (General)*, 131(4), 581-585. <https://doi.org/10.2307/2343726>
- Reinharz, S., & Davidman, L. (1992). *Feminist methods in social research*. Oxford University Press.
- Reilly, T., & Gilbourne, D. (2003). Science and football: a review of applied research in the football codes. *Journal of Sports Sciences*, 21(9), 693-705. <https://doi.org/10.1080/0264041031000102105>

- Renault, E. (2016). Critical theory and processual social ontology. *Journal of Social Ontology*, 2(1), 17-32. <https://doi.org/10.1515/jso-2015-0013>
- Richardson, K., & Fletcher, T. (2020). Community sport development events, social capital and social mobility: a case study of Premier League Kicks and young black and minoritized ethnic males in England. *Soccer & Society*, 21(1), 79-95. <https://doi.org/10.1080/14660970.2018.1506334>
- Richardson, L. (2000). A method of inquiry. *Handbook of Qualitative Research*, 923-948.
- Richardson, W. (2019). Identifying the cultural causes of disasters: An analysis of the Hillsborough football stadium disaster. *Risk Management*. Routledge. 169-177
- Riedl, M., & Young, R. (2010). Narrative Planning: Building Plot and Character. *Journal of Artificial Intelligence Research*, 39(1), 217–268. <https://doi.org/10.1613/jair.2989>
- Riessman, C. (2008). Narrative methods for the human sciences. Sage. 1-255
- Roberts, P. (2008). *Liberation, oppression, and education: Extending Freirean ideas*. 1-15
- Roberts, P. (2016). Paulo Freire and the Politics of Education: A response to Neumann. *Educational Philosophy and Theory*, 48(6), 645–653. <https://doi.org/10.1080/00131857.2015.1104887>
- Roberts, S., Baker, M., Reeves, M., Jones, G., & Cronin, C. (2019). Lifting the Veil of Depression and Alcoholism in Sports Coaching; How do we Care of Others? *Qualitative Research in Sport, Exercise and Health*, 11(4), 510–526. <https://doi.org/10.1080/2159676X.2018.1556182>
- Roberts, S., & Ryrie, A. (2014). Socratic case-method teaching in sports coach education: Reflections of students and course tutors. *Sport, Education and Society*, 19(1), 63-79. <https://doi.org/10.1080/13573322.2011.632626>
- Roberts, S., & Potrac, P. (2014). Behaviourism, constructivism and sports coaching pedagogy: A conversational narrative in the facilitation of player learning. *International Sport Coaching Journal*, 1(3), 180–187. <https://doi.org/10.1123/iscj.2014-0097>
- Romar, J., & Frisk, A. (2017). The Influence of Occupational Socialization on Novice Teachers' Practical Knowledge, Confidence and Teaching in Physical Education. *Qualitative Research in Education*, 6(1), 86–116.
- Romm, N. (2020). Reflections on a Post-Qualitative Inquiry With Children/Young People: Exploring and Furthering a Performative Research Ethics. *Forum Qualitative Sozialforschung Forum: Qualitative Social Research* (21). Retrieved from <http://www.qualitative-research.net/>
- Rookwood, J., & Hughson, J. (2017). A history of the English Premier League: Cultures, consumption and commerce. *The English Premier League*. Routledge. 13-32
- Ropers-Huilman, B. (1999). Witnessing: Critical inquiry in a post structural world. *International Journal of Qualitative Studies in Education*, 12(1), 21-35. <https://doi.org/10.1080/095183999236312>
- Rugut, E., & Osman, A. (2013). Reflection on Paulo Freire and classroom relevance. *American International Journal of Social Science*, 2(2), 23-28.
- Saldaña, J. (2014). Blue-Collar Qualitative Research. *Qualitative Inquiry*, 20(8), 976–980. <https://doi.org/10.1177/1077800413513739>

- Sarmiento, H., Pereira, A., Matos, N., Campaniço, J., Anguera, T., & Leitão, J. (2013). English premier league, spaiñs la liga and italýs seriés a– What's different? *International Journal of Performance Analysis in Sport*, 13(3), 773-789. <https://doi.org/10.1080/24748668.2013.11868688>
- Saunders, B., Sim, J., Kingstone, T., Baker, S., Waterfield, J., Bartlam, B., ... Jinks, C. (2018). Saturation in qualitative research: exploring its conceptualization and operationalization. *Quality and Quantity*, 52(4), 1893–1907. <https://doi.org/10.1007/s11135-017-0574-8>
- Schaillée, H., Haudenhuyse, R., & Bradt, L. (2019). Community sport and social inclusion: international perspectives. *Sport in Society*, 22(6), 885-896. <https://doi.org/10.1080/17430437.2019.1565380>
- Schelbe, L., Chanmugam, A., Moses, T., Saltzburg, S., Williams, L. & Letendre, J. (2015). Youth participation in qualitative research: Challenges and possibilities. *Qualitative Social Work*, 14(4), 504-521. <https://doi.org/10.1177/1473325014556792>
- Schempp, P., Webster, C., McCullick, B., Busch, C., & Sannen Mason, I. (2007). How the best get better: an analysis of the self-monitoring strategies used by expert golf instructors. *Sport, Education and Society*, 12(2), 175-192. <https://doi.org/10.1080/13573320701287502>
- Schon, D. (1983). *The reflective practitioner: How professionals think in action*. New York: Basic Books.1-384. <https://doi.org/10.4324/9781315237473>
- Schugurensky, D. (1998). The Legacy of Paulo Freire: A Critical Review of His Contributions. *Convergence*, 31(1/2), 1–13. Retrieved from <http://web.a.ebscohost.com.ezproxy1.lib.asu.edu/ehost/detail/detail?sid=58869346-df77-4648-aaef-16e27ee83372%40sessionmgr4002&vid=0&hid=4206&bdata>
- Scraton, P. (2016). *Hillsborough-the truth*. Random House. 1-493
- Shenton, A. (2004). Strategies for Ensuring Trustworthiness in Qualitative Research Projects. *Education for Information*, 22, 63–75. <https://doi.org/10.3233/EFI-2004-22201>
- Sawiuk, R., Groom, R., & Fidler, L. (2019). Mentoring in coach education: The importance of role models, context and gender. *Sports Coaching*. Routledge. 55-68
- Sawiuk, R., Taylor, W., & Groom, R. (2016). Exploring Formalized Elite Coach Mentoring Programmes in the UK. *Sport, Education and Society*, 23(6), 619–631. <https://doi.org/10.1080/13573322.2016.1248386>
- Sawiuk, R., Lewis, C., & Taylor, W. (2021). “Long ball” and “balls deep”: a critical reading of female coach-learners’ experiences of the UEFA A licence. *Sports Coaching Review*, 10(1), 110-127. <https://doi.org/10.1080/21640629.2021.1874688>
- Schoder, E. (2010). *Paulo Freire's pedagogy of love*. Rutgers The State University of New Jersey-New Brunswick.1-19
- Schultze, U. (2000). A confessional account of an ethnography about knowledge work. *MIS Quarterly*, 3-41. <https://doi.org/10.2307/3250978>
- Shuell, T. (1986). Cognitive conceptions of learning. *Review of educational research*, 56(4), 411-436. <https://doi.org/10.3102/00346543056004411>
- Silverman, D. (2015). *Interpreting qualitative data*. Sage. 1-479
- Sims, D., & Golden, S. (1998). *A Study of Employers’ use of NVQs and SVQs Across Industrial Sectors*. Suffolk: Department for Education and Employment.

- Skillen, F., & Osborne, C. (2015). The International Journal of the History of Sport It's Good to Talk: Oral History, Sports History and Heritage. *The International Journal of the History of Sport*, 32(15), 1883–1898. <https://doi.org/10.1080/09523367.2015.1132204>
- Skinner, J., Smith, A., & Swanson, S. (2018). Creating Innovative Sporting Cultures: Enabling an Innovation Enterprise. *Fostering Innovative Cultures in Sport*, 1(1), 145–176. https://doi.org/10.1007/978-3-319-78622-3_5
- Smith, B. (2017). Narrative inquiry and autoethnography. *Routledge Handbook of Physical Cultural Studies*. Routledge. 505-514
- Smith, B. (2016). Narrative analysis in sport and exercise: How can it be done? *Routledge handbook of qualitative research in sport and exercise*. Routledge. 282-295.
- Smith, B. (2018). Generalizability in Qualitative Research: Misunderstandings, Opportunities and Recommendations for the Sport and Exercise Sciences. *Qualitative Research in Sport, Exercise and Health*, 10(1), 137–149. <https://doi.org/10.1080/2159676X.2017.1393221>
- Smith, B., & Caddick, N. (2012). Qualitative Methods in Sport: A Concise Overview for Guiding Social Scientific Sport Research. *Asia Pacific Journal of Sport and Social Science*, 1(1), 60–73. <https://doi.org/10.1080/21640599.2012.701373>
- Smith, B., & McGannon, K. (2018). Developing rigor in qualitative research: problems and opportunities within sport and exercise psychology. *International Review of Sport and Exercise Psychology*, 11(1), 101–121. <https://doi.org/10.1080/1750984X.2017.1317357>
- Smith, B., & Sparkes, A. (2009). Narrative analysis and sport and exercise psychology: Understanding lives in diverse ways. *Psychology of Sport and Exercise*, 10(2), 279–288. <https://doi.org/10.1016/j.psychsport.2008.07.012>
- Smith, B., & Sparkes, A. (2016). Interviews: Qualitative interviewing in the sport and exercise sciences. *Routledge Handbook of Qualitative Research in Sport and Exercise*. Routledge. 125-145
- Smith, B., Sparkes, A., & Caddick, N. (2014). Judging Qualitative Research. *Research Methods in Sports Coaching*. Oxon: Routledge. 192-205
- Smith, B., & Sparkes, A. (2005). Men, sport, spinal cord injury, and narratives of hope. *Social science & medicine*, 61(5), 1095-1105. <https://doi.org/10.1016/j.socscimed.2005.01.011>
- Smith, R. (2015). A positive approach to coaching effectiveness and performance enhancement. *Applied sport psychology: Personal growth to peak performance*. McGraw-Hill. 40-56
- Smith, B., Williams, O., Bone, L., & Collective, T. M. S. W. C. P. (2023). Co-production: A resource to guide co-producing research in the sport, exercise, and health sciences. *Qualitative Research in Sport, Exercise and Health*, 15(2), 159-187. <https://doi.org/10.1080/2159676X.2022.2052946>
- Smyth, J., & Shacklock, G. (1998). Behind the “Cleansing” of Socially Critical research Accounts. *Being Reflexive in Critical Educational and Social Research*. London: Falmer Press. 1-12
- Spaaij, R., Oxford, S., & Jeanes, R. (2016). Transforming Communities Through Sport? Critical Pedagogy and Sport for Development. *Sport, Education and Society*, 21(4), 570–587. <https://doi.org/10.1080/13573322.2015.1082127>

- Sparkes, A. (2015). Developing mixed methods research in sport and exercise psychology: Critical reflections on five points of controversy. *Psychology of Sport and Exercise*, 16(P3), 49–59. <https://doi.org/10.1016/j.psychsport.2014.08.014>
- Sparkes, A. (2002). *Telling Tales in Sport and Physical Activity*. Leeds: Human Kinetics.
- Sparkes, A., & Smith, B. (2013). *Qualitative Research Methods in Sport, Exercise and Health*. London: Routledge. 1-288
- Sparkes, E., Duarte, R., Raphael, J., Denny, E., & Ashford, R. (2012). Qualitative exploration of psychological factors associated with spinal cord stimulation outcome. *Chronic Illness*, 8(4), 239–251. <https://doi.org/10.1177/1742395311433132>
- Spielvogel, L. (2003). *Working out in Japan: Shaping the female body in Tokyo fitness clubs*. Duke University Press. 1-240
- Spyrou, S. (2011). The limits of children's voices: From authenticity to critical, reflexive representation. *Childhood*, 18(2), 151-165. <https://doi.org/10.1177/0907568210387834>
- Stake, R. (1995). *The Art of Case Study Research*. London: Sage. 1-190
- Stake, R. (2008). Qualitative case studies. *Strategies of Qualitative Inquiry*. Sage Publications, Inc. 119-149
- Starks, H., & Trinidad, S. (2007). Choose Your Method: A Comparison of Phenomenology, Discourse Analysis, and Grounded Theory Ethics of Dissemination (NHGRI) View project eMERGE Network View project. *Qualitative Health Research*, 17(10), 1372–1380. <https://doi.org/10.1177/1049732307307031>
- Stemler, S. (2000). An overview of content analysis. Practical assessment, research, and evaluation, 7(1), 17. <https://doi.org/10.7275/z6fm-2e34>
- Stewart, M. (2021). Understanding learning: Theories and critique. *University teaching in focus*. Routledge. 3-28
- Stodter, A., & Cushion, C. (2014). Coaches' Learning and Education: a Case Study of Cultures in Conflict. *Sports Coaching Review*, 3, 63–79. <https://doi.org/10.1080/21640629.2014.958306>
- Stodter, A., & Cushion, C. (2017). What works in coach learning, how, and for whom? A grounded process of soccer coaches' professional learning. *Qualitative Research in Sport, Exercise and Health*, 9(3), 321–338. <https://doi.org/10.1080/2159676X.2017.1283358>
- Stodter, A., & Cushion, C. (2019a). Evidencing the impact of coaches' learning: Changes in coaching knowledge and practice over time. *Journal of Sports Sciences*, 37(18), 2086–2093. <https://doi.org/10.1080/02640414.2019.1621045>
- Stodter, A., & Cushion, C. (2019b). Layers of Learning in Coach Developers' Practice-Theories, Preparation and Delivery. *International Sport Coaching Journal*, 6(3), 307–316. <https://doi.org/10.1123/iscj.2018-0067>
- Stone, J., Rothwell, M., Shuttleworth, R., & Davids, K. (2021). Exploring sports coaches' experiences of using a contemporary pedagogical approach to coaching: An international perspective. *Qualitative Research in Sport, Exercise and Health*, 13(4), 639-657. <https://doi.org/10.1080/2159676X.2020.1765194>
- Stott, C., & Pearson, G. (2007). *Football 'hooliganism': policing and the war on the 'English disease'*. London: Pennant Books. 1-218

