Old Wine New Bottle: The political narratives of governments between 2005-2015 on what the soft legacy of the London 2012 Olympic Games afforded the subject of Physical Education School Sport.

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Helen Bushell-Thornalley BA, PGCE, MA.

Old Wine New Bottle: The political narratives of governments between 2005-2015 on what the soft legacy of the London 2012 Olympic Games afforded Physical Education School Sport.

Helen Bushell-Thornalley

Abstract

In July 2005 an announcement took place that would raise the political consciousness of the profession of Physical Education and School Sport (PESS); the City of London had been awarded the XXX Olympiad. The political rhetoric during this moment in England's PESS history required a directional polity that created a legacy culture.

The research analysed political documentation from 2005–2015. This data consisted of Hansard transcripts from parliamentary chambers and reports by the Department for Culture, Media and Sport (DCMS), the Department for Education (DfE) and the London Organising Committee Olympic Games (LOCOG).

21 sampled documents producing data sources of 260,000 words were divided into three phases of before, during and after the London 2012 Olympic Games (L2012OG). Analytical frameworks were shaped by Fisher's (2004) adapted comparative cultural model and the thematic analysis of soft legacy (SL) variables were coded using NVivo 12 software so that the volume and diversity of the materials studied could be comprehended.

Findings illustrate that the L2012OG shares within parliament were significantly different to what was published in governmental policies. SL priorities within education were consistently marginalised and statutory expectations were missing. The delay in the publication of key educational materials was a critical error, hence between 2005-2015 professionals struggled to 'create a world-class PE' (Olympic Minister, Jowell, HC, vol. 490, 2009).

Conclusions illustrate that far more understanding within research should come from the narratives within parliament. Assumptions about political narratives must be viewed through the lens of truth on what, when and who is debating key decisions in education, health and well-being activities.

This research demonstrates that the failings of the SL within education were because considerations made in parliamentary chambers were too late or not fully embraced.

Key words: Curricula, Government, Olympic Physical Education, School Sport, Soft Legacy.

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Abbreviations

AfPE	Association for Physical Education
BERA	British Educational Research Association
BOA	British Olympic Association
BST	British Summer Time
CEO	Chief Executive Officer
CAQDAS	Computer Assisted Qualitative Data Analysis Software
DCMS	Department for Culture, Media and Sport
CSFC	Children, Schools and Families Committee
EdD	Educational Doctorate
DfE	Department of Education
DfEE	Department of Education and Employment
DfES	Department for Education and Skill
DOH	Department of Health
EUPEA	European PE Association
GBR	Great Britain and Northern Ireland (England, Wales, Scotland, Northern Ireland)
HC	House of Commons
HL	Hard Legacy
HEA	Higher Education Association
HEI	Higher Education Institution
HMGOV	Her Majesty's Government
IOC	International Olympic Committee
ITE	Initial Teacher Education
L2012OG	London 2012 Olympic Games
LOC	London Organising Committee
LOCOG	London Organising Committee Olympic Games
NCPE	National Curriculum for Physical Education
NGB	National Governing Bodies of sport
NHS	National Health Service
OECD	Organisation for Economic Cultural Development
ODA	Olympic Development Agency
OFSTED	Office for Standards in Education
OL	Olympic Legacy
OVEP	Olympic Values Education Programmes
PA	Physical Activity
PE	Physical Education
PEA	Physical Education Association
PESS	Physical Education and School Sport
PETE	Physical Education Teacher Educator
PHE	Public Health England
QCA	Qualifications and Curriculum Authority
RSPH	Royal Society for Public Health
SL	Soft Legacy
SPSS	Statistical Package for the Social Sciences
SSP	School Sport Partnership
WHO	World Health Organisation
WOG	Wenlock Olympian Games
WOS	Wenlock Olympian Society
UK	United Kingdom

Preface

On the 6 July 2005, I was sat alone in a Physical Education (PE) office in a secondary school in West London, waiting for the announcement about which city had been chosen to host the 2012 Olympic and Paralympic Games. At 12:48 (BST) the President of the International Olympic Committee (IOC), Dr Jacques Rogge, spoke to all the nations' bidding teams, the waiting media and millions of global listeners:

> The International Olympic Committee has the honour of announcing the Games of the XXX Olympiad in 2012 are awarded to the city of London (sic).

IOC (2005).

These words created a feeling of spontaneous euphoria and genuine cathartic disbelief. I can still visualise myself running out of the office onto the playground to tell anyone and everyone the news, but I found myself alone in a school of over 1,100 pupils.

During the Opening Ceremony of the L2012OG, Dr Jacque Rogge, endorsed the belief that 'Great Britain was the first nation to include Sport as an Educational tool in the school curriculum', and that it was the 'birthplace of sport' (IOC, 27 July 2012). Sport has offered so much to millions of individuals globally and by placing the subject within educational curricula, the need and importance of sport for all, was acknowledged (Anthony, 1997; Arnold, 1988; Barrows, 2007; Coubertin, 1887; Hughes, 1911; Polley, 1998).

During the Closing Ceremony of the L2012OG, Lord Coe acknowledged that 'we did it right.' The word 'we' was used eight times implying that the success to 'inspire the next generation' had been a collaborative achievement. Coe called upon citizens globally and specifically those within the profession of PE and sport, to continue to develop OL opportunities with the departing narrative 'it was now over to you' (Coe, 2012). This passing on of the SL baton was underpinned by two governance variables; those in leadership needed to make the right decisions so that education sustained the mission of the LOCOG and the IOC once the memories of the L2012OG had faded, and ensure that practitioners recognise how Olympic education is part of their curricula. These three critical incidents became the incentive to

undertaking this doctorate and understanding more about what had happened and what happens next.

Professional identity and reflexivity

I am distinctive as a University Physical Education Teacher Educator (PETE), very few secondary teachers that become senior lecturers have my breadth of PESS experiences. I represented my country on the international stage for 11 years. I was an elite coach for five years consulting for bodies of sport and health such as the All England Tennis Association (2016-2017), Merton Health London (2014-2016), Paralympic Swimming (2012-2018) and Dame Darcey Bussell's Dance Company DDMIXX (2014-2017). I was a Head of Department in an outstanding secondary school, a University Academic Director in London, which was a holding camp for athletes attending the L2012OG, and a member of the Universities Education Preparation Committee for the L2012OG. This institution educated GBR athlete Sir Mo Farah and was the training ground for Paralympian David Weir, CBE. I have taught hundreds of children and trained teachers in the UK, Africa and China, who themselves have then been responsible for educating others through their own PESS ontologies.

Consequently, my diverse PESS background has crafted my professional identity and cemented my working beliefs in the values offered by sport and PE (Wellington and Sikes, 2006). This reflexive positionality into the multiple lenses that PESS offers society has been emancipatory during past research and consulting projects and has created confidence in becoming a research outsider in a world where I have been an insider (Davis and Klaes, 2003; Lipp, 2007; Mercer, 2007). This reflexivity was essential and central to the research questions. The fact that the L2012OG was the biggest stimulus that the subject would ever have bestowed upon it, did not distort judgments made in this research (HC, vol. 481, 2008; HC, vol. 719, 2010; HC, vol, 730, 2011; HC, vol. 563, 2013).

The overarching aims of the research

The overarching aim of the programme of research was to obtain a greater depth of clarity about parliamentary events and government decisions during 2005-2015. By doing so the research gives a truer insight as to why hosting an Olympiad for the third time (1908,1948 and 2012) in England's capital, supported the desires of the government.

The aims of the divergent supporting research questions were to assist in deconstructing and also embracing the multiple layers of association between the PESS curricula and Olympiads from Victorian histories that influenced the International Olympic Committee (IOC) and to political educational platforms that the Soft Legacy (SL) impacted upon through contemporary educational experiences in the PESS curricula between 2005-2015.

The L2012OG was the biggest sporting event to have been held in Britain since 1948 and thus, for me its impact needed to be reflected upon (Mercer, 2007). The professional reality that I have worked within allowed me to transcend through my work an understanding of the PESS curricula from many lenses (Finlay, 2003; Finlay and Grough, 2003) I wanted to continue understanding what the polity narratives were for myself but also for others that I teach (Burgess et al., 2006).

The research questions analysed how England had influenced the Olympic movement, and how political decisions from the government influenced the SL for schools and communities between the ten years of 2005-2015. Throughout history the PESS curricula has been challenged to tackle social ills within educational programmes (Brookes, 1896; Butler 1997; Kirk, 1992a). Therefore, the role of this thesis and research questions was to advance thinking and acknowledge that many of these current concerns were found in old problems, and that many solutions are made through value laden decisions (Leonard, 1923, 1973).

Thesis structure

Preface and Chapter 1: Introduction

The preface and introduction illustrate the reality of what had taken place and how three critical incidents inspired me to embark on this research journey. The introduction reflects on what the implications were for the government and the profession of PESS after winning the bid to host the XXX Olympiad, and how England has been associated with the International Olympic Committee (IOC) since its foundation in 1894. The relationship between Dr William Penny Brookes and Baron Pierre de Coubertin was closely considered because of their desire to cement the PESS curricula within schools, and what the implications of this were with regard to being immortalised though the Olympic educational opportunities of; sport, well-being and competition.

Chapter 2: Literature review

This chapter content is positioned within four headings: the political benefits of hosting the XXX Olympiad from the lens of the bidding process, the trickledown effect obtained through mega-events, the moral values of Olympic education and sport, and well-being through participation in physical activity (PA).

Chapter 3: Methodology

The methodology specifies how the research was conducted during the pilot and main study. It includes how judgments were made at each stage of the design process and how that in itself was unusual and unique. Method techniques and a comparative analysis model were used to decipher the complexity of the subject matter and the multiple secondary voices from government documents (Gratton and Jones, 2010).

Chapter 4: Findings and discussion

This chapter is divided into three phases with the documents sampled spanning ten years. These phases mirror the political timeframes suggested by the DCMS (2007) promises document of; before (2005-2011), during (2012) and after (2013-2015) the XXX Olympiad. Findings were underpinned by the overarching aim of the thesis question, which focused on the political narratives from governments about the development of the SL of the L2012OG and what these narratives afforded the PESS curricula.

Chapter 5: Conclusion

The conclusion explains what the three research questions have offered and ensures that there is a synergy of understanding through a reflective and analytical process on; education, participation and elitism, so that the truths can be clearly told. It showcases the recommendations and limitations, and highlights what the researcher will do next with these findings to contribute to the body of knowledge in this subject area.

Research Questions

Old Wine New Bottle: The political narratives of governments between 2005-2015 on what the soft legacy of the London 2012 Olympic Games afforded the subject of Physical Education School Sport.
RQ1: What is the association between England's Physical Education School Sport curricula legacy and the Modern Olympic Games?
RQ2: What influence has hosting the XXX Olympiad had on England's political governance of the Physical Education School Sport curricula legacy before, during and after the L2012OG (2005–2015)?
RQ3: What was politically stated as the role of the Physical Education School Sport curricula post the L2012OG?

Table 1: Research questions

Phase	**Definitions used within the context of the research**
Phase One (seven years)	Before the XXX Olympiad [2005–2011]
Phase Two (one year)	During the XXX Olympiad [January 2012–December 2012]
Phase Three (three years)	After the XXX Olympiad [2013–2015]

Table 2: Definition of ten-year research phases

Chapter 1: Introduction

Announcement implications

As an educationalist my philosophy has always been missionary in its construct, inspiring the next generation through those individuals that I could influence, my colleagues and trainee teachers (Bailey et al., 2013; Biesta, 2015).

In 2005 London was gifted something unique, not just in contemporary times but within Olympic history. The City of London was to host the Olympic Games for the third time; Olympiads IV (1908), XIV (1948) and XXX (2012), and Great Britain and Northern Ireland's (GBR) presence would make them the only country to have competed in every Olympic Games since its inauguration in 1896 (IOC, 2013). This loyalty from GBR and the governments was because they had not allowed themselves to be influenced by international differences, such as boycotts and expulsions from past Olympiads. These political and IOC decisions resulted in the absence of some countries from certain Olympiads; Spain 1936, Germany, Romania and Japan 1948, South Africa 1964, USA 1980, USSR 1984 and Russia 2016 (Guttmann, 2002; Horne, 2007; Teigland, 1999).

Thus, in a romanticised way this level of respect between GBR and the IOC created enormous expectations of success for the XXX Olympiad (Hughes, 2013; Girginov, 2003). These nationalist beliefs were universally endorsed by the cultural interest and support for the L2012OG, witnessed in the spontaneous jubilation across the world when the host city was announced in 2005 (DCMS, 2007, 2008b, 2010a; LOC, 2005; Appendix 3, p.195). However, for the L2012OG to be successful, athlete preparation and opportunities within schools and colleges had to have a unity of action through polity directives on Sport, Health and Education (Collins, 2010a; Jung, Pope, 2007; PHE, 2015). The regeneration in East London would create 'a community where sport is an integral part of everyday life' (LOC, Livingston, 2005), and political endorsements from agencies such as the Royal Society for Public Health (RSPH, 2012) mirrored what the DCMS had advocated since 2000, that they had created *A Sporting Future for All*.

> Physical activity legacy had already been set, the policy-led aim of this systematic review was to examine the processes by which the London 2012

> Olympic and Paralympic Games might deliver a physical activity (as opposed to sport) legacy.

Weed, Mansfield and Dowse (2010, p.80).

Consequently, strategies from the government and the LOC insinuated that the success of the L2012OG would be through the collective efforts of all sectors in society (DCMS, 2007, 2008b; DOH, 2010; HC vol. 490, 2009; Weed, 2009; Weed et al., 2014; 2015). The role of elite athletes and coaches was strategically positioned, but for those in education the expectations were not as clear (Meir and Fletcher, 2020). The profession needed to fully understand its role within this unique time in history and respond accordingly (Bailey et al., 2013; Evans and Penney, 1995; Kirk, 2011b). From 2005 onwards it was recognised that the LOCOG and the government wanted to win medals, improve well-being and get individuals exercising for longer in life (Girginov and Hills, 2008a, 2009). The XXX Olympiad was the ideal platform for this to happen, and Lord Coe stated why it was so important to win the L2012OG because it is:

> … a pretty remarkable product and that one of the legacies of this bid was that politicians have come to understand sport and its importance as a bridgehead to supply so many of the issues they are concerned about.

Jeffries (2012, p.2).

However, literature on the governance of past Olympiads inferred that polity was ‘never wholly inclusive or all-embracing, but always rather nice for some people, never wholly satisfying for all’ (Evans, 2014, p.545; Foucault, 2007). Thus, the consistency in polity support and provision was an area of focus throughout this research (Girginov, 2012; Preuss, 2008), along with how governments advanced the SL developments through infrastructural and mental state patterns in education (Holmes, 1990; Fisher, 2004). The L2012OG had the potential to increase participation and well-being if these areas were fostered during schooling (Chen and Henry, 2017; Gratton and Preuss, 2008), However, Lord Coe acknowledged in the bidding speech that ‘we can no longer take it for granted that young people will choose sport’ because:

> Today's children live in a world of conflicting messages and competing distractions. Their landscape is cluttered. Their path to Olympic sport is often obscured. But it's a world we must understand and must respond to.

Coe (2005).

This contemporary PESS reality was presented to me on a daily basis by; secondary school children, trainee teachers and through emerging academic literature (Barrow, 2007; Fisher, 2002), and there were real concerns that 'Britain has the highest postschool drop-out' from exercise (Hurd, 2008, HC, vol. 481). Therefore, even though the Olympic movement believed that sport should be used to create a philosophy for life, central to this belief was that PA must advance society (IOC, 2011)

After the XXX Olympiad announcement

After winning the bid to host the L2012OG there was a continuity of thought that professionals could learn from the Olympic movement and inspire individuals to enjoy sporting activities in this contemporary culture of health concerns (Houlihan, 2000; PHE, 2014). The government wanted an improvement in participation rates with more elite athletes creating symbolic superiority through successes in competition (Kirk, 1992b). Between 2005-2012, there was a growing sentiment that political rhetoric was forcing PESS to be many things; PE, PA, leisure, recreation and sport in addition to tackling social ills, improving well-being and producing elite athletes (CSFC, 2010; Evan, 1990; Lee, 2012). However, Hughes (2004) and Penney and Evans (1999) raise the debate over the use of PESS as a distortion of the subject in order to remove its historical 'sacred practice' (p.34). This could have been seen as a moral dilemma but the L2012OG was the perfect platform to encompass all of the above (Barrows, 2007).

As the subject of PESS had been given an enormous platform to evolve, there was a legitimate expectation that the profession had to provide individuals with experiences that would help them sustain PA throughout their lives, making them healthier and more productive individuals (AfPE, 2015; Bouchard et al., 2012; DOH, 2010). Therefore, if teachers did not accept this challenge now, there is every chance that they would never accept it:

> The Olympics in London will come along once in a lifetime and it's a fabulous opportunity to engage young people through learning. It's important that teachers don't see it as something that will create more work for them…and its actually a tool to help them (sic).

School Development Officer (DfE, 2011 p.83).

The government knew that the biggest impact would be made through PESS professionals who could create an educational legacy through the values of the Olympic movement, serving societies holistic needs rather than just showcasing elite athleticism (Binder, 2012; Girginov, 2003; Houlihan, 2000; OVEP, 2016). Thus, it could be said that the power to create a future would be found in a real understanding of curricula provision, through policies that influence the 'wisdom of the crowd' (Duignan, 2006, p.105). However, as already acknowledged the educational merits of excellence, respect and equality embedded in the Olympic Values Education Programme (OVEP, 2016) were already tacitly entrenched in many PESS curricula (DuFour and Easker, 2010).

The L2012OG was the biggest multisport event to be held in England since the 1948 Olympiad, which meant that the government had to be ready because 'when the Olympics have gone, it was unlikely to be seen back in this country in our lifetime' (Hunt, 2008, HC, vol. 481). Therefore, as a profession we had to ensure that society was confident in how, why and when to use exercise because the subject was now far more than a personal competitive challenge (Public Health England, 2014, 2015; Pilgrim, 2011; WHO, 2013). These expectations seemed ever more important as the eyes of the world viewed PA and health through the backdrop of the L2012OG (Green, 2004; Hughes, 2013). There was an opportunity for professionals to enhance the 'secret garden of the curriculum' through new pedagogic teaching (Pring, 2012, p.7). Therefore, as a PESS researcher the moral imperative was to understand the origins of the profession and the evolutionary processes of the IOC (Barrows, 2007).

The context of the London 2012 Olympic Games

The following section presents an overview of the political and economic background across the three phases of the research 2005-2015. It offers an insight into the polities used to support the cultural needs leading up to, including and post the L2012OG.

The journey to the summer of 2012 would bring celebration, but also apprehension because there would be political challenges post the announcement of the winning bid (Fullan, 2007). This political reality was felt the day after the IOC awarded the XXX Olympiad, when a terrorist attack in London resulted in 56 fatalities and 500 injuries (Houlihan and Giulianotti, 2012), less than 24 hours after the euphoric scenes of jubilation in Singapore and London (Holmes, 1990; Houlihan and White, 2002).

These two events were highly significant for the City of London but were opposed in their emotions; one of joy and the other of fear, but the synergy between them meant that they immediately impacted on the collective and economic behaviours of the government, as literature states that security was as essential as athletic performance (Kavetsos, and Szymanski, 2008). In 2005 the LOC's overarching objectives for the journey to the L2012OG were that the Beijing Olympiad in 2008 would begin to inspire the masses to increase PA, advocate educational platforms in schools and colleges, and ensure that all athletes, support teams and spectators were safe (Collins, 2010; Cottrell and Nelson, 2011; UK Sport). Lenskyj (2000) does not refute the aspiration because for him the Olympic movement was an industry in its own right, and therefore it can be extremely beneficial for a city to host an Olympiad (Gratton and Preuss, 2008b).

Consequently, it could be stated that the UK government and key stakeholders had a moral duty to fulfil in the pursuit of bidding to host the XXX Olympiad because of the potential impact it could have on its electorate (Coalter, 2008; Rawnsley, 2006). However, the mission of the Olympic Charter (OC) states that the bid must be a collective desire and not solely built on dreamlike or misconstrued politics (Preuss, 2008). An example of this questionable truth is when the UK announced in 2003 that they would be bidding to host the XXX Olympiad. The then Prime Minister, Tony Blair (1997-2007) continually rejected suggestions that this bidding project was not what the nation wanted in respect of developing PA in schools (Llewellyn, 2008). 'What a colossal waste of money - £500 million invested in school sports would make much more sense' (BBC, 2003). However, these feelings were not consistent, and the government's decision was frequently challenged:

> The money should be spent in giving children a better education and hospitals. Our PM only thinks in taxing us more for what HE wants and doesn't listen to the people.

(ibid, 2003, p.4).

It was a huge gamble for the City of London to pursue a bid to win the XXX Olympiad, as the cost of running the mega-event would be up to £9 billion, but it was worth the risk (Lamb, 2007) 'I say support the London bid and hope that we win so that we can show the world that Britain can host global sporting events' (BBC, 2003, p.4). It was 'costly, risky and somewhat evangelical in its promises to transform people's lives' but once the rationale for the L2012OG had been 'seized by the notion' that it would be profitable post the event (Rawnsley, 2006, p.31), opposition to the government's thoughts were outweighed by the potential to add this success to the their polity (Preuss, 2008).

These events cemented the reality that polity produced by the government and the LOCOG must manipulate the global shop window that unified cathartic endeavours of human excellence (Henry, 2007), but also ensure that social capital gain must not promote propaganda fears in any economic landscape (Coalter, 2007; Kaplanidou and Karadakis, 2010). Thus, during the journey to the XXX Olympiad sustained support was required from the governments' [Labour and Coalition] so that legacy creation was unified in its vision, and influencers such as teachers and coaches understood their role in the legacy creation (Girginov, 2012; Hughes, 2013; Lee, 2012). Consequently, polities that used political agendas to promote ideologies were central to facilitating GBR athletes winning more medals in the L2012OG than they won in Beijing (2008), but also in tackling social ills (Coakley, 2011; Collins, 2010a).

Desire to host London's Olympiads: 1908 and 1948

The political desire to host the 1908 and 1948 Olympiads may be viewed as having a similar mindset to the underpinnings of the British Empire (Bailey, 1978; Hargreaves 1986, 1992; Holt,1992). On both occasions London needed financial investment to organise festival events and build stadia, but the prestige and shop window effect was precisely what the country needed at these moments in history (Donnelly, 2011; Polley, 2011).

The two previous Olympiads held in London in 1908 (IV) and 1948 (IVX) are acknowledged as historical responses to global events (IOC, 2015). The disastrous eruption of Mount Vesuvius in 1906 caused a financial strain on the Italian government and forced a change of location for the 1908 Olympic Games from Rome to London. At the time, London was the largest city in the world and was viewed as the centre-piece of the Empire's strength (IOC, 2014). The prestige of the nation's global status and imperial resolve during the Victorian and Edwardian periods meant that London was the obvious city to host the Olympic Games (Arnold, 1996; Dobbs, 1973; Harris, 1975).

In 1948 only three years after the end of the Second World War (Holt, 1992; Marwick) London was capable of hosting this international event for the second time. Much of the world had been devastated by the Second World War, thus the desire to host the Olympic Games again was a way to illustrate nationalistic strength and superiority, even in times of austerity (Bailey, 1978; Crotty, 2001). This commitment to the IOC was visualised 'in the first purpose built Olympic Stadium' (HC, Library, 2012). The 1948 Austerity Games also gave England's government the opportunity to flex its custodianship and cement its historical association with the Modern Olympic Games, creating a sense of confidence and loyalty between the country and the IOC (Horne, 2007).

There was a continuing narrative that governments believed that using competitive sport would bring about changes in societies; the building of relations between countries, escapism from realities of life and though human endeavours a level of superiority (HC, Library, 2012).

For example, the political desire to host the Olympic Games was articulated through the 1948 Olympiad poster, where the Houses of Parliament, a Greek athlete and the Olympic Rings are illustrated as one (Hughson, 2010; IOC, 2014) (Appendix 4, p.196). Making reference to the Houses of Parliament was a symbolic statement, this building had withstood the bombings of World War II and was the English political institution that was central in creating democracy and making key decisions in citizens lives (Horne, 2016). The naked Greek discus thrower taken from the Ancient Games (circa 776) illustrates how histories found within festivals of sport could be epitomised through competition. The Modern Olympic Games rings were not only central to the

union of the world, but also to the mission of the OC; excellence, respect and equality, which are what all competitors must strive for (IOC, 2017). These pictorial symbols assisted in creating the shop window effect of the 1948 London Olympic Games and offered competitive positives back to the world (Guttman, 2002; Harris, 2015; Pegg, 1983). Reflections on these realities are depicted in the House of Commons, Olympic Britain: Social and Economic Change Since the 1908 and 1948 London Olympic Games (HC, 2011) document, which sheds light on human achievements and the economic and social variations between these two timeframes.

The impact of the announcement made to host the XXX Olympiad

The City of London's two previous Olympiads were globally significant because of the historical timings (Guttman, 2002). GBR had been politically touched by the influence of power struggles within wars, and thus when bringing countries together through competition they remained true to balancing the association between sport and politics, which is what many other nations had struggled with (Bailey et al., 2013; Beck 2008). London's hosting frequency, team presence at Olympiads and the historical narrative between GBR and the Modern Olympic Games was strengthened further by the inspirational friendship between the French Baron, Pierre de Coubertin (1863-1937) (Appendix 5, p.197-199), founder of the Modern Olympic Games and the English physician, Dr William Penny Brookes (1840-1896):

> In 1890 Dr Brooks invited a special visitor to the Wenlock Olympic Games. He came from France and was called Baron Pierre the Coubertin. He wanted to know about PE and the Olympian games (Sic).

Beale (2011) and Cannon (2011).

Historical literature infers that the rebirth of the Modern Olympic Games was significantly influenced by England's educational school system and Brookes' use of sporting festivals to improve the health of individuals (Anthony, 1997; Beale 2012). For example, on the 21 October 1891 Coubertin visited Much Wenlock, Shropshire for two days, absorbing English pedagogies, obtaining vital information from Brookes and receiving hospitality and pomp and ceremony at the Wenlock Olympian Games:

> The object of the festival was chiefly to enlighten Baron Pierre de Coubertin, a French gentleman, who desires to introduce athletics more largely among his own countrymen.

Wellington Journal and Shrewsbury News (October 25, 1890).

For Brookes and Coubertin, the PESS curricula and festivals of sport were the way to rekindle the ideology that competition could be a political soft power, through athletic prowess and advancing therapeutic properties (Brookes, 1891; Brookes and Stroud, 1871; Coubertin, 1887; MacLoon, 1981). However, England's contribution to the re-launch of the Olympic movement is relatively unknown even though these histories have been documented (Anthony, 1997; Beale, 2011; Polley, 2011). Since the Victorian and Edwardian periods there has been a growing disquiet over how the subject has been misrepresented (Kingsley,1889, Leeds Mercury, 1853; The Times, 1909). Regional sporting events independently debated how these activities could and should be countering the ills of society:

> In the present day there is a danger of the public running into the opposite extreme. Many, regarding mental teaching as a remarkable commodity, as it undoubtedly is, or determined to have as much as they can get at the cheapest possible right, and in the shortest time, for the children. They therefore, cram as much learning as they can into the storehouses of their brains they are sufficiently developed for its reception, and thus injure not only their mental, but there bodily powers (sic).

The Shrewsbury Chronicle (October 14, 1864).

Brookes had championed the importance of PE almost a decade earlier:

> I rejoice therefore that PE is beginning to attract the attention of the public and that the National Association has been formed by defusing useful information on this subject and by the encouragement it will give it to practice and competition in gymnastics and games athletics exercise and will confirm a great benefit to the country.

W. P. Brookes: Newspaper Birmingham, Daily Post (June 26, 1867).

These utopian beliefs of human capital were also stimulated by documentation that the French had not fared well in battle in the Franco-Prussian War (1870-1871) (Beale, 2011; Haley, 1978). The belief was that creating an esprit de corps [morale of the group] would help solve the national failings. Field notes made by medics and doctors revealed significant differences between the British, German and French anatomies, and it was obvious which nationality was anatomically better prepared for war (Cannon, 2011, Deford, 2012). Thus, the physical debilitation of the French was seen as the causal effect, which stemmed from early schooling habits (Beale, 2011; Sims, Taylor and Beale, 2012), and it was therefore logical that Coubertin wanted to witness sporting events at the Wenlock Olympian Games (WOG) (Brookes, 1887; Coubertin, 1893; Kidd, 1996).

The founder of the International Olympic Committee, Baron Pierre de Coubertin and Dr William Penny Brookes had a synergy of thought that 'the importance of PE and out-door gatherings for healthful recreation and athletic exercise' should not be challenged politically (Brookes, 1893; Kingsley, 1889; WOS, 1861). The letters between Brookes and Coubertin revealed their desire to instil dynamic physical movements, athletic prowess and pedagogies of games in every school:

> I have been endeavouring though as yet unsuccessfully to induce the education department to introduce compulsory PE into our national elementary schools

Brookes (May 30, 1893).

At the time of the London Olympiads of 1908 and 1948 community spirit was as vital as the competitive pursuits themselves, and this is what made the festivals of sport even more important to imperialism and national identity. The need to feel good was appropriate to host these games and continue to display the resilience that these periods in history had afforded England (Lord Pattern, HL, vol. 730, 2011; Weed et al., 2015). The Modern Olympic Games of 1896 were shrouded in the cultural context that saw physical competency as being as significant as well-being. Thus, governance wanted the nation to defend itself with individuals that were employable and contributed to society (Harris, 1975). Coubertin's speech to the European Congress on the importance of PE articulates these ideologies (La Revue Athlétique Première Année December 12, 1890). The delegates wanted their

nations to be significantly fitter, stronger and far more able to serve their society's needs (Brookes, May 30, 1893 and Coubertin, April 20, 1894). This union of thought from many leaders across Europe was convincing and was supported by ruling powers (Anthony, 2004; Polley, 2011):

> What outdoor amusement I mean more than tops and marble; let there be military drill, clubs and warming exercises, swings, bar and I am sure it will be found that children are the more ready for the indoor work when they have had a proper, healthy exercise out of doors. Instead of the anxious dull faces and narrow chest, rounded shoulders and the slouching gate. Alas it is too common seen in schools when military exercises are neglected.

Eddowes's Shrewsbury Journal and the Salopian Journal (August 30, 1876).

> King of Greece had a correspondence with W. P. Brookes, Esq., the founder of these games, with respect to the society with a view of again introducing into that country the physical exercises which conduced so much to promote the physique of this classic nation in those times when manly strength went perhaps further to make the prestige of a nation than intelligence and education now does (Sic).

Borough of Wenlock Express. Saturday (June 10, 1876).

England's PESS curricula was admired by others across the globe who wanted to model aspects of it (Hackensmith, 1966). The formation of citizens and the role of PA was without question, a central pillar of any society. The Headmaster at Rugby School, Thomas Arnold depicted in Tom Brown's Schoolday's, that a good curriculum could create 'moral courage and a finely organised brain' and individuals 'if judiciously educated, to be wise, and useful men' (Hughes, 1911, p.viii; Tinning, 1991).

Therefore, it could be stated that the PESS curricula within 21 Century schools was not dissimilar to the curricula acknowledged as stimulating the 1894 Congress, which endorsed the first Olympiad in 1896. The addition of the subject then was for the health and well-being of learners, thus, showcasing the strength of the country through sport was seen as strategic, and there are significant academic sources regarding this area of concern throughout history (Coubertin, 1887; Crotty, 2001; Hughes, 1911). For example, the literal interpretation in The Sporting Spirit published in The Tribune used the narrative of belief that 'sport was mimicking warfare' and 'kicking, running and jumping was a nationalistic necessity' (Orwell, 1945). This

depiction could be perceived as having emotive artistry that contextually depicted the Second World War, and recognising soft powers and superiority through competition, rather than on the battlefields has been consistent throughout history and society (Deford, 2012; McIntosh, 1973; MacLoon, 1981).

Trickledown effect and Olympiads

The concept behind the trickledown effect is found within its associated components of; demonstration effect, festival effect and perceived gap (Weed et al., 2007; 2015). These processes are positioned within behaviour constructs and cognitive learning theories (Glanz et al., 2008). When creating a trickledown effect these components come into play when individuals observe and participate in formal and informal sporting events (Weed, 2005; Weed et al., 2012; 2015).

Further support regarding the under manipulation of Olympiads to create a legacy is found in the January 2013 document *Olympic and Paralympic Games Legacy Survey* commissioned by the Sport and Recreation Alliance. This text notes that 'there is clearly a disconnect' between the rhetoric surrounding the OL and the situation experienced on the ground because legacy participation will not deliver itself (p.2).

Weed et al. (2009) consistently argued that sporting mega-events are not sustainable ventures. To get individuals to change, realistic behaviours must be constructed through attainable gaps to ensure that the legacy development strategy leaves inspirational residues regionally and annually. If it does not, then the impact is short lived (Horne, 2016; Gratton and Preuss, 2008b). The trickledown effect concept is built within change agency theory found within health belief models in the 1950s and is underpinned with the concepts behind the trickledown effect that are linked to a theory known as 'activity switching' (Weed et al., 2009). In creating a trickledown effect, the interplay between individuals observed experiences and participation in formal and informal sporting events was part of the LOCOG's mantra to inspire the next generation (Weed, 2005; Weed et al., 2012; 2015). For some this means a return to PA whereas for others this means taking up a new PA, which requires a change in lifestyle and sustainable motivation. This somewhat simplistic definition of

the trickledown effect does not always reflect the complex factors of change agency (Lewin, 1951), human capital and self-motivation (Bandura 1997).

These processes are positioned within behaviour constraints and cognitive learning theories (Bandura, 1963, 1969). If individuals desire what they observe there is a possibility that they will take up that activity or a similar one to achieve the same outcomes (Coalter, 2007). This belief that citizens would become more active through observing and reflecting on their own lifestyles is difficult to quantify and measure, but was central to the 2007 DCMS promises and the increase in participate rates (Lyle, 2009). This strategy and somewhat utopian theory has been used by infrastructures across the world (Glanz et al., 2008). Therefore, if large numbers of individuals observe sport, some become extremely competent, at it and within those individuals a few become specialists, and there is a possibility that two or three of them could become elite performers (Green, 2004; Grix, 2009; Houlihan, 2007). This reduction model is one that can be traced back to Coubertin:

> So that hundred may train their bodies, it needs fifty to practice sport. And in order for fifty to practice sport, twenty have to become specialized. In order to have twenty specialized, it means that five must be capable of outstanding peak performances (sic).” Pierre de Coubertin (IOC 1897).

This human refinement process was used by the LOC (2005) during the *Inspiration* film (Appendix 2, p.194), the belief that citizens would become more active through observing was the accepted political strategy, but this was not fully supported by academic theory (Gratton and Preuss, 2008a; Griginov and Hill, 2008a).

How does the trickledown effect work?

Whether or not the trickledown effect works was given a greater level of critical consciousness because of government judgements and key stakeholders who had invested significant funds (Weed et al., 2012; 2015). Throughout the literature 37 articles and reports were scrutinised and reflected upon focusing on a range of events: sports events, Olympics and Paralympics, Winter Olympics, Commonwealth Games, World Cups and Gay Games between 2001 and 2015, where they advocated

the use of the trickledown effect and manipulated demonstrations and festivals to increase the impact.

The Active Celebration Booklet was written by SPEAR Sports, PE and Activity Research, endorsed by the LOCOG and Change4Life, and commissioned by the DOH (2012). These key stakeholders are all charged with inspiring individuals to re-engage with PA and improve life chances alongside all professionals within PESS departments (Thornalley, 2017, 2019). *The Active Celebration Booklet* is formulated through the idea of how individuals could be 'Using the London 2012 Games to Get the Nation moving' and is depicted through case studies (Weed et al., 2012). Three significant sources support the theories of the trickledown effect because of the credibility of the authors who produced this documentation, the audience for whom the material was written, and the timing of the documents.

Demonstration effect

In the last 20 years the trickledown effect in sporting mega-events has become an emerging research area in Olympiads and World Cups (Gratton and Preuss, 2008 a; Weed et al., 2009). This increase in interest is without question judgement driven because governments commit significant funding to host these festivals (Girginov and Hill, 2008a; Horne). A mega-event such as an Olympiad uses the theory that social experiences and get behaviours may change, but this relies on those that organise the event and those that attend them to seek out opportunities. Grix and Carmichael (2012) infer that this is why governments invest in elite sports.

Two key reflections are taken from these understandings on the trickledown effect; the positive feeling acquired through being part of a festival is short-lived and the impact can be limited and the second is that if individuals have no interest in PA they will not engage with any of these demonstrations (Coalter, 2007). It was not until the mid 1990s that Hindson, Gidlow and Peebles (1994) developed theories ABOUT how sporting events do inspire individuals to undertake PA. This belief that citizens would become more active through observing and reflecting on their current lifestyles is difficult to quantify, but this became the central focus of the 2007 DCMS promises on

increased participation rates (Hughes, 2013) and this strategy theory has been used by infrastructures across the world (Glanz et al., 2008; Hardman and Green, (2011).

Throughout this chapter the literature review has attempted to embrace aspects of what is integral when a hosting a mega-event such as an Olympiad, from observing others and how societies are improved because of polity decisions and once in a lifetime experience.

Chapter 2: Literature review

The content found in this chapter is positioned through education, sport and polity, and their links to London's desire to host the XXX Olympiad.

Sport and heritage

The historical evolution of what sport represents is as relevant today, not only during an Olympiad but within the growing gymnasiums and playing fields around the world on a daily basis (Penney and Evans, 1999; Bailey et al., 2013). Much of what is taught in schools originates from the Olympic movement; codification, competition structures and learned behaviours (Guttman, 2002). PE uses sport as a medium for physical movement, but what is on offer educationally must not ethically exclude or harm individuals, a position which historically has often been challenged (Kidd, 1985). These dichotomous reflections of sport remain a vibrant debate today and no more so than within Kirk's *Physical Education Futures* (2010) where narratives on the evolution of sport are underpinned within the policy directives from each government. For example, during the bidding speech in 2005, Anne, Princess Royal stated that London's ability to host the L2012OG was positioned through its heritage to the IOC, and this is how sports were being played today (LOC, 2005). Promises made by the DCMS in 2007 advocated that the Olympics would enable the PESS curricula to become world class and at the same time Coalter (2007) reflected that sporting mega-events were used as colonisation and even diplomatic processes (p.297).

Therefore, it is logical that archives on the heritage and importance of sport as a subject area are globally championed by many disciplines such as: History (Arnold, 1996; Coubertin, 1946; Parry, 1994; Polley, 2011), Science (Allport, 1947; Cohen et al., 1972) Politics, (Green, 2003; Houlihan, 2005; Horne, 2007), Economics, (Kaplanidou and Karadakis, 2010), Psychology (Reid, 1996), Health (Evans, 2007); PEA, 1998; PE Association, 1988), Pedagogy (Bailey, 2004; Hardman and Green, 2011) and Sociology (Chatziefstathiou, 2012b; Kirk 1992a, 1992b; Hum, 2010). Consequently, sport as a multi-dimensional phenomenon has played a substantial role in touching human behaviour and serves to continue making an impact on citizens worldwide (Eisner, 1992; Fisher, 2004; Sparkes, 1992). This reality is also epitomised through the IOC's narrative that sport is a 'philosophy for life,' but these

moral beliefs are not always realised or made a priority of within polity (IOC, 2011b p.1).

Sport defined

The study of PESS requires an understanding of how its interdisciplinary facets are entwined within cultural structures (Fisher, 2004) and by understanding sport this way it gives some clarity as to how individuals have translated the importance of it up to this point (Kirk, 1992a). However, the existential position of sport in society is such that the inter-relationship it offers to so many different aspects of life, gives it a position of strength and tangible association to appropriate and inappropriate experiences of human character (Jung et al., 2016).