- Stoszkowski, J., & Collins, D. (2014). Communities of practice, social learning and networks: Exploiting the social side of coach development. *Sport, Education and Society*, 19(6), 773-788. <https://doi.org/10.1080/13573322.2012.692671>
- Stoszkowski, J., & Collins, D. (2016). Sources, topics and use of knowledge by coaches. *Journal of Sports Sciences*, 34(9), 794-802. <https://doi.org/10.1080/02640414.2015.1072279>
- Strauss, A., & Corbin, J. (1998). Basics of qualitative research techniques. 1-333
- Streubert, H. (2007). Designing data generation and management strategies. *Qualitative research in nursing: advancing the humanistic imperative*. Lippincott Williams & Wilkins, Philadelphia, Pennsylvania, USA. 33-56
- Sugden, J., & Tomlinson, A. (1999). Digging the Dirt and Staying Clean. *International Review for the Sociology of Sport*, 34(4), 385–397. <https://doi.org/10.1177/101269099034004006>
- Sun, S. (2008). Organizational Culture and Its Themes. *International Journal of Business and Management*, 3(12), 137-141. <https://doi.org/doi:10.5539/ijbm.v3n12p137>
- Tavory, I., & Timmermans, S. (2014). Abductive Analysis: Theorizing Qualitative Research. London: Univeristy of Chicago Press. 1-170
- Taylor, I. (1984). Professional Sport and the Recession: The Case of British Soccer. *International Review for the Sociology of Sport*, 19(1), 7–30. <https://doi.org/10.1177/101269028401900103>
- Taylor, M. (2008). The Association Game. London: Routledge. 1-528
- Taylor, B., & Groom, R. (2016). Quality assurance procedures in coach education. *Advances in coach education and development: From research to practice*. London: Routledge. 41-50
- Taylor, B., & Garratt, D. (2010). The professionalisation of sports coaching: Relations of power, resistance and compliance. *Sport, Education and Society*, 15(1), 121-139. <https://doi.org/10.1080/13573320903461103>
- Teddlie, C., & Yu, F. (2007). Mixed Methods Sampling: A Typology With Examples. *Journal of Mixed Methods Research*, 1(1), 77–100. <https://doi.org/10.1177/1558689819844638>
- Tharp, R., & Gallimore, R. (1976). Basketball's John Wooden: What a coach can teach a teacher. *Psychology Today*, 9(8), 74-78.
- The BBC. (2014). *WW1: Why was women's football banned in 1921?* The BBC News. <https://www.bbc.co.uk/news/magazine-30329606>
- The FA. (2016). FA announces revised level 1 and level 2 coaching courses. Retrieved September 25, 2020, from <https://www.thefa.com/news/2016/apr/27/revised-level-1-level-2-coaching-in-football-courses>
- The FA. (2018). The FA For All. Retrieved March 1, 2023, from <https://www.thefa.com/about-football-association/for-all>
- The FA. (2019). England DNA | The Boot Room. Retrieved May 30, 2019, from <http://www.thefa.com/learning/england-dna>
- Thistlethwaite, J., Davies, D., Ekeocha, S., Kidd, J., MacDougall, C., Matthews, P., ... Clay, D. (2012). The Effectiveness of Case-based Learning in Health Professional Education. A BEME Systematic Review: BEME Guide No23. *Medical Teacher*, 34(6), 421–444. <https://doi.org/10.3109/0142159X.2012.680939>

- Thomas, D. (2006). A general inductive approach for analyzing qualitative evaluation data. *American Journal of Evaluation*, 27(2), 237-246. <https://doi.org/10.1177/1098214005283748>
- Thomas, G. (2011). A typology for the case study in social science following a review of definition, discourse, and structure. *Qualitative Inquiry*, 17(6), 511-521. <https://doi.org/10.1177/1077800411409884>
- Thomas, G., Morgan, K., & Harris, K. (2016). Albert Bandura: Observational learning in coaching. *Learning in Sports Coaching*. Routledge. 22-33
- Townend, R., & North, J. (2007). Sports Coaching in the UK II. Leeds: sports coach UK.
- Townsend, R., & Cushion, C. (2017). Elite Cricket Coach Education: a Bourdieusian Analysis. *Sport, Education and Society*, 22(4), 528-546. <https://doi.org/10.1080/13573322.2015.1040753>
- Townsend, R., & Cushion, C. (2020). Put that in your fucking research: reflectivity, ethnography and disability sport coaching. *Qualitative Research*, 1(1), 1-25. <https://doi.org/10.1177/1468794120931349>
- Townsend, R., Cushion, C., & Smith, B. (2017). A Social Relational Analysis of an Impairment-specific Mode of Disability Coach Education. *Qualitative Research in Sport, Exercise and Health*, 10(3), 346-361. <https://doi.org/10.1080/2159676X.2017.1407355>
- Trudel, P., & Gilbert, W. (1995). Research on coaches' behaviours: Looking beyond the refereed journals. *Avante*, 1(2), 94-106.
- Trudel, P., Milestetd, M., & Culver, D. (2020). What the empirical studies on sport coach education programs in higher education have to reveal: A review. *International Sport Coaching Journal*, 7(1), 61-73. <https://doi.org/10.1123/iscj.2019-0037>
- Tuckett, A. (2015). Adult education, social transformation and the pursuit of social justice. *European Journal of Education*, 50(3), 1-5. <https://doi.org/10.1111/ejed.12135>
- Turner, D., & Nelson, L. (2009). Graduate perceptions of a UK university-based coach education programme, and impacts on development and employability. *International Journal of Coaching Science*. 3(2), 1-3
- Van Lierop, K. (2018). *Connecting Adult Education, Community Development, and Place: A Literature Review*. Retrieved from http://kevinvanlierop.com/wp-content/uploads/2018/12/VanLierop_Kevin-ae510-literature-review-submitted.pdf
- Van Manen, M. (1990). Researching lived experience: Human science for an action sensitive pedagogy. Albany: State University of New York Press. 1-220
- Vincent, S., & O'Mahoney, J. (2018). Critical Realism and Qualitative Research: An introductory Overview. *Sage Handbook of Qualitative Research*. 36-78.
- Vinson, D., & Parker, A. (2019). Vygotsky and sports coaching: non-linear practice in youth and adult settings. *Curriculum Studies in Health and Physical Education*, 10(1), 91-106. <https://doi.org/10.1080/25742981.2018.1555003>
- Vinson, D., Huckle, V., & Cale, A. (2021). "I've had a magical journey": understanding how international sports coaches learn through cross-sport boundary encounters. *Sports Coaching Review*, 10(2), 177-202. <https://doi.org/10.1080/21640629.2020.1851934>
- Vinson, K. (1999). National Curriculum Standards and Social Studies Education: Dewey, Freire, Foucault, and the Construction of a Radical Critique. *Theory & Research in Social Education*, 27(3), 296-328. <https://doi.org/10.1080/00933104.1999.10505883>

- Voldby, C., & Klein-Døssing, R. (2020). "I thought we were supposed to learn how to become better coaches": developing coach education through action research. *Educational Action Research*, 28(3), 534-553. <https://doi.org/10.1080/09650792.2019.1605920>
- Vygotsky, L. (1978). *Mind and Society*. Cambridge, MA: MIT Press.
- Wacquant, L., & Bourdieu, P. (1992). *An invitation to reflexive sociology*. Cambridge: Polity. 1-59
- Wareham, Y., Burkett, B., Innes, P., & Lovell, G. (2018). Sport Coaches' Education, Training and Professional Development: The Perceptions and Preferences of Coaches of Elite Athletes with Disability in Australia. *Sport in Society*, 21(12), 2048–2067. <https://doi.org/10.1080/17430437.2018.1487955>
- Watts, D., & Cushion, C. (2017). Coaching journeys: Longitudinal experiences from professional football in Great Britain. *Sports Coaching Review*, 6(1), 76-93. <https://doi.org/10.1080/21640629.2016.1238135>
- Watts, D. W., Cushion, C. J., & Cale, L. (2022). Exploring professional coach educators' journeys and perceptions and understandings of learning. *Sport, Education and Society*, 27(5), 632-646. <https://doi.org/10.1080/13573322.2021.1887115>
- Wenger, E. (1998). Communities of Practice: Learning as a Social System. *Systems Thinker*, 9(5), 1–11.
- Wenger, E., & Wenger-Trayner, B. (2020). *Learning to make a difference: Value creation in social learning spaces*. Cambridge university press. 1-300
- Whitehead, A. E., Cropley, B., Huntley, T., Miles, A., Quayle, L., & Knowles, Z. (2016). 'Think aloud': Toward a framework to facilitate reflective practice amongst rugby league coaches. *International Sport Coaching Journal*, 3(3), 269-286. <https://doi.org/10.1123/iscj.2016-0021>
- Widdop, P., King, N., Parnell, D., Cutts, D., & Millward, P. (2018). Austerity, policy and sport participation in England. *International Journal of Sport Policy and Politics*, 10(1), 7-24. <https://doi.org/10.1080/19406940.2017.1348964>
- Williams, J. (2003). The fastest growing sport? women's football in England. *Soccer & Society*, 4(2-3), 112-127. <https://doi.org/10.1080/14660970512331390865>
- Williams, J. (2019). Upfront and onside: Women, football, history and heritage special edition. Introduction: Women's football and the #Metoo movement 2019. *Sport in History*, 39(2), 121-129. <https://doi.org/10.1080/17460263.2019.1604423>
- Williams, S., & Bush, A. (2019). Connecting knowledge (s) to practice: a Bernsteinian theorisation of a collaborative coach learning community project. *Sport, Education and Society*, 24(4), 375-389. <https://doi.org/10.1080/13573322.2017.1376638>
- Wong, G., & Breheny, M. (2018). Narrative analysis in health psychology: a guide for analysis. *Health Psychology and Behavioral Medicine*, 6(1), 245–261. <https://doi.org/10.1080/21642850.2018.1515017>
- Woodgate, R., Tennent, P., & Zurba, M. (2017). Navigating Ethical Challenges in Qualitative Research With Children and Youth Through Sustaining Mindful Presence. *International Journal of Qualitative Methods*, 16(1), 1-11 <https://doi.org/10.1177/1609406917696743>

- Wright, P., Jacobs, J., Ressler, J., & Jung, J. (2016). Teaching for Transformative Educational Experience in a Sport for Development Program. *Sport, Education and Society*, 21(4), 531–548. <https://doi.org/10.1080/13573322.2016.1142433>
- Yin, R. (2013). *How to do Better Case Studies: (With Illustrations from 20 Exemplary Case Studies)*. Thousand Oaks: SAGE Publications Sage.
- Yin, R. (1981). The case study crisis: Some answers. *Administrative science quarterly*, 26(1), 58-65.
- Young, M. (2008). *Bringing knowledge back in: From social constructivism to social realism in the sociology of education*. London: Routledge. 1-272
- Young, M. (2011). National vocational qualifications in the United Kingdom: their origins and legacy. *Journal of Education and Work*, 24(3-4), 259-282. <https://doi.org/10.1080/13639080.2011.584686>
- Young, M., Lambert, D., Roberts, C., & Roberts, M. (2014). Knowledge and the Future School: Curriculum and Social Justice. 1-230
- Zehntner, C., & McMahon, J. (2019). Power and Knowledge in a Coach Mentoring Program. *Sports Coaching Review*, 8(1), 62–82. <https://doi.org/10.1080/21640629.2018.1480736>
- Zehntner, C., McMahon, J., & McGannon, K. (2020). An intensive longitudinal investigation of a parent–coach’s practices and strategies ‘in action’; challenges and opportunities. *Sports Coaching Review*, 9(2), 147-167. <https://doi.org/10.1080/21640629.2019.1590082>

Appendix One – Documents Analysed Chapter Four

A Table Designed to Identify the Documents Analysed (forty-seven).

Allen Wade (1967) – The FA Guide to Training and Coaching	The FA coaching Handbook (1996)	The FA football development Programme - Disability Football (2000)	Les Reed (2004) – Basic Team Coaching	FA Level 1 certificate in coaching football course file (2009)	Youth Development Review (2012)	New FA Level 1 course file (2016)
Department of Education and Science (1968) -The report on football (Chester Report).	Soccer Star Video (1996)	Level Club Coach Handbook (2002)	FA Guide for non-league clubs – Based on Disability act – (2004)	The Future Game – (2010)	FA level 2 Certificate in coaching Football (2012)	New FA Level 2 course folder (2016)
Allen Wade (1978) – The FA Guide to Teaching Football	Howard Wilkinson (1997) – Charter for Quality	Level Club Coach Video (2002)	Craig Simmons (2005) – Long Term Player Development	FA Strategic Plan (2011)	FA Commissioners Report (May, 2014)	FA Level 1 Qualification Specification (2016)
Charles Hughes (1979) – Soccer Tactics and Teamwork (printed in "73, "75,"78 also)	FA Coaching Certificate – course file (1997)	FA Annual Review 2002/03	Richard Lewis (2007) - Review of Young Player Development in Professional Football	FA National Game Strategy 2011 – 2015	FA Commissioners Report v2. (Oct, 2014)	FA Level 2 Qualification Specification (2016)

Charles Hughes 1980 - Soccer Tactics and Skills (reprinted nine times up until 2000).	FA Coaching Licence course file (1997)	FA Annual Review 2004/05	FA Vision 2008-2012	Introduction of the EPPP (Premier League & FA) (2012)	FA Goalkeeping Level 2 course file (2014)	FA Women's Strategy 2017 - 2020
Charles Hughes (1990) – The Winning Formula.	FA Ability Counts (First FA Disability Programme) (1999)	FA Learning Budget (2004)	Football Development Department Discussion for Coaching 2008 – 2012	Andy Abraham (2012) – Elite Club Coach Project for the FA	FA National Game Strategy 2015 - 2019	
The FA Curriculum Guide (1995)	The FA Football Development Programme – Out of school Football – (2000)	Les Howie (2004) – Football Parents	Developing the Player: The 4-corner approach DVD (2009)	FA Youth Award inc.. Mod1,2,3 – (2012)	UEFA B course file (2015)	

Appendix Two – Participant Information (Chapter Four & Five)

Participant Information - Study 1 and 2 (information obscured).

Participant Number	Age	Time spent as a coach	Time at the FA including within coach education.	Time period discussed and experienced.	Previous experiences and roles held (not exhaustive)
1	61-70	45 years	31 years	1980 – 2019	Played non-league football International coach Academy Coach FA tutor.
2	71-80	50 years	45 years	1974 - 2019	Played semi-professionally Coached semi-professionally FA tutor FA coach mentor.
3	41-50	14 years	6 years	1993 - 2018	Played professionally First team coach Senior FA course designer.
4	81-90	40 years	30 years	1967 – 2000	Played semi-professionally Managed at semi-professional level FA tutor Lecturer.

5	51-60	35 years	25 years	1980 – 2019	FA tutor FA course designer Senior FA staff member.
6	31-40	20 years	12 years	1993 - 2019	Academy coach, Senior community football role (non-FA) FA community programme coach FA tutor.
7	51-60	29 years	27 years	1980 - 2019.	Played professionally National team youth coach. FA tutor Senior FA course designer.
8	31-40	20 years	11 years	1993 - 2019	First team coach (semi-professional senior football) Senior role in Centre of Excellence FA community programme coach, FA tutor.
9	61-70	35 years	14 years	1980 - 2017	Played semi-professionally Academy coach Senior academy role FA tutor FA course designer.
10	31-40	20 years	8 years	1993 – 2019	Centre of excellence coach FA football development roles FA tutor.
11	41-50	25 years	14 years	1993 - 2017	Academy coach Senior role within community football (non-FA) FA tutor.

12	61-70	41 years	1-year English FA coach educator. 17 years another countries FA.	1977 - 2000	Played professionally International coach, FA Tutor
13	51-60	26 years	15 years	1997- 2019	Played professionally Premier League and Football League first team coach FA tutor FA course designer.
14	61-70	30 years	30 years	1974 - 2019	Played semi-professionally Senior role within FA coach education department Senior FA course designer
15	31-40	15 years	10 years	2001 - 2019	Full time academy staff Senior staff in community football department FA tutor.
16	61-70	40 years	40 years	1973 - 2019	Played semi-professionally First team coach in Football League Senior academy staff Senior FA staff, FA course designer.

Appendix Three – Example of Children’s Participant Information Sheet

LIVERPOOL JOHN MOORES UNIVERSITY Participant Information Sheet for GRASSROOTS PLAYER (12-18)



PARTICIPANT INFORMATION SHEET FOR CHILDREN



12 - 18 YEARS

LJMU’s Research Ethics Committee Approval Reference: REDACTED

YOU WILL BE GIVEN A COPY OF THIS INFORMATION SHEET

Title of Project: How does coach education impact coaching practice in football clubs.

Name of Researcher: Reece Chapman

Name of Research Supervisor: Dr Colum Cronin

1. Invitation Paragraph

We would like you to help us with our research study. Please take your time to read the information below and talk with your mum, dad or carer about this study. Please make sure you ask us if there is anything that you’re not sure about.

Take your time to decide if you want to take part. It is up to you and you don’t have to. It won’t change the way your coach treats you.

1. Why are we doing this project?

The Football Association (FA) is a group that oversee football in England. They try to make pitches, coaches and referees better so that young people like you have good experiences at football. The FA also try to help your coach to make your training sessions fun, useful, and safe for you. We want to see if this is working and if the FA are doing a good job of helping your coach.

2. Why me?

You have been asked because you are part of a football club and your coach is working with the FA. We need children and teenagers just like you to help us to find out if the training that the FA provide helps your coach. In total we are asking 60 children, in four different football clubs so you won't be the only one. You can however choose to not take part.

3. Do I have to take part?

No, you don't have to take part. It is up to you. Your coach will not treat you differently in the future whatever you choose to do. If you do want to take part, we will ask you to sign a form. We will ask your mum and dad or guardian to do the same. During the research you can stop whenever you want, and you don't have to tell me why.



4. What will happen?

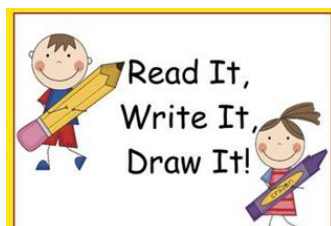
We are going to spend some time with your coach and your team at your football sessions (training and games). During this time, we want to see what works well and what does not work so well in your football sessions. To do this, I and others will spend time with your team. During this time, I will watch, help and talk to your coach. I will also watch and help you and your teammates during training sessions and football matches. For example, I might help coach you or support you coach in variety of way by putting out the cones that you use in training. I have coached and managed lots of other football teams and children.



I will also ask you to help me by participating in three activities; **Write and Draw**, **Focus Groups** and **Videoed Training Sessions**.

Write and Draw

To help us work out what is good and not so good about your football sessions we will ask you to do draw **or** write different things about your time at football. This will help us to understand how you feel about your football sessions. You will also be provided with an opportunity to describe what you have drawn in a few words or sentences.



Focus Groups

You and some of your teammates may also take part in audio recorded focus group where you will talk about your pictures, your training sessions and matches. I may also ask you a few questions during these focus groups depending on your answers from the pictures etc. You do not have to answer all of these questions if you wish not too.



Videoed training sessions

We will also use other methods such as videoing some of your training sessions. The videos will be collected as a tool to inform your focus groups. These videos will not be shown to anyone else other than the people conducting the research and talking to you.



6. What else might happen?

You might feel tired from drawing or talking in the group or participating in the training sessions. If you do, you just need to tell us, and we will stop. We will always ask if you are feeling okay during these activities. If you ever have any other questions, then just ask us and we will always try and help if we can.

7. What if something goes wrong?

You can speak to the researcher and everything can be discussed. Alternatively, your coach, mum, dad or carer will be able to talk to someone who will be able to tell them what they need to do about it.

8. Will the study help me?

This research might be able to help your coach understand what works well and does not work so well in your football sessions. Additionally, I will be able to help you, your coach and your teammates for example by taking a warm up.

9. What if I don't want to do the research anymore?

Speak to the researcher if you feel confident enough to. If not just tell your coach, mum, dad, carer to contact the researcher on your behalf at any time. You will not be treated any differently if you were to do this. Your position in the team will not change.

10. What If I want to complain about the study?

If you want to complain, your mum, dad, or carer can talk to someone from Football Association (telephone: REDACTED or REDACTED) or Dr David Harriss at the university (email: REDACTED).



11. Will anyone else know I'm doing this?

When we collect your information such as writing and drawing, what you say in the focus groups and the video of the training sessions, we will make sure it is stored in a safe place at the University and only the people doing the research study can look at it. In all the other information we take from you, we will use a number, so we won't be able to tell whose information it is. Only the people at the football sessions and the researchers will know you are taking part.

12. What will happen to the results of the study?

We will use the information to help coaches and the Football Association know a little bit more about how to deliver fun, helpful and safe sessions for children.

We might write in coaching magazines or on websites that coaches read, but they won't be able to tell you have taken part.

13. Who is organising and funding the research?

This study is being organised and funded by the Football Association and Liverpool John Moores University.

12. Did anyone check this study is OK to do?

Before any research goes ahead it gets checked by a Research Ethics Committee. This is a group of people who make sure the research is safe to do. This study has been looked at by The Liverpool John Moores Research Ethics Committee.



13. How can I find out more about this study?

You can speak to the researcher should you have any more questions (see below). You can also speak to your mum, dad, or carer who may be able to answer your questions as they have also got information about what is happening. If not, they know how to get in touch with the researcher who will be able to help.



Thank you for reading all this information – please ask any questions if you need to.

If you have any questions, please contact: Reece Chapman at Liverpool John Moores University. Email: REDACTED

LIVERPOOL JOHN MOORES UNIVERSITY Participant Information Sheet for GRASSROOTS PLAYER (5-11)



PARTICIPANT INFORMATION SHEET FOR TD CHILDREN UNDER 11 YEARS



LJMU's Research Ethics Committee Approval Reference: REDACTED

YOU WILL BE GIVEN A COPY OF THIS INFORMATION SHEET

Title of Project: How does coach education impact coaching practice in football clubs.

Name of Researcher: Reece Chapman

Name of Research Supervisor: Dr Colum Cronin



1. What is Research?

Research is a careful experiment to find out the answers to an important question.

2. Why are we doing this project?

The Football Association (FA) is a group of adults that oversee football in England. They try to make pitches, coaches and referees better so that young people like you have good experiences at football. The FA also try to help your coach to make your training sessions fun, useful, and safe for you. We want to see if this is working and if the FA are doing a good job of helping your coach.

3. Why me?

You have been chosen because you are part of a football club and your coach is working with the FA. We need children just like you to help us to find out if the training that the FA provide helps your coach to provide good football sessions. In total we are asking 60 children, in four different football clubs so you won't be the only one.

4. Do I have to take part?

No, you don't have to take part. It is up to you. Your coach will not treat you differently in the future whatever you choose to do. If you do want to take part, we will ask you to write your name on some forms, we will ask your mum and dad or guardian to do the same. During the research you can stop whenever you want, and you don't have to tell me why.