The facets of sport; anatomical health, mental stability and social construction of self are manipulated through competitive pursuits, recreational endeavors and leisure activities (Dowse and Fletcher, 2018; Hassan, 2018). The transmission of these sporting traits within a society's rhetoric has had courtiers throughout history, the biggest being the IOC (Bailey, 1997). The re-enactments of the positive traits can be seen through the narratives of the IOC's OC and visualised through Olympiads (Anthony, 1997; Arnold,1994, 1996, 1996; IOC, 2014; Pope, 2007). Therefore, academics and politicians have helped shape the idea that cultures do not exist without a level of athletic play and using the facets of sport as a viable strategy in polity, is an expected cultural advancement (Brookes and Wiggan 2007; Evan and Penney, 1995; Green 2007a; Hollins, 2010). Fisher et al. (2011) refers to this strategy as the international agenda for contemporary sports provision and supports the above-mentioned rhetoric on health, mental stability and social construction as the desired outcome.

However, there continues to be a mistrust regarding sport's status, need and the negative connotations found in the characteristics of competition and obsession (Hassan, 2018). Sport can be viewed as nothing more than a money-making business, a divisive distraction from deviant behaviours such as drug taking and rule breaking (Grix and Carmichael, 2012; Hackensmith, 1966). Sport is globally recognised as the third largest industry after oil and sex, and therefore for policy makers its contribution to the infrastructure of a culture is difficult to ignore (Fisher,

2004; Horne, 2007). Evidence also suggests that 'there is limited evidence' for the benefits of 'mega sporting events' as they are simply 'a surfeit of spin that bares no relation to the reality' for millions of individuals who do not appreciate what others believe sport may offer them (The Times, 2009, p.62). Therefore, there will always be a personal reality that if you 'do sport, enjoyed it you get it and if you don't you don't' (BBC, Robinson, March 5, 2012).

Sport, Ethics and Education

Arnold (1996) alerts fellow scholars that 'in thinking about the present, it is easy to forget those many people who in the past have helped shape ideas' (p.27). This belief was acknowledged throughout the research and embraced through England's association with the Olympic movement and the historical polity surrounding London's Olympiads (Evans, 1990; Kirk, 1992a, 1992b).

Academic literature encourages the strategy of circumnavigating from the past to the future so that presumed similarities and differences within histories of sport and its educational values are understood (Arnold, 1988, 1994). These narratives are extremely useful when making sense of histories to help shape future processes, and thus form a methodology in their own right (Allport ,1947; Barrow, 2007; Kidd, 1996; McCulloch, 2004; Spencer, 2000). Researchers should know more about how past decisions have been made in regard to how governments use sport as education (Polley, 2004; Thornalley, 2006). Arnold's work further expands the ethical comprehension to know more about sport as an educational tool and offers three concepts:

Sport is	
1	a trans-global valued practice,
2	concerned with ethical principles and moral values that are universally acceptable,
3	to be taught and justified as a form of education, it should be pursued for its own intrinsic worth rather than for those extrinsic values or purposes that are often associated with it.

Table 3: Arnold (1996) Sport Ethic Education

Arnold's three sub-sections illustrate what many practitioners and academics understand as how sport is contextually interpreted at macro and micro levels within a society's infrastructure (Thornalley, 2016, 2017, 2019; Fisher, 2004). These concepts hold values in elite competition, cultural identity and the respected differences within societies across the globe (Green, 2000b; Girginov, 2003; Houlihan, 2000). This again mirrors what the OC states is central to the host city's SL educational work, that sport is a 'philosophy for life' (IOC, 2011b, p.1). However, being told to be more active for health and well-being reasons does not necessarily make individuals become lifelong participants of PA or be inspired to become involved in elite competition (DfE, 2014), Consequently, the host city's challenge was to embrace observed performers and competitions through sport and create narratives of moral learning though educational codes of conduct (Arnold, 1996; Binder, 2004; OC, 2017). Many teachers, coaches and administrators universally acknowledge that sport is education and should not be challenged by anything outside of this intrinsic value (Arnold, 1996).

Sport being Apolitical

Modern sporting pursuits within mega-events have taken the position that they should be protected from political propaganda at the same time as being manipulated by authorities (Girginov, 2012; Girginov and Hill, 2008a, 2008b, 2009; Preuss, 2008). Therefore, the interface that the shop window of sport affords governments is that it 'impinges on every area of human activity, it is part of life and politics' (The Times, 1992 p.35,). Hence, the L2012OG:

> is a pretty remarkable product and that one of the legacies of this bid was that politicians have come to understand Sport and its importance as a bridgehead to supply so many of the issues they are concerned about.

Jeffries (2012, p.2).

Thus, a government must be mindful of their powers over the control of mega-events and be aware that all aspects of sport must be advanced through these festivals (Girginov, 2012; Girginov and Hill, 2009; Preuss, 2008). This political association was nothing new 'the Conservative party owed much of its strength to the national love of

sport' (Sir Goe, 1897) and Mr. Howell 'condemned those who attempted to treat politics and sports as separate issues' (Home News, 1969, p.11), 'for me it is not the sport, but the political hype that surrounds it' that governments strive for (The Times, 2009, p.64).

These narratives illustrate that there are distinctives discourses in play the difficulty of disconnecting sport from politics and the running of sporting events being more important than the events themselves (Girginov, 2003). Girginov and Hills (2008) therefore, believe that 'Olympic sports development legacy is controversial but appealing' (p.201).

Sport and Politics and its Evolution

During the 1960s and 1970s Finch (1986) relays the processes and place of policy in education in the text *Research and Policy*. The synoptic analysis on policy concludes with 22 examples of reports on welfare in society illustrating the shift in strategy in the 1980s. The acceptance of this praxis was because many policymakers did not want to get involved in the data and continued to follow their own instinctive ideologies (Ball, 1990; Chatziefstathiou, 2012a; Fisher, 2003; Henry, 2007). For example, The Great Debate was the Prime Minister, James Callaghan's defining political commentary at Ruskin College, Oxford (18 October 1976) where he articulated that education must produce individuals that add to society rather than drain it. These political narratives mirrored those found in Victorian education, the desire to contribute to health and well-being so that economic stability can be sustained (Bailey 1978; Hackensmith,1966). In the 1990s the Prime Minister, Tony Blair referred to his manifesto section on education as 'Education, Education, Education' with the word education being that important that it was repeated three times. Blair's manifesto was to create a 21 century education with smaller class sizes and an emphasis on lifelong learning (DfE, 1997). New Labour's *Every Child Matters* (2004) inferred that child-centred education had not been afforded to every member of society in the past.

In 2003 the LOC registered their interest of intent to bid to host the XXX Olympiad, and the government that supported this process also produced the education polity *Every Child Matters* (ECM) one year after this pledge. Behind its ideologies were five key areas that schools had to promote in the development of pupils: Be healthy, stay

safe, enjoy and achieve make a positive contribution and achieve economic well-being (DfE, 2003).

Underpinning these early polity directives were discourses within the DCMS (2015) document that an individual's contribution was respected and 'when we bid for the London 2012 Olympic and Paralympic Games, we did it in part so that its legacy would inspire young people to play more sport' (p.1). The School Sports Programme (SSP) had been a successful model (2001-2011) of using protected government funding to maximise its impact through community based PESS projects (DCMS, 2002). This united framework between educational settings was unified by headteacher support and the belief that this polity was working (DCSF, 2004, 2005; Lamb, 2007). Thus, collaborative projects between schools, through festivals of sport and talent day events became examples of how impact studies were used by the House of Lords publication in 2013 *Keeping the flame alive: the Olympic and Paralympic Legacy, and Ofsted's Going the Extra Mile* (2014).

In 2004 Ofsted was very clear about what they expected to see from the well-established SSP programme because this central government initiative had been highly invested in across all school age pupils, with dedicated partnership hubs and leadership structures. DCSF (2003) and Ofsted (2004) reports articulated that the SSP programme was in phase 3 and 4 of its evolution and now there needed to be a shift in strategy to a narrowing of focus towards gifted and talented pupils (Brookes and Wiggan, 2009; Charlton, 2010; Ofsted, 2005). Therefore, the government narrative from that date forward presented the reality that competition was the priority in future polity, and mega-events afforded societies these opportunities through festivals, demonstrations and platforms to inspire (Collins, 2010; Phillpots, 2013). The ring-fencing of money was undoubtedly seen by practitioners as a strategy that added value, where co-teaching and professional development activities were advancing teacher competency within primary and secondary settings (Green, 2007; Harris et al., 2012). However, it has been noted throughout history that creating any impact from polity is something that is difficult to achieve (Collins, 2010; Eimear et al., 2014; Gold and Gold, 2009).

Ofsted reports of 2004 and 2005 stated that this programme had revolutionised the quality of teaching and learning in and between schools and with the arrival of the

L2012OG growth would be even greater. A child's playground behaviours had a synergy with outstanding PESS provision and well-being activities, along with classroom productivity (Collins, 2010; Ofsted, 2013). Academics who reflect on mega-events and their impact on economic platforms, such as Goodman and Grix (2011) and Weed et al. (2007) suggest that governance should be more respectful to the mission of how hosting a mega-event can truly create a lasting legacy (Hill, 1994; Horne, 2007). Therefore, the government knew of the risks and riches that a mega-event presented them in supporting the LOC in its pursuit to host the XXX Olympiad (Collins, 2010; Meir and Fletcher, 2020). In addition to the evolving educational programme found in 2013 report *Keeping the flame alive: the Olympic and Paralympic Legacy,* the focus on gifted individuals and how clubs would house these individuals within existing infrastructures, known as the Club Links, was operationally missing (Kelso, 2014; Lindsey, 2018).

Policy, Ethics and Education

Literature surrounding the discourses between policy, ethics and values is found within the working schema of Finch and Evans (2014) who believe that there is an honesty in prostituting PESS for other aspects of society because the subject needs to hold credibility in the crammed curriculum, and therefore, must accept multiple roles because of its tangible influence on; education, elitism, well-being and health paradigms (Ball, 1990; Hargreaves, 1986). However, the historical enlisting of practitioners to implement policy initiatives has consistently fallen someway short of expected aims (Ball, 1990). Educational practices are unpicked further by Adam and Borut (2003) who believes that it is 'the description of what happened rather than why it happened' that forces the disconnect of governance outcomes (p.223). Examples of this within literature are embedded in *From Baker to Balls: the foundations of the education system* (CSFC, 2010). The anecdotes of ministerial practice and debates contain very few details regarding why these decisions were made. For example, Mr Blunkett refers to the NC reviews as policies that 'were all full of contradictions' and Baroness Morris inferred that the association between the government and teaching is 'a bit of an uneasy relationship' (CSFC, 2010, p.4, EV8). Greer (1977) develops this idea further stating that PESS is the 'handmaiden of policy' (p.57), but Collins (2010) finds the marriage of policy for mass and elite participation to be simplistically

flawed. Bulmer (1982) refers to the philosophy of empirical data and the discursive nature of leadership governance, believing that policymakers look for a 'peculiar blend of empirical data' in order to report successes (p.165). Researchers and policymakers have enlisted practitioners' thoughts as they believe that by reporting the facts, they are synonymously making valued judgements rather than informed policy directives (Ball, 1990, 2007).

PESS educationalists and academics often make reference to the Prime Minster, John Major and his speech at the Sparks Charity "Children and Sport" (1996). His rhetoric on the ethical importance of sport is politically framed by the belief that it is 'one of the great pillars of education alongside the academic, vocational and the moral values' (Major, 1995, p.43). This speech demonstrated a real understanding of what sport offered Major's electorate, and that through his polity he was the individual that could make changes in parliament and he therefore created the National Lottery in 1997 that promoted a range of cultural activities. This political support for advancing sport through funding was consistent from this point forward within England's governance. MP Hugh Robinson, (Conservative Sport Minster) proclaimed during the Association for Physical Education (AfPE) National Conference that its (sports) values cannot be dismissed 'even by those that do not get it' (2012). Thus, many politicians have championed what Arnold (1988) advocated as essential within society that sport and education are synonymous with one another and those with levels of responsibility must advocate this within their working practices (Adam et al., 2003; Bailey et al., 2013).

Therefore, the ethical value of sport is potentially why the government and the LOC chose to bid to host the events of the L2012OG in East London, an area that needed inspiration through reshaped infrastructures and sporting facilities (Bailey, 2014; Collins, 2010 and Grix and Carmichael). Coe (2005) declared that priorities regarding exercise were changing because children do not naturally default to sporting activities, but it was believed that by presenting exercise within the locality through the 'regeneration to five of the poorest boroughs in London' that it would ensure changes in lifestyle choices (HC, vol. 481, Hunt, 2008; HC, 2007, p.4). Parliamentary members showcased this through sharing their own schooling experiences and the holistic value that sport had offered them (Chatziefstathiou, 2007). Literature depicting PESS's educational landscape narrates the profession as being

progressively placed in a vacuum of hyper-standardisation during the transition from the 20 to the 21 centuries when these frameworks were being implemented. This subsequently created disparities in understanding and an antagonistical working process at large (Evans and Penney, 2008).

Sport Competition as a Form of Creating Elite Athletes

Literature on the need for learned experiences through exercise such as self-motivation, and the assessment of self through competitiveness is embedded within all walks of life (Howe and Thornalley, 2019; Thornalley, 2019; Whitehead, 2000, 2010). Hamilton brings into the debate who the subject is targeted at and critically engages with the narrative about what sport is for:

> It must not be thought that the object of games practice is to produce champions in sport. There is a tendency in many large schools to concentrate on the instruction of the few already competent and gifted children allowing this limited number to reap the benefits of inter-school competitive games. One of the chief aims (of PE should be) to ensure that each and every child is given an opportunity to learn games and to become to some degree skilled in them. In this way he [sic] is assured of a healthy physical exercise with a definite motivating interest.

Hamilton (1941, p.11).

PESS naturally creates hierarchies through the embodiment of movement and pedagogic structures such as winning and losing and designed stresses on the body to advance performance quality (Collins, 2010; Green, 2000, 2007). Educational institutions throughout the 19 and 20 centuries have referred to this as the ‘forges of Olympic reserve’ (Hargreaves, 1986 p.124) meaning that more than any other subject within the school curriculum the role of PESS was to find, form and transfer young athletes onto the global stage (LOC, 2011; Soutter et al., 2012). The need for this conveyer belt refreshing the talent pool is cited throughout Olympic histories, bidding teams’ literature and anecdotal case studies are then used in policy making (Grix and Carmichael, 2012; Green and Houlihan, 2006). Throughout history independent schools have been the factories for creating elite athletes, shaped through school

curricula and extracurricular activities such as sports days, sporting fixtures and swimming galas (Ofsted, 2013). All of these events were practiced for, selected for and then used as selection systems for higher representation (Ofsted, 2014). However, this concept rests on the masses experiencing sporting festivals and through watching others in competition, talented individuals would become inspired to want to replicate what they had witnessed (Gratton and Preuss, 2008a; Houlihan, 2000; Weed et al., 2007). Directives from government, governing bodies of sport and sports enthusiasts needed this process known as the trickledown effect to take place and it must be strategically planned for so the flow of talent formulated during schooling remains constant (Ofsted, 2014).

Sport, Competition and Physical Education School Sport

Kirk and Gorely (2000) believe that 'the relationship between school PE and sports performance' has been historically problematic because it does not meet the 'needs of the general population' (p.119), and it is this reality that creates a barrier for individuals trying to obtain a better self through exercise. Competitions found within PESS have a particular form and function that continues to be disliked and distorted, but policy directives from government often ignore these debates and state the positives of health, well-being and economic benefits (Grix and Carmichael, 2012). For example, these narratives on competition can be visualised through the belief that competition is good for individuals (Hughes, 1902; Fox, 1987; Franklin and Binney, 2012) and the government commited to ensuring that exercise would be in all schools and remain compulsory in every Key Stag of the National Curriculum (NC) (DfE, 2014).

Therefore, in respect of aspects of the research question on the historical impacts of PESS and contemporary beliefs for future sport curricula, a philosophical lens of sport was considered from within the OC's mission (2011). The role of sport, PA and PE is to serve society through 'education', 'fair play,' 'ethics', and 'equality' and this is how sport has been acknowledged within this thesis (IOC, 2014, p.14).

Well-being, educational and polity

Well-being is a complex area and within this thesis it is reviewed through its influence on how polity has been used to strengthen institutional practices and advocate the mandate of serving societies. The significance of well-being is now more than ever a global concern centralising its properties in the education systems (WHO, 2010, 2013).

The utopian desire to have an awareness of self as a singular embodiment is potentially as relevant today as it was to philosophers in Ancient Greece and the importance of well-being has been monographed throughout history (Bailey, 1978; Whitehead, 2010). However, it was not until the impact of the great gains of the Industrial Revolution when England was seen economically and infrastructurally as flourishing, that sedentary lifestyles and health conditions were more frequently reported upon (Bailey et al., 2013; Dobbs, 1973; Haley, 1978). What these events stimulated was advancements in medical Science but they also reinforced that physical fitness was seen as rudimentary in protecting the Empire and providing manual labour as ‘the greatness of England rests on the physical superiority of the Englishman’ (The Birmingham Daily Gazette, 1866).

Governments have throughout history increased their political consciousness on well-being through directional policies on health, sport and education, which have consistently resulted in caring for children through educational settings (Bailey 2005; Erdozain, 2012; PEA, 1998). Reference to this can also be found in Victorian England and embedded through the Ragged School system and was reinforced by those that wanted the inauguration of the 1896 Modern Olympic Games. Scholars knew that physical pursuits were more than just competition, but an educational experience in its own right (Hughes, 1902; Chitty, 2009). Literature on social health draws us back to the reality that a great deal of illnesses throughout history are the design of individuals’ actions and how they arrange their lifestyles (McIntosh, 1968, 1973). Campbell (2012) gives some clarity through theoretical health models inferring that well-being needs to be advanced through policy because there is a deliberate need to establish health and well-being so that mental illness can be limited (Macdonald, 2009; Malcolm et al., 2003). Two years after the Education Act of 1944, the World Health Organisation (WHO) defined health as 'a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity’ (WHO,

1946). This definition is complex and has been challenged as an over idealistic and often impractical take on what constitutes as health (Barker et al., 2012 p.2). Critiques on the value of well-being increased from the 1980s onwards but it was Thorburn who framed a great deal of the constructivist nature surrounding the worth of well-being (2015). By striving from an early age through educational provision not only were politicians refocusing their offer to citizens, but there was also a narrative of individualisation and empowerment similar to that found within the 1980's and Thatcherism (Simon, 2017; Thatcher, 1993).

Since 1997 the Labour Government had attempted to reduce poverty and enhance opportunities for all through funding sport and PA, however, their target of reducing poverty by 50% was not achieved (Hill et al., 2009). Investing in key policies was potentially how social ills would be eradicated and the increases in PA would continue to underpin this philosophy (OECD, 2005). Policymakers needed to recognise that successive infrastructural concerns about children's welfare had seen systems failing (Balls, 1990). Children were being looked after in unsafe, unhealthy conditions and were not reaching their potential within educational settings, which in turn impacted on their employment opportunities (Balls, 2013; Garcia, 2012). Campbell's (2012) analysis of pupils, youths and adult's health and well-being is one of the essential texts for scholars in this area of study. The EUPEA International Conference uses school curricular as the platform to present comparative realities on well-being and gives practitioners pedagogic strategies (Fisher, 2002; Thornalley, 2006). Central to all policy was the need for transparency between those responsible for administrating policy and those that created it (Balls, 1990; CSFC, 2010).

This document also has a synergy of thoughts with those that underpin the *No child left behind* policy endorsed by President George Bush, some two years earlier (US, DfE, 2002). The ability to control individual's behaviour and their lack of willingness to change has continued to be a concern, particularly in the western world (Seedfelt, 2002), because if the growth in sedentary practices continues to rise along with increases in food consumption, premature chronic conditions are set to continue (EUPEA, 2006; WHO, 2012).

The year 2000 saw a global growth in government concerns over well-being and its impact on the progress of societies infrastructures, cementing further the narratives

found in the 2000 DCMS *A Sporting Future for All.* The reality was that even in schools that did not have to conform to national policy, many continued to place PESS within their core curriculum (Bailey, 2005; Green, 2000). These narratives continued to highlight the fact that from this point on a shift in stance towards policies specific to PA that impacted on health and well-being concerns was paramount (Activity Survey, 2018; Cale and Harris, 2013; DCMS 2014). For example, *Every Child Matters* (2005) focused on pupil well-being, which was threaded through all NC activities (DCMS, 2004). This reignited the debate about how PA gave 'personal experiences and individual fulfilment,' and the 'subjective' nature of what well-being, was needed to be prescribed within schools (Thorburn, 2015, p.650). The challenge for Thorburn was how would this be achieved through narratives given in polity, how they were interpreted and they what afforded all sectors of society (Huebner, Gilman, & Suldo, 2006; Diener and Biswas-Diener 2008; Thornalley, 2012).

Society welfare is measured by the amount of sickness workdays lost and medical treatment required for long term illnesses such as diabetes, obesity and cardiac diseases. This is because healthier individuals are known to have high levels of productivity and improved cognitive function (BHF, DOH, 2015). WHO, 2010, 2013). Life expectancy, was reducing, preventable diseases were increasing and there was a feeling that behaviour was regressing back to Victorian times when poor lifestyles increased morbidity (Bouchard et al., 2012; Cronin et al., 2016).

Polity, Well-being and Children in the UK

Children in the UK are ranked as the unhappiest and unhealthiest in Europe (NHS, 2013, Obesity Health Alliance, 2017) and the UK government needed to reduce the National Health Service costs from £6.2 billion to a more sustainable service (NHS, 2017). These facts are educationally significant as Noddings points out that ‘happy students learn better than unhappy students… and happy people are rarely mean, violent, or cruel’ (2003, p.2). Ben-Arieh et al (2013) compliments this feeling that happiness in pupils is how societies may counter social ills. Chief Medical Officer’s reports, activity lifestyle surveys, disease foundations and educational policy documentation all indicated that this was a worrying concern (WHO, 2011, 2013).

This validated the reality that society now had the first generation that must purposefully exercise and restrict eating habits because of sedentary lifestyles in schools, employment and leisure choices (Glanz et al., 2008). The need for transferable understanding for pupils has come from within curricula provision created by practitioners. This agency of thought can ultimately be seen as not ‘wasting human capital’ (DBIS, 2016, p.10) and again was similar to Victorian England where PESS was used for protection, manufacturing and embodiment (Barker et al., 2012; McIntosh, 1968, 1973).

The Obesity Health Alliance and Public Health England (2014-2015) stated that sedentary lifestyles costs £6.1 billion (PHE) and when combined with chronic diseases now costs the UK government £27 billion each year (OHA, 2017), leading to premature death, long term illness and obesity (PHE, 2015, 2018). There are strong correlations between lifestyle and preventable diseases, but health and well-being are far more than anatomical frailties; depression, body image dissatisfaction and self-efficacy are also limiting the quality of life for many citizens (Devaux and Sassi, 2015).

There is still a need for education and policy makers to define and inform stakeholders of exactly what the connections are between 'well-being values, subject knowledge and pupils' previous learning experiences' (Bailey, 1994, p.650). The need for well-being to be philosophically and pedagogically understood is supported further by scholars such as White (2007) and Hayes (2009) who believe that the explication of learning within subjects should not be discretely undertaken or offered as an additional aside. The philosophically informed debates over what these interconnects are and how they are found within different subjects seem to be either missing the target or simply not there at all.

The UK is one of very few countries that have reviewed well-being in secondary education through the Personal and Social Education sections of Citizenship programmes (Soutter, et al. 2012). In Scotland's Curriculum for Excellence (CfE) well-being forms one of the three key responsibilities for teachers, with the other two being literacy and numeracy. Teacher responsibilities ensures that professionals have a specific remit for health and well-being, and policy directives have clear components within the subject. Health and well-being are synonymous with one another in the CfE and are 'central to effective preparation for successful independent

living for young people' (The Scottish Government, 2015). Therefore, the PESS curricula is far more a medium for therapeutic solutions in society, and the overt edges of a teacher's role are seemly blurred between 'educational and emotional responsibilities' (Ecclestone and Hayes, 2009, p.234).

How London won the XXX Olympiad

Review of the: London Olympic Committee. London Bidding Team. Singapore, July 6, 2005 (Appendix 1, p.182-193).

The bidding transcript was obtained together with a copy of the film (LOC, *Inspiration* film, 2005), which was connected to the presentation. The aim of the presentation was to articulate; why, how and when the 'games delivery, experience and venue legacy will take place' (LOC, 2005). The LOC reflected on their journey up to that point, through an introspective analysis of past bids they had 'listened and learnt.' This bid was the fourth in 20 years and they acknowledged that 'we are a better bid as a result' (Harris, 1975; Squire et al., 2008, p.213).

The 2005 bidding team consisted of individuals who were influential within their professional domains and held provenance with the Olympic movement. The four key speakers were: Lord Sebastian Coe, Anne, Princess Royal, Sir Craig Reedie, GBE, and Olympian Denise Lewis, OBE. Their curriculum vitae consisted of three past Olympians, two members of UK parliaments and one member of the Royal Family, and some of these individuals held more than one of these backgrounds. This authoritarian mix of individuals depicted Holmes' (1990) contemporary understanding of national cultures and sporting prowess. Those that deliver contemporary structures must know their histories, demographies, economics and politics and also understand that they need to be in balance with one another (Houlihan, 1997; Henry and Nassis, 1999; Hughes and Frank, 2004). Holmes (1990) extends the belief that to understand cultures and those acting within them, there must be associated links to institutional, mental and environmental state patterns.

All the speakers had this diversity as they represented different walks of life and had all been institutionalised by the association of their profession to the IOC. When creating stories with ontological provenance educational leadership can be powerfully forged. Foucault (2008) refers to this strategy as placing human capital with co-

created realities, giving space for positive mantras within societies to develop narratives that provoke hope and fear as a psychological governance tool. Each speaker articulated a crafted montage of what Foucault (2008) advocated in his governmentality ideology of rule, where hope and fear are the foundation of the theory, and behaviour and rule are directed by these premises. Riessman (2008) enlists the power of storytelling with persuasion, and this was consistently used throughout the bidding speeches and political mandates. Hence, the manipulation towards the advancement of society through optimism was strategic (O'Malley, Weir and Shearing, 2006).

Examples of these hopeful narratives are found throughout the 3,400-word transcript (Bidding Speech LOC, 2005). The background of the speakers was as important as the speeches themselves (Squire et al., 2000). Anne, Princess Royal represented the order of the Queen and as an Olympian endorsed the Games histories using language such as:

> …proud,'
> …unbroken partnership,
> …enthusiasm which continues today,
> …passion for sport,
> …and I very much hope.

Anne, Princess Royal (2005).

Sir Craig Reedie, GBE a member of the Scottish parliament further develops this sense of hope through London's past associations with the Games that had displayed a real commitment to the IOC movement:

> …first time in 64 years,
>
> …we are proud to say that our athletes have competed at every Games since 1896, from Athens to Athens,
>
> …the birthplace of Paralympic sport,
>
> …we understand the recipe for a magical Games.

Head of the LOC: Lord Sebastian Coe

Lord Sebastian Coe pointed out the difficulties that hosting the Games brings with it in 21 Century times ‘Today's challenge is tough. It's more complex’ because ‘we can no longer take it for granted that young people will choose sport.’ The selected language and demeanor he used gave a diplomatic sense of reality about contemporary challenges, and the following comments created a historical hierarchy of what the Games in 1908 and 1948 had provided the IOC movement:

> In the past, London and the Olympic Movement have come together when there were serious challenges to be faced.
>
> In 1908, London delivered the Games and the first purpose-built Olympic Stadium to the tightest of the schedules.
>
> In 1948, our predecessors re-united a devastated world through sport.

These affirmations of past events were deliberate in their tenure, referring back to London’s previous Olympiads which presented significant delivery challenges. London had consistently proved their commitment to the Olympic Games and in a way a superior level of validation in keeping to its promises when it came to its association with the IOC. The underlying narrative was that hosting the Olympic Games in this contemporary timeframe when the youth of the world was not as engaged in sport, would be as equally challenging for any of the bidding cities. The fact that London had not let the Olympic movement down on two previous occasions (1908, 1948) meant that the IOC could have every confidence in London delivering on the promises in their bidding speech (Guttman, 2002).

Sir Reedie, GBE, again raised the documented level of commitment that England had afforded the Olympic movement by highlighting in his speech that the Paralympics was the brainchild of Sir Ludwig Guttmann (1899-1980) based in North London’s Stoke Mandeville Hospital. The Paralympic movement was inspired in 1948 when Dr Guttmann saw, just as physicians and parliamentarians throughout history had, that PA had a great deal to offer in the development and rehabilitation of and for mankind (Arnold, 1996; Beale, 2011; Brookes, 1876; Hughes, 1958; Olympic Charter, 2011). It was Guttmann’s work with servicemen and wheelchair patients that was to become a form of physiotherapy, but more importantly well-being medicine. The development of the anatomy undertaken through sporting events and teamwork activities was seen as a stabiliser to mental health as well as improving muscle function (WHO, 1947). The impact of this work at Stoke Mandeville Hospital was honoured in 2012 when

one of the mascots for the Paralympic Games was given the name Mandeville (HC, 2009).

There is an understanding amongst reviewed literature that when storytelling manipulates the premise of an individual's personal relativism positively, it accentuates the believability of what is being said (Scott, 1990). Thus, the social and cultural consensus of everyone present at the bidding speech, was that the Olympic mission and the narratives given were to be taken as trustworthy and even emancipatory to all (Atkinson and Delamont, 2006). This meant that each member of the bidding team owned a distinctly different presentation lens but remained true to the synergy of thought throughout: links with histories, philosophies and strengthening the desire for the IOC to award the XXX Olympiad to London. Bruner's (1976) classic understanding of how to appreciate epistemologies is constructed through habitual story types and it is this that gives it its strength. Thus, the spoken rhetoric affords a display of quality assurance and repeated affirmations as to why London would be the most desirable choice for the XXX Olympiad.

The focus shifted towards the bidding requirements of the creation of an OL. This narrative mirrors the visual articulations framed within the Inspiration film (2005), illustrating how Olympians are motivated, through inspiring the youth of the world. There was a belief that the Olympic Games would address some of the distractions that youths face 'in an age of 24-hour entertainment and instant fame':

> So, London's vision is to reach young people all around the world. To connect them with the inspirational power of the Games. So, they are inspired to choose sport.
>
> It's because we're serious about inspiring young people.

Coe (2005).

Again, the language was deliberate. Many bidding teams in the past had referred to the youth of the world, emulating the moral standings found within the mission statement of the OC (2011, 2017) but London's bidding team symbolised this physically:

> I'm delighted we have with us today representatives of the next generation. 31 individuals aged between 18-25 from London's multi-cultural mix of 200 nations, they also represent the youth of the world.

(Coe, 2005).

This physical representation was 'taking the place of businessmen and politicians' and reiterated the LOC's ideology 'because we're serious about inspiring young people' (ibid, 2005). The text is suggestive of personal ownership to [them] and for [them]. One particular individual, Amber a talented basketball player is singled out as the optima of this. This physical example of the youth of the world being inspired gave a tangible correlation to what London proposed, keeping in touch with the iconic histories of the city but also entrenching athletes in the rituals of the Olympic Games:

> …what unites them is London. Their love of sport. And their heartfelt dream of bringing the Olympic Games to our city.
>
> …to create an Olympic Park. A park containing nine state-of-the-art venues… All just seven minutes from central London.
>
> …we will put athletes Olympians and Paralympians at the heart of our Games. They will live within sight of the Olympic Flame.

This bid was contextualised through past Olympiad failings; Atlanta (1996) housed the athletes in a village that required extensive travel time resulting in some athletes missing events, and Athens (2004) built an Olympic park 20 kilometers away from the city centre that has never been used since the Olympic Games. Hence, for London to claim that they would create parks central to the host city and stimulate the spirit of the Olympic Games for the athletics around them, added to the desired infrastructure of the IOC that would inspire the next generation:

> … to deliver a lasting sporting legacy.
>
> We know the Games must offer more than just 17 days of world-class sport and celebration.
>
> So, in London every sport will have a legacy.

Coe (2005).

This vision was plausible, the infrastructural development was tangible as the environment could be changed in a way that respected the City of London, but the overriding strength that came through the speeches was the convincing mental state pattern (Fisher, 2004). This message was further strengthened through the differences found between the LOC delegates, from an 18-year-old from East London to a member of the British Royal Family. This vision and hope through the youth had not been previously used in Olympic bidding histories (IOC, 2014).

Denise Lewis, OBE a past GBR Olympic champion took the role of Ambassador for the Athletes. Her provenance again links the epistemological experiences of her personal reflections when she was inspired as an 8-year-old watching the Moscow Olympic Games (1980). Her dreams changed to reality when she competed in three Olympiads and retired with a Gold medal from the Sydney Olympic Games (2000). She was at the end of her journey, but the youths present in Singapore were at the start of their journey, shaped from school curricula and community infrastructures. What this narrative created was a validated real-life affirmation of the promises to the IOC. This was not just for Team GBR, the City of London offered transglobal opportunities and athlete and spectator utopia would be created through the closeness to venues and transport. Because of the demographic diversity ‘every athlete will have a home crowd’ and many more athletes will experience ‘real’ support which Denise Lewis, OBE claimed had given her ‘unforgettable Olympic memories’ (LOC, 2005).

If inspirations turned into emulations and individuals became involved in PA, the Games had the chance to influence citizens on a global scale. This Foucauldian use of hope and also fear was because if the IOC did not choose London and maximise the cultural infrastructure of 200 nationalities (LOC, 2005), there was every chance that the impact on the next generation would be limited (Gratton and Preuss, 2008a). There is a political obligation to make a difference within cultures but in reality, this must not be left to chance (Fisher, 2004; Gold and Gold, 2009).

This section of the bidding speech idealistically manipulated the HL factors of the location of the athlete villages and venues but through the narratives of historical SL

experiences (Polley, 2007) from bidding members who had competed in past Olympiads. Ontological storytelling fused with narratives as truths is a common strategy used by many individuals who need to create a behaviour that is symbolic (Bourdieu and Wacquant, 1992; Burton, 2005). Three additional members of parliament added to the narrative: the Mayor of London Ken Livingston, the Prime Minister Tony Blair, and the Olympic Minister, Tessa Jowell. These acclaimed individuals endorsed the advantages that the City of London offered in the creation of an OL. Nelson Mandela also supported the bid;

> I can't think of a better place than London to hold an event that unites the world… London will inspire young people around the world and ensure that the Olympic Games remain the dream for future generations'

(The Guardian, April 6, 2005).

Ministers used vocabulary that had a sense of obligation and direction:

> …leaders, …duty, …vision, … message, …beyond, …magical.

(LOC, 2005).

The Games were 'not just for the 17 days of the competition' but the hope was that young peoples' futures could be advanced through these Games. London's legacy would last throughout the XXX Olympiad cycle between 2012 and 2016. However, this was very much a global responsibility, which meant that there was a need for institutional, mental and environmental state patterns (Fisher, 2004) to facilitate this because:

> Today's children live in a world of conflicting messages and competing distractions. Their landscape is cluttered. Their path to Olympic sport is often obscured. But it's a world we must understand and must respond to.

Moral undertones continued to resonate with comments such as:

> …me and my team will do whatever we can to inspire young people to choose sport.

> Whoever they are, wherever they live and whatever they believe.
>
> I am delighted we have with us today representatives of the next generation. It is a decision about which city will help us show a new generation why sport matters.

Coe (2005).

Therefore, it could be conceived that the bidding team were true to their own beliefs and maximised some of the histories of London's association with previous Olympiads, and thus, this strategy gave the bid a sense of biopower (Foucault, 2008), What is significant within the speeches is that there are no direct citations about health, well-being or how elite athletes would be supported, but these contrasting variables are subtly touched upon within the reference made to challenging contemporary lifestyles (Houlihan, 2005). The opposite of health and well-being is illness, and therefore fear was used as a political strategy (Foucault, 1900) and this reality also acknowledged the government policy of ECM combating social ills (Penney and Evans, 1999).

London Organising Committee. Bid *Inspiration* film, 2005

In his final speech in Singapore Lord Coe stated that London 'was serious about inspiring young people' and he emphasised that the majority of London's delegation were young people not politicians (Coe, 2005, p.2). In addition to this symbolic articulation of priorities for the future, the LOC's Inspiration film depicted children being captivated by Olympians performing. This visual narrative was designed to create personal dreams where children could take the place of these athletes in the future and represent their country (Ntoumanis, 2001; IOC, 2014). In the *Inspiration* film what is needed to make an Olympic champion paradoxically begins at the end of the journey with the Olympic final. A male sprinter has just won a Gold medal and his journey and the statistical information about how each stage has been achieved, is placed in reverse order:

> "…to make an Olympic Champion it takes 8 Olympic finalists, to make an Olympic finalist it takes 80 Olympians, to make an Olympian it takes 202 National Champions, to make a National Champion it takes thousands of

> athletes, to make an athlete it takes millions of children around the world to be an inspired to choose sport."

The LOC (2005) Inspiration film: 1.04 seconds.

These narratives gave a sentiment not only of the mission of the IOCs mega-event, but that sport was a gift to the world and that the Olympics serve mankind through open competition (IOC, 2011a). The City of London professed that it knew how to advance society through the mega-events, but the inspiration to become an Olympian is found within a child's education of sport. The last comment of the film was central to Team GBR's political success and this thesis.

Olympics and the benefits to the UK

The DCMS strategy for meeting all the promises made in the 2005 bid and 2007 report was so that sporting experiences would become the service to mankind through a collective vision (IOC, 2011). The DCMS expected the following from the L2010OG:

Our ambition is…

> Elite Achievement
> …4th in the Olympic Medal Table in 2012
>
> Inspiring young people through sport
> …Offer 5 hours of sport per week for all 5-16 year old's by 2012 and 3 hours of sport per week for 16-19 year old's by 2012.
>
> Getting People more active
> …Help at least 2 million people in England to be more active by 2012 (p.62).

DCMS (2008).

What is significant is that the word ambition is found embedded in *Our Promise for 2012: How the UK will benefit from the Olympic Games and Paralympic Games* (DCSM, 2007) before, during and after 2012 (DCMS, 2008), Plans for the Legacy from the 2012 Olympic and Paralympic Games (DCSM, 2010) and *A Living Legacy* (DCMS, 2015). Therefore, the government seemed to be creating a caveat that [it's] content was not really a promise, it was more of an ambition.

The London 2012 Inspire programme was launched in the summer of 2008 (DCMS). It was central to getting two million people more active and ensuring that elite athletes consistently exhibited superiority in their chosen disciplines. The programme aimed to use the Games as a catalyst for participation and for the OL to truly impact across the UK.

Key outcomes were to include:

Excel:

Improved talent development systems for each funded sport,

Sustain a 25 per cent reduction in participation drop-off between ages 16 and 18 in at least five sports by 2012/13,

More people satisfied with the aspects of sport that are important to them,

One million adults participating in more sport by 2012-13,

Delivery of the Five Hour Sport Offer engaging more 5-19 year old's in sport.

The benefits of the above commitments and investment are already being seen, with:

90 per cent of children now doing two hours of PE per week,

British elite athletes are some of the best in the world,

Swimming is the country's most popular sporting activity.
In April 2009, the free swimming offer for under 16s and over 60s was launched as part of the 2012 legacy commitment,

The £140 million funding is expected to give 20 million young and older people the chance to swim for free in participating pools across England (p.64).

Teacher Education

The need to form an expert group that had 'representation from teaching schools, subject associations and HEI would move the teacher education process forward' (Hill, 2011, p.4). It is here for the first time that HEI's are invited into the discussion on developing the future of education in schools. The government requested a review of initial training for specialist PE teachers. The rationale for this was so that the 21

century curricula was underpinned with ‘PE teaching which our young people need and deserve’ (p.4).

This review was conducted through bodies such as the National College of Teaching and Leadership (NCTL) who had already identified routes to enable high-quality primary teachers to teach PESS more effectively through ‘a new specialist PE Primary course for trainee teachers’ (Hill, 2011, p.4). This focused policy creation and funding ring-fenced for primary teacher training was seen as a way of creating sustainable quality in these schools (Griggs, 2018; Griggs and Ward, 2013; Ofsted, 2014). However, no reference is made to secondary teacher education, pre-teacher or engagement with PETE in HEI’s.