5. What will happen?

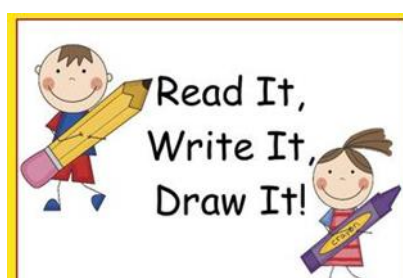
We are going to spend some time with your coach and your team at your football sessions (training and games). During this time, we want to see what works well and what does not work so well in your football sessions. To do this, I and others will spend time with your team. During this time, I will watch, help and talk to your coach. I will also watch and help you and your teammates during training sessions and football matches. For example, I might help you to practice your shooting or put out the cones that you use in training. I have done this before with lots of other football teams and children.



I will also ask you to help me by participating in three activities; **Write and Draw**, **Focus Groups** and **Videoed Training Sessions**.

Write and Draw

To help us work out what is good and not so good about your football sessions we will ask you to do draw pictures about your time at football.



Focus Groups

You and some of your teammates may also take part in audio recorded focus group where you will talk about your pictures, your training sessions and matches.



Videoed training sessions

We will also use other methods such as videoing some of your training sessions. The videos will be collected as a tool to inform your focus groups.



6. What else might happen?

You might feel tired from drawing or talking in the group or participating in the training sessions. If you do, you just need to tell us, and we will stop. We will always ask if you are feeling okay during these activities.

7. What if something goes wrong?

Your coach, mum, dad or carer will be able to talk to someone who will be able to tell them what they need to do about it.

8. What if I don't want to do the research anymore?

Just tell your coach, mum, dad, carer or the researcher at any time. They will not be cross with you.

9. What If I want to complain about the study?

If you want to complain, your mum, dad, or carer can talk to someone from Football Association (telephone: REDACTED or REDACTED) or Dr David Harriss at the university (email: REDACTED).



10. What happens to what the researcher finds out?

When we collect your information such as **writing and drawing**, what you say in the **focus groups**, and the **video of the training sessions**, we will make sure it is stored in a safe place and only the people doing the research study can look at it. We will use the information to help coaches and the Football Association know a little bit more about how to deliver fun, helpful and safe sessions for children.

We might write in coaching magazines or on websites that coaches read, but they won't be able to tell you have taken part. We will lock anything with your name on it away, and you will be given a number so nobody knows you took part.

11. Did anyone check this study is OK to do?

This study has been checked by several people, and a meeting of people in Liverpool said we were okay to do the study.



12. How can I find out more about this study?

Your mum, dad, or carer may be able to answer your questions. If not, they know how to get in touch with the researcher who will be able to help.

Thank you for reading all this information – please ask any questions if you need to. If you have any questions, please contact: Reece Chapman at Liverpool John Moores University. Email: REDACTED





LIVERPOOL JOHN MOORES UNIVERSITY ASSENT FORM FOR CHILDREN / OTHER DEPENDENTS

(to be completed by the child and their parent/guardian)

Title of Project:

- 1) What are the experiences of coaches attending grassroots coach education courses?
- 2) What is the influence of formal coach learning on the grassroots football experience?

Name of Researcher and School/Faculty: **Reece Chapman**

Faculty of Education, Health and Community. School of Sports Studies, Leisure and Nutrition.

Child (or if unable, parent/guardian on their behalf)/young person to circle all they agree with

- | | |
|--|--------|
| Have you read (or had read to you) information about this project? | Yes/No |
| Has somebody else explained this project to you? | Yes/No |
| Do you understand what this project is about? | Yes/No |
| Have you asked all the questions you want? | Yes/No |
| Have you had your questions answered in a way you understand? | Yes/No |
| Do you understand it's OK to stop taking part at any time? | Yes/No |
| Are you happy to take part? | Yes/No |

You (or your son/daughter) are aware of and happy to take part in the study where you will be asked to part take in write and draw activities, recorded focus group interviews, be observed (video's and non-videoed) during the coaching sessions. (tick to confirm)

☐

If any answers are 'no' or you don't want to take part, don't sign your name!

If you do want to take part, you can write your name below

Your name _____ Date _____

Your parent or guardian must write their name here if they are happy for you to do the project.

Print Name _____ Sign _____

Date _____

The researcher who explained this project to you needs to sign too.

Print Name: Reece Chapman

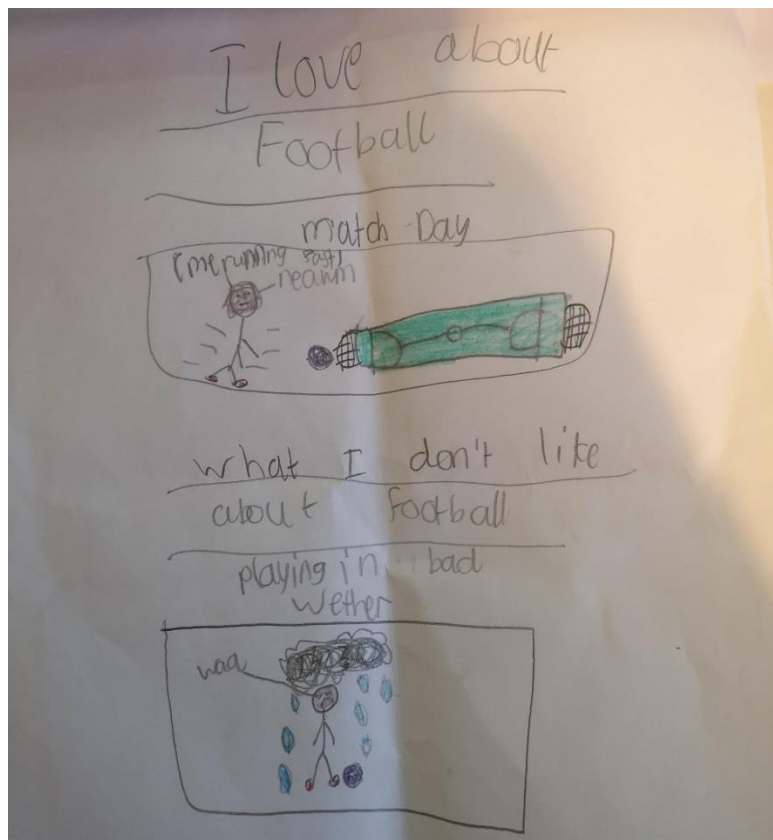
Signed: _____

Date _____

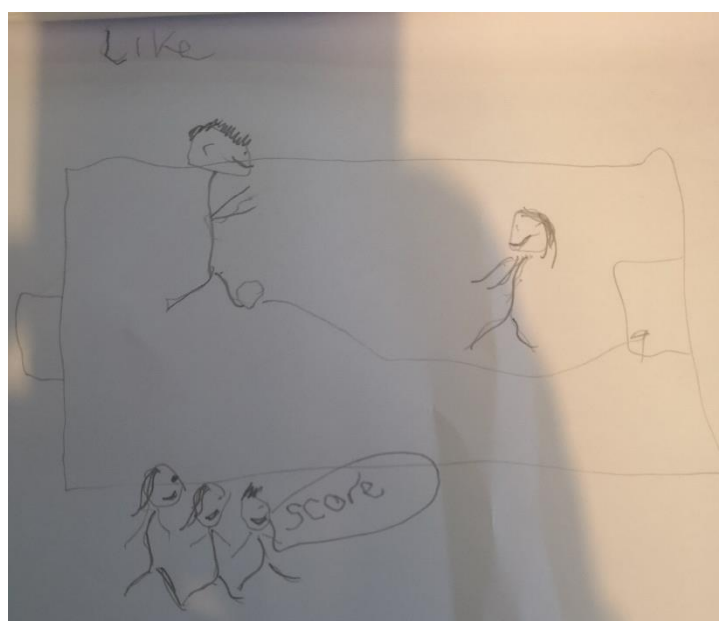
Appendix Four – Examples of Children's Drawings

Some examples of the write and draw activities undertaken by the children (Chapter Seven).

Example1



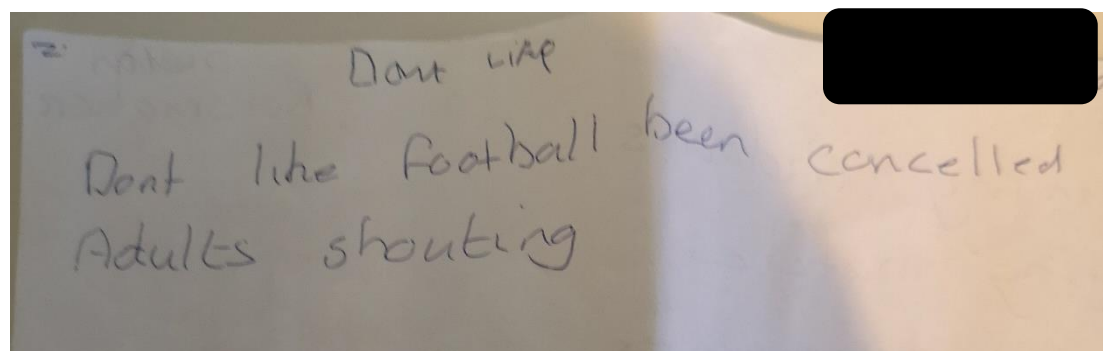
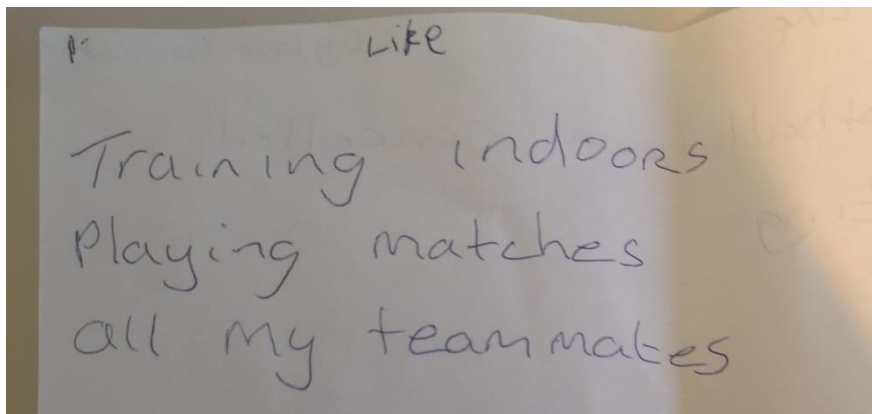
Example 2



Example 3

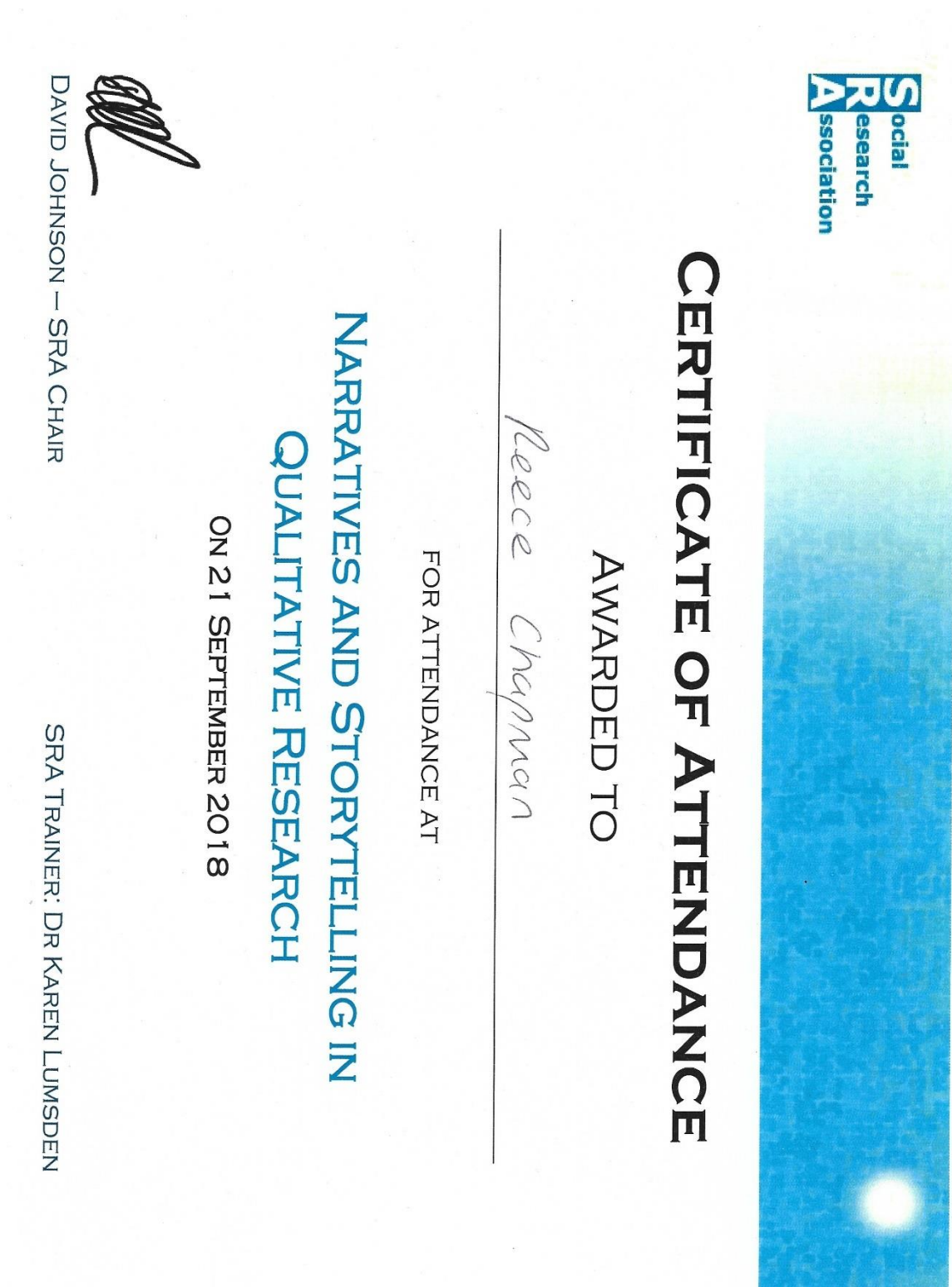


Example 4



Appendix Five – An Example of A Training Course Attended - Narrative and Story Telling Course

Record of attendance at Narrative and Story Telling in Qualitative Research course.



Appendix Six – Examples of Oral History Data Collected and Analysed

Appendix six to appendix nine shares some examples of the data collected, analysed, and interpreted throughout the completion of this thesis. These examples are in addition to the data shared throughout the thesis i.e., screenshots of documents (Chapter Five), participant interview data (Chapter Four to Chapter Seven), and my own reflections i.e., diary extracts (Chapter Three and Chapter Eight).

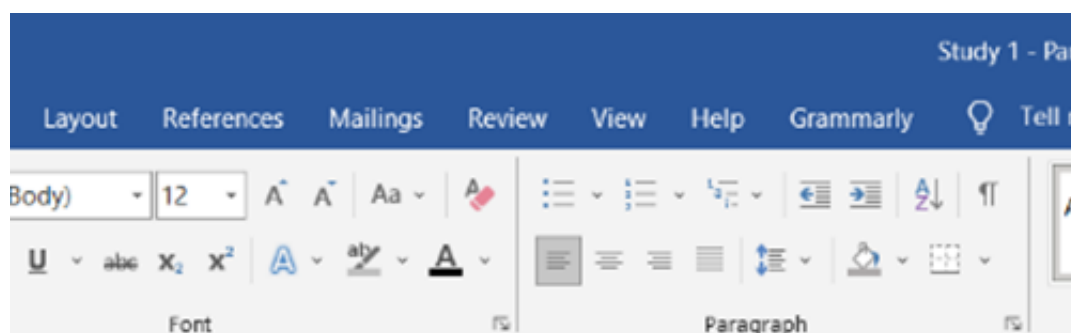
Below is a transcript page (P1) with initial identifying of data. This is appropriate to Chapter Four and Chapter Five

	Paragraph	Styles
	looking to fail you. It wasn't a learning process; it wasn't a learning process, it was an examination process.	R Reece Behaviourist views, oppressive, institutional beliefs. Same below comment - Closed shop – oppressive, dogmatic, had to be in the 'inner circle' Needed to have a social capital
PI:	Why do you think that might have been?	
MP:	Because it was prestigious and it was... The professional game is very guarded about who it lets near the professional game and even though the FA weren't completely responsible for the professional game, the majority of coaches were ex-professional footballers and, if you couldn't play, you didn't get the award. You didn't have to have been a professional footballer, but if I hadn't been able to play and hold my own in practices with... I would never have got it. That was just the unwritten rule. It was a closed shop, but then it developed regionally. The FA, presumably, got additional funding through Sports Council or whatever was at the time, I don't remember, and expanded its network into regions and started delivering in regions as opposed to the central, Lilleshall or Bisham Abbey, which is southern equivalent, and so they needed a bigger workforce. It still became... It wasn't a learning process. It wasn't managed and you weren't supported to the point where you were eligible to be successful. It was two weeks, end of two weeks, ticking a box, come back next week. I think they're trying to really become, in my view, personal view, an educational process since the 2000s.	R Reece Behaviourist once more.
PI:	And then what was the thing that changed then?	
MP:	In, let me think, '94/'95, I was working for what you would remember as the National Coaching Foundation. I left university and went, "I've always been interested in coaching." Went to work for National Coaching Foundation developing resources, courses for coach education. The NCF was a subsidiary of the Sports Council, which I think was set up as a response to, particularly, for Olympic results in '88'. The Australians had developed a scheme post-Sydney, whenever that was, and where they'd gotten... no it was, pre-Sydney because they'd done so badly at the previous Olympics and their world qualifier was largely built around athletic performance. They had a talent search programme and they did really well at Sydney, as all nations probably would do, but they still did exceptionally well.	
CR:	Britain had struggled at Atlanta. I think we got zero medals or something like	

Table that shows the sense making of transcribed data into codes and then initial themes (table extracted to match transcript page above). This is relevant to Chapter Four and Chapter Five.

[illegible]

Transcript page (P6) with initial identifying of data. This is appropriate to Chapter Four and Chapter Five



come back in and review. After about three and half hours, how much am I going to be stood at the front of the room? It's probably half an hour if that.

So the role of a tutor has changed a lot; it's more a mentoring role now, so most of my time is out working with individual coaches. Coach I was working with last night, we do a session, he's videoed, we then spend an hour discussing afterwards and then I'll speak with him probably on the phone because he lives a bit away for the next bit, around how we're going to support him on the next part of his Level 2.

So, actually, what we look for in tutors has changed. I think, in the tutor realignment or redevelopment or whatever term it was, we had that in mind. Did we have that front and centre? Possibly not and I think that's where we found some tutors with the new model of courses that found it really hard because they're still in the old mindset of, "I'm a tutor, I'm the fountain of all knowledge. I will tell you everything I know and that will allow you to pass the course," so some have found it difficult. Some have adapted fine, we've lost some old really good tutors because they don't fit this newer model. Their knowledge of the game was on a different scale, but actually, underpinning it to help learners learn they found really difficult. I suppose this is an argument for a varied workforce, yeah. I suppose the dream would be, if this model that me and you have just created, that you have an expert delivering each part. That's the dream I suppose. What that looks like in the real world, I don't know, but that would be the aim.

We're also finding the mentor program, tutors are coming out of that. Some are using it as a career idea that, "Well, if I get in the door, I think I've got a chance to get more in the door by doing tutoring and tutoring might lead a full-time CCD or something like that." Some people are using it as that, but also just because, when you see people working on the ground with individuals, that's more of what we do in a tutoring context now. The bit they might find a struggle with is the rare bits we are at the front of the room and also the differentiation of the bigger groups at once whereas most mentors are working with very small groups or even individuals. But that's maybe the skill set they might be missing from a mentoring point of view. Some thoughts I suppose.

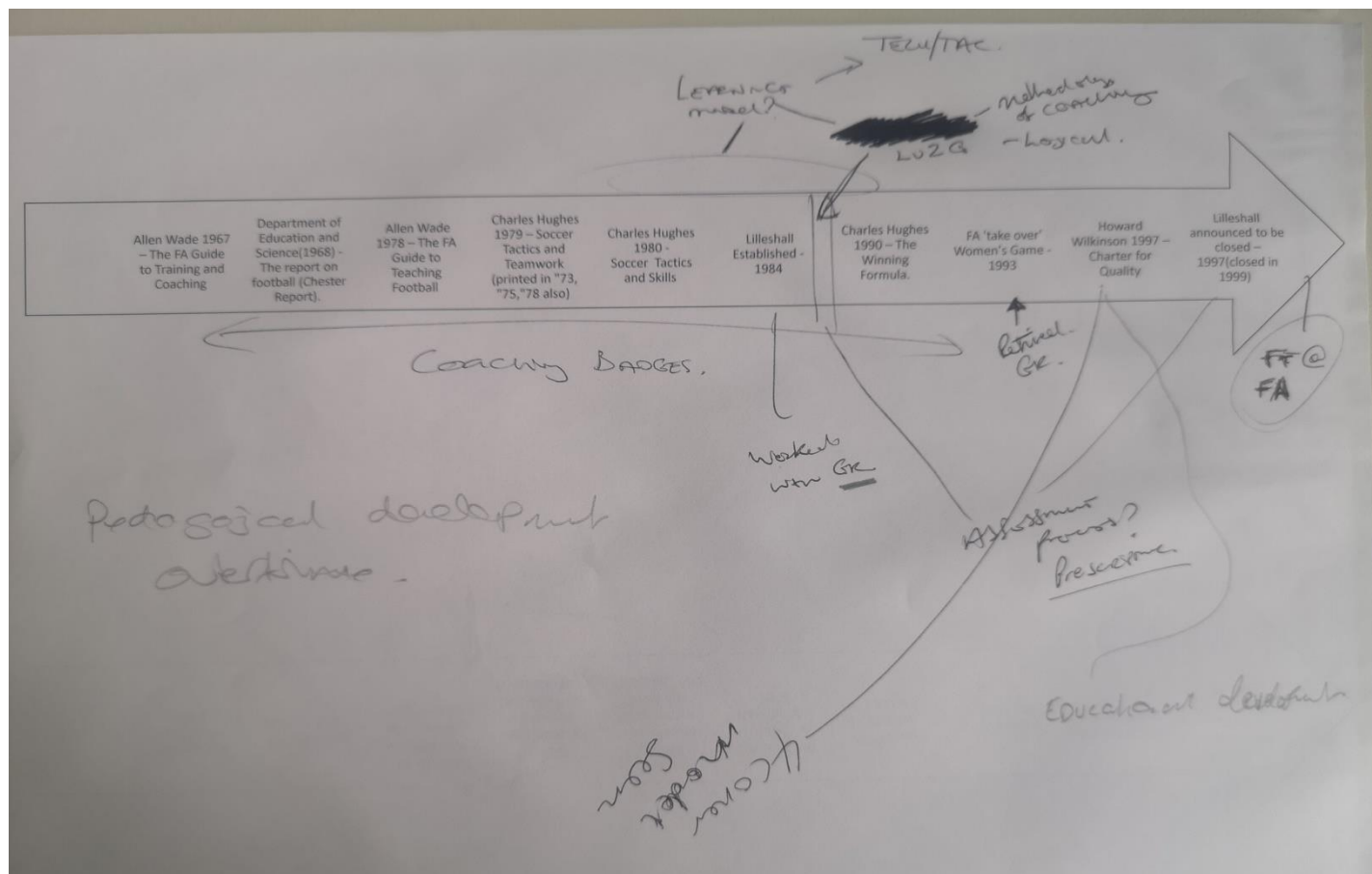
Table that shows the sense making of transcribed data into codes and then initial themes (table extracted to match transcript page above). This is appropriate to Chapter Four and Chapter Five

	B	C	D	E	F	G	H	I	J	K	L	M
Social Constructivist (timeline according to the docs - Mid 2000s - Present)		A developing tutor workforce	I would definitely say that there was a move to being a facilitator rather than delivering. Giving opportunities and, certainly, speaking for myself as a coach educator, I would have done... I would definitely have changed the way that I dealt with certain issues or tactics and I would have given more freedom to the coaches	Participant 2	overtime towards the present day courses		does this link with some of the mentoring and informal education literature? Leeder?					
			I think we had different people in the organisation that had come from different backgrounds that brought a fresh perspective and I think there were people that came into the organisation with far more expertise around learning and adult education than we maybe had before. I think that all gradually culminated with we've got an opportunity to completely change how we do stuff.	2016 course policy								
			It's just learning and trying to help people learn. I think people coming in from a more academic background has helped that. The challenge, of course, coming from academic background, is the practical side of it as well and what it actually looks like on the ground, but I think we've got a really good mix of that now			Educational influence here? Macro -influence? Social influence?						
			Having been involved in the tutor reorganisation process, it was simply get the right people to work with coaches		a developing recognition since the early 2000's	Developed to a more problem posing type of education system. The coaches are empowered and liberated perhaps more than ever before. Some aspects of dialogue between the coach educator and the coach. - A move away from filling empty vessels. - More authenticity -	link to coach development and the whole person as opposed to purely an educational endeavour?	Note - A move away from certification and a clearer focus on learning? Does this summarise the journey of policy?				
			So the role of a tutor has changed a lot, it's more a mentoring role now, so most of my time is out working with individual coaches.		perception of others that this is a changing landscape							
			So, actually, what we look for in tutors has changed. I think, in the tutor realignment or redevelopment or whatever term it was, we had that in mind. Did we have that front and centre? Possibly not and I think that's where we found some tutors with the new model of courses that found it really hard because they're still in the old mindset of, "I'm a tutor, I'm the fountain of all knowledge. I will tell you everything I know and that will allow you to pass the course," so some have found it difficult. Some have adapted fine, we've lost some old really good tutors because they don't fit this newer model. Their knowledge of the game was on a different scale, but actually, underpinning it to help learners learn they found really difficult. I suppose this is an argument for a varied workforce, yeah. I suppose the dream would be, if this model that me and you have just created, that you have an expert delivering each part. That's the dream I suppose.	2016 course policy	language move from tutor to coach educator?							