The depth of detail across the different sectors charged with adding to the OL is limited in content and detail. The House of Lords Select Committee (HC, 2013) considered that this aspect of polity work was ‘shrouded in secrecy’, thus presenting untold polity stories. What this declaration offered was indeed an affirmation that what had taken place had not been adequately disseminated to; infrastructure stakeholders, educational leadership and the industries that supported PESS, such as leisure and recreation. Therefore, the chance of any of these events systematically changing mental state patterns was difficult to envisage and reenforced the gaps in provision and accountability (Fisher, 2004; Holmes, 1990).

The synergy of philosophies between the UK and the IOC are deep rooted and well documented surrounding the importance of sport for citizens from the inauguration of the Modern Olympic Games in 1896 (Anthony, 2004; Cannon, 2011; Polley, 2005, 2007). Between Dr Brookes and Baron Pierre De Coubertin, and Dr Guttmann’s creation of the Paralympic Games in 1948, sporting activities then and now, were more than just competition (Brookes, 1893, 1894, Beal, 2012; Kidd, 1996). The belief that the Olympic values influenced through scholastic sporting activities creates Respect, Excellence and Friendship can only be characterised through an individual’s self. These tacit realities are already found in PESS curricula; compliance to codified rules, sportsmanship, competitive pedagogies and cohesive working structures.

The education profession was committed to assisting the masses to appreciate exercise through Olympic values because the government expected PESS professionals not just to be emotional tourists during the L2012OG (AfPE, 2015). Taking on the challenge to inspire the next generation of performers and teachers was a bold claim by the government, but it had to take place if a SL was to be created (HM Gov, 2012; 2013). The Olympic dream would remain unsuccessful in tackling social ills unless polity created infrastructures to inspire the next generation (Armour, 2010). 'The Department has a target for two million more people to participate in a sport or physical activity by 2012', therefore central to this success was the influencers within schools and colleges (HoC, 2008 p.6). The reality was that the government and the subject would need to be significantly exploited in order to reach the social goals of increasing participation, improving well-being and identifying and shaping future elite athletes (Evan, 2007). Professionals such as I would have to conform to the new rhetoric imposed by government, but this was a small price to pay even if there was no guarantee that it would make any difference to individuals.

Education and Get Set London programme

Educationally the XXX Olympiad would assist in increasing participation levels and meeting the ambitions of the government, LOCOG and the Youth Sports Trust (2012). Literature on Olympism states how important it is to engage young people in sport whilst still at school:

> …90 per cent of children in England aged 5-16 are now doing at least two hours of sport a week Almost three quarters of pupils now take part in house matches and leagues, and 97 per cent of schools held a competitive sports day in the last year. We are also putting competitive sport back on the agenda in schools.

School Sport Survey (2007/08, p.63).

'The vital part of the education programme was through the Get Set London 2012's materials and outreach strategies would be shared within schools and communities' (p.79). 'The programme, aimed to involve children and young people in the excitement and inspiration of the Games' (SSS, 2007/08, p.83). However, none of these statements actually explained how this would be achieved, but those in charge:

> …should organise and distribute a programme of education about sport, the Olympic Games and the Olympic Values on offer to schools and colleges through the host country during the Olympiad.

(IOC, 2016 p.46).

Weed et al. (2011) describes getting involved as the hooking process achieved through educational experiences at festivals and demonstrations. It is the theory of what is left behind, such as memories that motivate individuals to create their own and others SL futures, and it is this factor that previous governments had relied upon in recent Olympiads (Reedie, 2005).

Chen and Henry (2017) revealed that data from the Get Set London programme was generically reported on and no information was provided about regional differences, thus supporting the belief that the L2012OG was London-centric (Tomlinson, 2004; Kohe and Bowen-Jones, 2016) and academics acknowledged that:

> …communities that are not positively engaged with hosting the 2012 Games in London are likely to be beyond the reach of any initiatives seeking to harness the Games to develop legacies in any area.

Weed et al. (2011, p.67)

I lived in the City of Lincoln over 150 miles from the region of London, but worked in West London, and as a member of the University holding camp committee, I visited the Olympic Park in 2010, 2011 and 2012. There was a marked difference between the two cities in their preparations for the L2012OG, therefore, if the SL gains were to be UK wide, professionals needed to continue to shape their subject's role within this SL window, but it also needed to be signposted more clearly by polity (Adranovich et al., 2001).

Educational platforms such as the DCMS, (2008), the Get Set London programme, the Department for Children, Schools and Families (DCSF, 2009b), Get Involved in London 2012, *Ofsted's Going the extra mile: excellence in competitive school sport* (2014) all presented the offer that things could be changed. However, members of

the AfPE felt that without any mandatory policy motivation would be unsustainable, and therefore, creating a legacy in London or further afield was not realistic (AfPE, 2015; Chappell, 2013), because there was the belief that the further you travelled from London the less visible the arrival of the L2012OG was, but also the future of PESS was not all about 2012 (Yates, 2014).

Academics engagement with the L2012OG

PESS has two praxis journals for professional practitioners: The Physical Education and Sport Pedagogy Journal and the Sport, Education and Society Journal. It is the academic journal platform for the AfPE, the professional body for PESS professionals, and its aims are to reflect practice and pedagogy found within a broad range of settings and disciplines. However, there was a sense of missing voices and a lack of motivation to add to the discourses in L2012OG and PESS. This reality was corroborated during the literature review through all the journals published between 2005-2015, 400 articles were published in the academic domain but only five of them included subject matter relating to the L2012OG.

The Physical Education and Sport Pedagogy Journal states that it aspires to use high quality research to impact on both policy and practice nationally and internationally and encourages praxis in knowledge transfer, curriculum development and teaching and learning. The Sport, Education and Society Journal's aims are to provide all professionals who have an interest in: policy, curriculum, social inclusion, identity, health and sport, and facilitates with a forum for research and informed debates where pedagogies found within social science are the central theme. Both these journals openly advocate that they are created by the profession, which subsequently supports the profession, and thus, impact and refinement would be driven through these platforms. Opportunities for research advancement were significant within this window because the festival effect memories would only remain for a small period of time (Eimear et al., 2014).

Based on these reflections a small meta-analysis was conducted on the content of these journals between 2005–2015, through the lens of the XXX Olympiad and the development of the SL variables within education (DCMS, 2007, 2012; LOC).

The Physical Education and Sport Pedagogy Journal only published one article that referred to the Olympics in 2015, which was positioned from a Taiwanese Arts perspective. The Sport, Education and Society Journal published materials relating to the Olympics on four occasions; 2010, 2011 and 2015, where the foci were; historical, Olympic ideologies and inactivity.

With both journals being related to PE and sport pedagogy, the absence of literature related to PESS and the XXX Olympiad was surprising due to this unique timeframe in contemporary education.

IOC definition of Olympism

The IOC believes that there is a globally unified understanding of what Olympism is meant to create and this is illustrated through the OC (Barrows, 2007; Parry, 2012; IOC, 2011). The code of practice for all individuals is through the concept that sports competitions are underpinned within Olympism ideals and how these are interpreted because nearly the whole of the globe is now associated to the IOC movement (IOC, 2015).

In its first draft in 1908, the Annuaire Du Comite International Olympique referred to how the competition processes had to be adhered to (Coubertin, 1847; IOC, 1908). However, in 1934 Coubertin continued to infer that the Olympic movement must create ‘la pedagogie sportive’ (p.12). Historically Olympism was not always well received because it created class-centric hegemonic performance opportunities that were restricted (MacAloon, 2008). The OC advocates that the events of the Olympic Games create a philosophy for life, and this encapsulates the belief that all governing institutions must interpret this mission through their aims (IOC, 2011, p1). In addition to this requirement and somewhat contrary to the embodiment of self through exercise, the central focus of medal tables and breaking records creates a nationalist drive:

> On the question of the national importance of PE there cannot, we imagine, be a difference of opinion. So strongly is the value of preliminary physical training felt in the army that Olympian festivals are now held annually at Aldershot (sic).

National Olympian Society (1965).

Education and Olympism?

When trying to understand how cities and governments use the Olympic movement and OC to educate teachers and pupils, authors such as Pope (2007), Arnold (1996), Culpan and Wigmore (2014) and Chatziefstathiou (2007, 2011) have all recognised that there is a fundamental need to understand Olympism (education through Olympic events) before teaching through it. It was acknowledged by Rogge (2012) at the Opening Ceremony of the L2012OG that England was the first country to advocate this platform for educational pursuits before any other (July 27, 2012).

The values of Olympism seen within the evolution of the OC have been shaped by how it is transposed by a host nations culture and political lens (BOA, 2005; Preuss, 2008). An example of this interpretation is found in the educational materials produced prior to an Olympiad, which are shaped by aims found in the bidding speeches (LOC, 2005), and through the Opening and Closing Ceremonies that translate the ideologies and philosophies of their country (Chatziefstathious, 2009; IOC, 2006).

Olympism within education

Since its origin in 1896 the IOC has proclaimed that Olympism Education has a clear synergy with programmes found within schools across the world.

In these settings the aims of PESS are based on all aspects of human capital (Binder, 2012; Chatziefstathiou, 2009a), individuals use PA in many different ways, but they must also conform to the mission of the OC of: Excellence, Respect and Equality (Binder, 2005; Culpan and Whitmore, 2014; Parry, 1998; MacAloon, 2008). Olympism as education and the values of the OC have historically an uneasy position with some nations (Culpan and Wigmore, 2014; Gold and Gold, 2009; Naul, 2008). For example, equality is central to the mission of the OC, but it was not until the L2012OG that Saudi Arabia allowed a female the opportunity to become an Olympian, and female

boxing was also included in the competitive programme, meaning that women were now participating in the full Olympic programme and thus, epitomising the belief that:

> '…education and educational values in particular have received marginal status on the sport stage. There is arguably and need for the sport Olympism and education relationship to be revitalised and re-examined'

(Parry, 2012).

Academics that study the OC and Olympiads understand that the roots of the movement are found within educationalists. Binder (2001, 2004, 2012) takes this understanding further regarding the origins of the movement and believes that the purposeful manipulation of Olympism education is what every individual has a right to receive. However, this understanding of Olympism needs direct leadership because interpretations of excellence, respect and equality are central to many educational systems (Arnold, 1997; Parry, 2012).

Inspiring the next generation

By hosting the L2012OG the government were obliged to acknowledge that 'the practice of sport is a human right. Every individual must have the possibility of practicing sport, without discrimination of any kind' (Olympic Charter, 2011, p.10). The ideology behind the LOC win was that to inspire the next generation the L2012OG had to ensure elite athletes succeeded (Weed et al., 2007; 2015), and by doing so stimulate how practitioners could educate themselves through exercise (Kirk, 1992a). These narratives from the LOC were rooted far deeper for PESS teachers, coaches and PETEs, because it was these professionals that had to have a collective mental state pattern (Fisher, 2004; Thornalley, 2019). In trying to inspire the youth of the world, PESS specialists would have the biggest part to play, and this is where the difference and challenge would be materialised, now and in the future. Professionals and academics within the discipline of PESS were expected to provide learners with a curricular filled with high-quality lessons, which inspire all to succeed and excel in competitive sport through physically demanding activities (Whitehead, 2010; DfE, 2013; Thornalley, 2019).

The QCA supported these advancements in PESS through two key developments: teachers would become research active, and strategies were planned for self-evaluation programmes where materials created for guidance develop pedagogies (DCMS, 2008a, DCMS, 2008b). The aim was to understand what constituted high quality PE and sport, and these characteristics would continue to inform future policy:

> …enable all young people, whatever their circumstances and ability, to take part in and enjoy PE and sport;
> …promote young people's health, safety and well-being;
> …and enable all young people to improve and achieve in line with their age and potential

DCMS (2008b, p.1).

Penney et al. (1990) supports the ideology that governments needed to concentrate on high-quality PE and sport because schools were growing in size, targets were becoming more inflated, and teachers were being charged with the new expectation of keeping individuals in learning for longer, no matter what the price (Ofsted, 2013).

The 2009 London Sustainability Plan report from the LOCOG revealed that it would not be until 2012 that many of the promises made in 2005 would be realised. There was a strong message that accountability was high because an immense financial and human capital had already been invested in the L2012OG. Several aides-mémoires of what the aspirations for LOCOG and the ODA are:

> to make the UK a world-leading sporting nation, to transform the heart of East London, to inspire a new generation of young people to take part in local volunteering, cultural and physical activity (p.6).

This transformation would change East London from an area of relatively poor health and high unemployment to a community based on skills, aspiration and healthy activity (Evans and Penney, 2008; Lake, 2001). There were narratives about what the mega-event regeneration project would look like through: text, images and graphs, how the carbon footprint would be managed and the area which the games would be using was highlighted ‘246-hectare… almost equivalent in size to Hyde Park and Kensington Gardens’ (LOCOG, 2009, p.6).

The LOCOG's vision revealed a real focus on the relationship between potential athletic pursuits, lifestyle changes and the eco-friendliness of the Games that aimed to be the first sustainable Olympic and Paralympic Games in the history of the IOC (DCMS, 2007, p.2) Reference is made to specific memorandums post the 2005 bid such as; *Our Promise for 2012* and Before, *During and After; making the most of London 2012 Games* (DCSM, 2007), but the legacy action plan was first published one year later (DCMS, 2008a). The word school or schools was mentioned 90 times, but teachers were not mentioned at all.

To inspire a generation of young people

In particular the DCMS (2008) wanted to support disadvantaged young people to get involved and the inspiration of this generation would be nurtured through local projects linked to the Cultural Olympiad (DCMS, 2007, 2008). The promotion of fitness, health and goal setting through the 'Personal Bests' and the Get Set London programme were designed so individuals learned about the Olympic values of excellence, respect and equality (Hackney, 2012, p.2). Therefore, if the Coalition and Conservative government had to get these variables to come together within an infrastructure that allowed teachers to know their role and go the extra mile (DCSF, 2009a; DCSF, 2009b; Ofsted, 2014), future athletes may be nurtured and GBR would continue to create world class athletes (UK Sport and Sport England, 2016). If this was to be achieved there would be a claim that a world class PE curricular would be created from linear leadership (Labour, Coalition to Conservative) (DCMS, 2008).

If the government wanted medalists, they had to shift away from mass participation and inspiring the general public, but the government also wanted to combat health, physical, mental and social problems (DoH, 2008; Thornalley, 2019; Quennerstedt et al., 2014b). Burchell et al. (2007) presents the understanding that governments must be judged within isolated timeframes. However, they critically articulate that the strategies used by governments were often recycled versions of historic models 'paranoia, fear (and hope), militancy' (Ball, 2010, p.47). Prime Minister David Cameron stated that 'Sport is part of our national identity' and is supported by the fact that England 'invented many of the sports that the rest of the world play' (Burchell et al, 2007, p.6). 26 of the 28 sports included in the L2012OG originated in England.

The government would achieve this through the repeated statement that through historical sporting activities we have a unique power as a nation.

The UK School Games was launched in 2011, with the objective being to create participation for all through competition (Collins, 2010b). Thus, teachers in schools would need to add this perspective into their curricula and adapt pedagogies designed to reach all of their pupils so that competition was appropriate for the able and the not so able (Collins, 2010a; Green, 2004; Grix and Carmichael, 2012).

The DfE report was essential because of the billions of pounds being spent on festivals of sport (Dowes and Fletcher 2018; Fox, 1987; Gratton and Preuss, 2008a). The documentation and applied data seemed purely a theoretical marker on the policy aspirations through scrutinising the successes and failures of the government's investments (Collins, 2010a; Gibson, 2012). The polity planning timeline for all of this SL work was that governments had known since 2003 of their intention to host a mega-event since 2003 and from 2005 this was a reality. Therefore, parliament could have made the decision to embed Olympic materials nine years before the L2012OG so that educational platforms were developing new knowledge within their classrooms and mental state patterns within institutions would have been changed (Cashman, 2006).

Consequently, the DCSM needed to contextualise their work with underpinnings that were introspective of a contemporary UK (Gratton and Preuss, 2008b). For example, the governments engagement targets of how watching others would change their desire to become active was not found in polity materials but articulated on in the LOC Inspiration film (2005). Therefore, as the DfE document suggests Schools' and colleges' engagement with the 2012 Olympic and Paralympic Games: PE and Sport, required new habits-in-action that created opportunities for PA at all levels to increase inside and outside of educational settings (Quennerstedt, 2013).

Subsequently, the report on the strategy employed by the then Department for Education (DfE) and Coalition Government could be perceived as somewhat arbitrary and even tokenistic (DCSF, 2009a; DCSF, 2009b). They were expecting professionals to have practically lifted the words from the speeches by Sebastian Coe (July 6, 2005) and the materials provided through the Get Set London programme.

However, the Get Set London programme was voluntary and so it was left to individuals within the PESS profession to decide whether or not they wanted to engage with the educational materials (Chen and Henry, 2017).

The Get Set London programmes exclusion of key professionals during this time creation can be reflected upon further with an assisted positioning from Pring (2012). He advocated that there are no real truths, and therefore getting closer to the truth can only be fully understood when the environment is viewed from as many different angles as possible. HEIs, academics and newly qualified professionals would be the individuals translating England's pledge to the IOC and by doing so creating leaders in this field for the future. Hardman and Green, (2011) support the belief that PETEs are central to the quality of future teachers and transforming learning.

Chapter 3: Methodology and Method

This chapter reveals how the pilot study and main research was undertaken as a qualitative study through; documentary analysis, field study activities, ethical protocols, sampled text and the use of a comparative analysis model associated to PE, Sport and Education (Fisher, 2004). This need for a layered methodology of documentary and comparative frameworks allowed for the deconstruction of data to be inductively appreciated and placed alongside the multi-dimensional influences found in education, participation and elitism (Gibb, 2009; Plummer, 1983; 2001).

Researcher belief

My personal ontology complimented key aspects of the research interests and thus, meant that the evidence being used epistemologically validated the method design and how the construction of knowledge would be viewed and produced (Mercer, 2007; Lipp, 2007). By appreciating researcher ontologies paradigm judgements made would assist in the place and purpose of the relationship between what was openly known and what was trying to be understood. Pring (2012) refers to this as when aspects of the 'secret garden of the curriculum' (p.123) allow educationalists to see what is often in front of them, but not always acknowledged (Alvesson and Skoldberg, 2012).

At the start of the research, I was unsure what documents were available and then being subsequently produced by ministers within chambers and government reports. Therefore, as secondary evidence depositories grew within the timeline of the research journey, the methodology emerged organically (Bettie, 1980; Creswell, 2016). My reflexivity was continually positioned through my professional growth and emancipatory mastery of understanding the methodology and methods, meaning the epistemological landscape could be described as oxymoronic with regard to consistency in practice, but reactive to how, why and what the government may have been asking of PESS professionals. For, example in 2007 two years after London had been awarded the L2012OG, the PENC was revised through the mandate of establishing greater creativity (DfE, 2013). This policy change was supported by the QCA because there was a feeling that this gave the opportunity to blend creative

approaches with traditional practices, and teaching and learning objectives would be more aligned with learner competencies, thus facilitating the economic needs of society (2007). Therefore, prior to each stage of the research method, positionality was aligned with thoughts about design and techniques that produced rigor and validity before embarking on any data collection and analysis (Strauss and Corbin, 1990).

Research paradigm

The research paradigm was positioned through qualitative documentary analysis found within a breadth of social science platforms, which embrace narratives as viable truths (Cohen et al., 2017). By employing a selection of documents from the timeframe 2005-2015 epistemologies found within them became central points within the data (Carter and Lorenc, 2013).

Research investigative time period

Phase	Definitions used within the context of the research
Phase One (seven years)	Before the XXX Olympiad [2005–2011]
Phase Two (one year)	During the XXX Olympiad [January 2012–December 2012]
Phase Three (three years)	After the XXX Olympiad [2013–2015]

Table 4: the ten-year timeframe

Qualitative research

The sampled data from the LOC and the governments was complex, but this afforded the research real strength. Therefore, what was being studied was multifaceted and required an established framework to work within (Amours and Macdonald, 2012; Sinclair, 2007).

The decision to use documentary analysis was not an easy one. Because of my past insider experiences, it would have been easier to obtain access to different social groups, such as schoolteachers, elite athletes or academics (Lipp, 2007; McCulloch, 2004; Scott, 1990). This method design required a 'willingness to cross the boundaries of various academic disciplines: history, anthropology, sociology, psychology, literary criticism and classical studies', which in turn produced greater research flexibility (MacAloon, 1981, p.xii). Champions of this type of method believe that researchers are naive if they do not visualise the importance of using documentary and archival techniques (McCulloch, 2004, 2011; Prior, 2003) because 'the world is crammed full of human and personal documents' (Plummer, 2001, p.17). These judgements were supported further by the theological understanding that the research questions led the methodology and not the other way around (Bulmer, 1982). Therefore, what this decision ensured was that documents produced by the LOC and the governments were analysed through their association to PESS and the XXX Olympiad, and by doing so allowed the voices within government to be heard (Sparks and Smith, 2014).

The need to understand the educational narratives in specific timeframes was key to the research questions. 32 documents were analysed containing approximately 260,000 words, therefore, initially a chunking technique was embraced to manage the ten years alongside inductive processes of thematic characteristics within education, participation and elitism, which added complex narratives (Creswell, 2016). This essential researcher acumen required documentary methods to respect these dense literature sources so that interpretation acknowledged their various mediums (Appendix 13, p.215; Grbich, 2013; Plummer, 2001). For example, transcript speeches are different to narrated video, and the DCMS and DfE policies are different to House of Commons reports.

This working appreciation is why documentary analysis methods are often interpreted as a supportive structure to investigative approaches found in all research, because document coding lends itself to reviewing literature and analysis of text created from interviews, questionnaires and observations (Braun and Clarke, 2020; Cohen, et al., 2017; Prior, 2003). Documentary analysis does not have a 'clear-cut style' and is seen as a research footnote in other available methodologies (Platt, 2012, p.31; Silverman, 2011). These broad definitions of documentary analysis are challenged further because literature infers that this research tool naturally defaults to the professions of historians and librarians (Bettie, 1980), therefore, insinuating that it has a specific paradigm, which PESS would not normally rely on (Bettie, 1980).

The majority of educational work on PESS curricula and Olympic Games uses documentary analysis, but not as the sole research tool. Thus, these judgements on design placed the methodology into a category that was extremely unusual and potentially unique (Bailey, 1994; Creswell, 2016;). The field trips to the IOC headquarters and Much Wenlock archives added a mastery to the documentary analysis and provided an exclusive insight into archival materials. These events were financially costly and time consuming but provided real provenance to any claims being made in the thesis regarding the heritage between the XXX Olympiad and government decisions, and the reliability of document handling techniques.

Document provenance

Data was purposive in nature because all of the documents analysed between 2005-2015 had a specific link to the government and the XXX Olympiad. These parliamentary transcripts and reports also had a political provenance, in that they were records of what was said in government chambers and government reports. The validity behind the sampling process was through Dymond (1988) and Marwick's (1990) cataloguing and Fisher's (2004) comparative analysis model (Fredman et al., 2004).

Marwick's (1990) typology is well established within the historiographic field of research. It embraces selection and categorisation so that 'provisory judgements of plausibility about happenings in the past' can be made (Alvesson and Skoldberg, 2012, p.107). Dymond's (1988) framework extends the analytical processes in which

the concern is framed within. During the pursuit of what to use and what not to use, the deselection of documents required a strategy that reduced procrastination within the 'bottomless pit of subjectivity' (Eisner, 1992, p.10).

Data analysis Marwick (1990)

Provenance and analytical process
• Authenticity: Is the source what it purports to be?
• Provenance: Where does the source come from?
• Dating: When exactly was the source produced?
• Type: To what category does the source belong?
• Origin: How and for what purpose was the source created?
• Relevance: How relevant is the source to the topic under investigation?
• Meaning: Can the source be fully understood?
• How should the source be fully understood and analysed in the context of what?

Table 5: Data analysis Marwick (1990)

Data analysis Dymond (1988)

Purposive analytical evaluative
• What parts of the document reflect the personality of the writer (his temperament, knowledge or lack of it, his interests, emotions and prejudices)?
• What parts, if any, are determined by administrative procedures or by the conventions of the period?
• How far is the document apparently based on first-hand experience; or derived from second or third-hand? What parts appear to be guesswork and opinion?
• Does the document contain information that can be corroborated in other sources? Does it contain any unique information?
• Do the contents fit current historical opinion; or do they amplify or modify that opinion?
• How far can the contents be assessed in terms of truth, ambiguity omission, distortion and falsehood?

Table 6: Data analysis Dymond (1988)

Content analysis and accepted language

Understanding accepted language was essential to this research because of the domain in which the documents were presented in (Dymond, 1988; Marwick, 1990). A great deal of contrasting language and understanding had to be interpreted because of the semantics found in oral transcripts, for example, the different personal interpretations found between one individual and another because of the different timeframes in history (Oldford, 2007; Scott, 1990). Language inconsistency remains a prominent concern throughout the history of PESS and thus must be appreciated when deconstructing text (Bailey, 2004, 2014; Penney and Evans, 1999). For example, reference to sport in schools is inconsistent in its definition and role; sport, school sport, PE and leisure are interchangeably used within society (Kirk, 1992a).

Evidence of this was found within the data afforded by past athletes and Ministers when referring to their own sporting experiences using emotionally charged language

and through their epistemological interpretations as authentic witness statements. Therefore, these realities were considered when coding through themes (Bazeley and Richards, 2010). Well-being was also viewed as having multiple positions; physical, mental and social depending on the user's belief, and therefore has a reflective bias (WHO, 2014).

Comparative analysis models

Comparative analysis models are used by scholars through interdisciplinary research paradigms so that complex aspects of societies can be understood. The 'International Society of Comparative PE and Sport reveal increasing attention' into models so that understanding cultures and practices assist in making judgments to improve a society's health, PE and sport (Fisher, 1994, p.19). Literature surrounding comparative analysis models states that processes often become instruments for instruction, and therefore craft the working methodology (Holmes, 1990). The need for models such as these is to assist in identifying how a culture is underpinned within its economic well-being through education, health and sport (Brookes and Wiggan, 2009; Holmes; Fisher, 2004). This reality was corroborated by MP, Hugh Robinson (BBC, 2012) who stated that sport and education were supported by five separate parliamentary departments: Department for Education, Department for Culture Media and Sport, Department for Health, Department for Justice, Department for International Affairs and the Department for Trade.

For this thesis special interest was given to those models used in sport, education and health. After critical reviews, two models were seen as being influential to this research process because both are positioned across aspects of society specific to sport, health and education, Holmes (1990) and Fisher's (2004). In addition to accepting these model styles as credible for answering the research questions, the understanding that Fisher's (2004) work was an evolution of Holmes' model gave a practical acceptance of growing rigour (Creswell, 2008). As with all frameworks the design is so that truths can be formed inductively and deductively, via explorations of desired discourses (Fisher, 2004). Henry (2007) stated that the strength of the model is reliant on the researcher having a comprehensive understanding of the systems theories, and for this research this was within PE, sport and education.

Holmes comparative analysis model

Holmes' (1990) comparative analysis model evolved over a 30-year period during a time when divergent understandings on cultures were being embraced because the global world was shrinking (Fisher, 2002). Therefore, the rationale to develop comparative understandings was so that nations could embrace ideas from one another and reshape processes within their own polity, affording leaders and politicians analytical paradigms to enhance key sectors within society, such as education and sport (Henry, 2007; Houlihan, 1997; Houlihan and Green, 2008). Holmes' work on education and sport coined the theory that societies work within patterns, and these patterns were hierarchical so that social order can be created (Hardman and Green, 2011). Holmes uses three notions on cultural patterns illustrated in the table below.

Holmes Model (1990)
Normative patterns: Education, Health and Sport policy. (Legislation, national policy, beliefs about society/individuals/sport)
Institutional patterns: Schools, facilities, ethos, organisations, programmes. (How legislation is delivered)
Mental State patterns: Staff, pupils, clients, consumers. (Interpretation of legislation and individual belief)

Table 7: Comparative analysis model Holmes (1990).

Fisher (2004) comparative analysis model

Fisher's comparative analysis framework on Education, Sport and Heath was established in 1999 as part of his PhD. It was published in 2004 and was used in PETE settings within the European Physical Education Association network (2006). The strength of Fisher's (1994, 2002, 2004) model began to be visualised through

the interplay between distinctive variables, so that social systems are amplified such as: what, who and how systems work, and structures are aligned with one another through similarities, differences and influences (Fullan, 2007; Harris and Mujis, 2005).

The figure below illustrates Fisher's (2004) interpretation of Education, Sport and Health using Holmes' (1990) model. This diagram advances the analytical understanding of groups who have specific roles within a culture, but it also reflects the initial model within Holmes' Norming, Institutional and Mental state patterns theory.

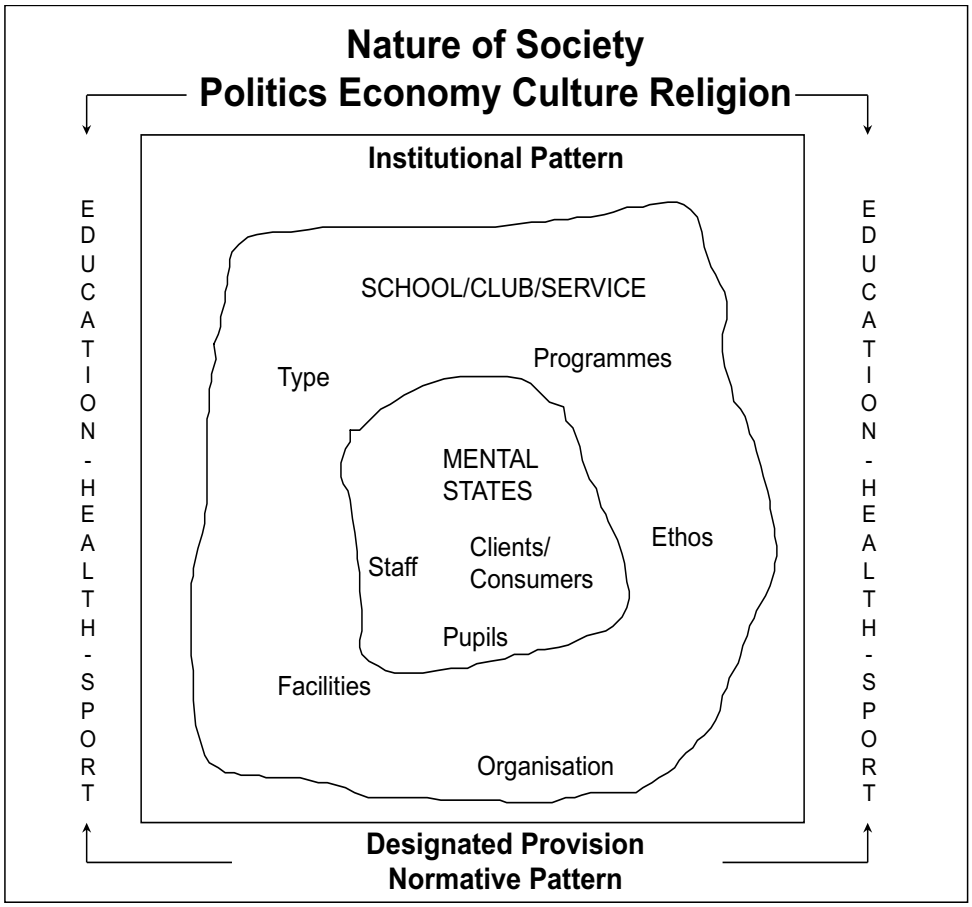


Figure 1: Fisher (2004) Comparative analysis diagram

Fisher's comparative analysis framework was used as a mechanism whereby deconstruction and criticality were underpinned with a level of propositional understanding. This framework would complement Marwick (1994) and Dymond's (1988) cataloguing and analysing typologies and the plurality of the complex systems that housed these documents.

The populated model below was used throughout this research to illustrate realities of key individuals within the SL creation and also the lived experiences that that moment in history would offer. Fisher's (2004) comparative model gave greater depth of text within context, through the norming patterns of policy directives, infrastructural patterns in schools, communities and sporting bodies, and the mental state patterns shaped by individuals within settings (Dymond, 1988; Marwick, 1984; Scott, 2009).

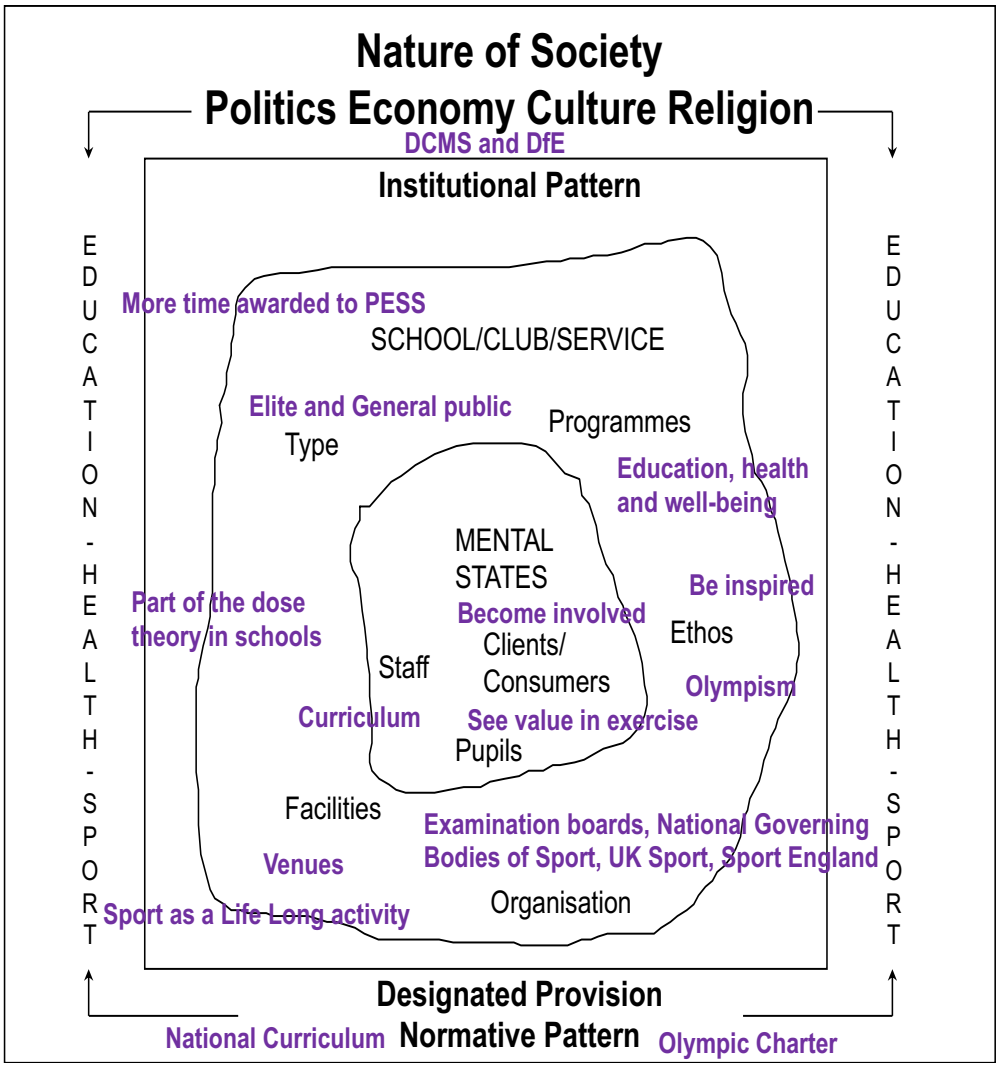


Figure 2: Bushell-Thornalley Comparative analysis of L2012OG

Sample selection and Fisher's comparative analysis frameworks assisted in lifting the associations of what, when and how London Olympiads have advanced PESS, but

more significantly how institutional and mental state patterns supported practical processes and individuals.

Ethical procedures

During this research all individual institutional protocols were observed, and permissions were sought through professional correspondence with; research centres, archives, libraries and government and Olympic electronic depositories (Appendix 8, p.202-209) (Bacchetti et al., 2005). Copyright policies and intellectual property rights were honoured throughout because some of the documentation required advanced levels of ethical adherence (BERA, 2017; Crotty, 1995; Oliver, 2010; IOC, 2014).

In respect to how documents are handled once these sources are disseminated within open public domains, the depth at which consent should be sought when using them questionable (Allport, 1947; McCulloch, 2004). Literature infers that if it is not possible to obtain permission from original authors permission must be granted from gatekeepers', such as archivists and publishing houses (Bazeley and Richards, 2000; BGU, 2008). BERA believes that documentary analysis is a style of research that is less invasive and restrictive than other qualitative research methodologies (BERA, 2014; Cohen et al., 2011; McCulloch and Richardson, 2000). This interpretation of method working originates from the reality of what BERA classifies as 'harm' but because there were no participants, process anonymity and concerns over withdrawal from the research was not a concern (BERA, 2017, p.4).

Reflexivity and researcher orientation was central within this research process and was formed through researcher conduct (Atkin and Wallace, 2012; Crotty, 1995; Davis and Klaes, 2003). Consequently, in respect of my personal experiences i in many different aspects of PESS; elite performance and mass participation, the balancing act of placing myself inside and outside of the context of the research question at times was difficult (Allport, 1947; Cornish, 2009). Therefore, critical friends such as academics, archivists and fellow doctoral students became invaluable in understanding the meaning of what was analysed (Findley and Grough, 2003; Lipp, 2007; Mercer, 2007). This adds to Scott's (1990) theory that documentary research

requires high-quality intellectual understanding on the subject area in question so that judgements and interpretations are rigorous. This tacit monopoly on perceived practice and the need to understand how to be ethically aware when using documents was essential (BERA, 2017; Smith, 2009).

Research activity

The conducted research activities were based on the need to make every effort to gain a level of consciousness (Allport, 1947; McCulloch, 2004). Thus, the travel to different research locations at specific moments in time was to capture festivals, educational settings and central libraries, but also to position myself within these settings so that critical analysis had interpretation reliability (Creswell, 2008). What these immersive research activities achieved during the pilot and main study was to move myself towards artefacts and establishments so that 'a great deal about the social world of the people who created them' was made clearer (Alhojailan, (2012 p.124). In addition, these research activities afforded unplanned meetings with archivists, librarians and academics, which advanced the criticality of understanding regarding the concern, and therefore, during the documentary analytical processes, a greater lived awareness was shaped (McCulloch, 2004; Cornish, 2009).

Pilot study

The pilot study was an intensive research activity period undertaken within archival centres (Scott, 1990). The rationale for visiting the sample depositories in Lausanne and Much Wenlock was stimulated by the L2012OG Wenlock Mascot, the parliamentary shares in 2007 between MPs Dunne and Stephens, and Beale's (2011) monograph on Dr Brookes *Born out of Wenlock*. These findings resulted in the pilot research pursuit having a specific lens of focus on the origins and philosophies of the Modern Olympic Games, what the Wenlock Olympian Society symbolised regarding human capital properties, and the influence that the advancement of the English PESS systems had had on the Olympic movement (Bailey et al., 2013; Parry, 2007; Polley, 2011). The research design created the opportunity to travel to different European locations; Much Wenlock in Shropshire, the British Library in London and the IOC headquarters in Lausanne, Switzerland (McCulloch, 2004, 2011; Scott,

1990). Safeguarding myself as a lone researcher was validated through the Education Doctorate ethics form at Bishop Grosseteste University and correspondence with research tutors (Cornish, 2009 and Cornish et al., 2010).

Pilot study questions: Human capital through PESS

Q1. Curriculum building: Why did PE and sport need to become a compulsory subject in school curriculums in Victorian Britain?
Q2. Intelligence building: What were the components that PE and sport had to offer individuals in the enhancement of their holistic education?
Q3. Mesomorphic building: How do PE and sport through festivals and demonstration sporting events illustrate the importance of human physicality and health?
Q4. Equality building: Understand how PE and sport was a pastime for the masses and not just for the gentry?