Table that shows some of the data collected and interpreted that recognises the social architect at The FA during the time of policy change (Chapter Five).

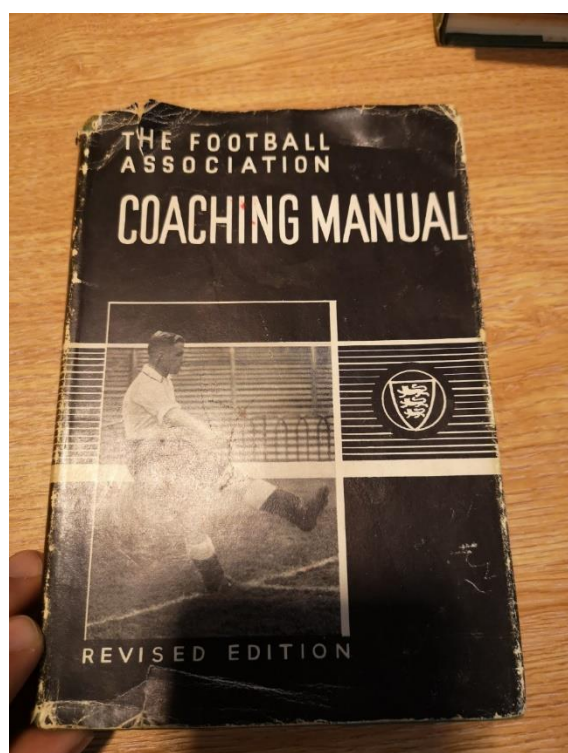
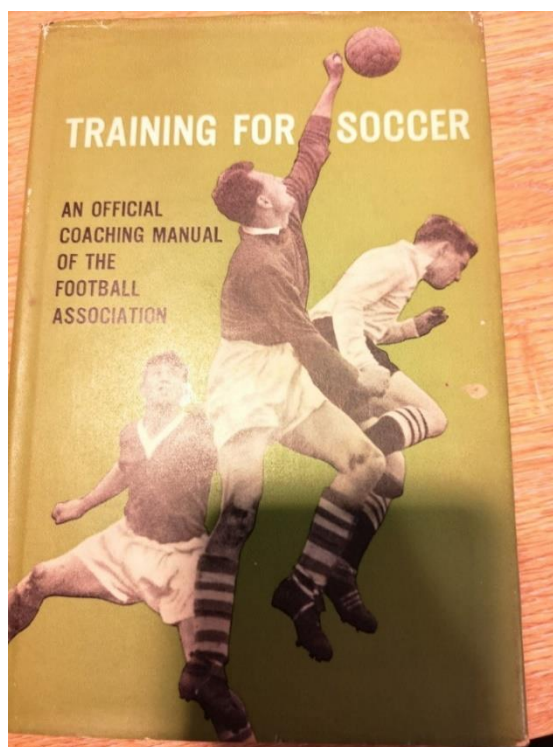
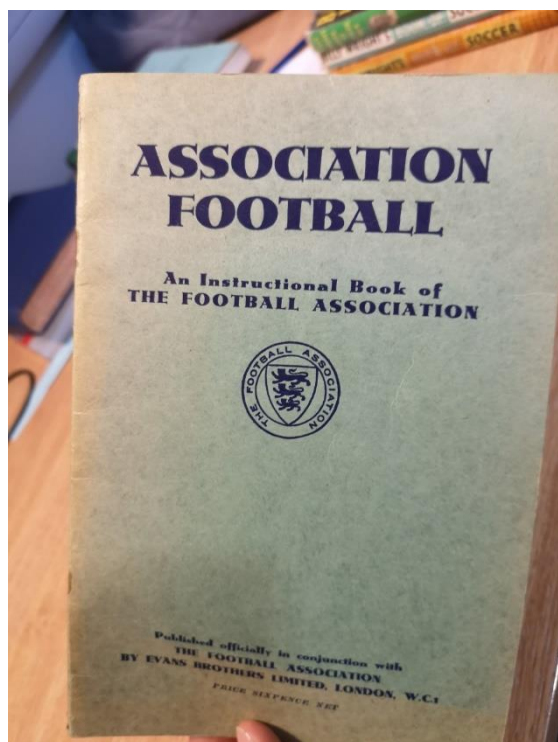
influence of the director of coaching or senior head at the time on coach education .	Charles Hughes	The one phase I can really remember is the only time, really, where the FA really directed you in one direction and that was the Charles Hughes era. I can remember going to coaching presentations with him where there was only one way to play and that then affected lots of coaching.	Participant 2	1980s - early 1990's	
		I can give you quite a funny example, or at least it was to me. Basically, the basis was that you played forward all the time. I don't remember who, but I don't think it was a tutor. I think it was probably a coach on a course and go right back, picked the ball up and played a have decent ball, I think back into the centre back, because he was under pressure, "No, stop there. When you hit the ball, you knock you off your feet. You smash it out there		1980s - early 1990's	
		I think it would be fair to say that Charles was pretty dogmatic with his ideas and he became synonymous, unfortunately, with the long ball game	Participant 4	1980s - early 1990's	
		With Charles, I think he was more rooted in his own thinking			
		No, I think it would be true to say that the emphasis did start to change when Charles brought out that document (winning formula) because it became more direct or, unfortunately, got christened the long ball game			
		Charles was a dedicated man, a dedicated coach and so on, but the mind was closed			
		On the courses, they were pushing it to get the ball forward			
	Howard Wilkinson/ Robin Russell	He probably left the FA, I'm going to say, 2003/ 4-ish. There was a big change, I don't remember what the catalyst was, but he and a number of others left who were old school. But Robin was the manipulator, was the operator, was the politician, he was very good and he's still influential now .	Participant 1 - Transcript	mid 1990's --- Big Changes - links to pedagogical development.	
		the Charter for Quality was coming on board and Howard Wilkinson put the blueprint in place	Participant 5	1997	
		Linking to the above - There would be quite a number of high-profile clubs who had submitted applications who did not meet the criteria by August 2001 and would have lost their licence to operate. So 2001 passed by and nothing happened; just 38 academies existed without any accountability, really, other than a rulebook. So the rules are there, was everybody following them? The Charter itself was there. Did everybody adhere to the Charter? No.			

Example picture of part of an annotated timeline used during interviews with participants throughout reminiscient interviews (Chapter Four and Chapter Five).



Appendix Seven – Examples of Documents Collected and Analysed

A small collection of photos taken of documents at the National Football Museum (Chapter Four and Chapter Five)



Two examples of documents considered throughout document analysis (chapter Four and Chapter Five).

How to coach

There are five basic methods of coaching in the game:

Game control. If a team requires practice in a particular aspect of play in a specific area, then it is helpful to control and limit the play to that area. For example, if a team requires practice at creating space in the middle third of the field, then the practice can be controlled in, and limited to, that area. An objective should be set – for example, getting an attacking player on the edge of the final third of the field, in possession of the ball, and facing the opponent's goal. Once the objective is achieved the practice should be restarted. In this way, time is concentrated on the aspect of play which needs to be improved. Care should be taken that players are always realistically positioned before each practice commences.

The various aspects of team play already referred to should be coached first in the relevant thirds of the field. The play should then be expanded to two thirds of the field and eventually allowed to go free over the whole pitch. The coach should further control the practice by being the person to start the practice. This is achieved by playing the ball to the particular player or into the specific area required.

Game condition. A form of concentrated practice is achieved by controlling the play in a specific area of the field. Practice, however, becomes much more concentrated if a specific condition is imposed. For example, if concentrated practice at quick passing is required, then the condition of one-touch play can be imposed. If concentrated practice is required at overlap running, then the condition that a player must run outside the player to whom he passes the ball can be imposed.

A condition can be imposed for any aspect of play. It must, however, be understood that a condition is necessarily artificial. Sometimes some conditions produce an element of unrealistic play. It is therefore wise to impose conditions for only relatively short periods – ten or fifteen minutes would normally be acceptable.

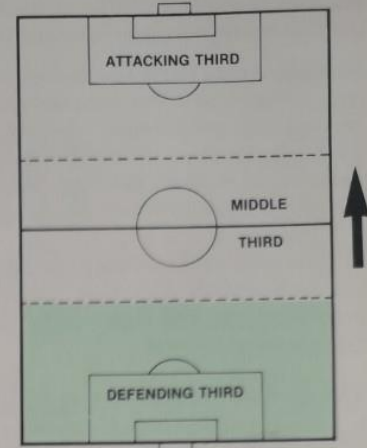
Freezing the game. This is a method of stopping the game in order to demonstrate to the players the advantages or disadvantages of their positions. Two points are of particular importance when using this method:

- There should be a prearranged signal, e.g. a double blast on the whistle, to indicate to the players that play is being frozen.
- The players, having stopped in their tracks, must remain still. If players wander even two or three yards, the whole picture becomes distorted.

The coach himself must be particularly observant and quick to see a situation which needs freezing. Any hesitation in stopping play will result in the situation changing. It is also important that the coach should freeze play on a theme – for example, coaching supporting angles and distances in attack. If that is the theme in a particular session, then play can be stopped frequently to make the necessary points. It is, however, a bad mistake to stop the play several times to deal with several different themes.

Reconstruction and rehearsal. While freezing the game, it is sometimes helpful to reconstruct and rehearse what went wrong. By this method, if play has been stopped to draw attention to players in poor positions, then play can be reconstructed to show how these players could have been in better positions. It can also be shown how play could then be developed from those positions.

Having reconstructed the play, the players should be rehearsed in moving into those positions: first, by walking; second, by running; and third, by repeating the whole practice at match speed. It is never, of course, sufficient for players to be



Language
oppressive
(imposed)

Elements of
Youth model
coming through

NO 1-2-1

OPPRESSIVE?

LACKS Female
Representation

REPETITION.

*pedagogy coach
as offered to*

xiv involves understanding some very simple principles, principles which almost certainly will be within the general experience of any teacher. You don't need to play for England or Brazil or Germany to understand how to stop a moving ball so that it drops softly at your feet. You don't need to be a World Cup star to understand that dribbling is really dodging with a ball at your feet.

This book provides units of work in soccer for the ordinary teacher which cover all the years from seven years of age to sixteen. It has been assumed that soccer occupies both the Autumn and the Spring terms for one games period each week. Each term contains about twelve working weeks and a unit of work has been planned to cover four weeks. There are three units of work for each term and six units for each school year. The distribution of work can be adjusted to meet different working conditions.

Part I indicates the lines which can be followed by the most inexperienced and unknowledgeable teacher, man or woman, who finds himself or herself committed to teaching soccer to children between seven and ten years of age. This is a play-oriented scheme which makes almost no demands on knowledge and very few demands on organization.

Part II covers the years between eight and sixteen and makes slightly greater demands on teacher organization but is still intended for ordinary non-specialist men or women teachers. Skill tests are included which allow sensible practice situations to be created which will challenge the child's interest, which are easily organized and sited, and which progress in degree of difficulty.

While this book has been written as two parts, it has been arranged so that those for whom Part I is most appropriate can easily use relevant units of work in Part II, particularly those prepared for children between eight and ten years of age. Similarly, more knowledgeable teachers will find the simple play-oriented approach in Part I useful in certain circumstances. The units of work presented in Part I for children of seven and eight years of age provide the common starting point for teachers and children.

The Super Skill tests are used as incentives and as progressive tests of developing skill. They are employed towards the end of a term's work, particularly towards the end of the year to give teaching and practice objectivity and purpose. For the same reason the tests used at the end of one year are used during the first unit of work in the following year. In this way the work carries on naturally from one year to the next. Of course the perceptive teacher will use his Super Skill tests to meet the different skill levels of the children.

*work
start*

*power
infusing
practice*

But lines to be followed ???

variability?

Appendix Eight – Examples of Data Collected and Deductively Crystallised

Identification of other sociological factors first recognised in the first analysis of the oral history interviews and document analysis.

Other - Social/ Contextual Factors	Education	The FA brought Istvan Balyi in as a consultant around about this time, which pissed me off personally because I used to deliver for the Canadian Coaches Association with Istvan Balyi, on long-term athlete development	Participant 1 - Transcript	Influence of research world wide
		It all came from the Canadian study, didn't it?	Participant 2	
		it (coach education) does reflect back onto education and what happens in education		
		the Mourinhos, the Wengers, the Pochettinos etc., their education seems to be of university degree level with as much emphasis on do the three corners as well as the technical-tactical and I think we're moving that way and I think there's an improvement in our overall knowledge of what's required	Participant 5	subtle suggesstion that a multifacted coach is perhaps better prepared for the role of elite football coaching. AlsoMentioned above by P1. not a direct link to PE here but education on a whole here
		The Wengers, the Mourinhos are two good examples of people who didn't play at the top level but played at a level for a short period of time in their careers but understood it, developed an emotion for the game, a real love of game, and then their broad education		
		So the academy manager, you came from all walks of life, but teachers/coaches mainly. Had to have on A Licence when the rules were read. I don't know if it's the case now, you need a management degree now and the Premier League are working on the next stage, so they've got ECAS, EHOC, their next one is the Academy Manager's Qualification, whatever that looks like. They're trying to get accreditation with it through Ashbridge Education		
		I do feel as though they've got to have that feel for it - whatever level, whatever level you've played. That's my own opinion. The more education we have to accompany that, the better. So educated football coaches who have experienced the game in some format, I think that's the perfect scenario.		Football people are still the best people to have as coaches or FA educators juast wrapped up with other education.

Influence of other sponsors who are		. I remember McDonald's advertising they've qualified 8000 football coaches. You've qualified 8000, but I don't think 8000 the better. I think that's probably the difference in my opinion.	Participant 6	this is around the number of successful course passes during the courses in the 2000's
		jointly you're teaching of how to teach it with the FA and then you've got all that bit and then, if		

Influence of the Premier League	Academy system	I was in a meeting when the FA were offered the role as independent standards organisation to monitor all of the academies and it was declined	Participant 5
	EPPP within academies	"The biggest change has been the impact of the Premiership and the emergence of academies"	Participant 1 - Transcript
		"the impact of the EPPP on the eligibility of coaches to become better qualified. It has definitely moved through here into a learning process with the opportunity to get feedback...The whole process is much more of an educational process, giving you the opportunity to improve"	
		You've got your 4-4-2s and your 4-3-3s and this is what 4-3-3 looks like with one holding player and two holding players and number 10 and whatever. That education is with the Football Association. The actual way you want to play the game as a coach now is, certainly, demanded from what was asked of every club to state what is your philosophy?	Participant 5

Anti intellectualism		I always use the term, because I think, for many years, there was an anti-intellectual aspect to a lot of professional coaching, whether it's in cycling or whatever, and it's changed recently in terms of the influences of sport sciences on people's thirst for information to make more informed decisions. It might have gone over the top in places, so it becomes to data-driven, but What you've got to do is you want the coaches to be intellectually curious, they need to be	Participant 1 - Transcript	
Geographical differences		I did find that there was a work culture that was maybe slightly different to living in the south. It was for me. I suppose football was always the passion of the area as well	Participant 2	mid 80's does this link to the miners/labour type consensus ?

Transcripts were then re-read and data relating to the Education, Military and Economic influences were explored deductively.

Education

Key Initiatives?
Case study research

Abraham's North
Cushier South

With 6 PE ring colleges set up pre-war, I think 1933, '35. I think there was Carnegie, Loughborough, erm.. Exeter, Madeley College which is now University of Staffordshire, I think, Jordanhill College, erm.. in Glasgow, and one in London, which I think Borough Road College, which was West London Institute, is now part of Brunel. They were ostensibly for men and there were equivalent women's ones, places like Lady Mabel in Doncaster in Bedford, IM Marsh. If you like, I would imagine that elite sport coaching and coach education emanated from those places, which was the natural extension to utilise... It's like the broad introduction of a range of sciences to apply to elite sport... and the colleges developed their own specialisms because, effectively, they were funded by the government, they used to get extra funding allowance. These are the days when you got paid to be a, well... there were grants to be a student and you didn't have student fees and they developed particular specialisms.

And so a lot of the FA staff, like Alan Wade, were PE teachers.

Informed by PE history

I think Alan Wade came out of Loughborough. As did, I think, Winterbottom did. Winterbottom could have been Carnegie, but that's probably why they were pictures in there. I'm sure you can find this out in the annals of physical education somewhere and, certainly, through the IM Marsh collection, they would know about it.

Link Back to military?

Yeah, repetition and this was prescriptive. You had to follow this to get your award and this was that 80s, 90s time. Charles Hughes was Alan Wade's understudy and was going to stamp his own authority on it and Charles Hughes was, again, I think at Loughborough, but he was... That could well have been the Loughborough-Carnegie part, I don't know, but he wanted to stamp his authority on it and, at the same time, there was a bunch of evidence started to come out about how football was played

Conflict?

It was the Bunker and Thorpe stuff, it was about let the game be the teacher and that was, again, a Loughborough influence and if you look at the history of the FA's investment in research, it's all gone to Loughborough up until recently and you guys have infiltrated.

Shift Lead FA
In projects
Reciprocal
FA funding Historic
Gone to Lboro.

It was nepotistic, that's the reality of it. I'm not saying it was poor quality, it wasn't. You've got Gareth Morgan who's gone through in there, he's an FA coach, you've got Matt Payne around the psychology section. They were two funded PhDs in the FA, the early ones. Nobody else got a sniff. Nobody knew about it and, all of a sudden, you've got these two PhD students with this link with [redacted] who was one of the chief coach educators, who, again, I can put you in touch with [redacted]

[redacted] at Loughborough now. I did A Licence. But that's PE wing college legacy, that sort of historical nepotism, if you like. I'm not knocking it, but it's better the devil you know sometimes, but others didn't get look in. And then you've got this game, there we are, because you've got additional funding come into play.

[redacted] and did a sports science and physics degree.

TOP COACHES
have education
Background. →

the Mourinhos, the Wengers, the Pochettinos etc., their education seems to be of university degree level with as much emphasis on do the three corners as well as the technical-tactical and I think we're moving that way and I think there's an improvement in our overall knowledge of what's required

[redacted]

I did a degree at university in sports studies at Northumbria

I have a teaching to coaching continuum

[redacted] in '89 and did some research with people who had gone and the FA Prelim Award and said what did you like, what you disliked. Basically, we found that what they liked most of all - surprise, surprise - was the coaching practice. In other words, the most important part of the course for the student was the coaching practice and getting feedback on the coaching practice. That did not necessarily synch with what the instructor thought was the most important part of the course.

Language
Change to
Student.

↳ Link to education!

Paper 2 ?
Away from pedagogy.

Deductive Analysis Macro-influences Military

Autocratic?
Oppressive.

There were some fairly straight white lines. Punctuality rates were phenomenal. You have to remember that Howard Wilkinson and I were the first generation to be in those positions that had not gone through some form of military training.

→ Led to change?
Chronology?

So, if you look at the history of the FA coaching scheme, Walter Winterbottom, during the war - here's a good story for you - Walter Winterbottom, during the war, was in charge of training of PTI Officers at RAF Cosford, down near Wolverhampton. So, he was down there in charge of training PT Officers. Wing Commander Walter Winterbottom, because he had been a physical educationalist before the war, there you are, off you go. His assistant, the two of them together, was a fellow called Wing Commander Hugh Brown, I'll come back to him in a second. Bill Shankly says, "I fancy doing this," went down there, Walter Winterbottom failed him. He never forgave him.

→ Cut Throat ?

PE Unit too?
1902 course?

So, ~~he~~ ^{Redact} did the same course and passed out as a PTI. If you're a PTI, you went to an RAF camp, you then were in charge of physical training in that camp, you had to organise. Great leadership opportunities, but you had done training at RAF Cosford in terms of health and safety, a bit of physiology, how to organise people, etc. etc. Because we're at war, people on the RAF bases have to be fit. Old Shanks wasn't given that, he wasn't given a star. He was just, "Get over there, we'll..." He was actually a private. After the war, Walter Winterbottom comes to the FA, he becomes Director for Coaching and England Manager. Hugh Brown goes back up to Scotland and he becomes the Director of the Scottish School of Physical Education at Jordanhill.

He then starts, in 1958, the Scottish FA Coaching School, just three weeks in the summer, and invited my dad. So my dad and his manager, Barry in Tranmere, he'd go up to [logs 01:04:13] and run the courses in the summer and I would go up, I was a very small lad watching on those courses. And so Hugh Brown, but the more interesting thing, Hugh Brown's son was Craig Brown, so it's a little bit incestuous. But the basis of the Scottish game was Hugh Brown ~~was~~ ^{Redact} RAF trained. The basis of the English game was ^{Redact}.

Walter, and Walter was quite trendy, I suppose, in his thinking, but RAF trained. Both Alan Wade and Charles Hughes had done national service, so the military aspect, as I say.

Continued influence

But Walter Winterbottom, for example, coaching courses at Lilleshall, when people went up there to do the coaching courses, Walter, the first warning - you'd think it's an introduction - what went Walter did, he insisted they all did some coaching. So by the first day, every student, he insisted, every student has done 15, 20 minutes coaching. What it did is two things. It took the stress out of it and people then started, socially and in groups, discussing, "I like that. That was good," and Walter encouraged - we're talking late '50s - Walter encouraged the staff coach to say, "Now, what did we like here about young Don Howe? What did he do well? Mr Saxon, what do you think about that?" and he did a lot of that. To be fair, Charlie did it and Alan Wade did it, but because of their... You had a situation where, if you come on a course, you know, from the minute you come in, you're being assessed.

Demanding!

Outside the frame.

Closed shop?

He liked the idea of match analysis and he was enthralled by a fellow called Wing Commander Reep, who had done the initial work on Reep's analysis, if you looking up. Wing Commander Reep was another who did a lot of work on match analysis. He helped Stan Cullis at the Wolves in the 1950s and it was Charles Reep, Wing Commander Reep, who just basically started to influence Graham Taylor at Watford. Charlie saw that and thought, "This makes a lot of sense." Charlie lived in Iver, which is very close to Watford. He would go and see Watford every home game and he had a very good relationship with Graham Taylor anyway, and so Charlie thought, "Direct football is the way forward and here's the stats to prove it."

Another SA?

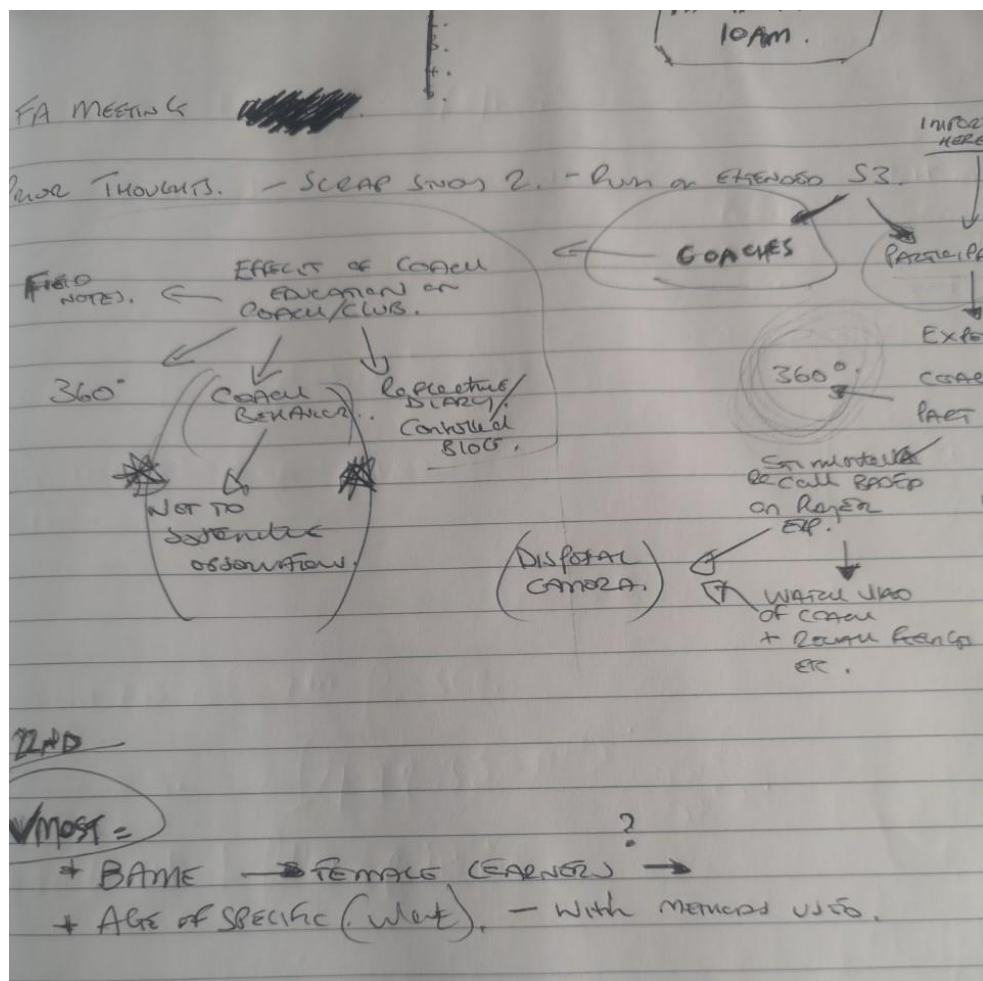
The first person, really, who started to put down ideas and articulate coaching and training and fitness and so on was Walter Winterbottom. Walter Winterbottom, you can read all about Walter. He was the England manager and he was really the first to pen an instructional booklet together. He became the Director of Coaching at the FA, he did National Service and he then lectured at Carnegie.