Table 8: Pilot study questions: human capital through PESS

The opportunity to view historical and educational artefacts in their original settings, at the same time as meeting with authors and archivists, and visiting significant venues assisted in method design and giving a unique view of these works and epistemological validations of truth. This method process strived to reduce the journey line between 'reality and researcher' and assisted in greater contextual understanding of these works (Craig and Beedie, 2010, p.109).

Research chart: pilot and main study

Date	Activity	Location	Techniques	Key Literature
2013 - 2014	field study inductive, deductive source.	Much Wenlock, IOC, headquarters, University and, The British Library.	observational, conversational, immersive, gathering, archival.	Allport, 1947, Beale, 2011, Brookes, 1867, Cornish, 2009, MacAloon, 1981, McIntosh, 1968, Polley, 2011, Suran, 1985. .
2015 - 2016	field study inductive and deductive thematic process, thematic analysis.	University and The British Library archives, Electronic government Hansard depositories.	presenting, documentary analysis, reporting, cataloguing, archival, coding, queries, NVivo 12.	Bazeley and Jackson, 2013, Creswell, 2008, Dymond, 1988, Marwick, 1990, Scott, 1990, Weed et al., 2010.
2018 - 2020	deductive, critical analysis.	The British Library.	Comparative analysis model, Coding referencing NVivo 12.	Chen and Henry, 2017, Fisher, 2004, Holmes,1990, Girginov and Hill, 2008b.

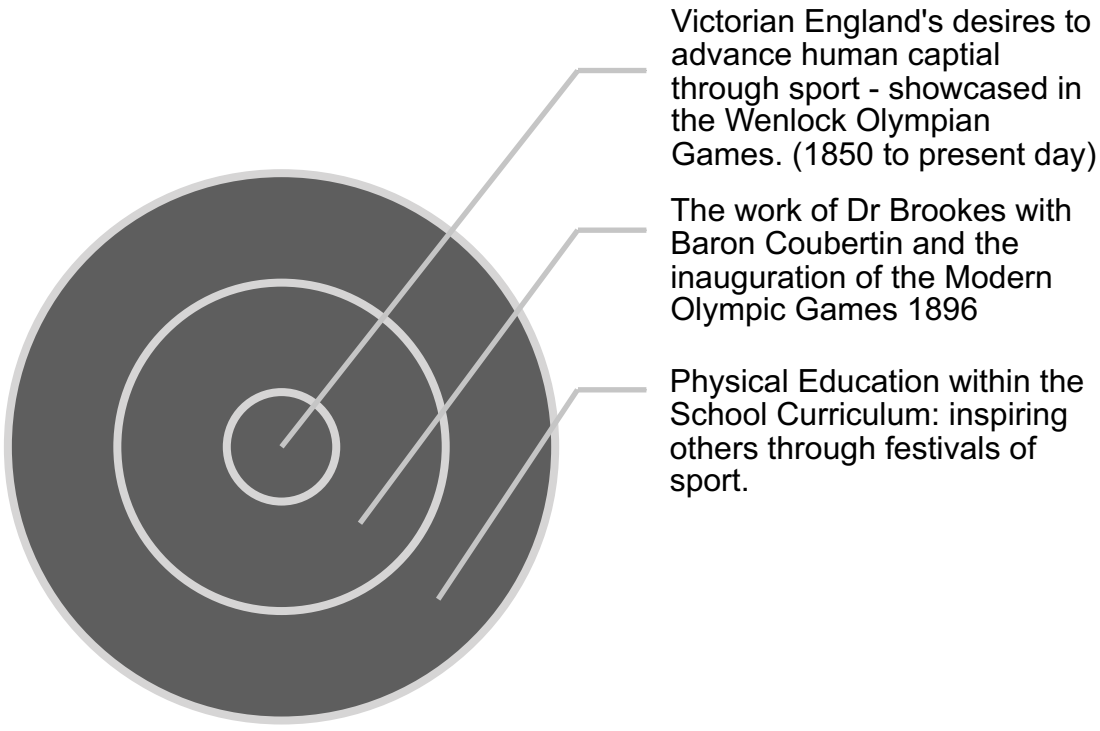
Table 9: Research chart: pilot and main study

To support the research techniques and locations, the research chart below illustrates an overview on activities and how the emergent research methods were solidified in a rigorous but flexible working praxis (Scott, 1990).

The overarching research paradigm and epistemology

Pilot study: 2013-2014

Documentary manual analysis of secondary data



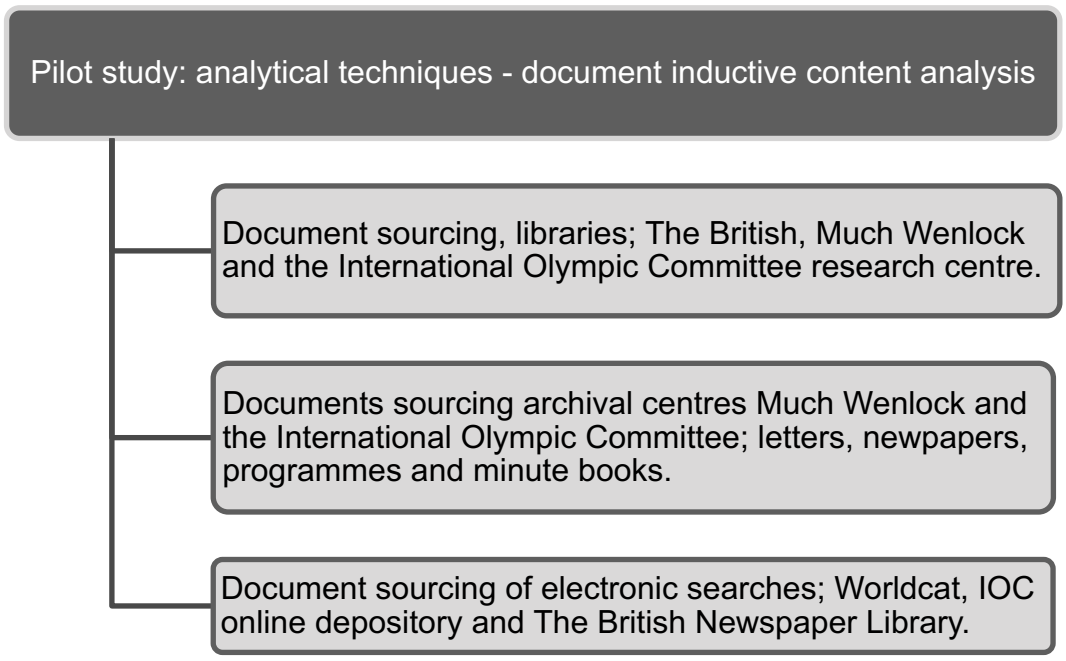


Figure 3: Pilot study paradigm

Question refinement and research timeframe

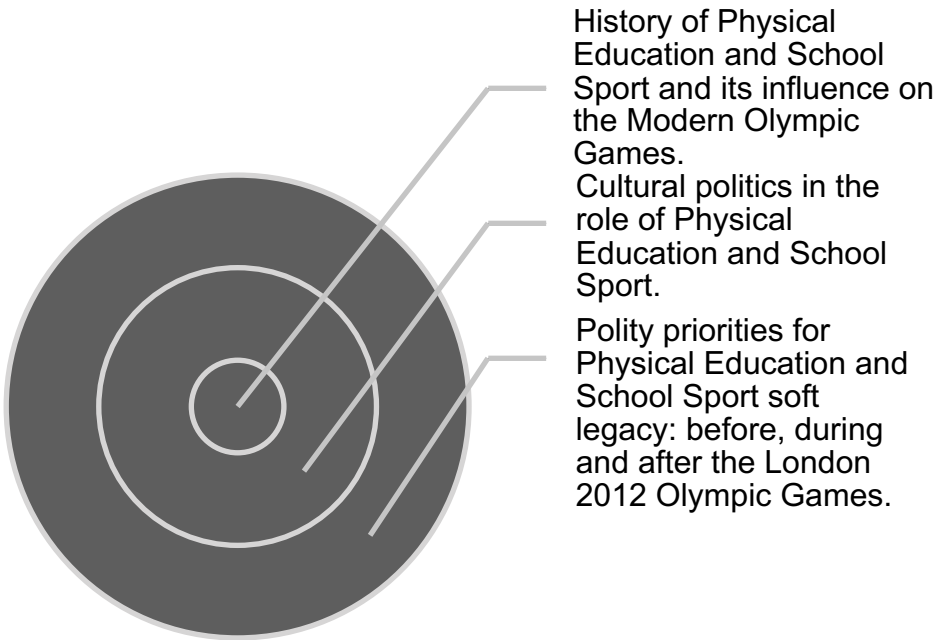
The refinement of the research question took place after the pilot study (Alvesson and Skoldberg, 2012). Creswell (2019) reiterates that research processes are often extremely messy and time-consuming, and researchers have to work within the parameters of many timeframes (Armour and Macdonald, 2012). Therefore, epistemologically there was a growing need to refine the question and use evidence not solely from Victorian England artifacts, but to also use findings from the pilot study to underpin large aspects of the main study. The Victorian timeframe focused on in the pilot study was in part departed from, but the educational values held by Brookes (1850, 1867, 1872, 1893, 1894) and Coubertin remained in the supplementary research questions. This was because of data produced on the L2012OG in parliamentary exchanges and the reality that government polity used key aspects of these narrated histories in the SL debates and educational materials (Hum, 2010; Kidd, 1996). However, what remained central within the study were techniques that had been used in the pilot study, such as purposive electronic retrievals, provenance checking and archival handling skills, which complimented secondary data sampling (Dymond, 1988; Marwick, 1990).

Main study documents

2005 was the starting point for the main study and this coincided with the XXX Olympiad being awarded to the City of London. The main study documents consisted of the 2005 LOC bidding speech, the *Inspiration* film, and government and transcripts from parliament.

Main study: 2015-2016 and 2018-2020

Secondary data manual and computer analysis.



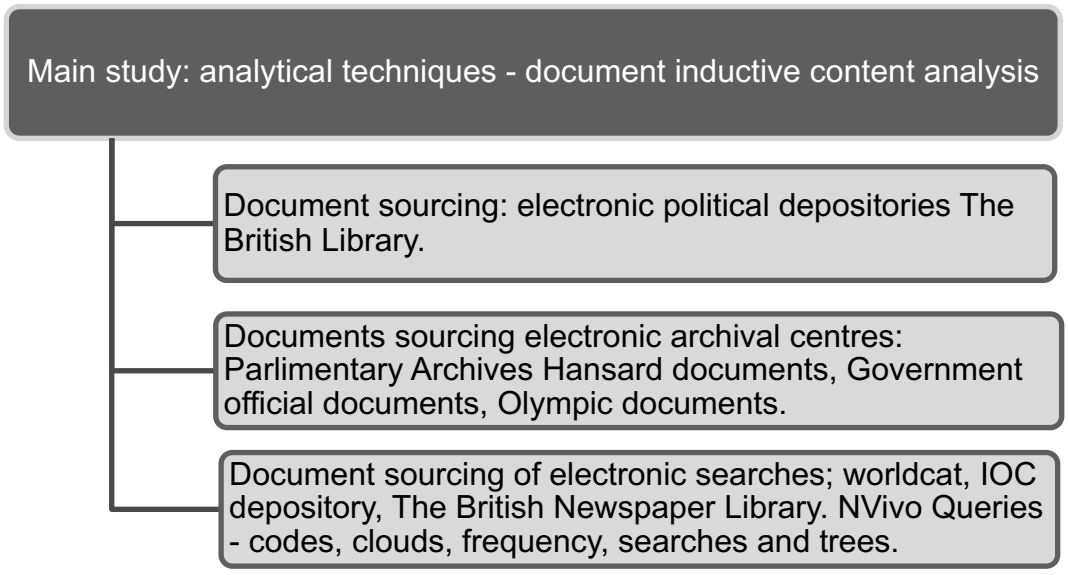


Figure 4: Main study paradigm

Data handling

The data handling process was of paramount importance to the research and the essential tool during the analysis process because transcriptional data from archived parliamentary depositories arrived in different formats; policy documents from the DfE, the DCMS and the DCFC, HL and HC. Due to large existing sets of information from documents, in this instance transcription and policy data, the need for a systematic way of categorising content was not only essential, but the only way the research could become credible. For example, one of the sampled transcripts was 33,000 words in length (HC, *Olympic Education,* vol 431, 2009). Therefore, document reality had to embrace content so that a greater understanding was afforded to the deconstruction processes within documentary analysis (Bazeley and Jackson, 2013, Bryman, 2008; Oldfield, 2015).

When using documentary methodologies establishing a theory that surrounds a 'fully conscious' state creates an understanding of working context (Bailey, 1994). The need to use a framework for data scrutiny was essential for identifying missing sources so that all the 'silent witnesses' were investigated (Alvesson and Skoldberg, 2012, p.107). The absence of data is as fundamentally important as what is evident, as voids are ironically helpful and increase critical consciousness (Scott, 1990). To achieve analytical criticality Tardy (2005) advocates that the challenge is not found in the descriptive narration of facts, but in the 'hidden agenda's' that are spoken and sometimes missed (p.327). Therefore, the chosen instruments and frameworks are methodologically essential, but it is the developed mastery of the researcher that is key to synthesising findings (Allport, 1947; McCulloch 2004). The synonymous reality that reflexivity is forever evolving ensured that data was respectfully handled and reported upon (Bowen, 2009).

Computer Analysis

This method allowed for the interplay between practice and policy management and formulated knowledge inductively from a range of sources (NatCen, 2012; Ritchie and Spence, 2011).

The rationale for using this software was because technological systems are less time-consuming than manual ones, and data correlation is considered to be far more robust than manual processing (Bazeley and Jackson, 2013).

The emergent positioning of computerised software such as NVivo, Quirkos and SPSS has often been the preserve of quantitative or mixed methods research projects (Creswell, 2016; Popping, 2000; Stevenson, 2004). The LOC 2005 speech and parliamentary debates were in the form of transcripts and reports from government departments were produced as long documents, which resulted in 260,000 words being analytically scrutinised through manual and Computer Assisted Qualitative Data Analysis Software (CAQDAS) NVivo 12 coding (Popping, 2000). The need to manually code alongside software searches allowed for essential familiarisation and research emancipation of text content between researcher behaviour and data manipulation (Glaser, 2012; Grbich, 2013; Johnson, 2006; Richard, 2002).

Manual coding through themed categories was continually used alongside electronic analysis (Appendix 12-15, p.214-218; Bazeley and Richardson, 2010, 2017) and selected themes were employed to create orientation that was theoretical, but also harvested the SL variables (Glaser, 2012; Gratton and Jones, 2010). Throughout the research a strategic process was employed to identify these voids and deconstruct the empty spaces using Dymond (1988), Marwick (1990) and Fisher's (2004) comparative models of cultural patterns. These stages were supported through document depositories created through NVivo 12 software (Atkin and Wallace, 2012; Cohen et al., 2017; Sparkes and Smith, 2014).

Grbich (2013) notes that in any research that has 'large sets of existing documentation' where content analysis uses multiple inductive queries, probing cannot be left to an individual's sole interpretation (p.189), and when single or multiple

questions are being queried software helps manage this process (Lipp, 2007). This gives the data interpretation process a cleaner baseline from which to start from and allows for the collection of and departure from unwanted data sets (Armour and Macdonald, 2011). These qualitative texts were analytically formed through the use of NVivo 12 matrix: frequency searches, word reporting techniques and narrative strips (Appendix 12-15, p.214-218).

Content analysis and NVivo 12

Content analysis of text is traditionally created through themes and codes (nodes) (Bazeley and Richard, 2017). The analysis was conducted through baseline coded data generated through NVivo 12; frequency, query, inquiries, references and sample suitability (Appendix 12-15, p.214-218). This allowed document processing to have cataloguing and inductive analysis taking place symbiotically (Bazeley and Jackson, 2013; Cohen et al., 2011, Gibbs, 2009). NVivo 12 computerised analysis tools have the capacity to upload many different data types and configurations of text documents and webpages (Bazeley and Richard, 2000, 2013; Schunk, 2008). The growing move away from manual open coding within large research activities did not mean that there is not a viable space for this method to take place (Bazeley and Jackson, 2007) because in reality a combination of manual and computer coding creates a faster engagement with the data but remains true to understanding content (Bazeley and Richard, 2017). The strength of these open coding techniques creates a familiarity with the document and a sense of contextual understanding of the text, but speed was generated because of the search types (Braun and Clarke, 2019, 2020; , Gibb, 2009).

Coded groupings were associated to PESS reflections influences on the PESS curricula through education, participation and elitism. Full details of the themes and nodes created in NVivo structures from frequency patterns were tracked and identified through general searches and layers of qualitative coding (Appendix 12-15, p.214-218). The need to use computer analysis came from a desire to analyse documents by critically understanding realities rather than fragmenting and tagging sections of discourses. This also enabled data to be quickly re-ordered within coded nodes.

In addition to highlighting thematic coding processes the zero entries or the low frequency listings were essential to critically engage with. Popping (2000) refers to this as the creation of the symbolic conversations from missing text. This offers the researcher a level of agency but also relevancy in knowing how coded knowledge can be used to further develop processes and link ideas, inductively learning from findings to deductively develop new questions. However, researcher experience with NVivo 12 software was extremely limited and therefore, knowledge development was self-taught over the four years of documentary analysis (Bazeley and Richards, 2000, 2017). This professional mastery was a positive outcome of the research process, but it was extremely time-consuming and often very isolating.

NVivo 12 documentary analysis techniques

Consequently, a layered coding matrix was adopted so that understanding and criticality became sequential, but also the diagnostic tool used during manual coding creating a level of security (Braun and Clarke, 2020).

Word: louds, frequency, numbers, trees The narrative used within each text was recognised through four instructions: Quick Query, Word Cloud and Word Enquiry illustrating the frequency of vocabulary of each document.
Word cloud: (Appendix 12, p.214) The second instruction added an advancement in the understanding of the document content through visual representation. Base level techniques through initial word frequency displays.
Text Query; topic selection and referencing (Appendix 13, p.215) Prior to the process of topic selection, predetermined themes of education, participation and elitism. Seeking and searching techniques through multiple runs creates referencing charts.
Word frequency: (Appendix 14, p.216) Established the strength of key words and phrases as they are represented in size and positioning in the word cloud. This establishes thematic structures and node formation. Similarities and void data runs are created.
Word nodes: creation (Appendix 15, p.217) Illustrating an overarching numerical word count allowing for initial categorisation of the document collectively and sectionally.
Word Trees: (Appendix 16, p.218) Taken from referencing and word seeking activities. Establishing dialogue and expansion of narrated text.

Table 10: NVivo 12 Analysis Technique

The documents selected ranged from a 232-word Hansard transcript titled Olympic Games Education, a 22,138-word amendment bill titled London Olympic Games and Paralympic Games, a 32,000-word Olympic Legacy document (HC, 481, 2009), the 2005 bidding speech to IOC delegates that consisted of oral and visual presentations, and the DCSM and DfE reports commissioned by the government.

Documents published by the government and the LOC consist of the following categories:

London Olympic Committee transcript; bidding speech and *Inspiration* film,
Department of Education reports,
Department for Culture, Media and Sport reports,
House of Commons and House of Lords cross-party transcripts and reports.

Table 11: Sample documents type

Sample selection and interpretation

Methodologies such as scrutiny and formative evaluations are where each research model creates a saturation point, which was essential and central to the analytical process. This was because this research had no control on what and when data would be produced by these secondary bodies. Therefore, sampling must be pragmatic because in reality there is a limit to how much can be read on a subject matter (Creswell, 2008).

The sample selection process was based on the following: the timing of the document's publication, authorship; government commissioned; DfE, DCMS and the link to the L2012OG provision; the LOCOG (Lange, 2013). For example, during the research three different governments were in place; Labour 2005-2010, Coalition

2010-2012 and Conservative 2012-2015 which all had their own agenda for the L2012OG (DCSF, 2003, 2004, 2005, 2008). In total thirty-two documents were secondary sources, and thus the authenticity and provenance were based on sample authorship through the research process of Dymond (1988) and Marwick's (1990) cataloguing and checking. Only one Hansard transcript was removed from the available sample because its content was solely dedicated to Olympic security and offered no information on the SL or the PESS curricular (*House of Commons (2012). Olympic Security (Military Support) July 12 Debate (vol. 548).*

Sample locations

The location of the documents was found within Hansard depositories; the House of Commons and the House of Lords archives, internet searches through government depositories, DCMS, DCSF, DfE reports and the LOC transcripts, and the *Inspiration* film (LOC, 2005) for the London Olympic Committee bidding speech (2005) were obtained from the IOC headquarters. All of these documents narrated recorded events and Dymond (1988) and Marwick (1994) continually refer to the importance of the use of expert materials, even though these documents are not always commonplace it creates trustworthiness within findings because of provenance.

The rationale to use a three-method design of cataloguing and comparative framework was so that large secondary data samples could be analysed through a monolithic interpretation (McCulloch, 2004; Bacchetti et al., 2005). My personal insights into PESS activities meant that I was fully aware of many of the contemporary aspects of the subject (Hardman and Green, 2011). Holmes (1990, p.67) describes this challenge as 'knowing the known' but collectively this resulted in a process that gave the sources selection and qualitative layered methodology real strength:

Document selection process and analysis
Step 1. Document selection through Marwick (1994) and Dymond (1988),
Step 2. Document deconstruction through NVivo 12 software,
Step 3. Document interpretation analysis through Fisher's (2004) adapted comparative analysis model on Education, Sport and Health.

Table 12: Three step research analysis process

Chapter 4: Findings and discussion

This chapter creates an insightful analysis of governments' transcriptional conversations from within the English parliamentary chambers; the House of Commons the House of Lords, and the reporting documents produced by political bodies responsible for leadership during the thesis timeframe of 2005-2015. The analysed documents have a contextual link to aspects of the SL and the contents illustrated the decisions that had been made through hosting the L2012OG. Due to the volume of data the interpretations of findings are presented through three phases within the research timeframe.

Timeframe phases	
Phase One (seven years)	Before the XXX Olympiad [2005–2011]
Phase Two (one year)	During the XXX Olympiad [January 2012–December 2012]
Phase Three (three years)	After the XXX Olympiad [2013–2015]

Table 13: ten-year timeframe

The layout of the findings and discussions are systematic in design, the timeframes are presented separately within each phase and the underpinning research questions formulate overarching understandings to the main question.

Soft Legacy Themes

The analysis adopted a hierarchical coding matrix of three SL thematic areas; Education, Elitism and Participation which were explained in detail in the methodology chapter (Creswell, 2008, 2013).

	Soft Legacy (SL) Themes
Education	materials, curricula, professional development,
Elitism	medals, role models, talent development, elite participation,
Participation	well-being, physical activity, mass participation.

Table 14: Soft legacy themes

Phase One (2005-2011)

Sample documentation: Before the London 2012 Olympic Games, 2005-2011

Phase one spanned seven years from 2005-2011 and included the LOC bidding speech and preparations for the L2012OG, the House of Commons vols. 481, 490, 503, 505, 516, 537, 730 and two DCMS and one DfE report.

Documentation analysis: 2005-2011 - 12 documents
London Olympic Committee (LOC) (2005). London Bidding Team. Singapore Speech, July 6.
DCMS (2007). Our Promise for 2012. How the UK will benefit from the Olympic and Paralympic Games.
DCMS (2008). Before, during and after: making the most of the London 2012 Games.
House of Commons (2008). Olympic Legacy, October 29 Debate (vol. 481).
House of Commons (2009). Olympic Games: Cumbria, March 25 Debate (vol. 490).
House of Commons (2010). Olympic Games: Education, January 7 Debate (vol. 503).
DfE (2010). Schools' and colleges' engagement with the 2012 Olympic and Paralympic Games: PE and Sport.
House of Commons (2010). Olympic Games and Paralympic Games 2012, June 14 Debate (vol. 505).
House of Commons (2010). Preparation for the 2012 Olympic Games, October 14 Debate (vol. 719).
House of Commons (2010). Olympic and Paralympic Games: Spending Review Statements, October 21 Debate (vol. 516).
House of Lords (2011). London Olympic Games and Paralympic Games Amendment Bill, November 3 Debate (vol. 730).
House of Commons (2011). London 2012 Olympics, December 15 Debate (vol. 537).

Table 15:Sample documentation: Before the London 2012 Olympic Games, 2005-2011

Phase One
RQ1: What is the association between England's Physical Education and School Sport and the Modern Olympic Games?

LOC's bid in 2005 was opened by Anne, Princess Royal who pledged that England's support for the IOC was entrenched in the country's historical heritage. There is an academic belief throughout history that Royal and political support has given a level provenance as to why the association between the IOC and England had been deliberately unbroken for over 100 years (Beale, 2011; Jung et al., 2016; Polley, 1998; IOC, 2013). For example, the Right Honorable W. E. Gladstone MP (1862) championed the gains found within the educational platform that PE and sport offered individuals and in the Opening Ceremony of the 1948 Olympiad King George VI, proclaimed that the greatness of a nation was found within sporting disciplines (The Manchester Guardian, 1948). Young (1996) supports this strategy within polity leadership on festivals of sport because judgements are seen as innately political and culturally significant processes. However, more importantly policymakers that use these techniques within society are acknowledged as forward-thinking (Brookes and Wiggan, 2009; Evans and Penney, 1999).

These early narratives by Anne, Princess Royal, Sir Craig Reedie, GBE, Denise Lewis and Lord Coe displayed a contemporary collective belief that 'we shared a passion for sport' and that this passion was historically significant throughout the evolution of the Modern Olympic Games. The importance of this heritage for politicians, the LOC and past athletes was that it gave a sense that this narrative would become essential in the legacy offering within the ten years between Phase One and Phase Three (Coe, 2005), and this is how you maximise building a legacy (Gratton and Preuss, 2010).

Therefore, when analysing the political contributions in Phase One (2005-2011) there was a presumption that there would be a synergy of debate between cross-party and cross-curricula priorities over England's sporting historical memoirs, and how these narratives would be manipulated through SL materials for educational development, elitism, health and participation.

The importance of London being awarded the XXX Olympiad in part was because of its historical associations with the Olympics, politicians wanted to tell the world about these pastimes (LOC, 2005). Debates over how London had continued to educate

the world were found within the analysed data (Frognal, HC, vol. 790, 2011; Rosindell, HC, vol 503, 2010). Exchanges on these events supported the claim that human capital through sport and well-being required political governance, and this narrative was articulated within parliamentary chambers (Cormack, vol. 480, 2008). However, this data was not represented in any of the data sources from the government [DCMS, DfE] between 2005-2011. Ministers would have known of the chronicles of the London Olympiads of 1908 and 1948, the fact that GBR are the only team who have competed in every Olympiad, and that the Paralympics were created in 1960 after the work established by Dr Guttmann at Stoke Mandeville Hospital, Buckinghamshire in 1948.

The XXX Olympiad was viewed as a contemporary window that should have enhanced England's historical association, but throughout Phase One of the SL preparations evidence of this narrative was difficult to find (Anthony, 1997; Coubertin, 1890, 1892, 1897; DfE, 2013; Houlihan, and Groeneveld, 2010; Hughes, 1911).

Data found in the four-hour parliamentary Olympic Legacy debate substantiated these politically charged beliefs (HC, vol. 481, 2008) with the narratives implying that England needed to showcase every aspect of its wealth; culturally, economically, demographically and historically:

> The cultural Olympiad must be an important part of what London offers the world in 2012.

Hunt (HC, vol. 481, 2008).

Hunt's reality relied on the understanding that the L2012OG offered a heightened consciousness about all aspects of society, and that judgements made towards the mega-event would be supported further because it needed to be 'amplified through the association of the Games with culture' (LOCOG, 2009, p.22). This critical association between cultural awareness and educational platforms was referred to within several parliamentary discourses (vol. 516, 537, 719, 730) and also fused together Fisher's (2004) comparative analysis model where these leadership events can only take place if mental attitudes are deliberately changed.

An example of this occurred on 5 March 2007 five years before the Opening Ceremony of the L2012OG when a particular parliamentary debate became significant throughout the research thesis (Cannon, 2011; Thornalley, 2014).

MP Phillip Dunne (Ludlow Constituency including Much Wenlock) and Jonathan Stephens (DCMS Secretary of Accounting Officer) exchanged shares over the preparations for the L2012OG:

> "Which individual, from which country, do you regard as the person who was the inspiration of the modern Olympic movement?"
>
> "Baron Pierre de Coubertin" (A French aristocrat).
>
> "Have you ever heard of Dr William Penny Brookes?"
>
> "No," was Stephens' reply.
>
> "...Dr Penny Brookes was the inspiration for Baron de Coubertin... I am disappointed, to say the least," said Dunne, "that that has not yet sunk in at the department responsible for delivering London 2012."
>
> Dunne sought and received a reassurance that Dr Brookes involvement would "be part of all your literature to promote London 2012." (sic).

Beale (2011, p.140).

This exchange could have been acknowledged as nothing more than an anecdotal 'spin' because of Dunne's political connection to Much Wenlock. However, this English village is recognised as the home of the Wenlock Olympian Games (WOG) (Beale, 2011), which was one of the key stimuli for the Modern Olympic Games to be reinstated in 1896 by Baron Pierre de Coubertin (Cannon, 2011; Coubertin, 1893; Thornalley, 2013). The Wenlock Olympian Games (WOG) date from 1850, some 46 years before the inauguration of the Modern Olympic Games (Brookes, 1850). The Wenlock Olympian Society (WOS) was then founded in 1860.

Throughout the pilot study the data that ministers Dunne and Stephens referred to was ratified in the archives of the Much Wenlock Museum (Thornalley, 2013, 2014), the IOC's historical archives in the Olympic Studies Centre, Lausanne (Thornalley, 2014) and through the academic work of Anthony (2004), Beale (2011) and Huntley (2012). Therefore, the need for this exchange between Dunne and Stephens was very surprising because the bid had been won partly because of London's [England's]

heritage with the IOC, and many of these academic sources were openly available for policymakers to access (Thornalley, 2014).

In the 2005 bid LOC's promises were reliant on creating ‘the biggest sporting event in the history of the UK’ (Hunt, HC, vol. 481, 2008), and therefore the political appreciation of these events needed not to overlook this significant history. The WOS’s underpinning ideology of how the PESS curricula in the 19th century advocated agency was very similar to contemporary times, how teaching the ‘benefits of learning about the Olympic Games’ (DfE, 2010, p12) would be key to developing pedagogies and advancing societies economic well-being (Girginov and Collins, 2013).

Investment in the XXX Olympiad required the ‘Global profile of the Games’ (Flint, HL, vol. 730, 2011) to articulate polity that advanced lifestyle development and economic well-being across all aspects of society (Dowse and Fletcher, 2018; Simon, 2017). England was a global leading force in sporting histories (Horne, 2007) but thousands of PESS professionals needed to collectively create the belief that England’s curricula would again be revered and respected. The historical narrative that politicians had used to win the Games would mirror past thoughts on the origins of the IOC and what it offers the world through the Olympic values of excellence, friendship and respect (IOC, 2011). (Holt, 1992; Horne 2007; Anne, Princess Royal, 2005).

Education – Curriculum

In 2009 parliamentary chambers articulated that the L2012OG would create ‘world class PE and sport systems’ and that ‘schools are central to our offer’ (Hunt, HC, vol. 490). The importance of including PESS in schools was supported by research data in archival documents but the significance of this was that polity and leadership were championing these narratives. For example, in parliamentary chambers and in correspondence to gentry, Brookes consistently referred to the belief that there was a synonymous link between PE, health and the work force (Brookes, 1887). The need for PESS within all schools was supported by data between Brookes and MP Gladstone who acknowledged through correspondence that ‘no Education can be considered complete from which it is excluded’ (November 3rd, 1862), (Bruges, Salop, 1869). These liaisons strongly acknowledged the subject’s educational properties,

but contextually political history shows that these correspondences were thirty years before Coubertin's interest in England's curricula and the then subsequent development of the Modern Olympic Games.

Up to this point the history of our sporting curricula had been the governments flagship fact in winning the bid. PE had been central within many schools before Brookes and Coubertin's first meeting in 1891, but it was their convincing appreciation of the power of the subject to advance a societies well-being, which would maximise human capital. The reality was that the subject was not being manipulated enough by governments' and thus these individuals (Brookes and Coubertin) challenged the norming and institutional patterns of the time [Victorian] (Fisher, 2004; Hughes, 1911; Weber, 1970). This historical dedication towards developing a platform to advance societies well-being was also seen within the share offered in the bidding speech, that 'no country in recent times had made a greater effort to host than Britain' (LOCOG, Reedie, 2007). However, the rationale for the government to be so committed to hosting a costly mega-event was not found within the data, apart from, ideologically inspiring the next generation and creating a world class curriculum (Burnham, HC, VOL. 481, 2008; DCMS, 2007; Greetland, HL, 719, 2010).

Brookes' belief in the need for sport in the curricula had been validated by his work with the poor, his understanding as medical Doctor and his knowledge that National Physical programmes encountered similar concerns in Liverpool, Bradford and Birmingham. Brookes was also a founding member of the National Olympian Association (NOA) (May 25, 1874). The English and European governments all realised that it was the polity around such knowledge that needed to be addressed so that it would make the biggest impact (Crotty, 2001; Polley, 2011). These historical data sources are catalogued as open-access materials and were discovered during the pilot phase of the research (Birmingham Daily Post, 1867; Cannon, 2011; Shrewsbury Chronicls,1864b; Ken Livingston, 2005; Sims et al., 2010).

Literature surrounding the association of Much Wenlock and the origins of the IOC seemingly received limited appreciation from Ministers, Lords and organising committee members (HC, vol. 481, 2008). There was an educational opportunity here to showcase the historical association of the impact that the WOG had had on PE within schools and to support the belief that England stimulated the 1896 Olympiad.

Hunt reminded the house debate that the synergy between the SL preparations was still missing and that they needed:

> …to recognise the important contribution that this country has made to the Olympics' and in particular 'Dr William Penny Brookes and the Wenlock Olympian Society to the origins of the modern Olympics.

Hunt (HC, vol. 481, 2008).

This isolated share is somewhat poignant because there was no mention of Brookes or the WOG in the 2005 bidding speech, the key DCMS documents Our Promise for 2012 (2007) or in Before, During and After the London Olympics (2008). This historical association was missing, and the manipulation of this knowledge should have been a priority for everyone with power, particularly those in education. Academic narratives such as these needed to be celebrated through norming patterns within polity (Fisher, 2004). However, there was still concern within debates in parliament regarding this provision:

> Where is the curriculum material that will mean that the Olympics can be integrated into what children are taught?

Hunt (HC, vol. 481, 2008).

This educational material could not be considered as missing knowledge by those organising the XXX Olympiad because of Hunt's exchange in 2008. If Brookes' contribution had not been recognised by Hunt there was every chance that he would not have been included at all in the cultural and historical legacy of the L2012OG (Burnham, Curtis-Thomas, Hunt, Spink, Wright, HC, vol. 481, 2008).

This appeared even more unconsidered when academics such as Collins (2010) and Fisher (2004) stated that sport development and polity creation should not prevent knowledge being left within vacuums. UK examination syllabi were not changed to support this knowledge about England's link with the IOC. The first Olympiad of 1896 is universally acknowledged within academic literature and PE examination syllabi (AQA, Edxcel and OCR) but the WOG and Brookes' contribution to the inauguration of the Modern Olympic Games and his desire for PE to be compulsory within schools, was not found in any examination text between 2005-2011 (Beale, 2011; Chen and Henry, 2017; Polley, 2011).

Hunt's acknowledgement of Brookes in 2008 (vol. 481) gave the government and the LOCOG the opportunity to rectify this missing knowledge and realign the narrative that Coubertin claimed to be the sole founder of the Modern Olympic Games. If this information had been afforded to teachers and learners it could have added to the contextual journey of Coubertin's thinking and the narratives of Olympism Education (Chen and Henry, 2017; Beale, 2011). Hunt's desire for all to know Brookes' history could have been perceived as a reasonable request and the government's seemingly deliberate decision not place this story in educational materials appeared to be a missed opportunity (Anthony, 2004; Polley, 1998; Young, 1998).

Wenlock archives revealed that Brookes passed away 18 weeks before the 1896 Olympiad in Athens (Holy Trinity Church, Much Wenlock, 2013, Appendix 6, p.200). Sadly, Brookes' work on sporting festivals and ensuring that PE was within school curricula had been missed, lost or for some reason not invested in educationally. There was a constant rhetoric about why this had taken place throughout the SL period because what Dr Brookes, Coubertin, the IOC, and the LOCOG advocated about what sport offered society was very similar (Anthony, 2004; Beale, 2012; Cannon, 2011; Sims et al., 2012; Thornalley, 2014):

> In my opinion a nation, which regards to the bodily powers of man is not worthy of the trouble and expense of cultivation in our elementary schools, is guilty of a great ingratitude and presumption, I know must expect what is deserved this pleasure of the Almighty.

Brookes (Speech 20 August 1887).

Therefore, politicians governing the L2012OG had not sought out enough information to enable them to embrace every aspect of England's historical association. This liaison had been written about by Anthony (2004) who paid homage to the content of the letters between Brookes and Coubertin in the late 19 century. Four letters from Brookes to Coubertin were found in a small display in the Olympic Museum in Lausanne, Switzerland (Thornalley, 2014) but the complete set of eight letters were found in the Much Wenlock Museum in Shropshire, England (Anthony, 2004; Thornalley, 2013a). The discourse on the origins of the 1896 Games is crafted through Coubertin's sporting background in the IOC headquarters (Switzerland) but the complete link between Brookes and the beginnings of the Modern Olympic Games is missing from this international Olympic Museum (Thornalley, 2013b). During the pilot and subsequent archival work, it was realised that there was a distinct

contrast between the two archives regarding the level of depth and importance given to this historical story (Birmingham Daily Post, 1867; Eddowes Shrewsbury Journal, 1868; Thornalley, 2013).

In addition to these data depositories, critical conversations to corroborate provenance happened with Catherine Beale, author of *Born Out of Wenlock* (2011) and Professor Martin Polley, author of *British Olympic Histories* (2011) between 2013-2016.

Educational - Materials

On 19 May 2010 the naming of the official Olympic Games Mascot Wenlock honoured what Minister Dunne in 2007 (Sims et al., 2012) and Hunt in 2008 (HC, vol. 481, 2008) insisted should take place (Stephens, 2007). This mascot would become the character that housed the ideologies that Dr Brookes advocated PE offered a child's education:

> The Olympic and Paralympic mascots, Wenlock and Mandeville, representing the heritage of the Olympic and Paralympic movements, have been launched.

Greetland (HL, vol. 719, 2010).

This could be perceived as nothing more than a fictitious character, but during this research the narratives surrounding this became educationally symbolic because Olympic mascots are centrally placed by organisers to promote the ethos of the mega-event (Cashmore, 2006; Roche, 2000). Deliberate educational actions such as these by organisers should have raised a critical consciousness over the questions; What does this mascot stand for and how does it link to the LOCOG's mission? The government felt that this mascot adequately justified the work of Brookes and the impact that the WOG had had on Coubertin in 1890 (Beale, 2011).

Analysis in Phase One revealed that no data was produced by the DCMS or the DfE regarding who Brookes was or what the Wenlock Mascot represented. This educational void of past histories was corroborated during field trip visits to the Olympic Park as a University delegate in 2010 and 2011, where no reference was

made as to what this mascot represented in performance areas or cultural sites across the park (Thornalley, 2010, 2011). This educational message was still missing during the time when individuals such as myself, other teachers and school children could have developed a new understanding about England's association to the IOC.

The DCMS were responsible for all educational matters before, during and after the L2012OG, but they did not acknowledge Much Wenlock, the WOG or the educational story of how this village and Brookes had impacted on the PESS curricula in any of the key literature between 2005-2011:

> DCMS, 2007: Our Promise for 2012 How the UK will benefit from the Olympic and Paralympic Games
>
> DCMS, 2008: Before, during and after: making the most of the London 2012 Games
>
> DCMS, 2010: PLANS FOR THE LEGACY FROM THE 2012 OLYMPIC AND PARALYMPIC GAMES.

The DfE (2010) completed a comprehensive investigation into how schools and colleges had engaged with the L2012OG materials up to that point, and the report used qualitative data findings on sampled areas of interest. One specific and lengthy section focused on the Olympic Mascot Wenlock. The narratives published by the DfE revealed that only 16% of secondary school pupils were able to recognise and name the Olympic Mascot Wenlock and explain what it represented (p.43). Therefore, knowledge development of the historical ideology that this educational character represented had little tangency to the modern learner if it had not been explained to them through educational pedagogies.

It could be alleged that the government and the LOCOG deliberately decided not to focus on the significance of the historical importance of the mascot with the youth of the world. Academic discourses such as those in parliamentary shares regarding the English PESS curricula and the WOG were regarded as one of the significant influences on the Modern Olympic Games between 1850-1894, and therefore, this key information should have been included within school literature, examination syllabi, cultural events and teacher training (Coubertin, 1887; Holt, 1992). The Wenlock Olympic Mascot was designed to honour the work of the festival of sport held in the village of Much Wenlock, as noted in two parliamentary discourses in 2007

and 2008, where the link between Brookes and Pierre de Coubertin was found (DfE, 2010). Polley adds to the polity decision not to maximise this unique story and believes it is when other political agendas must be met and therefore, others have to be 'sacrificed for political gain' (Polley, 1998, p.169).

Despite the government endorsement of Brookes and Much Wenlock as one of the official Olympic mascots it was only referenced on four occasions within parliamentary chambers between 2005-2011 (Dunne and Hunt, HC, vol. 481, 2008; Greetland, HL, vol. 719, 2010). Therefore, the promises made in 2005 by the LOCOG and in 2008 by the DCMS that the L2012OG would maximise all aspects of the Olympics (IOC, 2011) seemed to be empty. These findings illuminated the fact that members of parliament had very little knowledge of Brookes, and that political advisers had not sought to find out every aspect of the influence of English schools' history on the Modern Olympic Games.

The Modern Olympic Games were visualised in Victorian England in the playing fields of Eton, Harrow and Marlborough and the sporting festivals of Much Wenlock, Liverpool and the Cotswolds, where competition was used as a way to improve the nations well-being. This strength of school curricula and local festivals ontologically shared a real strength with contemporary teaching (Bailey, 1978; Crotty, 2001; Polley, 2011):

> We want a generation of young people for whom sport at school and in the community has been a bigger part of life

Burnham (HC, vol. 481. 2008).

The DCMS was charged with running the educational strand of legacy provision Before, During and After the L2012OG and their polity mandate was to know what to advance regarding the educational aspects of the OL. The bid had been won using English histories as one of the central themes, therefore the government's decision to omit this information was potentially counter-intuitive (Hill, 1994, 1996). The pedagogic capacity of the understanding of these origins could also have facilitated areas of study in; History, Politics and Sociology (DCMS, 2008, 2009; DfE, 2010).

When London's winning campaign placed the next generation central to the legacy, the circulation of this knowledge had a tangible synergy to curricula content in schools

and colleges (Arnold, 1997; Binder, 2004, 2012). The Olympic Minister, Jowell (LOC, 2005) promised that:

> London is committed to a legacy for sport in Britain. And to a far-reaching legacy for the Olympic Movement.
>
> the investment in planned and structured education, health and sport-related activities relevant to the needs and abilities of poor children and young people in schools, villages and other community settings

DCMS (2010, p.3).

In contemporary times the limited length of time engaged with PA has a detrimental effect on lifestyle and contributes to increasing none-communicable diseases just as it did in Victorian England (Crotty, 2001; Haley, 1978). This illustrates an uncanny synergy to what Brookes, Coubertin and their contemporaries were concerned about (Brookes, 1850; Cannon, 2011). Coubertin saw the creation of the Olympic Games as something that would be developed through school curricula and that Olympism would also shape school curricula. The OC inspired the globally accepted ideology that 'Sport is a human right', 'philosophy of life' and a 'service to humankind' (Olympic Charter, 2011, p.10):

> To ask the Minister for the Olympics whether she plans to take steps to provide educational materials to schools on the history of the Olympic Games.

Rosindell (HC, vol. 503, 2010).

The poignancy of this concern is the reality that ministers in charge of education did not value the dissemination of this information to those in roles of education. There was a disconnect between what ministers in chambers envisaged would take place in schools and colleges and what actually happened:

> lack of drive or enthusiasm from Head teachers; 3) minimal available time and apathetic responses on the part of teaching staff and 4) a belief that this was the role of PE teachers

DfE (2010, p.8).

The DfE's reports on the educational impact of the SL of learning again seemed counter-intuitive to making sure that this mega-event did not miss this once in a lifetime opportunity, and these narratives were also shared throughout Phase One

(HC, vol. 481, 2008; HC, vol. 490, 2009; HL, vol. 730, 2011; HL, vol. 516, 530, 2010; HC, vol. 790, 2010; HL, vol. 537, 2011). However, ministers were convinced that schools sport systems had been reinvigorated and we should be thoroughly proud of [it]:

> I remember the 1948 Olympics. What we really want as the major sporting legacy of the 2012 Olympics is a love of sport for its own sake… we want sportsmen and women who can inspire young people at school, as we and our fellows were inspired all those years ago

Cormack (HC, vol, 481. 2008).

Education - Get Set London programme

The hosting nation of any Olympiad must abide by the OC and adhere to using 'the educational value of a good example, social responsibility and respect for universal fundamental ethical principles' (IOC, 2011, p.14). However, very little information was found within parliamentary transcripts and government policy on the assigned Get Set London programme for the L2012OG. This reported gap is further supported by Chen and Henry's (2017) research on the Get Set London programme as they found that the materials offered very little information on the association of the origins of PE in England with the ideologies of the IOC.

The pedagogies created for the programme by the DCMS were not specific to PESS, in fact the content was more transferable to Science, Geography and Mathematics. This research on schools' engagement with the Get Set London programme detailed the generic nature of the materials produced through the ideology of the IOC Olympic Games values of excellence, respect and friendship. The rationale to produce educational materials for these subjects and not PESS meant that adopted PESS pedagogies were less likely to be sustained once the L2012OG were over, even through parliament had stated in 2009 and 2010 that these events could not just last for 17 days in 2012 (LOCOG, 2005; DCMS, 2008).

Brookes' association with PE and competitive activities in Victorian England was ideal historical material that could and should have been part of the L2021OG OL. Ministers in chambers (Hunt, HC, vol. 2008) had called for this knowledge exchange to be advanced, and these calls echo academics such as Anthony (2004), Beale,

(2011), Cannon (2011), Polley (2011), and Sims et al. (2012). The archives in the IOC in Lausanne, Switzerland consistently reiterated the need for host nations to build events that advance the story of the Olympic Games (Olympic Charter, 2011, 2014). The government had also voiced the educational need that 'communication and understanding' was how individuals can create OL actions (DCMS 2008, p.7). The opportunity to promote England's loyalty from 1896 to 2012 was clearly underdeveloped at this point in the research journey.

However, there was a continued belief within the chambers that educational materials were making an impact on areas within society, and lifestyle challenges were being addressed because of hosting the L2012OG:

> our health authority was introducing a huge number of initiatives on the back of the Olympics programme. We are feeling the benefit, and we are miles away

Curtis-Thomas (HC, vol. 481. 2008).

Ministers reminded one another that across all parties, 'the Government have worked hard towards achieving that goal to date' and evidence within chambers inferred that this work was not London-centric because the OL impacts had been felt across all communities (Brown, HC, vol. 481, 2008). However, within the analysis Brown's declaration is counterclaimed when academic and government departments reported that only 56% of secondary schools had engaged with Olympic educational activities. Chen and Henry's (2017) reflections on educational legacy provision outside of the Get Set London website, noted that because the materials were not in place early enough or driven through examination boards, schools and colleges had not taken the opportunity to adapt existing pedagogies to ones stimulated by Olympic Education (DfE, 2010; Thornalley, 2011a). Parliamentary chambers cited the 'inadequate preparations for an Olympic sporting legacy from London 2012' and expressed that this was a 'disappointment to members with the Government's legacy action plan' (Hunt, HC, vol. 481. 2008). Therefore, the stimulus to create pedagogic experiences that were creative, inspirational and sustainable was left to self-motivated individuals within the profession. Literature on OL states that the longitudinal length of changes must be conceived as early as possible and the LOCOG affirms that there is a disconnect in preparation if this does not take place (Gratton and Preuss, 2008a; Girginov and Hills, 2009; Kohe, 2010). Horne et al.

(2013) believe that sport needs to be politically crafted to maximise its potential because it is a national and international objective (Chappelet, 2018; IOC, 2011).

There was no historical representation of Brookes' liaison with Coubertin in the educational and cultural materials in the Olympic stadia at the L2012OG (Thornalley, 2012). The DfE reflected that this time in sporting history was unique within 'our national life' and that these events would 'lift sport to a place'… 'never occupied before' (Ford, HL, vol. 730, 2011). In the same year, ministers were articulating the apprehension that 'we must make sure that the legacy is good and proper' (Burt, HC, vol. 481, 2008). Hunt 'highlighted the inadequate preparation for the Olympic legacy' (HC, vol. 481, 2008). The narrative behind what had caused these missed opportunities regarding legacy was that:

> responsibility has fallen between the cracks, between different departments of Culture, Media and Sport' and that 'the Government are gradually introducing recommendations

Moynihan (HC, vol. 481, 2008).

It appeared that parliament had limited self-checking processes on these key planning points (Lord Shutt, HL, vol. 719, 2010) and were cautionary regarding target achievements (Thornalley, 2012, 2019). The value of the Olympic Games and PESS curricula are seen as being able to rectify social ills (Hoey, HC, vol. 481, 2008). This belief was reiterated in the PENC because this is where legacy benefits would be felt the in the boarder curricula through PA (DCSF, 2010; DfE, 2007, 2013; Flude and Hammer,1990).

Shares within chambers cite that curricula 'can play a vital role in education, tackling crime, social cohesion and the other things we see every day in our constituencies.' 'We should, as far as possible, get back the ideals of sport for its own sake' and this should be 'felt throughout the country' (Sir Cormack, HC, vol. 481, 2008). This mirrors Victorian England as shares bare a sentiment to the curricula witnessed by Coubertin in the village festivals and sports in schools in the Victorian era. DCMS (2008). The rationale that the PESS curricula would tackle concerns about health and anatomical ability through competition had political support (Burnham, Curtis-Thomas, Hunt, HC. vol. 481). This concern was as relevant in contemporary education as it was within Brookes and Coubertin's time [Cira 20th century] (Cannon, 2011).

Participation – Mass

Parliamentary shares acknowledged that 'individuals coming up through the public-school system' (Burnham, HC, vol. 481, 2008) to represent GBR were commendable, but this may be counter-intuitive to raising participation through role models to inspire the next generation (Weed et al., 2009a; 2015). This political acknowledgment replicates what Coubertin saw when visiting Harrow and Eton and read about the pupils depicted in Tom Brown's Schooldays (Hughes, 1911). Sport was for the select few and it was through competition that they achieved greater human capital (Winn, 1960).

If the PESS curricula was to be completely influenced by the XXX Olympiad and create the world class curricula that it had promised in 2007 (DCMS) it had to have far more of an understanding about pupils in all schools. The reality is that the majority of Olympic athletes originate from independent schools, which make up only seven percent of schools in the UK (Ofsted, 2013). Parliament found this reality difficult to fully embrace when the XXX Olympiad was awarded based on inspiring the next generation, not just those within certain educational establishments:

> elite sporting achievement influences people to take up sport in the long term, and Olympic medallists in certain sports such as rowing and equestrianism do not represent the make–up of the wider population, with a disproportionate number coming from privileged background

HC (2008, p.4).

Therefore, there was a sense of déjà vu because the majority of children that take up sport and become elite athletes seem to be from a specific type of educational background. This contextual reality is what Brookes and Coubertin had seen within written text and festivals of sport, that affluent sectors of education were far more proficient at generating a future talent pool (Ofsted, 2013).

Phase One.

RQ2: What influence has hosting the XXX Olympiad had on England's political governance of the Physical Education School Sport curricula legacy before, during and after 2005–2015?

In the 20 years leading up to the successful bid for the L2012OG, England had pursued four previous bids to host the Olympic Games:

> The success of London's bid to host the 2012 Olympic Games and Paralympic Games was the cause of national celebration. In particular, our victory over our nearest rivals provided a boost to national pride; but sooner or later, hard questions were bound to be asked. The vast majority still look forward to a successful Games, but doubts have already emerged, both about the cost of staging the Games and about whether a lasting benefit can be achieved.

HC (2007, p.3).

The government believed that because of the 'plethora of schemes in communities 'saying, 'Come and support local heroes' (Burnham, HC, vol. 481, 2008, DCMS, 2008; DfE, 2010) competitive sport was identified as increasing during this early phase. The 'objective of the Olympic Education programmes through sport and PE' was to maintain this increased momentum (DfE, 2010, p.11) through the observation of live demonstrations so that mass participation and talented individuals were inspired (Weed et al., 2009b). The PESS curricula needed to flourish, however, by 2010 the DfE reported that curricula provision was not delivering what had been promised:

> Sadly, however, the picture is not entirely as rosy as the Secretary of State made out.
>
> Despite the figures that he cited, 750,000 young people are not participating in two hours of sport in school time.
>
> He did not point out that two-hour period includes changing time, so it is not two hours of sport. He also failed to make any reference to some of the age groups in which young people are not participating at anywhere near that level.
>
> Only 71 per cent. of pupils in year 10 and 66 per cent. of pupils in year 11 are doing the two hours, while 34 per cent. of pupils are not participating in intra-school competitions and 59 per cent. do not take part in inter-school competitions.

> One quarter of pupils do no sport outside school and the drop-out rate of people who leave school and then do no sport is alarming. Despite significant improvements, which I welcome, there is still a great deal to be done.

(p.11).

Parliamentary shares implied that the enthusiasm for sporting activities was there, but that the organisational infrastructures were not in place to support the SL (Fisher, 2004) Treiba et al. (2007). Additional data on PA can be seen from the Taking Part surveys (2011), which indicated that the PESS curricula and community sport were not seeing the take up in activities that parliament had promised would take place (DCMS, 2008). By 2010 educational material had been mentioned twice in parliamentary chambers, the following share was directed at the Olympic Minister Jowell, 'whether she plans to take steps to provide educational materials to schools on the history of the Olympic Games (Rosindall, HC, vol. 503, 2010). Jowell responded that the responsibility was that of the:

> Organising Committee of the Olympic Games and Paralympic Games and funded by the Department for Children, Schools and Families.

(HC, vol. 503, 2010).

Creating infrastructures for the elite, such as Sport Science and facilities were essential because 21 Century athletes required a great deal of support. The rationale for the prioritisation of infrastructures for the elite was because previous successes created a pressure to maintain results. Ministers in 2008 celebrated the 'superb performance in Beijing which should provide an excellent platform for their performance in London 2012.' 'The increase in public funding for elite programmes has helped contribute to this success' (Burnham, HC, vol. 481, 2008).

National Lottery money was used to create grassroots sports provision, but this was seen as detrimental to other areas:

> We did that over the appalling budget miscalculations that meant that the budget for the Olympics had to be virtually tripled, leading to hugely damaging effects on the national lottery good causes.

Hunt (vol. 481. 2008).

The bid had promised so much but three years after the win in 2005 debates within chambers were being framed as challenging ‘with the UK suffering the effects of the global economic downturn’ (Brown, HC, vol. 481, 2008). The government were to create events that showcased the country in a superior light but the pride of the nation was to be gifted this honour with very little funding. Ministers did not want to envisage a second Austerity Olympics:

> We are fully committed to maximising the economic benefits of the London 2012 Games across the UK particularly in these challenging economic times.

Olympic Minister, Jowell (HC, vol. 490, 2009).

The OL influence on the education for the poor was reminiscent of Brookes’ vision. The county of Shropshire had the second worst life expectancy and limited access to educational advancement in Victorian England based on living conditions (WOS, 1847; Shropshire Guardian, 1887). It was because of this that Brookes created reading rooms to help educate the masses and linked physical well-being to the Modern Olympic Games (Samarach, 2013). Therefore, the facelift and radical change that the five poorest boroughs in East London would receive prior to the L2012OG was so that the institutional pattern would influence the mental state behaviours through transport, accommodation, schools, and sporting facilities (Shuttland, HC, vol. 719, 2010):

> We will be left not just with memories but with clear evidence of how the Games will leave their mark on the country.

(HC, vol. 730, 2011).

The DCMS (2010) supported this ideology of sport influencing the poorer sectors of society who have more barriers to accessing PA. Building venues nearer to individuals would ensure that curricula in schools would collectively change and societies would participate in PA (Greetland, HC, vol. 719, 2010; LOC, 2009, p.65). However, there was no guarantee that this would take place because evidence in literature revealed that this has never happened in the past (Weed et al., 2010). This

share considers whether the promised legacy would be delivered because:

> the health of a community of people who die earlier than their neighbours; and modest for re-energising the nation in 2012, boosting young people's interest in sport and reminding the globe's travellers of what an amazing place London is to visit.

Brown (HC, vol, 481. 2008, p.5).

Educational - provision

Within the four years after the L2012OG the funding afforded to inspire the general population to be motivated to take part in sport was £10 million. Within the same timeframe elite sport was afforded £375 million (Robertson, HC, vol. 551, 2012). The DfE's (2010) decision not to afford schools the £162m a year leading up to the L2012OG may be perceived as a mistake. Shares two years earlier implied that the government had created a workable mental state that would be fashioned from inside educational settings because:

> … the public wanted national lottery money to be spent on the health service to supplement health projects and on improving schools. That money can still be spent in that way, because there is more flexibility.

Burnham (HC, vol. 481, 2008)

However, the use of these funds to enhance education through exercise was not universally accepted as a good cause.

Participation and elite role models

'That by preparing elite athletes and the showcasing of these athletes within competitions leading up to L2012OG' we would be repositioning the importance of sport in English society (Burnham, HC, vol. 718, 2010):

> There is a plethora of schemes out there in which people are saying, "Come and support local heroes"—everyone wants a piece of Team GB

Burnham (HC, 481, 2008).

GBR has traditionally achieved great successes within the Olympic Games; 1908 ranked 1st, 1948 14th and 2008 4th. Unfortunately, these celebratory results within Olympiads were not always the reality for governments (Brookes and Wiggan, 2009) and the 2008 Olympiad was discussed with a level of depth and understanding within the House of Commons reports:

> let us remind ourselves of where sport was back in 1996. At Atlanta in 1996, Britain won one gold medal and was 36th in the medals table. It was our worst Olympic performance ever. That was not just bad luck; it is what we get when we neglect and under-invest in this country's sporting infrastructure at every level over a long period.

Burnham (HC, 481, 2008).

> The government has very strong ambitions with UK Sport for improving performance from a low point at the time Atlanta Games towards the goal of raising performance to fourth place in the medal table.

Stephens (HoC, 2008, p.3).

This political mindset was so that individuals would prioritise sport and exercise and that the OL would create this through being inspired by elite athletes. Personal stories would demonstrate how sporting activities had made them who they are and the sacrifices that had been made to achieve this:

> The example set by people such as Bradley Wiggins, Chris Hoy and Rebecca Romero is very inspiring.

Hunt (HC, vol. 481. 2008).

This belief was very similar to that of the *Inspiration* film (LOC, 2005), and therefore, individuals must ensure that the gap between their lifestyle was not too far removed from that of an elite athlete. However:

> …there is no clear evidence that elite sporting achievement influences people to take up sport in the long term, and Olympic medalists in certain sports such

> as rowing and equestrianism do not represent the make–up of the wider population, with a disproportionate number coming from privileged backgrounds.

HC, 477 (2008, p.5).

The DCMS and the DfE used this strategy throughout literature in Phase One (DCMS, 2008, 2009; DfE). Discourses on this powerful hero worship were replicated within chambers through ministers own past exploits in sport or their memories of the 1948 Olympiad (LOC, 2005). The impact of elite competition was the best strategy as it 'would be that of inspiring the next generation and ultimately, pupils in schools' (DfE, 2010, p.50). However, what is not shared is the practical application of these pedagogic changes and how this would be different from the existing practices. For example, would Cycling be introduced in all schools because the DfE (2007) and the DCMS (2008) reported of its successes?

This key acknowledgement within government created a plausible belief that these processes would take place, as the title of the debate was Olympic Legacy (HC, vol. 481, 2010). Olympic Minister, Jowell's direction to the DCMS was one of practicality and authority, but the DCMS and DfE literature had no such depth or clarity on educational materials at that point. A report in 2010 stated that a 'truly vibrant sporting provision should not be subject to multiple conditions set within Whitehall' (DfE, 2010, p.2), and not be allowed to 'fall between the political cracks' (Lord Moynihan, HL, vol. 730, 2011).

Past governments claimed that the rationality for funding certain sports was justified and infrastructure changes within sports facilities had begun to change mental state patterns (Fisher, 2004). The investment in sporting facilities for elite groups had operated successfully in the past and the consistent stream of medals was inevitable. However, the decision made on facilities needed to be contextualised by the fact that 'playing fields were sold off in their thousands' and communities and schools had been in a state of 'serious decline' (London Assembly, 2010). Therefore, the lack of open spaces where children could safely play remained one of the barriers to participation (Hunt, HC, vol. 490, 2008). In addition, the professionals working within these sporting environments were never discussed apart from when linked to HL facilities:

> …predecessor efforts were made through the New Opportunities Fund to invest significantly in the sporting infrastructure in schools, predominantly in floodlit astroturf pitches, of which there are several in my constituency.

DCMS (2007) and HC (vol. 490, 2008).

There was also a narrowing of expectations by ministers in the educationally driven aspects of the Olympic legacy as detailed by the government:

> The report London 2012 Olympic Games and Paralympic Games: funding and legacy articulates that sports facilities needed to be appropriate and open for school children, but some felt this was far more necessary as a London centric feel for those on whose doorstep the Olympics will be held.
>
> This governance was presented in such a way that there may be a tension between locality, the fact that there had not been enough schoolchildren access to facilities and that the recommendations in the report were for the DfES had a closer working relationship with LOCOG.
>
> Therefore, that DCMS works with the Department for Education and Skills, LOCOG and sponsors to address the lack of sports facilities open to schoolchildren, in particular, on whose doorstep the Olympics will be held.

DCMS (2007, p.38).

Ofsted now required information about how the money was spent in respect of educational SL links, and there was a silent narrative being introduced that even before the L2012OG had taken place any advancement of educational developments post the L2012OG would not be government driven:

> He mentioned grant in aid, but I think he may have missed out the extra money given to school sport to fund the five-hour offer in schools. Much of that money will go into developing sport in the further education sector and school-club links.

Burnham (HC, vol. 481, 2008).

Therefore, post the XXX Olympiad there was a sense that polity would quickly away from funding PESS but again only with specific areas within educational settings (Evans, 1990).

Phase One:
RQ3: What was politically stated as the role of Physical Education School Sport curricula post the London 2012 Games?

Education

Post the L2012OG PESS must remain true to the government promises because the OL was still developing. The government 'acknowledges, participation in sport has decreased in a number of the host cities after they have held the Olympics' (Hunt, HC, vol. 481, 2008).

This reality is reflectively felt through comparative analysis seen in lifestyle reports and cultural norms. Bailey (2006), Evans (2007), Gratton and Preuss (2008b) confirm that PESS curricula within educational settings must replicate Olympic aspirations from within their infrastructures. However, deliberate and sustained policy changes in norming, institutional and mental state patterns were required so that schools, colleges and communities were supported with facilities, pedagogies and funding (Fisher, 2004). The impact of this potential disconnect was reported on by the DfE in Schools' and colleges' engagement with the 2012 Olympic and Paralympic Games: PE and Sport. Data revealed that none of these actions were found to have taken place between 2005–2011:

> Whether the school was registered with Get Set did not affect the likelihood of teachers thinking that new school sports were effective.

DfE (2010, p.51).

There needed to be a level of reassurance about how the DCMS promises in 2007 would 'create a London 2012 Education Programme to ignite the interest of children and young people through the Games' (p.3). It was reported by the DfE that there was a shift in engagement with the Get Set London programme but practitioners pedagogies were inconsistent, possibly because educational materials were not available:

> Schools and colleges in the Get Set network were more likely to think that this had been effective (94% compared with 86% of schools and colleges not in the Get Set network).

DfE (2010, p.51).

Post the L2012OG there was a continued commitment by the DCMS and the DfE to embed educational provision, however, however, data was confusing in practice and theory:

> We are concerned that what the Government have published does not amount to anything substantive.

Davies (HC, vol. 481. 2008).

The Get Set London 2012 programme was the essential educational tool for schools and college practitioners. Therefore, in order for the SL to create an impact on the next generation through Olympism, its values must be articulated clearly with pedagogic strategies for all (IOC, 2011):

> The Secretary of State talks rightly about increased investment in sport in schools, but the uncomfortable fact is that Britain has the highest postschool drop-out rate for participation in sport. We have heard about the cut in funding for grass-roots sports, so what are the Government doing to plug the gap between schools and the 125,000 sports clubs across the UK?

Hunt (HC, vol. 481 2008).

> Ministers' consistent raids on lottery funds for their pet projects have meant that the amount of lottery money going into grass-roots sports has declined from £397 million in 1997 to £209 million (2008). It has nearly halved, so my hon. Friend is absolutely right.

Hunt (HC, vol. 481 2008)

Ministers were concerned that the L2012OG would not deliver all of its promises (DCMS, 2007; LOC, 2005) and that institutional patterns were continually hindering any potential change in the mental state patterns of professionals and consumers. The DCMS (2008), however, believed that their policy making had provided learning opportunities for all, and governments wanted professionals to 'use education to maximise children's and young people's awareness of, and engagement with the London 2012 Games' (DCMS, 2008, p.10).

Phase Two: The Year of 2012

Sample documentation: during London 2012 Olympic Games

Phase Two, the year of 2012 produced the most parliamentary shares within a single year; the House of Commons, vols. 541, 542, 548, 550, 551 and one report from the DCMS (2012) Creating a sporting habit for life - A new youth strategy.

Documentation analysed: 2012 - 6 documents
DCMS (2012). Creating a sporting habit for life - A new youth sport strategy January.
House of Commons (2012). Government Olympic Executive (Annual Report) February 28 Debate (vol. 541).
House of Commons (2012). Legacy Penalty Charges March 26 Debate (vol. 542).
House of Commons (2012). Olympic Security (Military Support) July 12 Debate (vol. 548).
House of Commons (2012). Sporting Legacy September 18 Debate (vol. 550).
House of Commons (2012). Hansard: Government Olympic Executive (Quarterly Report) October 23 Debate (vol. 551).

Table 16: Sample documentation: during London 2012 Olympic Games

The timespan for Phase Two was reduced in size so that it focused on legacy progress, as it had been recited on more than one occasion that the L2012OG was a once in a lifetime event (Dunne, vol. 481, 2008; Hunt, vol. 481, 2008; Greetland, vol. 719, 2010). Academic literature reinforced why the SL impact must be collectively

judged before, during and after mega-events because these events are socially constructed and thus are collectively owned (Dowse and Fletcher, 2018; Grix and Carmichael, 2012).

Phase Two

RQ1: What is the association between England's Physical Education School Sport curricula legacy and the Modern Olympic Games?

England sporting heritage

Hunt's reflections on the 2005 bid [Singapore] acknowledged that the LOCOG's promises did appreciate that England and the IOC had a synergy of respect for one another and had ideologies emphasising the need to extend educational SL plans (DCMS, 2012, p.1). However, the DCMS reported in Phase One (2005-2011) that polity needed professionals to 'use education to maximise children's and young people's awareness of and engagement with the London 2012 Games' and thus these influencers such as those in educational leadership positions needed to create the SL (DCMS, 2008, p.10). In addition, during the Opening Ceremony of the L2012OG the president of the IOC credited how 'Great Britain was the first nation to include Sport as an educational tool in the school curriculum' (IOC President Rogge, 2012). Consequently, there was no surprise that throughout 2012 parliamentary debates and the single report characteristically celebrated the successes of the L2012OG (DCMS, 2007, 2009; LOG, 2005). It was therefore essential within the year of 2012 that through its revised learning offer, curricula demonstrated that the political party had changed and maximised the SL opportunities (Dowes and Fletcher, 2018; Fisher, 2004).

London's ability to host the XXX Olympiad in challenging economic and lifestyles struggles in 2012 could have some parallels with the social contexts of 1908 and 1948, because what was central to all of the government's hosting strategies was that institutionally investing in a mega-event was a measured economic risk (Chappelet, 2018). Academic literature acknowledges the governance of sporting festivals surrounding the shop window effect and political messages that can be written during Olympiads (Bailey, 1978; Dowse and Fletcher, 2018; Horne and Manzenreiter, 2006). Phase One had illustrated through the work of Brookes and the

naming of the Olympic Mascot, that there was a clear reflection on Olympic heritage and England's impact on the movement (Greetland, HC, 719), but during Phase Two documentary analysis, Brookes, Coubertin, the WOG and the London Olympiads of 1908 and 1948 were not referred to in any documentation.

Therefore, for this research it may be assumed that these historical omissions from debates and reports was because polity priority had changed focus away from the narratives to discuss past histories (HC, Hansard, vol. 542, 550, 551). The call to manipulate England's historical association with the IOC within polity was not insisted upon, even though this strategy had been heavily relied upon in shares up to 2011 (Chappelet, 2018).

In conjunction with these narratives the government commenced a shift of priorities meaning that the L2012OG were to be given social democracy, and neoliberalism so that economic impact was maximised (Chappelet, 2018; Gratton and Preuss, 2008a; Simon, 2017). This inferred that it was now down to individuals to make changes in their learning domains and not a top-down mandate from government (Fisher, 2004; Green, 2012).

Phase Two
RQ2: What influence has hosting the XXX Olympiad had on England's political governance of the Physical Education School Sport curricula legacy before, during and after L2012OG (2005-2015)?

Participation - Mass

The 2005 winning bid speeches inferred that sporting experiences would be realised across all communities (Lord Coe, Anne, Princess Royal, Reedie, 2005). By hosting the XXX Olympiad there was a chance of realising the legacy promises from the government, and the greatest impact would be maximised through what it offered different areas of society (DCMS, 2007, 2009, 2010). These utopian ideologies from within parliamentary shares and subsequent polity were substantiated throughout Phase One documents (vol. 503, 516, 2010; vol. 719, 730, 2011; LOCOG and DCMS). The optimism regarding how the OL would be achieved was found to be central in the single government document of 2012, Creating a sporting habit for life - A new youth sport strategy. The positive SL narratives within the document were

crafted through institutional patterns that had changed (Fisher, 2004) but what now needed to take place was that events such as these be deliberately replicated across all settings (Collins, 2010; Evans and Penney, 1995).

The strategy used by government to humanise these realities was through vignettes and case studies from schools, colleges and universities, showcasing that the quality of life for all through cultural and sporting activities had been improved through the SL (DCMS, 2012). This political ideology was driven by the need to showcase celebrations and is one that is often used in impact studies is that data needs to show how positives have been left behind (Collins, 2010; Treib et al., 2006).

GBR achieved 3rd position in the medal table, this was the highest since the IV Olympiad of 1908 and therefore, what had been created through the polity leading up to the 17 days of performance would now need to be replicated in the future (LOC's *Inspiration* video, 2005) and inspire the youth of the world for the next Olympiad (Coe, 2005). Treib et al. (2006) refers to this as using what is left behind through planned and unplanned events and this starts by educating individuals in schools, but practitioners must have time to shape these dreams into reality.

The LOCOG and parliament had delivered on their promises regarding How the UK will benefit from the Olympic and Paralympic Games? (Olympic Minister, Jowell, 2007). This assurance was reaffirmed in Lord Coe's speech in the Closing Ceremony of the L2012OG 'We did it right' (12 August, 2012b), and in chambers:

> The London 2012 Olympic and Paralympic Games are viewed as a success by athletes, spectators, dignitaries and the media. Team GB and Paralympics GB finished third in both the Olympic and Paralympic medal tables with 185 medals won across both games, 63 of which were gold.

Robertson (HC, vol. 551. 2012).

This is what Fisher (2004) refers to as a shift in contemporary structures and norming state patterns within societies because, through soft political powers, England was better off for hosting the XXX Olympiad. Thus, inferring that inspiring the next generation should have been achieved through lived experiences and materials

created for practitioners that linked to Creating a sporting habit for life - A new youth sport strategy (DCMS, 2012).

Education responsibilities

The DCMS (2012) document data illustrated a political shift of ownership within school curricula as they prepared for the introduction of the School Games initiative (2010). This government strategy was to be the catalyst for mass participation to stop the drop-off in school performance, replicate mega-events and continue to inspire those involved (Bailey et al., 2009; Collins, 2010; DCMS, 2010). However, schools did not receive this initiative until the year of the L2012OG by which point it was too late to adapt the curricula:

> All schools will be given the opportunity to create a year-round sporting calendar, with around 30 sports available, specifically designed to get young people competing at intra-school and inter-school levels and culminating in local, regional and national events.
>
> In May 2012, the first School Games National Final will take place in the Olympic Park – affording young people the incredible opportunity of competing at the venues just weeks before their Olympic and Paralympic heroes.

DCMS (2012, p.5).

In the year of the L2012OG PESS's role within society was to stimulate interest in the gifted and identify talented sporting individuals, and the DCMS felt that the School Games could facilitate this request. The UK Sport's programme and the School Games programme were politically endorsed with a vision of working with clubs and therefore, receive funding (Preuss, 2008). Parliamentary shares documented that the government had provided experiences to many:

> Invested in 12 new large-scale multisport facilities and over 700 community sports projects
>
> Recruited 22,000 sports makers who have committed to volunteer for at least 10 hours to support sports participation
>
> Launched the club leaders programme which aims to reach at least 10,000 sport clubs

> Motivated over 100,000 to sign up for the gold challenge to test themselves in multiple Olympic and Paralympic sports and raise millions of pounds for charity
>
> Given nearly 98,869 young people the chance to try new sports through the Sportivate programme
>
> Youth Sport Strategy (Whole Sport Plans) Also, through Sport England, we are investing £1 billion over the next five years in the youth sport strategy to encourage everyone, but particularly young people. to take up sport and develop a sporting habit for life.

Robertson (HC, vol. 550. 2012).

Therefore, given the above successes it was a real disappointment that participation rates had not improved, and the growth in participation from these Phase One initiatives could only be related back to the Places People Play sport a year earlier (DCMS, 2011; Sport England, 2010). However, the data behind Places People Play sport was seemingly questionable because it was released late in the year before the L2012OG, so those that could influence change would have a greater understanding of projects but very little time (Gratton and Preuss, 2008a). This data should have been launched in Phase One when the energy and motivation could have been harnessed by those in leadership and those receptive to change as Fullan (2015) states that educational theory must be meaningful and adaptable. Even though the government had pledged £2.5 million a year for PESS within the primary education sector (DCMS, Hunt, 2012) and this ringfencing offered a level of security in increasing participation targets, it was only honoured until 2015 and excluded secondary schools.

It was difficult to see how these initiatives would change curricula or individual pedagogies when they were released as late as 2012 or only for a short window of time (Sport England, 2008b; 2010). Educational policies require time, professional ability and political support for any level of gravitas to take hold (Fullan, 2016; Kirk, 2011b; Pollard, 2005). The government had assured individuals that changes resulting from mega-events would be sustainable because schools had three quarters of all the sporting facilities in England, Ireland, Scotland and Wales which were demographically positioned within communities (DCMS, 2012; Diaper, 2012; Ward, 2019; Sport Wales, 2014). However, it could not be presumed that these HL

infrastructures would be embedded within curricula provision just because facilities were in the right place. For example, the Doorstep Sport programme (StreetGames, 2012) and Places People Play (2012) began to be practically viewed by the LOCOG that would challenge social ills but there was no evidence of how this was taking place in schools or whether schools actually wanted to engage with these initiatives (Hibbert, 2011; Meir and Fletcher, 2020).

The HL was seen through venues as the stimuli for curricula and pedagogic change, but no reference was made to funding to support the development of teachers who were expected to be receptive to these stimuli. For example, if climbing walls and trampolining suddenly became compulsory practitioners would need additional training. Therefore, it could acknowledge that health, well-being and participation had not been fully embraced by educationalists because there were gaps in professional knowledge. Concerns about venues and participation had been articulated four years earlier by Hunt (vol. 481, 2008) he revealed concerns expressed by Tim Lamb, the Chief Executive of the Central Council for Physical Recreation (CCPR):

> the rest of the proposals in the legacy action plan are little more than existing plans which have been re-badged…there has been a real poverty of ambition about the Government's thinking.

Hunt (HC, vol. 481, 2008).

When coupled with the DCMS (2012) and Diaper (2012) reports, concerns such as these were not isolated as there was a synergy of thought from cross select committees; DCMS, Health and Education (PHE, 2014) that since 2005 not enough progress had been made rearding who was responsible for SL creation. The literature on health and well-being analytically countered the reality that any funding linked to the mandate from the DfE's (2010) Refocusing sport in schools to build a lasting legacy of the 2012 Games would result in a greater motivation to exercise (Lamb, 2007). Forcing competition into contemporary curricula would be ignoring academic research that appreciated that not all learners enjoy these experiences (Jarvie, 2012) and Lord Coe (2005) inferred in 2005 that this reality would be a legacy challenge. Teacher training continued to be omitted from policy and parliamentary shares in 2012 and there was a feeling that their voices continued to be missed or ignored (AfPE, 2011; Capel, 2007).

Education and Curricula

During 2012 the DCMS stated that within five years 'at least 6,000 new school-club links' will have been established and would be reinforced by PE remaining compulsory as a core subject in schools. The analysis also revealed that the DCMS success was to be measured by the medal haul and how infrastructures of these well-funded sports were supported (Appendix 11, p.212-213). The report by the DCMS inferred that this would be mirrored within schools through associations with local sports clubs:

> By 2017 we will have established at least 6,000 new school-club links. Football has pledged that 2,000 of their clubs will be linked to secondary schools, Cricket 1,250, Rugby Union 1,300, Rugby League another 1,000 and Tennis has pledged 1,000.

DCMS (2012, p.7).

Links between schools and clubs have historically professed to have programmes that create positive pedagogies for schools and colleges, (AfPE,2015), but in 2010 the SSP was dissolved meaning that schools and clubs lost the professional infrastructure that seemed to be being recreated now in 2012 (DfE, 2010; Ofsted, 2005). Thus, by publishing how a sustainable legacy could be achieved by schools and clubs the SL also required support by the National Lottery and Sport England (DCMS, 2012). Therefore, what the government was championing for grassroots sport and the curricula was portraying that it now had a synergy between curricula content and how the Olympics had and would continue to inspire the next generation, thus, complimenting the subject offer (Binder, 2012; Grix and Carmichael, 2012). This funding initiative seemed plausible in the journey towards SL progress and how [this] would take place through; new satellite clubs on school settings and bringing sports to the pupils but it required coaches and volunteers (Collins, 2010).

At the time of publication:

> Over half the schools in England are already taking part, including primary, secondary, special and independent schools.

Robertson (HC, vol. 550, 2012).

However, in respect of the curricula there was a silent narrative that was not discussed in any of the research data, the fact that several of these sports were not found in the L2012OG, such as Cricket and Rugby Union. Football and Tennis were in the L2012OG programme but not funded in the highest brackets alongside Cycling, Rowing and Equestrian (UK Sport, 2008; Appendix 11, p.212-213). Therefore, what was being presented was a mismatch between which school-clubs' activities were prioritised but also the funding levels the sports were awarded was somewhat different to what was found in the majority of schools. In addition to this SL development strategy there seemed to be a belief that transferable and interchangeable learning would take place from PESS experiences into Olympic sports (Green, 2004; Hill 1996) meaning that the next generation who watched medal winning sports would take these transferable experiences into schools but may be disadvantage if none of these sports are on the timetable.