Instructional.
Behaviour?
Reinforced.

Appendix Nine – Examples of Data Collected and Analysed in Chapter Seven

This appendix shares an array of different data collected including observations, interview data, member reflections, and coach's session plan. These examples are in addition to the children's drawings in appendix four.

Below is an example of some of my notes taken during an FA meeting when redesigning Study Three (Chapter Seven). I describe this process in Chapter Three and Chapter Eight.



Below is an example of an observation from my time with one of the coaches (Lewis).

Location – open field in XXXX. Cold environment even in the sun. wind blowing across the pitches. 2 small 11 aside pitches sides by side. Small carpark. Changing rooms includes two portacabins. Another iso-container is used to hold equipment.

Session – coach turned up dead on 6 – I'm already here as are the majority of the players. Players are all playing amongst them with on of the players footballs. Coach not in a rush, takes another 15 minutes to get set up for the activity. Calls players in after 5 of getting to the session and asks them to arrange their own warm up, but then tells them what to do.

Child led warm up has no balls in, slow paced. Children clearly enjoying the session though (Tig game).

Main session attacking session (attack vs Defence into goal) area approx. half of the pitch but width of 25 yards. (just outside the 6yards width). Pitch then split into 3rds. – pitch area doesn't seem right for the focus of getting the ball through the thirds. Not enough space in the midfield third which is congested of players (PRACTICE DESIGN)

- A lot of coach intervention.
- Very mixed messages from the coach – technical and tactical information differs. i.e. 'can you open your body to move forward'. 'next time look to shield that ball' – the player was in (largely) the same context
- Talk time 20:44 mins – total activity time 48:38 – not including child led warm up. = approx. 48% talk time – 52% play time.
- Attempts made at individual interventions, however the same player twice and both command based – somewhat negative reinforcement. – don't do this.

Group asked for a game. Last 5+ minutes the pitch was extended and played free play.



Below is an example of a member reflection with one of the coaches (Alan) from Chapter Seven. This demonstrates 1) how he nearly didn't complete the course (reported in the interpretation), 2) how he feels the story is a fair representation (i.e., 'it's accurate, it definitely displays the concerns I have and some difficulties'), and 3) the power that I had over the coaches who I worked with (although I attempted to manage this).

need to try and understand better as I read it. It's certainly interesting though and it does highlight my concerns and difficulties as I try to move towards being a better coach. The issues around the females being cut off probably is high on my agenda as it really did disrupt things for me and I must be honest on day 2, I very nearly said this isn't for me because of it.

So, its accurate, it definitely displays the concerns I have and some of the difficulties. The bit about being distracted isn't exactly what happened, but I definitely was distracted that usually happens when people like you are around because I always feel like what I'm doing isn't quite good enough.

Overall I'm very happy with it, I don't have substantive comment on it but I'm intrigued to see what the rest of your thesis looks like just from a point of view of academic curiosity.

Do you need to do any more interviews with me ?

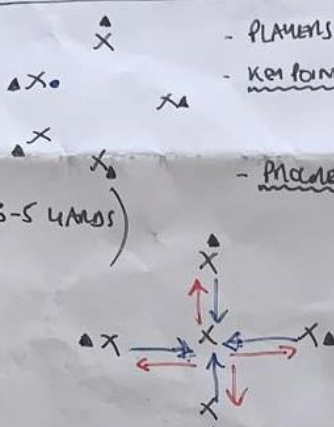
Cheers

Below is an example of session plan delivered by one of the coaches (Chapter Seven).

① 5-10 MINUTE DYNAMIC WARM UP - STRETCHES RUNS ETC...

② ONE BOUNCE, NO BOUNCE PROGRESSION

ALL 3-5 YEARS AGENT



- PLAYERS USING 1 BOUNCE TO PASS TO WARM UP
- KEY POINTS - KEEPING DISTANCE, WEIGHT OF PASS, COMMUNICATION, BODY MOVEMENT LIGHT FEET.
- PROGRESSION - MOVE TO NO BOUNCE

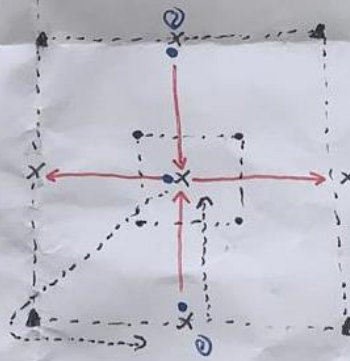
MAXIMUM OF 2 TOUCHES
CAN'T USE HANDS

4 PLAYERS OUTSIDE 1 INSIDE COMPETITION TO KEEP BALL UP WITHOUT DROPPING TO ALL 4 STATIONS & BACK TO CENTRE PLAYER EACH TIME (SWITCH PLAYER) IF BALL DROPS START AGAIN

③ BASIC BALL MOVEMENT

OUTER BOX 20x20
INNER BOX 5x5

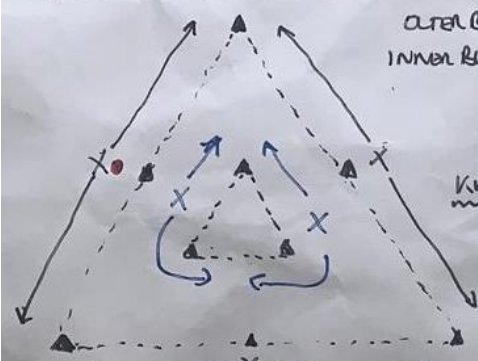
- KEY POINTS - BODY MOVEMENT, WEIGHT & DIRECTION OF PASS, COMMUNICATION, TEMPO, BODY SHAPE
- PASSING THE BALL OUTSIDE IN & RELEASE AT 90° ANGLES
- PROGRESSION - PASSING THE BALL 180° ANGLES - MIXING BOTH TOGETHER



PLAYER SPINNS OUT TO CORNER ONCE COMPLETE & BACK TO FILL EMPTY PLACE TO KEEP MOVE GOING

④ PROTECT THE CENTRAL TRIANGLE

OUTER BOX 20x20
INNER BOX 5x5



3x2 - 3 OUTER PLAYERS MUST TRY AND SCORE THROUGH THE CENTRAL TRIANGLE WITH 2 INNER PLAYERS TRYING TO BLOCK

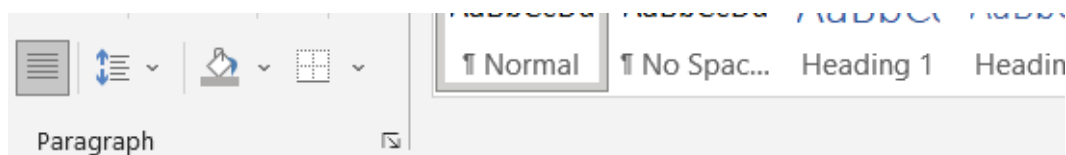
- KEY POINTS - QUALITY OF PASS, IN TEMPO, COMMUNICATION MOVEMENT
- PROGRESSION - LIMIT TOUCHES TO 3 THEN 2
- ADD EXTERNAL GOALS IN FOR CENTRE PLAYERS TO SCORE IN.

Below is a section from one of the interviews with Rupert (Chapter Seven).

Yellow – examples of social constructivist pedagogy on course.

Green – course curricula/learning from the course that can be used in coaches practice.

Blue – caring approaches towards players/children.



Interview with Rupert after FA block of learning.

PI – Principal Investigator (Me) Rupert: Coach

PI: Okay, we're good. So, all I want to do then, just capture your thoughts from block two of the level two. So I suppose the first thing was, how did you find Monday? Tuesday? Wednesday?

Rupert: Yeah, it was it was good, was quite informative, and gave us plenty of time to talk to others to get an idea of, you know, what they think of it and you can bounce ideas off each other. And then going out delivering was it was quite good. I enjoyed it be honest. Bit of eye opener.

PI: Interested in eye opener? In what way do you mean by eye opener?

Rupert: Just, I think you know, I would say from just trying to think, you know, how, when you when you have the practice design, before, we were just having a practice design, and then going out delivering on the on the level one and then the block one, whereas this one was a bit more information, how you can make it more, you know, to suit yourselves to your to your environment, really? And so, like if you if you've got kids who misbehave? And how can you control that? How could you do you know, the best to try to calm that situation out if you've got a child who's misbehaving or a child who keeps making mistakes or something, you know that that was quite, quite educational?

PI: No, that's cool. I'm just thinking then. So, Monday, your practical session outside just what was your, I know, you're in a in a pair. So, it might be difficult, but what was your thoughts following that?

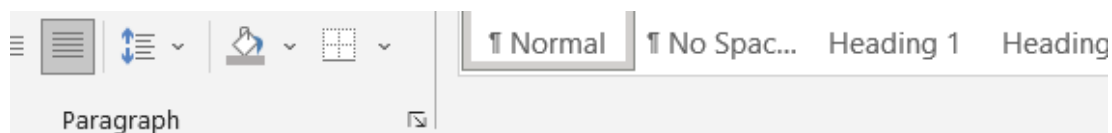
Rupert: Of how we delivered it. You mean?

PI: Yeah, well, just anything. So however, you delivered it, sort of the tutor feedback, the feedback from the group, anything really, feedback from the group?

Rupert: I asked the group; did they enjoy it? And they said, they enjoyed it. They said, it was fun, it was engaging. And it was, it was quite tiring, they actually had got a bit of a sweat on from playing the game. And we said to them that we designed the practice for our under 8's. And it was more for them, like, for them their age group. But yeah, it was still you could you could change it for adults. So, it still worked for adults. And they found, like, quite useful. And for us, it was like was, it seemed such an easy, easy thing to do. But when we actually did it, it was it worked with all age groups, to be honest. And it was it was it was quite, quite good in the sense that gave us well, it gave myself anyway a bit of confidence, knowing that you could do any kind of game, you know, as a warmup game and then add on to it. And the session can increase and get better than the difficulty in. However, you want to really.

PI: Yeah. So, in terms of the session, then what did you think about the tutors feedback? Was there he was feedback to start with? And if so what was it like?

Rupert: Im just trying to think, there was a little bit of feedback. I don't want to get confused between out feedback and that of others so you know. From what I can remember it was Ok, there were no issues, I think there was only one issue from the tutors perspective. It was the pitch was a bit too big. It could have been made smaller. If you had more people then bigger, less people then smaller.



PI: So just you've covered a little bit, but obviously the emphasis being on the social side of the 4-corners. How did that feel? I suppose because that's something that historically the FA haven't necessarily done. Yeah. So, I suppose as an under 8's coaches, how did that feel?

Rupert: Yeah. Basically, just getting to know the person or the person that I know. So, the child. Take some interest in the actual person themselves, which is it's, it's a, it's like, no, it's not just football related because other day, if someone's having a bad day or something, something's not right in their lives, you know, the social side of it will come into play in the football. So, if you know what's going on in somebody's life, and you pay interest and will have a will make a difference, because at least you for one, you'll understand why the person is being in that position. And two, you can you can kind of do something about it, you know, you know, too hard on the move. You can, you can make things a little bit easier for the person as well, you know, and then it gives you, it just gives you it gives you it gives you an opportunity to, to deal with it really