Education Materials

No reference to educational materials or teacher development was found in all the government's Hansard transcripts of 2012 (vol. 541, 542, 548, 550, 551).

Therefore, to contextually understand these commissions on key SL areas a micro meta-analysis of all the examination syllabi was undertaken to appreciate if the L2012OG educational experiences were found through learning platforms (Blinder, 2004, 2011). The rationale for this specific analysis was because it was considered that this was the one place where historical knowledge could have been positioned and then sustained through knowledge transfer in teachers' professional development (Ashrafian, 2005; Green, 2012; Quennerstedi, 2013). The history between Coubertin and Brookes was one of the main stimuli for the Modern Olympic Games, but (1896) remained absent from all of the educational examination syllabi at AS, A Level, GCSE and BTEC levels between 2005-2015 (AQA, Edexcel and OCR).

The Wenlock Olympic Mascot, a celebrated and creative design supporting the cultural, historical and potentially educational properties of the L2012OG, was also not referred to by the DCMS (2012). During Phase One [2005-2011] there was a level

of interest in the historical liaison between Coubertin and Brookes (WOS, 1891, 1892) through the symbolic image of the Wenlock Olympic Mascot, after requests in parliament to include Brookes' work in advancing PESS in schools (HC, vol. 481. 2008). This educational history could have been manipulated through storytelling within multiple subject areas which would have resulted in the advancement of this knowledge (Young, 2000). The only locations where these histories were found was in the Headquarters of the IOC in Lausanne, Switzerland and in the Headquarters of the Much Wenlock Museum, Shropshire (Thornalley, 2013). In both locations the information was difficult to access because it was not on display to the general public, and therefore it appeared that the evolution of the Olympics was not seen as being of national importance by the LOCOG or by politicians within chambers between 2005–2012.

Coubertin's visits to Victorian schools and sports festivals (WOG) were not documented in cultural exhibitions at the Queen Elizabeth Olympic Park or other venues during the L2012OG (Azzali, 2017; London Assembly, 2010; LDA, 2006). This was corroborated during field trip visits to ten venues and cultural exhibitions in 2012 (Thornalley, 2012). The political and educational decisions not to advance this cultural history could possibly have been because the 'Arts had lost £112.5 million' in the seven years leading up to the L2012OG (The Stage, 2007, p.10), therefore, the capacity to enhance cultural sporting events was now not seen as feasible. There was a sense that if England's heritage to the IOC was not showcased within the DCSM documentation then it should have been created within cultural festival experiences within the Olympic Park, Museums and merchandise (Weed et al., 2015). During my research field trips to Much Wenlock and the Olympic Park I knew that the Coubertin tree that was planted in the peace garden at the L2010OG had been grown from an acorn from the field that WOG takes place, Coubertin had visited 1887 (Shropshire Guardian, 1887).

These real examples depict educationally what had taken place and that was ministers had warned in Phase One that the L2012OG was a once in a lifetime opportunity, but these opportunities had already not been maximised (Dunne, Hunt vol 480, 2008; Ford, Higgins, vol. 730, 2010; Greetland, vol. 719, 2012).

Elite Participation

The projected successes of the L2012OG have been noted throughout Phase One and Phase Two [2005-2012]. The DCMS (2012) maintained the narrative that funding was largely dependent on National Lottery money designed to develop the HL infrastructure and SL activities. Phase One (2005-2011) data revealed that if this money had not been available during the XXX Olympiad the HL and SL achievements would not have been realised (EDCST, 2008). For example, since 1997 the National Lottery funding has supported sports at both elite and grassroots level to an award of £4 billion. The Olympic Stadium, Velodrome and Aquatics Centre were awarded £2.2 billion, a quarter of the entire funding for the L2012OG (Lottery archives, 2012; Rees, 2012). These funding decisions were important not only because of the significant amount of money but also because of which sports, and events would benefit the most from the venues; Athletics, Cycling and Aquatics and the Queen Elizabeth Stadium which housed the Opening and Closing Ceremonies (Thornalley, 2009, 2010, 2011.

Up to this point events had had no measurable influence on mainstream curricula within schools and funding strategies were criticised throughout Phase One within Hansard transcripts (HC, vol. 481). Similar concerns were voiced about the fact that the money ring-fenced for the L2012OG was being taken away from other good causes. The rhetoric around the strain that this spending had on other sectors in society was spoken about extensively in parliamentary chambers, HC and the DfE reports and independently published reports (EDCST, 2008). The DCMS and National Lottery funding had been essential for the successes that had been achieved in the L2012OG. Gratton and Preuss (2009) advocate that the only way progress in mega-events is made is through showcasing a nation's physical prowess. Therefore, the sustained strategy of those crafting the soft power of sporting mega-events relied on elite competition to inspire mass participation (Meir and Fletcher, 2020). Weed et al. (2012) stated that these demonstration and festival events needed leadership within educational curricula if ideologies of elite athletes were to become embedded in a child's mind. However, this does require infrastructural pattern changes within PESS departments and parliament polity (Holmes, 1990; Fisher, 2004) and could only be sustained by Sport England and future protected government funding.

Evidence in Phase One data stated that participation was the focus alongside elite Sport (DCMS, 2007, 2008, HC, Hansard, vol. 481, 2008) and by 2012 individuals would 'play sport both inside and outside of school' and 'strengthen the relationship between clubs and schools' (DCMS, 2012, p.7). Thus, there was a real sense that stakeholders were illustrating how the hope found within the seven-year plans and the consistent vision of government leadership, connected to these HL successes in venues and medals (Foucault, 1970). However, the SL details for schools and colleges were not evident in any of the shares in parliament in 2012.

Elite Success

Many of the sports observed during the L2012OG were not what learners found in their school curricula or within their local communities, Therefore, the transferable claims made in the Inspiration film in 2005 (LOC) and the consistent academic narrative that legacy is not created by solely observing elite individuals (Weed et al., 2012) added pressure on practitioners to reflect how best to use their subject because contextually, at that point very little had altered regarding curricula policy.

Therefore, if the PESS curricula had not changed and pedagogies had not been linked to Olympism and the OC (Binder, 2004; IOC, 2011) the only data found in any documentation was that of showcasing medal successes (Hunt, vol. 480; Moynihan, vol. 730, 2011; Robertson, vol. 550, 2010). Thus, the government legacy strategy was not for schools, which within the Olympic year seemed somewhat counter-intuitive (Treib, et al., 2007). Fisher (2004) refers to this as when clear tensions are felt by practitioners within educational development when autonomy is seemingly given but institutional and mental state patterns of leadership do not offer support.

The only data associated to schools and the sporting elite within 2012 was found in one parliamentary Hansard transcript, however, had a very narrow focus on the priorities of Olympic funding and medal successes (Robertson, HC, vol. 550, 2012).. This meant that there was a need for a greater understanding of the link between medal successes and inspiring others which was not found in the data. This may have been deliberately underdeveloped because the data was difficult to articulate with a level of validity and therefore information was provided. The similarities

between medal winners and sports found within schools was considered but only regarding what had been provided by the government, such as funding and stadia. (Hughes, HC, vol. 550, 2012):

> …this report explains the latest budget position as at 30 September 2012, and outlines the investments which are being made from the public sector funding package for the London 2012 Olympic …

Robertson (HC, vol. 551, 2012).

The medal returns from Cycling cost an average of £4.7 million per medal and this sport had been consistently successful since the formation of the National Lottery in 1997 (UK Sport, 2016). This data is analytically telling when compared to a sport such as Hockey, that has an average spend of £27 million per medal (Appendix 11, p.212-213). Therefore, a question on polity support for Hockey was a growing one but the GBR Womens team did win a Silver medal in Beijing (2008) and it had been clear in literature and parliamentary shares that inspiring a new generation would be through observing tangible successes (DCMS, 2012; HC, vol. 548; Weed et al., 2009).

After the GBR Women's Hockey team won the Olympic Gold medal in Rio de Janeiro (2016) Captain Richardson-Walsh said that the reality was that it took '31 players and all the support staff to win this gold medal' (BBC, 2017). At the time a fully funded athlete in a UK Sport programme received £16,000.00. This funding was due to Hockey's past successes in; 1908, 1920 and 1988, and the sustained funding from the 2008 Olympic cycle (Rai, 2011). When linked to the research question of how polity decisions have assisted in the educational development of sport, Hockey is one of the few medals winning team sports found within Olympiads that many types of schools embrace in their curriculum (DfE, 2011). Therefore, there is a viable chance that there is a synergy between what is seen at Olympiads could be translated through school and colleges programmes (Weed et al., 2012, 2015). Role models within school sports programmes had been key within the transcripts before the L2012OG and this example had a level of tangency to this political strategy.

However, Hockey's vignette was unique with regard to funding and medal success within team sports. In addition to this reality is that fact that during the Rio de Janeiro (2016) Olympic cycle [four years] the GBR Women's Hockey Team won six medals, in comparison Adam Peaty (Swimmer) who also won Gold in Rio de Janeiro and 24

other medals for GBR and England within the same Olympic cycle. It took 31 Hockey players to win six medals because they only had one single opportunity every tournament compared to one athlete being able to win 24 medals because they can compete in multiple disciplines, such as Cycling, Swimming and Athletics. Funding these sports, irrespective of common curricula inclusion seemed justifiably appropriate and was witnessed in GBR's past Olympiads. The singular focus on individual athletes makes economically better business sense for the government and UK Sport, but with this comes the risk that if an individual gets injured or retires, that asset is lost. Team sports have a greater tolerance towards injury and retirement it is therefore easier to maintain quality.

Hence, when observing tangible strategies for;

> …sports participation, team sports were often those which were most accessible for people, particularly of younger ages to play and compete in, and thus developing a participation base inspired by high performance success was threatened by the no compromise approach.

HC (2013, p.48).

The potential bias against Olympic team sports seemed counter-intuitive to getting individuals moving and making better life choices as these activities underpin much of the PESS curricula. 'This plan is a key part of the wider Olympic and Paralympic legacy programme being delivered by Government and its partners' (Robertson, HC, vol. 557, 2013). This was first presented within the glow of the L2012OG on 18 September 2012 (Gratton and Preuss, 2008b; Grix and Carmichael, 2012).

Cycling was extremely well funded and reported as being influential on mass participation through leisure, but it is not a sport that is seen to influence curricula provision within schools (DfE, 2013). The synonymous link between inspiring the next generation through demonstrations continued to be practically debated. It is difficult for elite cyclists to inspire pupils that do not have Cycling within PESS curricula because the perceived gap is simply too large (Weed et al., 2009).

The successes were published in the only DCMS literature of 2012 through example case studies in Badminton, Basketball and leisure Swimming (Bolton and Martin, 2013). However, these sports received no funding or limited funding post the L2012OG, and therefore seldom created elite role models (Lyle, 2009), despite the

fact that these sports are seen within many schools' curricula unlike Cycling in velodromes or Rowing on open water, which continued to be funded and celebrated in parliamentary chambers (UK Sport, Appendix 11, p.212-213).

Throughout Phase Two data showed that there was limited acknowledgement in respect of teachers, professional development, schools and colleges. The research did find a link to fostering the SL curricula within schools in the DCMS (2012) report but was referred to only once in Hansard transcripts; *Sporting Legacy* (Robertson, HC, vol. 550, 2012). Thus, there was a belief that the SL from these educational platforms had taken place via osmosis and impact had been achieved through educational provision but no information on how this happened was reported (DCMS, 2012, p.17). In addition to these voids in information on education and SL provision was the reality that the Get Set London 2012 programme had remained optional for schools and colleges (Binder, 2004). Alongside this request by the DCMS was that community sports needed to address the concerns about what happens to individuals at the end of their formal education:

> ...whilst participation rates remain relatively high in school (where curriculum Physical Education (PE) is compulsory), when young people leave school, the proportion who continue to play sport falls dramatically.

DCMS (2012, p.3).

Parliament needed narratives portraying that the Games promised to have new institutional and mental state patterns so that the next generation would be influenced through the curricula (Fisher, 2004). However, this was not made reference to in any debate or political text within 2012. The DCMS (2012) Creating a sporting habit for life - A new youth sport strategy therefore needed to create a delicate balance of hope attached to the pedagogic designed content. Professionals in schools and colleges had to believe that changing their curricula provision would make a difference.

This request to creating a sporting habit was acknowledged before the L2012OG through the DfE and the DCMS reports, although directives in reports and transcripts were limited. Schools were mentioned 16 times in the Hansard transcripts in 2012 but in the one single DCMS report of 2012, schools were mentioned sixty-four times but PE was not mentioned within any parliamentary shares. These osmosis

behaviour changes are explained through Hunt's (2012) discourse that habit-forming ideologies had been formed by hosting the L2012OG. The biggest impact would be made by influencing curricula within schools and increasing the numbers participating in sporting activities, but the events were discontinuous in literature published in this area.

This sentiment continued to be a recurring strategical time bound nudge to professionals and NGB's, that historically England's provision within schools and communities had been and must continue to be for all and not just the elite (DCMS, 2012).

Education and initiatives

The government's initiatives would support teachers and pupils and counter the political decision to disband the SSP made two years earlier by Michael Gove (DfE, 2010; Kelso 2014). The depth of this concern was illustrated when many teachers and pupils went on strike in 2010 (Helm, 2010), forcing the Prime Minister to delay the removal of funding for the SSP programme (Cordaon and Kershaw, 2012). Hansard transcripts in Phase One revealed that this educational decision was difficult to comprehend (HC, Hansard, vol. 481, 2008). The case studies were factual, but it was unclear how they would become mandatory in other settings. What schools and colleges needed to do was to move their curricula towards competitive sports, create community links in sports and advance the talent pools for governing bodies of sports. Arnold (1996), Collins (2010), Evans (1990) and Weed et al. (2007, 2015) have stated that this where the complexities for using PESS begins with regard to its misuse, and for Fisher (2004) when professional tensions may be found in curricula design.

In 2012 PESS was awarded new funding but this was only two years after the removal of funding by the DfE in 2010. This change of polity to reinstate ringfenced money in educational settings was not unusual but its timing during the year of the L2012OG was too late. Literature on mega-events consistently states that plans must be made early and be sustained if they are to make a lasting impact (Gratton and Preuss, 2009; Meir and Fletcher, 2020).

Elitism and Medals

Literature states that what underpins all Olympiads is housed within the characteristics found in winning and losing (Arnold,1994, 1996; Beale, 2011; Coubertin, 1894). This IOC ideology requires governments to advocate this sentiment which is why creating an Olympiad through the lens of education shapes the journey to the mega-event to demonstration experiences that are emotionally charged (Chappelet, 2018). However, decision making within government on what, why and when individuals are celebrated is based upon the discursive impact that the medal table has on their polity success and ultimately inspiring others (Grix and Carmichael, 2012; Hassan, 2018).

Hence, this research has found that the rationale for funding within the analysed documents is only quantified by medal success, and there is a need to retain this quality from one cycle to the next (HC, vol. 550, 551). This polity strategy is because hard factual data is statically easier to recite than how winning medals have inspired the next generation, which has been acknowledged as extremely difficult to achieve (Girginov and Hills, 2008a, 2008b). Robertson's share (vol. 551, 2012) reminded members of parliament that the medal table for the XXX Olympiad placed GBR 3rd with 185 medals, of which 65 were Gold. What this polity acknowledgment created was a justifiable celebration of government judgments on which sports to support but also the promises made by the DCMS in 2008 towards participation and curricula excellence within schools and colleges were now not spoken about (Olympic Minister, Jowell, 2009). Thus, the reality was that decisions were fused on past successes and that governance on SL impact was now shifted to governing bodies of sport; such as Cycling, Rowing, Athletics and Hockey, who had received large funding.

Education - Polity

In all of the Hansard literature analysed in Phase One and Phase Two the first time that any specific reference was made to 'school, college and university' was in 2012, and it was here that the polity positioned the educational reality that all of these infrastructures were the responsibility of the collective (DCMS, 2012, p.7). Up to this point universities were not considered as having any significant voice until schools and colleges had been spoken about in reports in 2011, and this missing sector within the educational platform was significant because universities were responsible for the largest proportion of teacher training in England.

Visual reminders observed through media driven demonstrations would be only way that future mega-events would have any impact (Girginov, 2012; Girginov and Hills, 2008a, 2009). Educational institutions were constantly reminded that they were not forced to change but consistently nudged towards thinking that their curricula could be different. There was a sense that the government thought that those immersed in these experiences would simply just change. However, historically this had never happened and was even less likely to happen in contemporary times when society did not naturally choose to exercise (Girginov and Hills, 2008a, 2009). Inspectional processes needed to be moved into secondary schools because this was where the biggest dropout existed.

Participation - Mass

Participation rates were a central factor within the findings regarding how the OL could have influenced many individuals in becoming more active. The year of 2012 saw documentary political data that insinuated that infrastructural patterns had been provided but behaviours had not changed (Fisher, 2004; Thornalley, 2006).

Even though the funding awarded for the L2012OG was more than for any previous Olympiad the impact was seen as minimal because of the infrastructural bias towards the HL; stadia, transport, housing and obtaining medals. This spending strategy is supported by Grix and Carmichael's (2012) theories on 'virtuous cycles' were feeling good about others being successful is part of the participation factor, but in reality, once the memories have faded you still have large numbers of individuals who have

not changed their lifestyle habits. Hassan (2018) when he excuses these limited movements in polity on cultural changes through sport because it is ‘complex’ (p.735) and often just given up on.

The National Lottery and UK Sport funding awards of £27 million to Rowing and £26 million to Cycling were two of the highest funded sports during the L2012OG cycle. This funding superiority had been a trend since 1997 and the rationale for this was because the government had confidence that these sports would return medals (HL, vol. 730, Addington, 2011), and funding needed to build on investments from previous Olympic cycles (Burnham, HC, vol. 481, 2008). However, this narrow vision excluded any concerns about the fact that these elite sports were not represented in state school curricula (DfE, 2010).

Weed et al. (2007, 2015) believes that demonstration and legacy theory frameworks only work if the perceived gap is attainable, therefore funding the less popular sports would result in the least impact. Practitioners and the next generation needed to understand how it could be realised for them and translate the L2012OG lifestyle desires into their own. This discourse on impact was not challenged in the HC (vols. 542, 550, 551, 2012) and thus the belief was that motivational and educational activities in PESS had been successful. The solution from the DCMS (2007) was that the SL message would be created by elite athletes going into schools to inspire the next generation and documented case studies within reports would make the palpable impression on those in leadership, such as headteachers and PESS professionals. PESS was still compulsory in the NC but Hunt reported that participation rates declined in 11 to 15 year-olds during the Olympic year (DCSM, 2012). In 2007, the DCMS stated that ‘we understand the recipe for magical games’, and that political actions would promote the magic that would inspire the next generation. However, teachers, academics and pupils were not mentioned in any of the transcripts, and therefore the synergy between the debated qualities of the L2012OG and the impact needed in schools was missing.

The creation of a SL within education was not documented, therefore, how professionals translated parliamentary vision into practitioner action was not seen. For example, the DCMS (2012) stated that what would take place was ‘a deep and lasting legacy of sports participation in every community’ (p.1). However, in order to

get individuals to become members of sports clubs and be self-motivated to undertake PA they have to have been previously educated about lifestyle, well-being and discipline skills within educational curricula and in addition more time, facilities and expertise needed to be prioritised (Gratton and Preuss, 2009). These narratives were not explicitly found within any of the documentary text and therefore, it was difficult to see how educational change had taken place.

The fact that the L2012OG had the potential to reduce obesity was not overtly articulated within any of the 2012 Hansard transcripts or the DCMS *Creating a sporting habit for life – A new youth sport strategy* because this was an extremely complex factor to measure but when winning the bid in 2005 Coe (2005) refer to the challenge of righting social ills (Hassan, 2018). If schools and colleges were to use the L2012OG SL inspire mission through curricula provision, a greater knowledge of health and well-being was required by teachers. This should have been directed from the governing bodies of sport's education platforms and supported by the government.

Teachers would need different training, better facilities and more space within timetables to use venues such as velodromes and open waters. For the first time in PESS history curricula provision would potentially be mixing elite sporting opportunities with the masses, very similar to the aspiration in Victorian England when it was believed that PA was for the betterment of all (Mangan, 2000). The government believed was that this advocation would be straightforward as schools and colleges from 2012 would facilitate this through Sport England's Places People Play (DCMS, 2012, p.1), however, this polity was only corroborated for the first time in 2012:

> We want to ensure that there are as many opportunities as possible for young people to play sport both inside and outside of school. To do this we will strengthen the relationship between clubs and schools, further education colleges and universities.

DCMS (2012, p.7).

What this finding suggests is that reworked histories of government ideologies were just reemployed politics, changing for change's sake (CSFC, 2010) and debates in

chambers acknowledged this regarding the SL creation (HC, vol. 481, Hunt, 2008). When reference was made to the SSP that ran from 2001 to 2010 the transitional links between schools, clubs and professionals within a range of settings in primary and secondary schools, and again seemed to be central to creating sustainable SL's.

This void in cementing partnerships and the presentation of new policies to create a SL in schools had been missed in consultations between academics and training providers, mirroring what Fisher (2004) advocated as the need for norming, institutional and mental state pattern changes. If the government continues to only fund Olympic sports that are successful, then the curricula in schools must have more of these sports centrally placed within their learning, such as Track Cycling, Rowing, Swimming and Boxing and less of the sports that receive very little funding, such as Handball, Volleyball and Basketball, thus, creating a disconnect between curricula experiences and the mirroring of festivals of sport through Olympiads.

Despite the HL success of elite performance obtained through the medal haul being openly celebrated, the cost of the L2012OG from the National Lottery funding was consistently being challenged by MP Lewis (2010) and Simmonds (SRA, 2011). These individuals represented the voice of 340 sports who were concerned that money for sport was not included for schools (HL, 2013). Therefore, the decision not to fund common curricula sports in 2012 was one that may have stilted mass participation and the creation of role models within these fields. Literature within the 19 Century states that it is the curricula that is taught in schools that is essential to the advancement of cultures (Polley, 1998).

Ofsted's School Sport Partnerships evaluations (2011) noted that SL success in schools was to be through professional development, and funding needed to support the links with afterschool programmes and external agencies. Within parliamentary chambers the direction of thought was that the School Games competitions would be how they would deliver 'the excitement and challenge of structured competitive sport to thousands of schools across the UK' to advance the promises of 2005 (DCMS, 2012, p.1).

Participation - infrastructure venues

The transformation of the Queen Elizabeth Olympic Park so that future elite performance would take place there was rationalised within chambers, there was a synonymous reference that 'recreational activities would see the benefits' across the country (DCMS, 2012, p.3; Robertson, HC, vol. 550, 2012). However, the reality was that the sustainability of venues in these locations and the open usage policy were prioritised by the sport type rather than the local community.

> On the Olympic park, the stadium, aquatics centre, velodrome and copper box will be transformed into their final legacy configurations and the hockey arena moved to a new location in Eton Manor at the north of the park.

Robertson (HC, vol. 550. 2012).

£6 billion was invested in HL structures but then the removal of stadia that housed the Handball competitions, and the Basketball and Hockey Centres seemed counterintuitive if polity was that elite performance increased recreation, particular as these sports that are classically found within school curricula. Thus, what is evident from the information within parliamentary shares on infrastructural legacy, was that the masses were not able to see or use these venues. For example, the Aquatics Centre was never part the of the community use and the reality was that the polity on free swimming for all under 16's and over 60's was never funded even though this decision was challenged in parliamentary shares by ministers Brown and Winterton (HC, vol. 481, 2008), some four years earlier.

This disconnect continued to counter the belief that participation and education are strengthened through observing these successes and as Olympism infers PA in open play is as valuable as competitive exploits (Binder, 2012). This narrative for mass participation had been relied upon in chambers (Davies, vol. 480, 2008) as these sports were watched by millions but the Aquatics Centre, Lee Valley VeloPark (Velodrome) and Olympic Hockey Centre would not be for public use post the L2012OG. Therefore, the following declaration by Robertson had a feeling of political justification, the transformation of the park at a cost £300 million was 'underway and on track' but there were still public restrictions (Robertson, HC, vol. 551, 2012).

The share inferred that the Queen Elizabeth Olympic Park's new sporting options gave elite and mass participation a level of sustained hope because events continued to demonstrate sport which stimulate visual cues and reminders to be active (Gratton and Preuss, 2008a, 2009; Weed et al., 2009). The Executive Director of Community Sport at Sport England (Diaper) inferred that professional development for schools to cultivate collaboration with clubs could be found in guidance that had been offered to thousands of schools (2012, p.13). However, outside of the DCMS (2012) report Creating a sporting habit for life - A new youth sport strategy there was no other training materials or support provided by the government.

Phase Two

RQ 3: What was politically stated as the role of the Physical Education School Sport curricula post the L2012OG?

The provenance of those involved in the reality of *Creating a sporting habit for life - A new youth sport strategy* (DCMS, 2012) advocated that sporting activities and excellence through the elite would reduce the perceived gap and social barriers to participation (DCMS, 2012). In addition to this curricula development now that the L2012OG was over these polity responsibilities were moved to sport's governing bodies because:

> This will provide the sports' governing bodies with the certainty they need to put long-term plans in place to try and emulate, or better, the success our athletes have enjoyed in London.

Robertson (HC, vol. 550. 2012).

In reality for those sports that did not receive funding post the L2012OG, such as Basketball, Volleyball and Handball, it was extremely difficult to appreciate how elite performances would be sustained without it. The showcasing of sports and the SL's educational links for teachers to inspire the next generation could be perceived as not being catered for.

Analysis of this reality barrier seems to reveal a mismatch between the public value of sport and the ethical interpretations of hosting mega-events (Brookes and Wiggins,

2009; Dowse and Fletcher, 2018). Therefore, the sports that received no funding would have to manage even though they were found within many school gymnasia (Meir and Fletcher, 2020). If the pedagogic rhetoric was that using elite role models would make the difference in inspiring the next generation and accepted as viable polity, teacher training programmes needed time and the pedagogic skills to advocate changes in their provision (Shulman, 1986).

If the strategy to inspire the next generation was through observing and replicating others, Olympic sports needed to be included in many more schools' curricula, but it was not the NGB that created curricula polity it was the government, examination boards and headteachers. The decision by the government in 2012 to begin to relinquish responsibility of the SL outcomes may have been because two years earlier the DfE (2010) reported that the L2012OG had had no impact on participation rates and health and well-being statistics indicated that increases in morbidity and preventable diseases due to sedentary lifestyles had been growing since 2005 (HRF, 2011; WHO, 1998; 2010).

Participation and Future Support

Parliament acknowledged the need to encapsulate these celebrations into sustainable PA for all and every strategy needed to overtly enhance PA (Collins, 2010; Jung et al., 2016; Meir and Fletcher, 2020). Thus, the political strategy of 'robbing of Peter to pay Paul' (EDCST, 2008, p.1) found in many of the parliamentary shares up to point, had been accepted across parties as a calculated risk (Brookes and Wiggin, 2009). However, discourses continued to acknowledge that the relationship between process and change regarding grassroots sports from the L2012OG was not only a unique challenge, but it was because 'the UK was attempting something that no other host nation had achieved' (Hunt, 2012, p.1). Consequently, if these SL developments had been achieved it would be like no other Olympiad and the government was convinced that curricula would continue to model polity aims through sport because the mental state pattern (Fisher, 2004) of the PESS curricula within schools had a new ideology of pedagogical practice; through competitive games that replicated mega-events and competition.

No validated data was found to corroborate the impact that festival and demonstration effects have on motivating individuals to change even through the DCMS (2012) had created six areas to support this change:

- A new youth sport strategy (p.3)
- Building a lasting legacy of competitive sport in schools (p.5)
- Improving links between schools and community sports clubs (p.7)
- Working with sports' governing bodies (p.9)
- Investing in facilities (p.11)
- Opening up provision and investment in communities (p.13)

However, it was difficult to comprehend how the above statements would continue to motivate schools and communities if there was a perceived reality gap (Horne, 2007). Many of the political references made in 2012 were economically driven (making money through sporting events), and sport still remained different to PE found in the school curricula (Gratton and Preuss, 2007). The immeasurability of not knowing whether or not watching sport makes individuals change their mind should not be a reason to stop this strategy in schools. Professionals must manipulate their curricula to mirror what mega-events offer as a stimulus. Hunt reminds us that the government had 'learnt over the last six years' what not to do and hopefully that was not to ignore opportunities (DCMS, 2012, p.1).

Up to that point parliament had not formally instructed any institutional or mental state pattern changes from teachers and this is why the SL impact may had been limited (Robertson, HC, vol. 550, 551, 2012). Celebrative factors and inspirational impacts were unmeasurable at this point, but the government were convinced it had to happen (DCMS, 2012, p1). Winning medals optimised the competitive greatness of the GBR Team, but the 10-point sport legacy funding of £125 million for the next four years could be perceived as a limited programme of PESS study if schools only focus was to advance quality through club links (Reid, 1994). Therefore, if the SL still has to be visible through elite performance and grassroots provision (Houlihan and White, 2002) funding needed to be sustained after the L2012OG because elite sporting outcomes were improving; in Beijing (2008) GBR finished 4th in the medal table and in the L2012OG they finished 3rd.

Creating a sporting habit for life: A new youth strategy was underpinned with links to schools, communities, clubs and youth clubs, but many schools were not fully

prepared for the increased interest in particular sports (DCMS, 2012; National Lottery, UK Sport). What was next for schools and colleges was difficult to visualise because there were no clear policies written for schools before, during and after the L2012OG (Fisher, 2004) and therefore the impact was difficult to quantify. Funding cuts in 2010 for programmes such as SSP and governing bodies of Sport in Basketball, Handball and Volleyball meant that the promises on legacy provision would be challenging to fulfil (HoC, 2013). The government was now focused on the economic benefits post the L2012OG through the use of stadia and mega-events (Cordaon et al., 2012; HM Gov, 2015).

Phase Three: 2013-2015

Sample documentation: after the London 2012 Olympic Games, 2013-2015

Phase Three spanned the three years post the L2012OG and produced Hansard transcripts from parliamentary chambers, HM Government, the DCMS and the DfE.

Documentation analysed: 2013-2015 - 14 documents
House of Commons (2013). Sporting Legacy, January 24 Debate (vol. 557).
DCMS (2013). A Living Legacy: 2010-2015 Sport Policy and Investment. March.
House of Commons (2013). Sporting Legacy, March 21 Debate (vol. 563).
DfE (2013). Evidence on PE and Sport in schools. June.
House of Commons (2013). School sport following London 2012: No more political football. Third Report of Session 2013-14. July.
HM Government (2013). Inspired by 2012: The legacy from the London 2012 Olympic and Paralympic Games. A joint Government and Mayor of London Report, www.gov.uk. July.
House of Commons (2013). LOCOG and Public Sector Funding July 16 Debate (vol. 566).

House of Commons (2013). Children Sport, November 12 Debate (vol. 749).
House of Lords (2013). Keeping the flame alive: the Olympic and Paralympic Legacy, November 18 (HL Paper 78).
House of Commons (2014). Olympic Legacy, February 13 Debate (vol. 575).
DCMS (2014): GOVERNMENT AND MAYOR OF LONDON RESPONSE TO THE HOUSE OF LORDS SELECT COMMITTEE ON OLYPMIC AND PARALYMPIC LEGACY REPORT OF SESSION 2013-14: 'KEEPING THE FLAME ALIVE: THE OLYMPIC AND PARALYMPIC LEGACY.' (sic) February.
House of Commons (2015). Sporting Legacy, March 5 Debate (vol. 593).
DCMS (2015). A living Legacy: 2010-2015 Sport policy and investment, March.
HM Government (2015). Sporting Future: A New Strategy for an Active Nation. #Sporting Futures. December.

Table 17: Sample documentation: after the London 2012 Olympic Games, 2013-2015

Throughout history Olympic bidding speeches have been amassed with promises that rely on utopian projections of how the host City and its governance would deliver what they saw as important in [their] Olympiad (Müller, 2015; Young, 1998).

Analysis on the impact on curricula provision, supported by the DfE's (2013) participation survey which revealed that there was no growth in participation. Change through mega-events is not sustainable if under-crafted (Weed et al.'s, 2015), and therefore the planned and unplanned legacy variables had not worked because the left behind tangible events were lost or missed (Cashmore, 2006; Girginov, 2012; Girginov and Hills, 2008b; Hassan, 2018).

Phase Three
RQ1: What is the association between England's Physical Education School Sport curricula legacy and the Modern Olympic Games?

Education materials

Data from Phase Three (2013-2015) revealed that the historical information analysed in Phase One and Phase Two on Much Wenlock, Brookes and Coubertin's association and the similarities in curricula between Victorian and contemporary England, were still being given very little space within any of the parliamentary transcripts or government reports.

In contrast outside of the research materials the IOC continued to celebrate the impact of England's association with the ideologies that underpinned the Modern Olympic Games. Jacques Rogge, President of the IOC drafted a testimonial for the 127th Annual Wenlock Olympian Games (2013):

> Of course, the Wenlock games have been promoting the moral, physical and intellectual improvement of participants for an impressive 163 years already. And, it is no secret that the founder of the modern Olympic movement, Baron Pierre de Coubertin, drew a great deal of inspiration from the Wenlock Olympian Games, having shared many of the same values and ambitions as the founder of the Wenlock Olympian Society, Dr William Penny Brookes (sic).

I uncovered the documentary artefact above inside the WOG archives in 2013, and it refuelled the belief that the historical relationship between England and the IOC must not be forgotten and should be celebrated within educational legacy materials.

However, educational programmes such as Get Set London were now either patchy or completely void from curricula provision. The history of the London Olympics in 1908 and 1948, Much Wenlock, Brookes and Coubertin still remained absent from the public examination bodies (AQA, EDEXCEL, OCR). In London's opening bidding speeches parliament and the LOC stated that contemporary lifestyle barriers were a challenge to PA (DfE, 2013, 2018; HC, 2013; HM, 2015; Ofsted, 2014 a, b.) sport must be used within contemporary societies, but the younger generation were reluctant to use PA (Coe, 2005).

Phase Three

RQ2: What influence has hosting the XXX Olympiad had on England's political governance of the Physical Education School Sport curricula legacy before, during and after L2012OG (2005-2015)?

Participation

Data within Phase Three revealed that there was a noticeable shift away from participation rates towards more of a focus on competitive sports. This reality had been appreciated throughout the seven years of Phase One and Phase Two, but within these narratives it was far more overtly positioned (Collins, 2010; Grix and Carmichael, 2012). There was a belief that there was now a new collective mental state within polity focused on creating a legacy from within educational settings' curricula and therefore the political targets had been achieved (Fisher, 2004; Jung, et al., 2016).

Clear examples of this dichotomy between participation and competition are underpinned in the DCMS's *A Living Legacy: 2010-15 Sport Policy and Investment*. This included how the SSP programme had the vision to improve activity lifestyle behaviours, but the government now needed to focus on how the School Games would 'embrace the values of the Games: respect, teamwork and personal dedication' (2015, p.29). This narrative mirrored what the Olympic Charter advocated which was that sport offered a philosophy for life (IOC, 2014). The PESS curricula had been offered an opportunity to change and the impact was narrated as striking for those schools that had invested in the School Games programme (Meir and Fletcher, 2020).

Parliamentary shares highlight this change '16,918 schools had registered for the event' and schools and colleges had adapted their PESS calendars to work towards events every May (Robinson, HC, vol. 563, 2013). These annual celebrations found in the School Games competitions were based in the Queen Elizabeth Olympic Park and venues around the UK. Funding and facilities were celebrated in parliament because those with ability and disability could deliver Olympism through the Olympic values of: Excellence, Respect and Equality (IOC, 2011). This assessment driven

approach to educational values was validated through case study examples in changes within curricula provision:

> A pilot in Birmingham has led 18 schools to open up their sports facilities for community use.
>
> The Sportivate programme has now given 225,000 young people the chance to try new sports, an increase of 84,445 since January.

Robertson (HC, vol. 563, 2013).

These political shares had seemingly shied away from articulating granular detail, such as whether the schools and pupils were secondary or primary what percentages of these learners were participating within high performance events and where these were taking place in the UK.

Education

The details on educational materials were not presented in any of the literature produced by the government outside of Robertson's description:

> DCMS is working closely with the DfE to ensure our plans leave a lasting legacy of the London 2012 games.

Robertson (ibid, 2013).

This seemingly late implementation of polity for schools and colleges, meant that if any SL pedagogies were to be used, it would be through individual institutional interpretations. Green (2007) refers to this reality as reactive rather than pro-active policy because the memories of the L2012OG were already fading in 2013. These significant facts surrounding the leadership and strategic polity of governments and stakeholders involved in the L2012OG legacy were referred to in the telling report *School sport following London 2012: No more political football* (HC, 2013). The name of the report implied that up to that point policy ownership on key aspects of the SL creation had been relocated from one individual to another, therefore, the House of Commons analogy was appropriate and supports Fisher's (2004) theory

that if change in institutional patterns has not taken place, ownership and responsibility are lost in translation.

What made these suggestions more challenging for the government was that the HL committee (2013) in *Keeping the flame alive: the Olympic and Paralympic Legacy stated that:*

> ‘PE needs a greater emphasis in the school day’ and there is a ‘need for the training and skills to teach PE if we are to achieve meaningful progress’
>
> (p. 24).

However, the key report *School sport following London 2012: No more political football* (HC, 2013) implied that the challenge regarding the space of PE in the curriculum and the work with trainee teachers and PETEs in universities, had not been the political strategy from 2008 (DCMS). This fact was disappointing, because the DfE and Ofsted should have instigated changes from Phase One of the research period (2005–2011), because only one year after the L2012OG it was acknowledged that ‘improving PE is fundamental, where it starts, and ends and we call on the DfE and Ofsted to take more active roles in making this change happen’ (ibid, p.6). Literature produced by parliament should have been a celebration of polity improvements in schools, colleges and universities rather than revealing that key bodies such as OFSTED and the DfE were still not maximising opportunities.

With the knowledge that the L2012OG had arrived and left the city in which I worked in during the ten years of this research journey (2005-2015) I reflected upon the multitude of thoughts from completing this thesis, and I was sure more than ever that the profession had not been hoodwinked by the published documents from the LOCOG, the DCMS and the DfE. However, the void in educational polity materials meant that they had not focused on those that would be creating the SL and the delivery of the Olympic values through curricula and pedagogies was left to individual professionals who had the desire to make a change within educational settings (Arnold, 1997). Conversely, literature reminded readers that this was never going to be realised because cultural behaviour, funding constraints, curricula provision and political support had not changed the political and cultural norming and mental state patterns (Fisher, 2004; Penney et al., 2009).

Theoretically the subject of PESS had been given an enormous platform to succeed in inspiring the next generation, and so there was a legitimate expectation that the profession had to provide individuals with something that would make them take up and sustain PA throughout their lives, ultimately making them healthier (DOH, 2011; PHE, 2014). The UK taxpayer had invested £9 billion into the L2012OG and there needed to be some return (DCMS, 2010). The collective challenge of what next was immense and seemingly now resided in the practice of PA and PESS in schools, through the platform of the NC. Although the NC is compulsory in state schools,' independent schools and academies are not required to follow the NC.

Elitism and Medals

The medal target for the L2012OG was set at '20 of the 28 Olympic sports achieving or exceeding their individual targets' (DCMS, 2013, p.15). Thus, shares inferred that HL funding strategies had succeeded:

> …record investment of Exchequer and lottery funding will be used to achieve our ambition to become the first host nation to win more medals at the next games.

Robertson (HC, 557, 2013).

Sports such as Handball and Volleyball 'generated real enthusiasm' during the L2012OG, however, future funding was not guaranteed to any sport, in particular those that did not win medals (DCMS, 2013, p.7). These two sports are central to many school curricula, therefore, practitioners felt that steering learners towards sports with limited funding was a professional risk that could challenge their ontological beliefs.

Phase Three
RQ3: What was politically stated as the role of the Physical Education School Sport curricula post the L2012OG?

Participation - Mass

The research found that polity around participation required the support for clubs to work more closely with schools and colleges. This collaborative work was so that targeted groups such as females, low-income families and individuals with disabilities would be advanced through the SL vision (UK Sport, 2013; HL, 2013).

The L2012OG promises stated that the OL would achieve this because the mental state pattern of those in leadership [politicians, NGB's and Education] had changed because they had been consistently reminded that the L2012OG was a once in a lifetime opportunity (Hassan, 2018). The presented facts, idealistic initiatives and statistics were reported on across all three phases of the research, but particularly in Phase Three 2013-2015 (DCMS, 2013, 2015; DfE, 2013; HC, 2013; HL, 2013; HM, 2015):

> All stakeholders must remain committed to limiting the inclusivity in participation.
>
> Sport England's evidence cited data relating to the impact on participation for a range of historically under-represented and high priority groups, and on policies aimed at increasing participation in such groups.

HC (2013, p.29).

Depending on the lens that it is viewed through, the narratives had several silent undertones that implied that the "magic" promised by Lord Coe had not happened. Throughout the three phases of the research there was a consistent narrative that parliamentary chambers, the DfE and the DCMS wanted competitiveness and PA for all. This would be achieved through continued support, but was often challenged as a political pawn used as a strategy for hope (HC, 2013):

> Community Places People Play Sport England has increased the funding for Places People Play by £15 million to £150 million. Further investments include: another new large scale multi-sports facility, bringing the total to 13; a further 310 community sports facility projects, bringing the total to 1,042 (exceeding

> the 1,000 target 12 months ahead of schedule); and a further 54 playing fields have been protected and improved, bringing the total to 163.

Robertson (HC, 557, 2013).

In 2013 the DfE Taking Part Survey (DCMS, 2013) revealed that between the ages of 11 to 15, 51% of pupils were encouraged to do more PA, but that this percentage needed to be raised through curricula provision in schools. Funding, facilities and spaces alongside festival and demonstration mega-events needed to be supported by pedagogies in schools and communities through institutional patterns (Fisher, 2004):

> …local authorities to promote Cycling and walking and this is how the profession must take on board and manipulate the opportunities in the future.

HM (2014, p.13).

The strength of these political reports on extra-curricular learning and the trickledown effect from the L2012OG must be developed into professional practices (Darling, 2005; DfE, 2013; Fredricks and Eccles, 2006; Harrison and Narayan, 2003; Weed et al., 2012). Thus, political vision was to be articulated 'at the heart of the programme' in schools and communities and they were to be provided with 'a wide range of resources which can be used in the classroom' (HM, 2015, p.75).

> Since my last report, the December 2012 active people survey has reported that 15.5 million people aged 16 and over are playing sport at least once a week. That is 750,000 more than a year ago and 1.57 million more than when London won the Olympic and Paralympic bid.

Robertson (vol. 557, 2013).

> Our ambition is for the UK to break this cycle and to become the first Olympic host nation to increase the numbers playing sport off the back of a Games.

DCMS (2015, p.7).

In shares in 2013 it was reiterated again that ‘competitive sport is not, however, for every child at every stage in their development’ (HC, 2013, p.10). MP Robertson’s parliamentary share supports the belief that the sporting events of the L2012OG had made an impact on every community, but there was no corroborated data to support this claim. This narrative had the feel of a political mental state pattern of success that may have been overstated (Cashmore, 2006; Girginov and Hills, 2008a; HC, 2013). These discourses upheld the belief by academics that if we are to inspire young people to be more physically active it does not have to be through competitive sport (Girginov and Collins, 2013). The government believed that the trend towards past curricula in secondary schools, where activities that mirrored competition in mega-events such as those found in the Olympic Games resulted in increased participation.

Counter to these concerns over participation, the 2013 DfE report stated that activity levels in schools had remained steady from 2008-09, but the Taking Part Survey illustrated that improvements in participation were someway short of the targets set and therefore, the PESS curricula and the L2012OG had not raised participation rates. These challenging statistics are not mentioned in any of the Hansard transcripts, reaffirming the commentary that the materials, websites and professional development opportunities offered to schools and colleges had not made any impact on what, how and why activities were taught and therefore, future engagement was highly unlikely.

The DfE’s (2010) interpretation about how schools and colleges had engaged with the educational Olympic programmes revealed that practitioners did not use the support materials to the maximum. Thus, it could be assumed that because there was no government directive to make registration compulsory, the responsibility to recreate learning programmes from the events happening at the time was sporadic at best. Therefore, the reality of creating a legacy could then only be through observing elite performance (medals), access to quality facilities and the regeneration of environments (infrastructure), and not the change in instructional and mental state patterns of those that are the most influential (teachers and coaches) (Holmes, 1990; Fisher, 2004).

These political ideologies were cemented by Ken Livingston Mayor of London. He did not need to like sport, but his evangelical change of mind championed the regeneration of East London (Ford, HL, vol, 730. 2011; LOC, 2005). The City of London would not have received this infrastructural facelift if it had not been hosting the XXX Olympiad (Ford, ibid, 2011) therefore, if the numbers of individuals engaging with PA remained the same the year after the L2012OG, it supports the belief that better infrastructures do not necessarily connect to better mindsets (LDA, 2006; LOCOG, 2009). Literature from the DCMS (2015) revealed that the number of tickets sold for the L2012OG was more than for any other Olympiad. Therefore, the government had in part been successful; they had set the stage, opportunities had been given through demonstrations of sporting excellence, thus the trickledown effect had been maximised:

> A nation glued to their TV, thrilled and terrified as British athletes fought to make their mark on home turf, for whom all those years of training finished in this single moment – in the Stadium, in the Velodrome or on Dorney Lake. The summer of 2012 saw a new set of heroes and heroines embraced by the nation.

(DCMS, 2015, p.12).

This DCMS's declaration in 2015 was challenged in Phase One shares in literature from Weed et al. (2012) and the bidding speech by Lord Coe (2005) where he acknowledged that watching television would not affect grassroots sports in schools and communities if they were not given something more than shorted lived memories (HC, vol. 481, Davies, 2008). Elite performances in the Velodrome (Cycling) and Eaton Dorney Lake (Rowing) housed the sports that achieved the most medals, but they were also the sports that received the most funding. The majority of the athletes who were awarded medals in the L2012OG (47%) were from independent schools, which represent only 7% of all the schools in the UK (Ofsted, 2013). The synergy between reporting policy successes was commendable, but this narrative from the DCMS was more of a justification of parliamentary decisions on legacy creation and less about how the educational materials had not impacted in the way it was thought they would do.

Therefore, pathways could be perceived as being limited for some sports, and professionals within schools and those training teachers and PETE's needed

educating to work with contemporary expectations. As early as three years after the winning bid announcement in 2005 the government stated that:

> Elite sporting achievement influences people to take up sport in the long term, and Olympic medalists in certain sports such as rowing and equestrianism do not represent the make–up of the wider population, with a disproportionate number coming from privileged backgrounds.

HC (2008, p.4).

Chambers acknowledged that after the L2012OG the next strategy was no longer the responsibility of the LOCOG, but neither was this within the Coalition Government's central strategic parameter (DCMS, 2014, 2015; HC, 2015). The example above typifies the continued disconnect between policy reality and mass participation. The factual impact of demonstration and festival trickledown experiences had never been recorded in past Olympiads and this was replicated in the L2010OG (Girginov and Hill, 2012; Gratton and Preuss, 2006, 2007, 2008b; Poynter and MacRury, 2009).

Elitism and school sport

> In December, UK Sport announced £347 million funding to support our Olympic and Paralympic athletes prepare for the Rio 2016 games. This is an overall increase of 11% on the funding available for London 2012 (5% increase to Olympic sports and 43% to Paralympic sports). This record investment of Exchequer and lottery funding will be used to achieve our ambition to become the first host nation to win more medals at the next games.

Robertson (vol. 551, 2013).

The quality of PA data for school age individuals during the ten-year research period (2005-2015) was reported by the DfE (2013) as challenging because of the continuity of practice of established pedagogies rather than making changes in practice.

The data processes and sampling analysis had changed from the annual PE and sport survey to the new DCMS *Taking Part Survey* (2013). The analysis critically reported on participation rates in school sport between October 2011 and September 2012 and therefore, there was no recorded impact on the L2012OG as yet (DfE,

2013, p.10). The DfE needed to 'examine whether schools and colleges are using Olympic and Paralympic games', but Lord Moynihan (HL, vol. 730, 2011) confirmed that this focus did not arrive until the year of 2013, which was seemingly too late when the government had stated that the 'importance of getting grassroots sporting legacy from the Olympic Games' had to take place early in the SL programmes. Therefore, this continued to challenge the statistical reality of social status surveys that inferred that very little had changed (DfE, 2017, p.24).

Additional data from sports surveys reiterated that very few sports within schools received large sums of money:

> 'to encourage physical activity among children and young people it must include:
>
> • consistently promoting the benefits of healthy living across the curriculum
> • out of school clubs promoting activity' (sic).

DfE (2017, p.10).

Elite participation

The logic behind the funding for team sports was explained within the literature from UK Sport (UK Sport, 2016. Team sports within the Olympic Games are the most expensive to fund, and through the analysis undertaken during this research, data implies that they are also the least likely to produce medals.

The only sport that falls outside of this and is found within many school curricula is Hockey. Since 1997 Hockey has won two medals at a cost of £29 million per medal, but no other team sport has medalled in this same timeframe. Data from UK Sport (2013, p.21) revealed that Hockey has a history of medal successes in Olympiads, and that it has also had a recordable impact on participation levels (IOC, 2014). The numbers playing Hockey increased post the GBR Women's Bronze medal in the L2012OG, although this increase in participation was not as high as in the 1990s when the GBR Men's team won Gold in Seoul (1988).

Hockey is the only team sport that is consistently played in many schools and also received any significant funding for the L2012OG Olympic cycle (£25 million). This success in medals and funding was in contrast to other Olympic full invasion team sports: Basketball (£12 million), Volleyball (£7.6 million) and Handball (£3 million) who lost all their funding for the next Olympiad cycle (Rio de Janeiro, 2016). This is significant because these particular sports are also found within many state-funded schools' curricula.

The government stated that there is statistical evidence that winning medals increases participation, but most of the medals that are won are in individual sports from those that are educated in independent schools. If this is the reality, there needs to be a collective future where:

> Cooperation between schools, particularly between secondary schools, whether independent or in the state sector, and primary schools in the vicinity must continue to be fostered.
>
> Facilities, particularly in independent schools, which enjoy charitable status, must be made to work for the wider community through partnerships with other schools and clubs, not least in developing the facilities as hubs for inter-school competition.

(HL, 2013, p.10).

Elitism

The data from the DfE based on *Keeping the flame alive: the Olympic and Paralympic Legacy* (2013) links the hopes and fears highlighted within Phase One (2005-2011) with the legacy preparations. The Hansard transcripts stated that there was 'no compromise' when it came to funding elite athletes, but this support was not equal across all sports. For example, the L2012OG had generated enthusiasm for Handball and Volleyball but there was 'not enough funding help for these sports' (DfE, 2013, p.6). PESS departments needed to respond to this and reflect on their very talented individuals, steering them towards sports that had robust infrastructures such as: Athletics, Cycling, Rowing and Hockey.

As Fisher's (2004) model implied, norming patterns within the curricula would need to be challenged before moving towards a new way of thinking. The LOC and the government believed that the principles of the trickledown effect were synonymous with increased participation after watching others in the *Inspiration* film, LOG (2005). However, this does not replicate what is found in the majority of schools (Ofsted, 2013). Educational institutions would potentially need to remove Badminton, Basketball and Volleyball if talent pathways were not well funded and ensure that Athletics and Swimming were central to their curricula.

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Participation – Schools and colleges

The SSP funding for schools had 'generated significant controversy in recent years' (HC, vol. 481, Jowell, 2008). This funding discourse for PESS projects was not new, the government's rationale to stop the highly successful SSP in 2010 again provoked the feeling of a disparity between governmental decisions and the creation of a SL post the L2012OG (HC, 2015).

How these decisions were made was underpinned by the fact that funding and support from the government was 'something that would not last forever' and the government's model of developing infrastructures of PESS was that 'they thought, particularly head teachers, to realise the importance of PE and School Sport'… 'that action would make this subject a priority area' (HL, 2013, p.35). Therefore, one year after the L2012OG chambers acknowledged that polity towards schools was somewhat insubstantial because 'there is a clear pattern of funding for school sport policy being short-term' (HL, 2013, p.15).

This reflection seemingly now placed PESS within the hands of leaders in schools in a way that implied that the government did not want to interfere anymore (CSFC, 2010). Therefore, the narratives are positioned with an analytical tenor that it is a school's responsibility to fund these activities and make space for them in their curricula. Literature continues to reiterate that it is during the time before the events that the greatest benefit is felt, therefore funding cuts resulting in the removal of programmes were not beneficial in the development of a PESS SL (Sport England, 2010; Stuart and Scassa, 2011; Weed et al., 2012).

The debate over the need for programmes that had a protected focus on subject time and improving the quality of PESS within schools was not mentioned in the four Sport Legacy Hansard transcripts (HC, vol. 563, 2013, HC, vol. 557. 2013, HC, vol. 575, 2014). Capturing the enthusiasm of the L2012OG was, and continues to be disproportionally different between elite sports such as Cycling and Rowing, and grassroots sports such as Basketball, Handball and Volleyball:

> There were clear winners and losers with regard to London 2012 and Rio 2016 funding: Basketball, Handball and Volleyball are team sports that can be easily delivered in schools, clubs and communities across the country.

(DfE, 2013, p.46).

Historically this trend can be traced as far back as the first Olympiad in Athens (1896) when all the medals that were won by GBR athletes were in individual events; Athletics, Cycling, Tennis and Weightlifting (Barker et al, 2012; Grix and Carmichael, 2012), and the only GBR gold medal won in Atlanta was in Rowing (1996) (BOA, 2015). This statistic was reflected upon in parliamentary shares in Phase One, where the medal haul was of the upper most importance and ministers united their elitism to ensure that GBR would never again be 36th in the medal table (Atlanta 1996) (Burnham, 2010, vol. 481).

Athletics is well-positioned within many PESS curricula and also received extensive funding leading up to the L2012OG. Athletics won 31 medals at the L2012OG at an attributed cost of £4 million per medal, Rowing won 46 medals with a return cost of £5 million per medal and Cycling won 27 medals at a return cost of £2.5 million per medal (National Lottery funding, 1997 onwards). These sports had displayed the visual demonstrations that LOCOG believed was how you inspire the next generation (DCMS, 2014, 2015; HM 2013, 2015). However, Basketball, Handball and Volleyball did not win any medals at the L2012OG, and if winning medals was how *Keeping the flame alive: the Olympic and Paralympic Legacy* then the polity to cut the funding for these sports post the L2012OG seemed strategic but had a disconnect to how sports and athletes may influence individuals in schools where these sports are played (HL, 2013):

> Between them these sports had an investment of £15m for London 2012—Basketball received £8.6m, Handball £2.9m and Volleyball £3.5m—this was dramatically cut by £14.6m for Rio 2016, with only Volleyball receiving any investment (£386,753) at all.

(p.46).

The decisions that were made over which sports to fund were challenged in the House of Lords on several occasions. However, it was the debate when the CEO of UK Sport, Liz Nicholl was questioned over why sports post the L2012OG would be treated differently, that reinforced this concern over the inequality of funding. Nicholl's suggested that 'future success would not be achieved by equally slicing up funds and that investment would follow success' (2013, p.64). Therefore, the trickledown effect of observing others playing sports that then influenced life choices was going to be difficult to achieve within all Olympic sports, and thus the educational demonstration effects were potentially being hindered by political rhetoric. Elite role models all had a part to play in the SL creation of all sports found in schools and not just those on the Olympic programmes, therefore, if funding was not in place to support the next generation across all the performance pathways, individuals might not be able to afford to continue training (Weed et al., 2007). The grassroots pathways programmes to elite performances for sports such as Badminton, Basketball and Volleyball are key sports that are taught in the majority of schools, but funding was withdrawn post the L2012OG thus potentially weakening these infrastructures (Ofsted, 2013).

This reality suggested that the current curricula would be facilitating teaching skills for specific sports that now had limited progression routes outside of the school walls. This difference between funded and nonfunded sports meant that practitioners would only have the option to celebrate role models found in Cycling, Rowing and Swimming, disciplines that were not often found on their curricula (Ofsted, 2013). This polity was counter to what parliament had championed as the SL strategy when they named successful cyclists within chambers (HC, vol. Hunt, 2008) but the policy actions noted by Nicholl's continued to create a reflective discourse that meant that educationalists would have to be creative about how they used role models and begin to look at their commitment to some sports. In addition to the funding facts, extra provision was assigned to generic initiatives, for example, participation for the masses which covered all other recreational activities and pastimes was awarded a

total sum of £24 million. This figure was less than what Athletics, Cycling, Rowing and Sailing had each been awarded in preparation for Rio de Janeiro (2016):

National Lottery funding records 1997-2020
Badminton £22.5 million = 3 medals
Basketball £12 million = 0 medals
Gymnastics £60 million = 12 medals
Handball £5.9 million = 0 medals
Hockey £58 million = 2 medal
Volleyball £7.6 million = 0 medals
Total £171.9 million = 17 medals

Table 18: National Lottery funding records 1997-2020

(Thornalley, 2017).

The Taking Part Survey (DfE, 2013) noted that the activities least likely to be experienced by the masses were Rowing, Track Cycling and Equestrian. These sports were virtually impossible to replicate within state school curricula, either because of a lack of funding, professional knowledge, facilities or equipment. The *Taking Part Survey* (ibid) also revealed that some of the funding that had been awarded to these sports in the Olympic cycles of 2008 and 2012 had now ceased. Funding constraints for many invasion sports found within schools such as: Rugby, Football, Netball, Handball, Volleyball and Basketball continued to influence the potential talent pool. This was counter to what Ofsted (2013) required PESS to do the year after the L2012OG, however, if these sports did not have a strong infrastructural pattern of expertise and facilities participation would be difficult (Fisher, 2004).

The (DCMS, 2013) policy *Creating a sporting habit for life - A new youth sport strategy* corroborated a funding shift and a bias towards primary schools. This was because judgements by Ofsted in school settings were now obligatory, and HEI's needed to ensure that primary trained teachers had discrete training in PESS education (DCMS,

2015, p.30; Griggs, 2016). Secondary schools had no additional funds or inspectional requirements, and thus there were no changes within university training expectations or in any of the contemporary model patterns that Fisher (2004) inferred would have been needed.

Therefore, policy had not forced changes in secondary education, in its promise or training direction. The sustainability of the SL and funding was highlighted in several chambers' discourses in Phase One between 2005–2011 and in Phase Three 2013–2015. The National Lottery had reduced funds to other sectors of society such as the Arts therefore, moving money to sport to create breadth and depth was seen as a valid use of funds. Narratives found within *A Living Legacy: 2010-2015 Sport Policy and Investment* (DCMS, 2015) were far less discrete about what needed to take place in respect of future funding and school support:

> taxpayer money is put to good use, Ofsted inspections now report on how schools are spending their premium and schools must publish details of their premium plans on their website.

DCMS (2015, p.30).

PESS professionals in schools had difficult decisions to make knowing that many of the sports in their curricula were the least funded up to and post the L2012OG. When funding was vocalised within chambers post the L2012OG, it was very much focused on the successful sports in the L2012OG and 'future medal targets' (HC, vol. 563. 2013, Robertson).

Therefore, the rationale to fund certain sports leading to Beijing (2008) and then London (2012) increased the political pressure to sustain success and the reality was that government judgements were based on limiting failures (Brookes and Wiggan, 2009; Foucault, 1970). These political actions were all rationalised through shares that reflected back to Atlanta (1996), which was 'the worst Olympic performance ever' for GBR (HL, 2013, p.44) therefore, the fear that this should never happen again justified and focused UK Sports governance (Chappelet, 2018). This political concern had a feeling of what Fullan (2016) refers to when creating exceptional leadership through personal narratives that have a genuine moral compass. What this discourse challenges, is that it is just as important to fund sports that do not achieve medals because they replicate the sports that individuals participate in at school. If this was

focused upon then grassroots development had the potential to eventually obtain medals in more of these sports undertaken at school.

The continued obligation to get this right remained central to investment and inspiring the next generation (Coe, 2012). The L2012OG promised nothing less than a healthier and more successful sporting nation with more: active, sustainable, fair and inclusive communities. These praiseworthy aims had a mental state pattern that was supported across the political spectrum and thus attracted significant public and private investment (PHE, 2015, 2018). However, this was not illustrated through the educational Get Set London 2012 programme, launched in 2010 (HC, Olympic Games: Education, vol. 503). The published educational materials were underutilised post their launch in 2011 (DfE, 2011).

Participation – Mass

Within *Keeping the flame alive: the Olympic and Paralympic Legacy* concerns were voiced over participation levels as 'a post Games step change in participation across the UK and across different sports did not materialise' (DCMS, p.23). A ministerial lead urgently needed to be in place as 'the UK faces an epidemic of obesity' (Hunt, HL, 2013, p.5). This rise in inactivity and obesity levels post the L2012OG was extremely disappointing (Devaux and Sassi, 2015; WHO, 2013), and the data was referred to as a 'blip' in participation and 'hopefully a seasonal' drop. The Chair of Sport and Recreational Alliance, Andy Reed said as 'a necessary precursor to learning a sport: "You would not start teaching English by giving a seven-year-old Shakespeare, and saying, "Right, let us go and sort this out"' (Reed, 2013, HL, p.8). The reference made by Reed on the ownership of PA was to 'get primary school PE right first before introducing competitive sports' (ibid) starting from Key Stage 1 and moving upwards, but this is not what the DCMS (2013), or Ofsted (2013) had advocated. Therefore, there must be political direction in training and funding across all Key Stages.

Baroness Grey-Thompson (DBE) described an educational model running in Wales that she wanted to be rolled out across the UK. The ideology was based on schools and clubs working closely together (Sport England, 2004). Future direction was that PESS needed to be more central within the school day and the training of PE teachers

within the primary sector must be given greater emphasis (Griggs and Ward, 2013; Ofsted, 2013). The DfE and Ofsted were to 'take more active roles in making this happen' but this could only be achieved through cross agency when developing PESS, because ministers stated that 'improving PE is fundamental where it starts and ends' (HL, 2013, p.8).

Baroness Campbell (Chair of the Youth Sport) considers that infrastructural problems are underpinned by three points: teacher training, teaching roles within schools and the support from leadership within schools:

> Two major issues: in primary, it is expertise; and in secondary, the PE teacher carries out the role that in independent schools, is carried out by a director of sport. Secondary PESS teachers are trying to provide after-school sporting opportunities, hire, fire and employ coaches, and organise the competitions. In independent schools Director of Sport, and that allows the PE department to teach the curriculum and the director of sport to manage the out-of-school opportunity.

(HL, 2013).

The issues indicated above give a level of contextual reality as to why pupils experiences with PA can be hindered through the absence of expertise, time allocation and the how headteachers formulate their staffing structures (Ofsted, 2013). External judgements focused on results rather than health, well-being, fitness and the participation of young people in sport and this is possibly why there was a shortfall in provision (HL, 2013, p.38). Therefore, Baroness Campbell's reflections on the data were damming and no reference was made as to why these changes needed to happen, there were only reports about what the concerns were. Consequently, the Select Committee's (HC, 2013) discourses on legacy participation and the limited impact that SL programmes had created were because of political gaps (Hassan, 2018; Meir and Fletcher, 2020). Educational initiatives such as the Get Set London 2012 programme revealed that schools needed to do more if things were to change, but this truth was not what the government had expected to hear (HM, 2015, p.76), even though debates in Phase One had raised concerns over participation rates and not missing the SL opportunities.

Data on the engagement with 2012 Get Set London programme stated that if schools and colleges had used the materials as a stimulus, it was because of their own professional desire to create good practice. 86% of schools that used the programme

during the L2012OG wanted to do more educationally, however, reference to these SL educational materials was not found within any of the data sources (HM, 2015, p.21).

Baroness Campbell's observations implied that if schools simply focussed on the three processes of: nurture, identification and the repositioning of talented pupils to clubs from all schools not just those within the independent sector, PESS would create the talent pool needed to sustain elite representation, alongside quality pedagogy. Again, there was no data about how future curricula would extend practice and thus, PESS teachers own ontologies and epistemologies of sport would shape the curricula rather than polity shaping it (Chatziefstathiou, 2012a; Grix, 2009). Hence, without mandatory direction, motivation and support, the status quo would endure, and history in-turn would repeat itself (Kirk, 1992a).

The importance of the subject within the curriculum is supported further in the long-standing debate over teacher training. It is noted in the report that 'a massive priority is changing teacher training' and that if the subject was supported in developing quality training space during preservice and service, it would be more cost effective. For example, if health became central within the PESS curricula it could begin to assist in the fight against obesity and seriously tackle social ills (Bailey et al., 2013). There is an estimated £73 million annual cost to the health service every year as a result of obesity (NHS, 2011):

> She placed the funding of school sport in the context of public health and criminal justice system costs, saying that as a preventative measure, the cost of school sport was "just a drop in the ocean"

HL (2013, p.9).

The L2012OG was awarded £250 million, 3.5 times more than the amount spent on obesity during the hosting of the mega-event (National Lottery funding, 2013).

Elitism Sport

High-performance sport would have been a focus for all NGB's of sport and the government presented this aim through the political narrative found in reported

documentation as ‘no compromises’ in sports leading up to the L2012OG should take place (HL, 2013, p.48). Therefore, the reality that the L2012OG had been successful was a political relief but these successes had to be maintained:

> Team GB and Paralympics GB, exceeding their medal targets with each finishing third in the medal tables. For Team GB, this was their highest-placed finish since 1908.
>
> Who can forget how those medals were won? A nation glued to their TV, thrilled and terrified as British athletes fought to make their mark on home turf, for whom all those years of training finished in this single moment – in the Stadium, in the Velodrome or on Dorney Lake.
>
> The summer of 2012 saw a new set of heroes and heroines embraced by the nation.

DCMS (2015, p.11).

It was evident from the narratives within reports and chambers that elite athletes continued to achieve large funding awards in Swimming, Athletics, Cycling and Rowing, which were sports within the L2012OG programme. This rationale also meant that outstanding performances ensured that the money that had been invested in them was visible, and also that there would be money for these sports in the future (UK Sport, 2016).

This self-examining analysis of policy makers decisions and success outcomes created two different philosophies; firstly, to focus on individual sports was a consistently successful model, and secondly this model created an ‘inherent bias against team sports’ (2013, p.6). Narratives found in the report *Keeping the flame alive: the Olympic and Paralympic Legacy* voiced that the PESS curricula had not been influenced by the L2012OG because no evidence was presented that any changes had taken place. However, the reality is that very few schools offer Tennis and even fewer have Swimming pools, Cycling, Weightlifting and Rowing as options (Taking Part Survey, 2013). Thus, this may be why the currency of this traditional practice was said to come from ‘too narrow’ a breadth of talent sources and the L2012OG had not altered this trend (HC, 2013, p.6).

Participation and facilities

In all Olympiads regeneration is a central concern for the hosting city and the IOC and is therefore a key area for governments to report on (IOC, 2017). Those in the locality of the regeneration should have gained the most from the hosting of the L2012OG, but tensions are often felt between the local community and organising committees (Gratton and Preuss, 2008a). The London regeneration was celebrated as being different to other Olympiads, where performance locations and arenas had been abandoned post the Olympiad, however, the HL created for the L2012OG saw infrastructural patterns still visible today. However, within Phase Three documentation the government made it clear that it would take many more years before a true understanding of the impact of the L2012OG was felt because 'regeneration legacy is a long-term project', but they were convinced that the following had been achieved (2013, p.5):

- Delivering the experience of a lifetime for athletes
- Leaving a legacy for sport in Britain
- Benefiting the community through regeneration.

The narrative now being associated with judging legacy success in parliament suggests that there is a timeline of 50 years before real legacy progress can be measured, and the Select Committee concluded that 'in a sense, we are at the point of the next phase, of the next 20 odd years of that project' (2013, p.22).

Many aspects of the report insinuated that East London and London per se had advanced significantly in all aspects of: infrastructure, housing, transport, jobs and business opportunities. Several conclusions referred to how the nation was continuing to support the promises in the 2005 bid and the values of the IOC and education through Olympism (Binder, 2000).

Chapter 5: Conclusion

Research reflexivity

I felt that my role within the field of PESS changed the moment the City of London was awarded the XXX Olympiad in July 2005. My moral compass instantly pointed towards supporting the development of an OL, as I moved from being a teacher to an academic teacher trainer and part of the unannounced LOCOG delivery team. My professional obligation was to add to the narratives created during the L2012OG and fuse these with this research process continually advance my praxis (Arnold, 1998; Chatziefstathiou, 2012a; Girginov (2003).

I have a real desire to take my historical and political findings about the L2012OG and England's Olympic association and present this information at international conferences. Even though there now is a real distance in time from the L2012OG, Olympic histories are continually revisited because of the four-year cycle of the mega-event. This is where I feel the real contribution will be made from this work, but I would also like continue to establish a greater level of authority in this area. I have served my country as an athlete, assisted children in experiencing PESS with challenge and enjoyment, thus, my role now is to add to the debates on the subject area of PESS and the Olympics so that I can influence as many individuals as possible.

Every host city takes on the writing of the next chapters of the IOC story through the reawakening of political consciousness on PESS and Sport because of the visual cues observed on television and the successes and failures of Team GBR (Gratton and Preuss, 2008a). The LOC (2005) bidding team and the successive government's narratives required all organisers and educationalists to contribute to *Making Britain Proud* as these responsibilities are how the utopian dreams crafted thus far would maintain the L2012OG legacy (Bidlondon, 2012; DCMS, 2007; LOC, 2004).

Based on my research practitioner development my own ontology has been shaped by a greater mastery of understanding of how and who makes policy decisions. The balance within all politics is that what is articulated in chambers and what is scripted in government documentation, are often different.

The 17 days of competition could be epitomised as successfully using the mission of the OC through fair play, ethical performance and sport as a 'service of the harmonious development of humankind' because in part the SL and HL legacy provision had been realised (IOC, 2011, p.10; HC, vol. 537, 2011). Team GBR had been rewarded with outstanding successes and London had produced a safe Olympiad that achieved the aspirations aimed for in 2005. GBR would win lots of medals and London would be showcased through historical and contemporary locations, which was highly commendable in a socially complex age (Hassan, 2018). However, as a PETE who has travelled globally playing elite sport, visited many Olympic venues [Athens, Barcelona, London, Munich and Rio de Janeiro] (1990-2016) and researched in archival headquarters I realised that the discourses on mega-event experiences were factually true regarding the mental state patterns within schools and communities. Those institutions needed to have their own desire to use PA and PESS to advance themselves (Weed et al., 2012). If norming and institutional patterns within policy were not created, mental state patterns may not change even if educationalists have a desire to do things differently (Cashman, 2006; Fisher, 2004).

The government had a very small window of opportunity to maximise impact and thus, what had been left behind was that late polity, the missing voices within education, and removal of funding fulfilled the concerns that ministers had aired in Phase One of this research (HC, vol. 481, 2008). Missed opportunities meant that the PESS curricula had not changed significantly, meaning that when the DCMS should have created a world class PESS it did not happen. Mass participation rates had reduced during the XXX Olympiad, however, the LOCOG had written a significant chapter for the IOC and added to the historical association with the movement (Cannon, 2011).

In addition to these insider reflections on polity, I was never swayed by the reality that I knew exactly what performance felt like or that I had observed more able athletes who had inspired me to work harder. Therefore, the strategy to use demonstration and festival effects that could impact on individuals who may add to talent pools or become more motivated to improve their lifestyle, was a reality (Collins, 2008; Weed et al., 2007). I was fundamentally aware that the benefits of PA are not appreciated by all, and if polity had not changed institutional patterns, the

impact that hosting the XXX Olympiad would have on the mental state patterns of teachers, pupils and those that struggle with sedentary lifestyles, would be minimal (Fisher, 2004; Holmes, 1990).

In the Closing Ceremony of the L2012OG, Coe said that it was now 'over to you' but the research has revealed that the 'you' needed support from that point onwards. Polity decisions that tried to join up thinking from top-down leadership that impacted on bottom-up action should have afforded the space for new mental state patterns within schools and colleges, but as the research has revealed, this was not always the case (Ball, 1990; Chen and Henry, 2017; Fullan, 2011).

However, the government confirmed that the L2012OG had achieved HL infrastructural progress but as illustrated in parliament, developments in the key elements of the educational legacy platforms were not debated regularly enough (HC, Deb, 2012, 2013, 2014, 2015). This could possibly be because the analytical understanding of the transcripts revealed that even though preparations for the L2012OG were a cross-party directive, shares often heard voices vying for space and these were often from hegemonic socio-economic interests (Evans, 2014). Ministers only seemed to be interested in their own areas of the country reflecting back to the concentric concerns. An example of this was the key debate between Dunne and Stevens over the association between Dr William Penny Brookes and Baron Pierre de Coubertin (Beale, 2011). This exchange became central to the research thesis and although it was underexploited it could easily have gone completely unnoticed, and Brookes' story would have been missed again.

When London was awarded the XXX Olympiad PESS professionals felt a sense of utopia because their discipline was obtaining funding and priority within the curriculum, but the pressure had increased because the profession had to deliver (Bailey, 2006). Evans (2014) suggests that this is where internal neoliberal narratives on the relevance of curricula content produces 'nothing more unsightly or less productive than a profession consumed by status anxieties' (p.554) and Fisher (2004) notes that this is where tensions arise.

This lengthy research process has given me a real insight into my research self, which in turn facilitated the opportunity to reflect on my role as an academic; how and what

I could influence through my missionary beliefs as a PETE. The young are mentioned within the bidding speech on 14 separate occasions, framed within the espoused power offered to them through the Games and its legacy, both educationally and physically. This correlation between legacy and the youth of the world is reaffirmed as a tangible and enduring reminder that it is professionals such as teachers who will make the biggest impact. Influential professionals must reflect on what has been achieved and what they can do differently, and thus, continue to use the political strategy of hope and fear so that the XXX Olympiad will always be learnt from (Burchell et al., 1991; Kelly, 2009).

The importance of the DCMS (2014) document is framed in time, nearly two years post the L2012OG and three months from the initial dissemination of *Keeping the flame alive: the Olympic and Paralympic Legacy document* (HL, 18 November 2013). This report was reactional to the questions posed in *Keeping the flame alive: the Olympic and Paralympic Legacy document* (HL, 2013). However, the quality of the document is drawn into question on the very first page. Olympic is used twice in the title and on the first occasion it is spelt incorrectly:

> 'Government and Mayor of London Response to the House of Lords Select Committee on ***Olypmic*** *and Paralympic Legacy Report of Session 2013-14: 'Keeping the flame alive: The Olympic and Paralympic Legacy'' (sic).*

HL (2013).

This inaccuracy in the title forces a level of consciousness towards the attention to detail and ultimately the level of importance that the L2012OG legacy was given by government post the L2012OG. This mistake infers that the importance of Olympic events had begun to wane, either that or it was a harmless typing error by a civil servant that had gone unchecked. Either way, the disappointment and irony found within this error is framed by the importance that this word represented. The Olympic Games had been centre stage for 11 years and it is unforgivable that the word Olympic was spelt incorrectly in this key document. This inaccurate final document reminds all that the DfE warranted support for the subject because they acknowledged the benefits of PA and well-being as being vital in a child's education, and the continuing legacy would be achieved through serving trainee teachers. However, no reference was made to the content or constructs on professional

development expectations, or what the aims of the subject were. Secondary school and teacher education quality was measured through recruitment target numbers and this was noted as being 'buoyant' in 2013, but improvements in the quality of teachers were 'measured by degree class' only (p.5).

Education and Histories

This research has revealed that polity has a greater consciousness surrounding the historical bonds between England and the IOC. Prior to the L2012OG I had not heard of the specific historical association between Dr William Penny Brookes, the WOG and the WOS. This significant void in my knowledge was potentially replicated by those that were responsible for organising the XXX Olympiad (Beale, 2011). Therefore, this concern over the disconnect between the missing histories was justified and during the ten years of the OL creation there was an attempt to change this knowledge gap, through the naming of the Wenlock Olympic Mascot in 2010. Parliamentary shares created a consciousness of the need to celebrate Brookes' work with Coubertin and the WOG. Literature on the historical association between Brookes and Coubertin was found in the early stages of this research and these academic texts had previously tried to advance this Olympic history towards a greater public consciousness (Beale, 2011; Cannon, 2011).

It was revealed that academic literature and educational materials explaining the Wenlock Olympic Mascot were not provided in any of the research phases. This history afforded the LOCOG a heritage that should have been central in the DCMS Get Set London programme, but the signposting of these historical associations was not appreciated or fully understood by parliament or educationalists (Chen and Henry, 2017). The character was chosen because of Much Wenlock's historical association with the IOC, but this remained in the shadows of the IOC's mega-event. Although thousands of children owned a Wenlock Olympic Mascot in some shape or form, the historical story behind what Wenlock represented was not found in the Mascot's features; London as the Olympic location, winning medals, developing friendships and experiencing everything (Appendix 7, p.201). The mascot did not have any impact on knowledge advancement of the history from which it was named. The Wenlock Olympic Mascot's name should have been a message to the world that

Much Wenlock is where the English gentleman and French Baron observed the impact that festivals of sport offered individuals and is why the Modern Olympic Games was reinstated in 1896. The origin of the Wenlock Olympic Mascot was also not included at Olympic locations. For example, when attending an Olympic festival event in London called the *Olympic Journey*, there was no evidence of this historical liaison, the WOG or Brookes at this exhibition or in any of the supporting literature provided (July 30, 2012).

Education and Teacher development

Professional development opportunities for teachers were not spoken about in any documentation except for PESS primary schoolteachers, who had been identified as needing more training. This political support for primary teachers training may have been seen to be more essential because of the removal of the SSP programme in 2010, where there was a polity infrastructure of sharing practices between primary and secondary colleagues (DfE). The government pledge to support schools was honoured with funding until 2015, £2.5 million a year for primary schools but there was no reference of funding for secondary schools (DCMS, Hunt, 2012). The fact that teacher training was not fully considered in policy and parliamentary shares created the feeling that their voices were missed or ignored (Jung et al., 2016; Houlihan, 2000). For example, Reed from Sport and Recreational Alliance said that this strategy was an essential 'precursor to learning a sport' if the PESS curricula was to be influenced to the extent that the government needed it to be (HL, Reed, 2013).

Academic literature and data within this research suggested that the educational Get Set London 2012 programme had not been fully utilised as far back as 2010 because there was a:

> lack of drive or enthusiasm from Head teachers; 3) minimal available time and apathetic responses on the part of teaching staff and 4) a belief that this was the role of PE teachers.

DfE (2010, p.8).

This implied that many teachers felt that the initiatives were increasing their already heavy teaching load and many individuals feel that sport and the Olympics Games

are not always morally correct due to its elitism, political involvement and cost (Arnold, 1988; Chen and Henry, 2017; Dowse and Fletcher, 2015).

The Get Set London 2012 polity was not mandatory and therefore any curricula changes that were not compulsory would potentially not be fully embraced by the majority of schools. This was even less likely to happen when there was no mega-event to stimulate additional learning opportunities once the 17 days of Olympic competition were over. Thus, educational materials should have been more mandatory so that the trickledown effects and the SL pedagogies had a chance of being maximised and could be duplicated in future World Cups, European and Commonwealth Games (DfE, 2015). This was disappointing considering that in the bidding speech, Anne, Princess Royal spoke about a sporting heritage, that the president of the IOC had honoured England's commitment to education and sport during the Opening Ceremony of the L2012OG, and he also endorsed this association in the 2013 WOG festival programme one year later (Appendix, 2, p.194). The reality of schools' engagement with the Get Set London programme during the ten years of the SL creation typified what polity had feared, where ministers continually stated that [we] must not miss this once in a lifetime opportunity (HC, vol. 481, 2008; HC, vol. 490, 2009; HL, vol. 730, 2011; HL, vol. 516, 530, 2010; HC, vol. 790, 2010; HL, vol. 537, 2011).

L2010OG Initiatives

During the L2012OG there was a clear difference of opinion over what high-quality PE and sport was (Kirk, 1992a). This was indicated when the Olympic Minister, Jowell said that the XXX Olympiad would create a world class PE curriculum, but the government actually wanted a high-quality sports system that created the next generation of talented performers. This interpretation could have been debated through academic domains and working parties, but there was no evidence of this, and there was actually very little academic materials produced in educational journals that challenged this rhetoric (Evans, 2007; Penney et al., 2009). The same sentiment was echoed in chambers regarding participation rates and in *School Sport following London 2012: No more political football* (HC, 2013) and the Select Committee (HL, 2013) inferred that the government's approach was fragmented with regard to what

had taken place in schools and elite sport because sadly, the subject had fallen through the political cracks (Moynihan, 2011).

PESS professionals continued to observe that the majority of the medals won were in sports that were not included in their curricula, either because of a lack of available facilities, equipment or professional skills. Therefore, the concept of the trickledown effect was difficult to place in practice (Fisher, 2004; Weed et al., 2009) and motivation levels were unlikely to change because of this perceived gap (Houlihan and Green, 2016). Even with the introduction of the School Games (DCMS, 2011) that were underpinned with competition, professionals would have to commit this pedagogy to their pupils in a meaningful way, but throughout this research it has been noted that the youth of the day do not always enjoy PA and competition is central to this (Bailey, 2006; Coe, 2005).

Educational materials for the School Games programme were only made available to schools and communities 1000 days before the start of the L2012OG, and by that point five years had lapsed where the SL materials could have been in place. Academics such as Chen and Henry (2017), reported that this political decision was too late as very few schools used the materials or understood its content. The Select Committee saw this as extremely disappointing, the logistical timings and thinking behind this SL creation process meant that the programme had limited impact (HC, 2013).

Participation and Provision

Throughout this research there was a sense of déjà vu between the objectives of the PESS curricula that originated in Victorian England and the desire to host Olympiads. Individuals were being encouraged to participate through the growing importance of PA for well-being, showcasing elite athletes by advancing national superiority and inspiring talented individuals to work towards competitive pursuits so that they would become the champions of the future. Tony Blair's (IOC, 2005) Olympic vision during the start of this OL journey and the subsequent political reports, promised that the government would sustain their financial commitment to inspire the next generation (LOC, 2005; DCMS, 2000, 2009, 2010). However, what was seen was that funding was not afforded to all aspects of the SL and what had been left behind by the L2010OG was that teachers and coaches were expected to deliver more without

infrastructural pattern changes in curricula (Ofsted, 2013). The Annual School Games competitions maintained their funding and facilities, and these events were celebrated in parliament (Lee, 2012). Those with ability and disability were invited to compete and delivered Olympism through the Olympic values of; excellence, respect and equality (IOC, 2011). Therefore, this was seen as a real step forward towards the institutional pattern of competitive sports for all, and this particular initiative more than any other, had an obvious connection with the new institutional and mental state patterns of the government, schools and pupils, despite the fact that the School Games were not compulsory (Fisher, 2004).

The School Games offer was seen as successfully using the potential power of mega-events:

> In May 2012, the first School Games National Final will take place in the Olympic Park – affording young people the incredible opportunity of competing at the venues just weeks before their Olympic and Paralympic heroes.
>
> All schools will be given the opportunity to create a year-round sporting calendar, with around 30 sports available, specifically designed to get young people competing at intra-school and inter-school levels and culminating in local, regional and national events

(DCMS, 2012, p.5).

Professionals in schools, however, needed to compliment these experiences in their own curricula (DCMS, 2012). The School Games had the potential to produce an emancipatory embodiment of the trickledown effect for pupils and teachers. Any ability can take part and the perceived gap between the able and the less able was catered for, which meant that it was far easier for the masses to succeed in competition and continue to be inspired resulting in greater talent pools, and thus the potential creation of the next Mo Farah (Ofsted, 2013). This strategy towards education and curricula witnessed all aspects of extremely powerful experiences where the trickledown effect could hook these pupils into a love of sport forever:

> The Sportivate programme has now given 225,000 young people the chance to try new sports, an increase of 84,445 since January.

Robinson (HC, vol. 563, 2013).

Therefore, if applying the comparative model to the government's School Games initiative the following had to have taken place:

- policy was now to annually fund the School Games [norming patterns]
- regional and national competitions were organised [institutional patterns]
- teachers, coaches and learners trained for these events and this focus became part of their curricula offer [mental state pattern].

In addition to the School Games, the NCPE review took place one year after the L2012OG (DfE, 2013). The focus was a refined requirement towards a competitive pedagogy that also improved health, but the content of this policy was reduced to only six pages from 21. This review was framed on the narrative produced during the L2012OG in an educational landscape that had seen no improvement in participation and health, and the funding cuts to school sports had continued to increase pressure on schools and communities (DfE, 2010).

Participation

Although the L2012OG only lasted for 17 days, parliamentary shares and society had immersed themselves in the feel-good factors since winning the bid in 2005 (Lee, 2006). The L2012OG was the biggest event that had ever been held in the UK and was being measured as the memories were fading, but if policy and practice was to continue to reflect and change because of successes and failures, these stories must be told (Collins, 2010; Dowes and Fletcher, 2018). Governance of the PESS profession was essential if there was to be any lasting legacy depicted in the DCMS document *Keeping the flame alive: the Olympic and Paralympic Legacy published in 2013.* However, there were sports that flourished during these ten years, but the government knew that it was not just down to this mega-event, these sports had to be supported and sustained.

For example:

> Ian Drake, CEO of British Cycling described the Games as "transformational for British Cycling and also cycling in Britain, in terms of the public perception and interest in our sport, and participation levels across competition, recreation and utility cycling.

> There are almost 2 million people now riding on a regular basis. We saw our membership increase from 24,000 in 2009 to 76,000 at present, and we are growing at a rate of 54%, year on year.
>
> The transformation did not just happen around the four weeks of the Olympics

HC (2013, p.26).

Schools and colleges needed to reflect over where exemplary case studies such as these fitted within the matrix of their school curricula (DCMS, 2008; Ofsted, 2013). This research has continually drawn into question whether the L2012OG future facility usage could change mental state patterns for those that want to be physically active. For example, many of the Queen Elizabeth Olympic Park venues were removed post the L2012OG or were only available for elite athletes to use. This decision meant that although East London hosted the L2012OG it was unclear how many locals from the area were using these facilities post the Games because these restrictions limited opportunities (DfE, 2013). Sports that had been successful leading up to and during the L2012OG saw a huge increase in interest, and it was reported that an influx of talent identification centres allowed sports that had robust infrastructures to continue to grow in strength, such as Athletics, Cycling, Rowing and Hockey (Chatziefstathiou, 2012b).

An example of this was when the GBR Womens Hockey team achieved a Bronze Medal in the L2012OG, and in Rio de Janeiro (2016) this medal advanced to a Gold. This potentially indicated that schools and clubs were *Keeping the flame alive: the Olympic and Paralympic Legacy* through the trickledown effect because more elite Hockey players would be filling the places of those that had retired. This success for the LOCOG and the government was significant as this example epitomised the analogy created by the bidding *Inspiration* film in 2005. In this instance instead of a single individual being motivated to train and become an Olympian it was a collective group because it took 31 individuals to win the GBR Womens Gold Medal in Hockey in Rio de Janeiro (Richardson-Walsh, 2016).

Thus, when applying Fisher's (2004) model to Hockey he would insinuate that for this sports success to be sustained from one Olympic cycle to another, all three cultural patterns would have to have changed to have made the difference:

- policy would always fund this sport - [norming patterns]
- schools, clubs and programme pathways were all working in unison - [institutional patterns]
- professionals in education and coaching settings supported the process through curricula provision and teacher knowledge - [mental state patterns].

Elitism and talent identification

41% of UK medalists in the L20120G were educated in the private sector which represents only 7% of all school types in UK. However, Ofsted's (2013) interpretation of this statistic was that all PESS departments should have a curricula provision modelled on the independent schools' sector where PESS is taught several times a week, with specialist teachers, superior facilities and coordinated by Directors of Sport. Judgements from Ofsted about what PESS required post the L2012OG was showcased in the vignette about Mo Farah's state school education and the support he received from his PE teacher (p.1). Wilshaw narrates a somewhat utopian educational provision, but states that 'regrettably, although some of our state schools are good at developing the talents of the next generation of Mo Farah's not enough are' and that competitive sports in independent schools 'isn't an optional extra' and teachers 'will go the extra mile to help them' (Ofsted, 2014, p.2). This institutional pattern on the realignment of pedagogic curricula would require schools having additional funding, more PESS professionals in schools and greater space within the curriculum, but without polity norming patterns changing, it was very unlikely that schools would support this move in PESS curricula provision (Fisher, 2004). In addition, Ofsted (2013) noted that the problem was not having enough teachers in schools, but it was how these teachers were trained and for what curricula.

Again, the point being made was that one year after the L2012OG it was polity that needed to change, norming patterns that replicated elite performance within PESS infrastructures needed to be made mandatory. However, it would take several years to potentially realise the volume of medals found in independent schools and there was no guarantee that it would work because becoming an elite athlete is far more complex than just being inspired and having teachers to mentor you (Brookes and Wiggan, 2009). In the bidding speech Lord Coe (2005) suggested that youths do not naturally seek out sports and PA and The Active Lifestyle surveys conveyed the same message, that participation had not increased during the ten years of the study (DfE,

2013). Consequently, there was a feeling of a disconnect between what the government wanted; more individuals that would be inspired, identified, trained and then go on to win medals, but teachers would have to have the mastery to teach across many different sports to an elite level (Houlihan, 2000). This advancement in talent development also poses the question that PESS professionals should not concentrate on Badminton, Basketball, Volleyball and Handball, which are found in many school curricula because their talented pupils if steered towards the sports that had robust well-funded infrastructures such as Athletics, Cycling, Rowing and Hockey, may have more successful pathways to elite performance (Baroness Campbell, HL, 2013).

Final reflections

Therefore, it could be suggested that the thesis did go some way to answering the main question, that the political consciousness assigned to creating the L2012OG was now more than ever being shaped because governments' needed sport to promote all aspects of their governance. Therefore, the analogy in the title of this research was that the polity before, during and after the L2012OG was now more than ever Old Wine being showcased in a New Bottle.

Concluding thoughts reflected through the use of Fisher's Comparative Analysis Model (2004) and the working findings of Bushell-Thornalley's research.

PESS: Norming pattern changes… DCMS, DfE and PENC
Historical associations between England and the IOC are included in educational materials for schools and universities, through work with examination boards and degree programmes,
Teachers and coaches are taught to an elite level of mastery in Olympic sports through University and Club training. Linked to NGB Sport,
Sport role models are strategically celebrated at every opportunity-school visits, adverts, nutritional advice, well-being projects,
In addition to funding sports with high medal returns, elite funding is awarded to all Olympic sports found in all schools,
Additional facilities are provided in deprived areas with no barriers in usage-access or cost.

Table 19: PESS: Norming pattern changes… DCMS, DfE and PENC

PESS: Institutional pattern changes… curricula content and programmes of study for trainee teachers
Media opportunities increase visualisation of sports and athletes using concepts of the trickledown effect schools and communities are supplied with supporting materials prior to, during and after every Olympiads,
Elite athletes visit and work with schools not just within the time before and after mega-events, so that motivation is sustained between Olympic cycles
Olympic sports become more central within school curricula.

Table 20: PESS: Institutional pattern changes… curricula content and programmes of study for trainee teachers

Concluding thoughts reflected through the use of Fisher's Comparative Analysis Model (2004) and the working findings of Bushell-Thornalley's research.

PESS: Mental state pattern changes… the place and purpose of the subject in schools through mandatory policy
Curriculum leaders create opportunities so that clubs linked to schools are strengthened through funded educational projects - NGB's incentivised to lead this,
PESS, PA and sport are used to tackle social ills, improve well-being and given protected time within school curricula to work on the holistic developments of the subject,
Olympism is encouraged through all aspects of the NCPE - Excellence, Respect and Equality.

Table 21: PESS: Institutional pattern changes… curricula content and programmes of study for trainee teachers

Chapter 6: Recommendations

What next?

I have received an invitation to revisit the IOC Headquarters in Lausanne, Switzerland to continue the archival work that was started in 2013, specifically researching the personal relationship between Baron Pierre de Coubertin and Dr William Penny Brookes. By doing so I will endeavour to reignite the debate that Don Anthony (1997) wrote in his comprehensive article on Coubertin and Brookes' eight letters and seek greater depth of knowledge from the minute books and speeches that took place in the Raven Hotel in Much Wenlock. Some of these insights were gleaned during this research but they were not included in this thesis, and I feel that they would add greater validity to this national story.

I will revisit the WOG so that I can continue to understand the moral and ethical positioning of the festival that has existed for 170 years with very little knowledge of it outside of Shropshire. After the meetings with author Katherine Beale and Professor Martin Polley, I will continue to develop a greater critical friendship on Olympic histories so that the findings from my work can complement and offer an insight into any gaps that may be on the academic landscape.

I would like to make an impact on teacher education and write a practitioner piece for the Association of Physical Education so that teachers can begin to use this historical Olympic story in their work (2015).

I will approach examination boards on the addition of these Olympic histories as part of teacher training programmes taught to university students, so that they learn about England's contribution and influence on the Olympic and Paralympic Games (Anthony, 1997; Beale, 2011).

I will liaise with archivist Chris Cannon at the Much Wenlock Museum, Shropshire on developing educational materials for schools and universities and place a copy of this research into the Wenlock Olympian Games archives.

Chapter 7: Limitations

The research focus changed after the pilot study because the original historical thesis on Dr William Penny Brookes and Baron Pierre de Coubertin was viewed as too narrow. Supervisors felt that the research materials and questions were moving the thesis towards a Ph.D. design, and there were concerns about whether it would meet the Educational Doctorate criteria (Burgess and Wellington, 2010; Smith, 2008). A decision was made to make the study more educationally positioned and add greater insights into the PESS body of knowledge on the L2012OG, through the association between England's curricula and government narratives (Fisher, 2002). This shift in focus for the research was the correct decision, but it was difficult to depart from this initial line of research enquiry, and it will remain central within future research.

Additional research had to be conducted because of the move away from historical documents, such as letters, minute books and newspapers. This additional research was conducted through The British Library London and electronic Hansard depositories, which added to the data collection and sampling processes, but significantly elongated the analysis phase of the research. This also created the need to use NVivo 12 software which was self-taught, again adding to the time spent researching.

The method decision not to seek evidence or generate data from PESS professionals could be considered as a missed opportunity, my professional platforms and location in London would have facilitated me access to; athletes, coaches, headteachers and teachers, but these types of studies using primary data are often found in academic journals thesis depositories, and it would have changed the research paradigm into an interpretive one, which would have influenced the research story. I needed my research to be distinctive and by endeavouring to use secondary data only to analyse these ten years of Olympic history, my method approach was unusual (Burgess and Wellington, 2010).

Appendices

Appendix 1: London Olympic Committee Bidding Speech

Singapore Presentation - 6 July 2005.

SPEAKER HRH the Princess Royal

Mr President, dear colleagues . . . Thank you for this opportunity to present London's bid.

We stand before you today with a great sense of history. We are proud of our country's long and unbroken partnership with the Olympic Movement.

A partnership which dates back to the founding Congress of 1894 of which my great-grandfather, King George V, was an Honorary Member.

An interest and enthusiasm which continues today. And I'm delighted to have been asked to convey to you a special message from Her Majesty The Queen.

Her message reads: "I have been impressed by the way everyone has united behind London's bid.

"As a country, we share a passion for sport, and we also share a desire to welcome you to London in 2012.

"I was delighted to welcome the Evaluation Commission to Buckingham Palace earlier this year and I very much hope to welcome each of you to the Palace in 2012."

Message ends.

Now, let me hand over to our colleague Craig Reedie, Chairman of the British Olympic Association.

2. SPEAKER Craig Reedie

[IN FRENCH]

Thank you, Your Royal Highness.

Mr President, dear colleagues, let me begin by paying tribute to our fellow Candidate Cities.

We are honoured to be competing against four great cities.

I know that each of them could host wonderful Games because, like many of you, I have attended summer or winter Games in each of their four countries in the last 25 years.

Our dream today is to bring the illustrious title of Host City to our country for the first time in 64 years.

We are proud to say that our athletes have competed at every Games since 1896. From Athens to Athens.

And we are also proud to be the birthplace of Paralympic sport.

[FRENCH ENDS]

No country in recent times has made a greater effort than Britain to host the summer Games. This is our fourth bid in 20 years.

It was conceived by the NOC. We have been involved throughout and developed the bid with the total support of Mayor Ken Livingstone and the Government of Prime Minister Tony Blair.

We have learnt from each of the three previous bids.

We understand the recipe for magical Games. A superb technical plan. A breath taking atmosphere in our capital city. And a vision to realise fully the power of the Olympic Games.

In a moment, bid Chairman Seb Coe will outline that vision. And how it will make a unique and lasting contribution to the

Olympic Movement.

Olympic champion Denise Lewis will describe the special experience London offers the athletes.

Mayor Ken Livingstone will describe London's meticulous preparation to guarantee the delivery of the Games.

Prime Minister Tony Blair will guarantee total Government support.

And Olympic Minister Tessa Jowell will explain London's sporting legacy.

The BOA has just celebrated its centenary.

Mr President, we appreciate that if you grant the Games to London you will place in our hands the Olympic spirit.

We will guard that spirit. We will cherish it. And we will proudly hand it on. To young people like those in this film.

FILM A Opening

4. SPEAKER Seb Coe
Mr President, Members of the IOC

To make an Olympic champion takes millions of young people around the world to be inspired to choose Olympic sport.

In the past, London and the Olympic Movement have come together when there were serious challenges to be faced.

In 1908, London delivered the Games and the first purpose-built Olympic Stadium to the tightest of the schedules.

In 1948, our predecessors re-united a devastated world through sport.

And their legacy was the first volunteer programme an idea still at the heart of the Games.

Today, London is ready to join you in facing a new challenge. And to provide another enduring sporting legacy.

Today's challenge is tough. It's more complex.

We can no longer take it for granted that young people will choose sport.

Some may lack the facilities. Or the coaches and role models to teach them.

Others, in an age of 24-hour entertainment and instant fame, may simply lack the desire.

We are determined that a London Games will address that challenge.

So London's vision is to reach young people all around the world. To connect them with the inspirational power of the Games. So they are inspired to choose sport.

I'm delighted we have with us today representatives of the next generation.

Here on stage, Amber Charles, an emerging Basketball player. Amber delivered our Candidate File to Lausanne last year.

And in the audience, 30 of her contemporaries, aged from 12 to 18.

Why are so many here, taking the place of businessmen and politicians?

It's because we're serious about inspiring young people.

Each of them comes from east London, from the communities who will be touched most directly by our Games.

And thanks to London's multi-cultural mix of 200 nations, they also represent the youth of the world.

Their families have come from every continent. They practice every religion and every faith.

What unites them is London. Their love of sport. And their heartfelt dream of bringing the Olympic Games to our city.

Mr President . . .

Technical excellence is essential in delivering the Games. London's bid takes that as its starting point.

So we are delighted that the Evaluation Commission judges our bid to be "of very high quality".

But we aim to go much further. Allow me to outline the three principles which have guided this bid.

First, we want to deliver a magical atmosphere. An electrifying experience for competitors and spectators.

To provide the uplifting spirit which distinguishes the Olympic Games from other sports events.

And that magic begins with the venues. Which is why we have carefully selected them in line with the needs of the IFs, and the recommendations of the Olympic Games Study Commission:

Existing world-class venues. Spectacular city centre locations.

And, most importantly, our decision to create an Olympic Park. A park containing nine state-of-the-art venues. And the IBC and MPC. All just seven minutes from central London.

Our Park will also contain the Olympic Village. We will put athletes Olympians and Paralympians at the heart of our Games. They will live within sight of the Olympic Flame.

Our second principle is to be your best partners.

We have listened and learnt. We are a better bid as a result. Thank you to all of you who have helped us in our quest.

We established our own Athletes Commission.

We worked just as hard to understand the needs of all those upon whom the athletes depend.

IOC members. The NOCs. The IFs and technical officials. Sponsors and the media. Every single member of the Olympic Family.

For example, we know it is much harder to negotiate hotel room rates after the Host City has been selected.

So, we already have legally-binding agreements which guarantee low, fixed prices for all Olympic Family rooms. With no minimum stay.

This alone will save you millions of dollars in accommodation costs.

Our third principle is to deliver a lasting sporting legacy.

We know the Games must offer more than just 17 days of world-class sport and celebration.

So, in London every sport will have a legacy.

We'll come back to this later.
Now, let's see more about our plans.

5. FILM B Concept

6. SPEAKER Denise Lewis

Mr President, Members of the IOC

I'm Denise Lewis, Olympic Heptathlon champion from the Sydney Games.

I have the pleasure of speaking on behalf of the London Athletes Commission.

I was eight when I was inspired by the Moscow Games.

I dreamt of emulating the athletes I watched. And my dreams came true when I competed in Atlanta, in Sydney and in Athens.

Like every Olympian, I have unforgettable Olympic memories.

And we in London are determined every athlete will leave our city with friendships and memories which last forever.

Our Athletes Commission had to answer one fundamental question: how do you give athletes the best possible Olympic experience?

We said: give us the best Village in the most convenient location. Everything else follows.

Our Village is within walking distance of nine venues. In London, athletes will compete, not commute.

The Village is inside the Park to guarantee the athletes a special experience. Take it from me, it makes all the difference to be as close to the action as possible.

In fact, the whole London plan was conceived with our input. Everything athletes need was designed in from day one. Training venues. Security. And, of course, the needs of Paralympians.

These are the things athletes want.

When a fraction of a second, or a fraction of a centimetre, can be the difference between

winning and losing and can change your life you appreciate that the small details have been worked out years before.

That's why we athletes are proud the Evaluation Commission praised our contribution.

In London your athletes will compete in venues packed with passionate fans, renowned for their sense of fair play.

Thanks to the city's diversity, there will be supporters from every Olympic nation. Every athlete will have a home crowd.

And every Paralympian will enjoy a fantastic atmosphere too, from British crowds famous for their love of Paralympic sport.

You, and every athlete in 2012, will never forget the magic of London.

7. FILM D The Magic of London (not used).

8. SPEAKER Ken Livingstone

Mr President, Members of the IOC
I am Ken Livingstone, the Mayor of London.

That film has given you a flavour of our city. But it is only a flavour.

London is a city which welcomes the world with open arms and an open mind. A city which wants nothing more than to welcome the Olympic Games.

[Pause]

A city in which 300 languages are spoken every day and those who speak them live happily side-by-side.

It is a city rich in culture, which will stage a spectacular Olympic festival.

A city with sport at heart, where every weekend hundreds of thousands of fans fill our stadia. Where every year half-a-million people line the streets to watch the world's greatest marathon. [Pause]

And it's a city which is a magnet for young people from all over the world. London is already their no.1 destination.

Six million young people visit every year. More of them choose London for their education than any other city.

As the organisers of Saturday's Live 8 concerts would tell you, if you want to mobilise the youth of the world, start in London.

As London's Mayor, I know that what you want from me is to take whatever measures are necessary to deliver a safe, secure and superb Games. That is what I am committed to do. Because I know if I fail you, I fail our city.

For example, in transport which we know is vital for a successful Games.

Our bid locates as many sports and facilities as possible in one place: the Olympic Park.

That Park is exceptionally well-served by public transport. It has nine existing rail lines. The tenth line will be completed in 2007.

In fact, every single competition venue is served by existing public transport.

And the entire transport network is already benefiting from a 30-billion-dollar investment before 2012.

The regeneration of the area around the Olympic Park is already underway.

The Games guarantee this regeneration will create a community where sport is an integral part of everyday life.

A model for twenty-first century living. The embodiment of the philosophy of Pierre de Coubertin.

The Park will be an environmental showcase.

The Games will dramatically improve the lives of Londoners.

Now, please allow me to introduce our Prime Minister, Tony Blair.

9. FILM C The Rt Hon Tony Blair

[IN FRENCH]

Mr President, IOC members, distinguished guests . . .

I am sorry I can't be with you in person.

My responsibility as host of the G8 summit, which starts today, means I must be back in the UK. It is the only reason I am not at your historic Session.

I was, however, honoured to meet many of you over the last few days, and delighted to renew old friendships.

Last year I was privileged to attend the superb Olympic Games and Paralympic Games in Athens. And proud to be one of 20,000 Britons, the largest group of overseas spectators.

Athens inspired me and taught me much about the Olympic Movement.

Our goal is to witness its power in London.

[FRENCH ENDS]

It is a unique honour to act as Host City.

I also understand it is an honour which comes with a great responsibility and which requires the highest levels of co-operation with the IOC.

My promise to you is that we will be your very best partners.

All of us who have made guarantees to you are ready to deliver on them now. On security. On finance. On every single undertaking we have given.

If you award London the Games, I pledge to you personally we will continue to give the highest level of support to Seb Coe and Keith Mills as they lead the Organising Committee, backed up by our Olympics Minister Tessa Jowell.

My entire Government and the main Opposition parties too are united behind this bid. It has total political support.

It is the nation's bid. It has excited people throughout the country. More than three million have already volunteered their support.

And that support goes beyond our shores too. We were honoured to receive the endorsement of the most inspiring statesman of our age: Nelson Mandela. He said this:

"I can't think of a better place than London to hold an event that unites the world.

"London will inspire young people around the world and ensure that the Olympic Games remain the dream for future generations."

Those words remind us that as leaders, in government or sport, we have a duty to reach beyond our own time and borders. To have a vision which serves those who come after us.

Our vision is to see millions more young people in Britain and across the world participating in sport, and improving their lives as a result of that participation.

And London has the power to make that happen.

It is a city with a voice that talks to young people.

And, with more than 1,000 foreign media correspondents based here, it is a city with a voice that is heard all around the world.

It is that unique combination of strengths which London offers a global platform for the Olympic message to young people.

Not just for the 17 days of the competition, but for the years leading up to the Games, and beyond.

10. SPEAKER The Rt Hon Tessa Jowell

Mr President, Members of the IOC
I am Tessa Jowell, Olympic Minister.

London is already investing huge sums in sporting infrastructure.

You see it at the new Wembley Stadium. And the new arena at the Millennium Dome both 2012 venues.

You see it in the three Olympic Park venues already being developed.

The Aquatics Centre and the Velodrome will be ready in 2008. The Hockey facility soon after.

There are only two permanent venues left to develop an indoor sports arena and the Olympic Stadium.

The stadium will be a purpose-built home for athletics for generations to come. Set in the biggest new urban park in Europe for 200 years.

But we know a successful Games has to offer more than just 17 days of spectacular sport.

So, London offers much more. And our legacy will be immediate.

The Olympic Stadium will become the home of the London Olympic Institute a new world centre of sporting excellence.

It will house national governing bodies, medical experts and educators.
And it will be an international resource for NOCs. Offering young athletes from around the world the opportunity to learn and train.

The Stadium and the four other permanent venues in the Olympic Park will allow London to host world championships and elite competition in many sports.

Each of the venues has an agreed and clear long-term future. Each has a 25-year business plan already in place.

And London's legacy will reach beyond London. Our aim is to serve the ambitions of the Olympic Movement.

The experience gained in designing and using state-of-the-art relocatable venues will help efforts to stage future Games in every continent.

So, London is committed to a legacy for sport in Britain. And to a far-reaching legacy for the Olympic Movement.

11. FILM E Closing

12. SPEAKER Seb Coe

Mr President, Mr Honorary Life President, Members of the International Olympic Committee

I stand here today because of the inspiration of the Olympic Movement.

When I was 12 about the same age as Amber I was marched into a large school hall with my classmates.

We sat in front of an ancient, black and white TV and watched grainy pictures from the Mexico Olympic Games.

Two athletes from our home town were competing. John Sherwood won a bronze medal in the 400m hurdles. His wife Sheila just narrowly missed gold in the long jump.

That day a window to a new world opened for me.

By the time I was back in my classroom, I knew what I wanted to do and what I wanted to be.

The following week I stood in line for hours at my local track just to catch a glimpse of the medals the Sherwoods had brought home.

It didn't stop there. Two days later I joined their club.

Two years later Sheila gave me my first pair of racing spikes. 35 years on, I stand before you with those memories still fresh. Still inspired by this great Movement.

My journey here to Singapore started in that school hall and continues today in wonder and in gratitude.

Gratitude that those flickering images of the Sherwoods, and Wolde, Gammoudi, Doubell and Hines drew me to a life in that most potent celebration of humanity Olympic sport.

And that gratitude drives me and my team to do whatever we can to inspire young people to choose sport. Whoever they are, wherever they live and whatever they believe.

Today that task is so much harder.

Today's children live in a world of conflicting messages and competing distractions.
Their landscape is cluttered. Their path to Olympic sport is often obscured. But it's a world we must understand and must respond to.

My heroes were Olympians.
My children's heroes change by the month.

And they are the lucky ones. Millions more face the obstacle of limited resources and the resulting lack of guiding role models.

In my travels over the last two years, speaking with many of you, I've had many conversations about how we meet this challenge. And I've been reassured, and I've been uplifted we share a common goal for the future of sport.

No group of leaders does more than you to engage the hearts and minds of young people.

But every year the challenge of bringing them to Olympic sport becomes tougher.

The choice of Host City is the most powerful means you have to meet this challenge.

But it takes more than 17 days of superb Olympic competition. It takes a broader vision. And the global voice to communicate that vision over the full four years of the Olympiad.

Today in Britain's fourth bid in recent years we offer London's vision of inspiration and legacy.

Choose London today and you send a clear message to the youth of the world: more than ever, the Olympic Games are for you.

Mr President, Members of the IOC

Some might say that your decision today is between five similar bids.

That would be to undervalue the opportunity before you.

In the past, you have made bold decisions. Decisions which have taken the Movement forward in new and exciting directions.

Your decision today is critical.

It is a decision about which bid offers the vision and sporting legacy to best promote the Olympic cause.

It is a decision about which city will help us show a new generation why sport matters.

In a world of many distractions, why Olympic sport matters.

And in the 21st century why the Olympic Ideals still matter so much.

On behalf of the youth of today, the athletes of tomorrow and the Olympians of the future, we humbly submit the bid of London 2012.

Mr President, that concludes our presentation. Thank you.

-ENDS-

Appendix 2: The Official London 2012 Olympic Games “Inspiration” HD (2005)

THE OFFICIAL - LONDON 2012 OLYMPIC GAMES - BID FILM “Inspiration”- HD (2005)

✓ Nicole Vittoria de Jager is available

Hire

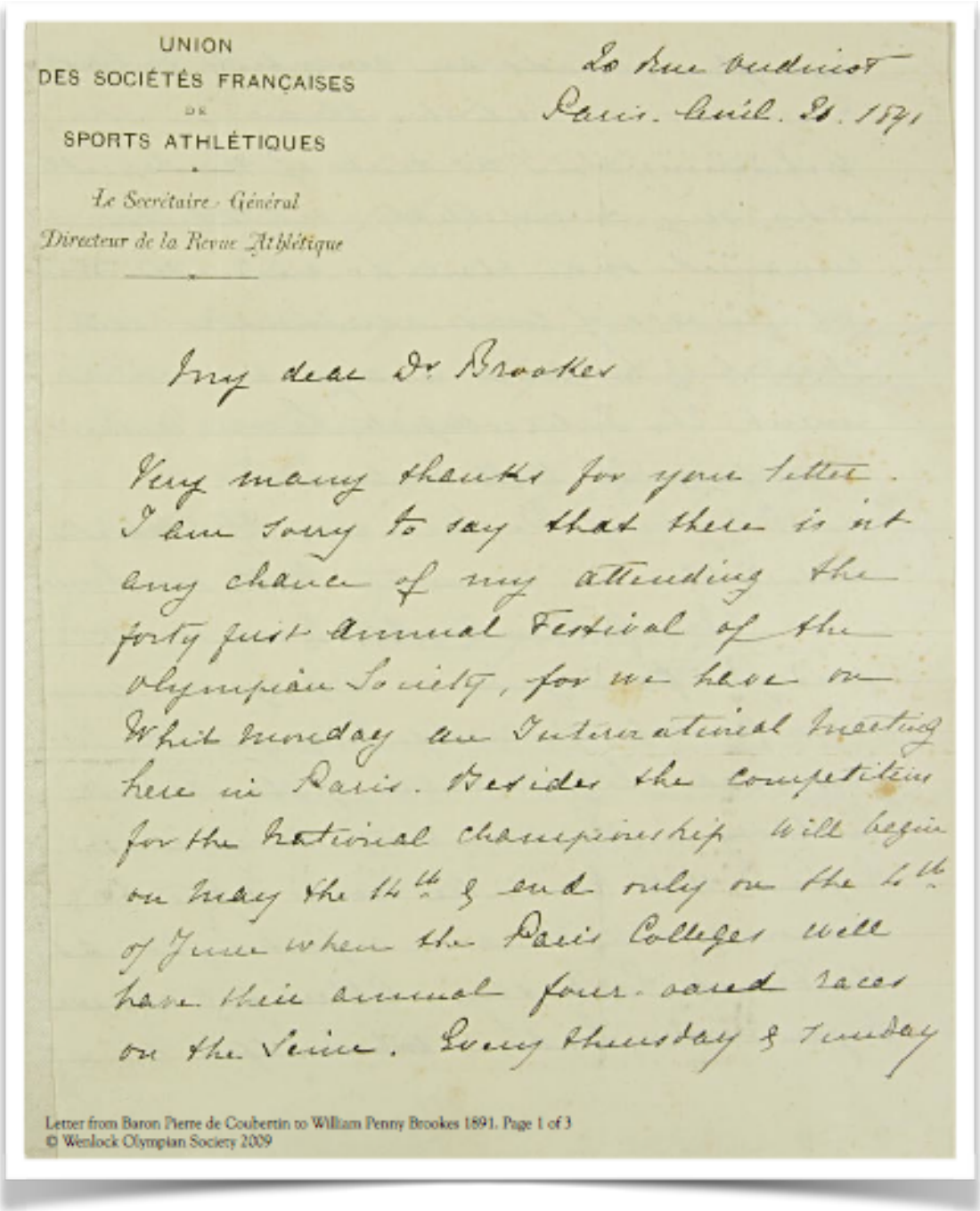
Looking for more video pros? Post a job

Appendix 3: XXX Olympiad winning bid celebrations Singapore and London

The Daily Mail (2005). IOC Singapore *Trafalgar Square London: IOC announcement day.* July 7 2005

Appendix 4: Official London 1948 Olympic poster IOC

Appendix 5: Letter from Baron de Coubertin to Dr Brookes 1881



UNION
DES SOCIÉTÉS FRANÇAISES
DE
SPORTS ATHLÉTIQUES

Le Secrétaire Général
Directeur de la Revue Athlétique

20 rue Oudinot
Paris. Avril. 20. 1891

My dear Dr Brookes

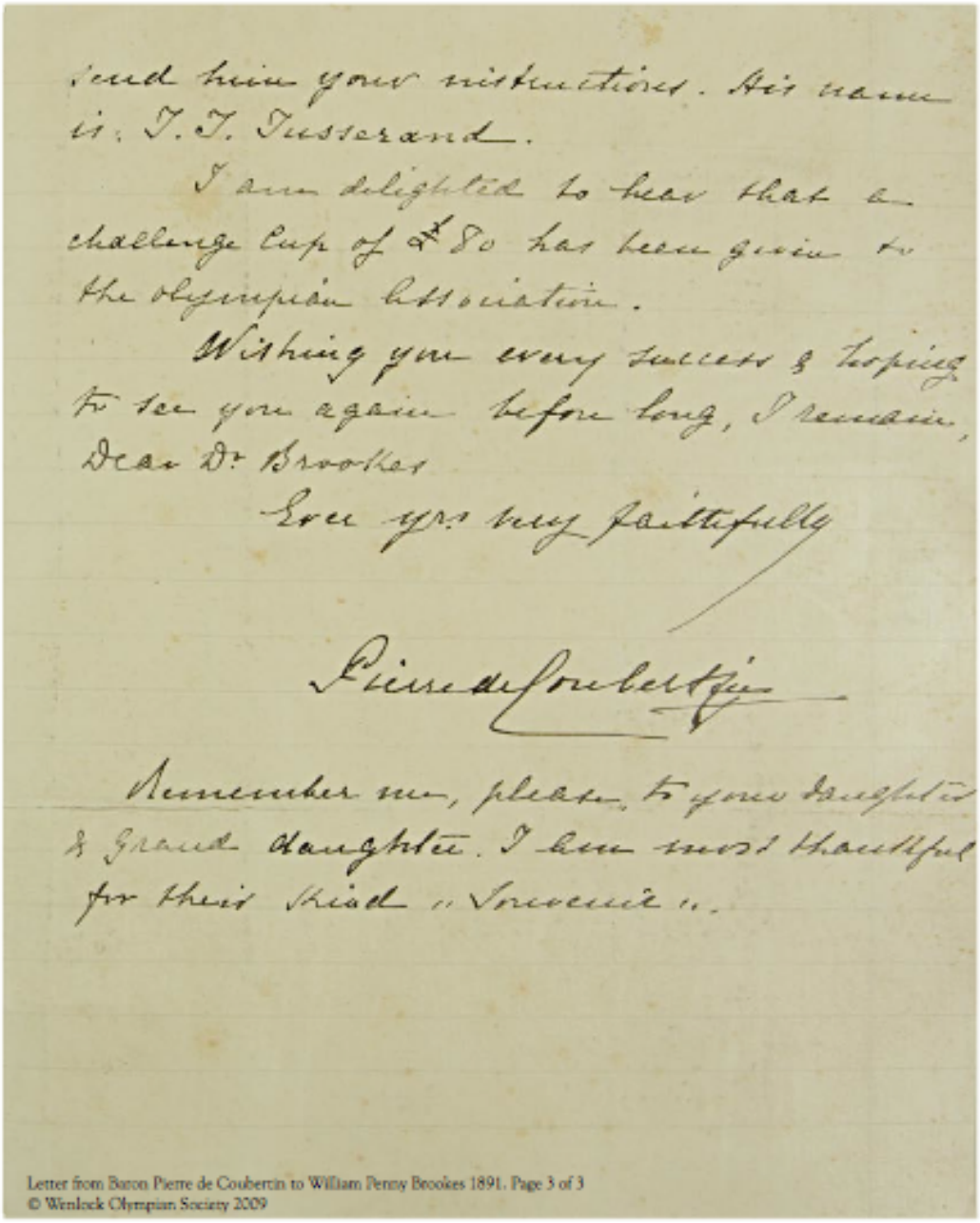
Very many thanks for your letter. I am sorry to say that there is not any chance of my attending the forty first Annual Festival of the Olympian Society, for we have on Whit Monday an International Meeting here in Paris. Besides the competition for the National championship will begin on May the 14th & end only on the 4th of June when the Paris Colleges will have their annual four-oared races on the Seine. Every thursday & Sunday

Letter from Baron Pierre de Coubertin to William Penny Brookes 1891. Page 1 of 3
© Wenlock Olympian Society 2009

our play grounds are crowded & last Thursday we had the pleasure of welcoming the President of the Republic who very unexpectedly, visited us & remained more than 40 minutes with us. He was of course enthusiastically cheered & his visit is a great encouragement. The Intercollegiate Lawn Tennis Championships will be competed for on the 25th of may. We have now 25 Athletic Associations in connection with our Union.

The Golden medal I want to send you for be given as a prize at your next festival is ready. My friend Mr. Jusserand, late Conseiller of the French Embassy in London will carry it to England with him. He leaves after to morrow & will remain a fortnight at the French Embassy – Albert Gate House Hyde Park – London where they can

Letter from Baron Pierre de Coubertin to William Penny Brookes 1891. Page 2 of 3
© Wenlock Olympian Society 2009



send him your instructions. His name is: J. J. Jusserand.

I am delighted to hear that a challenge cup of £80 has been given to the Olympian Association.

Wishing you every success & hoping to see you again before long, I remain, Dear Dr Brookes

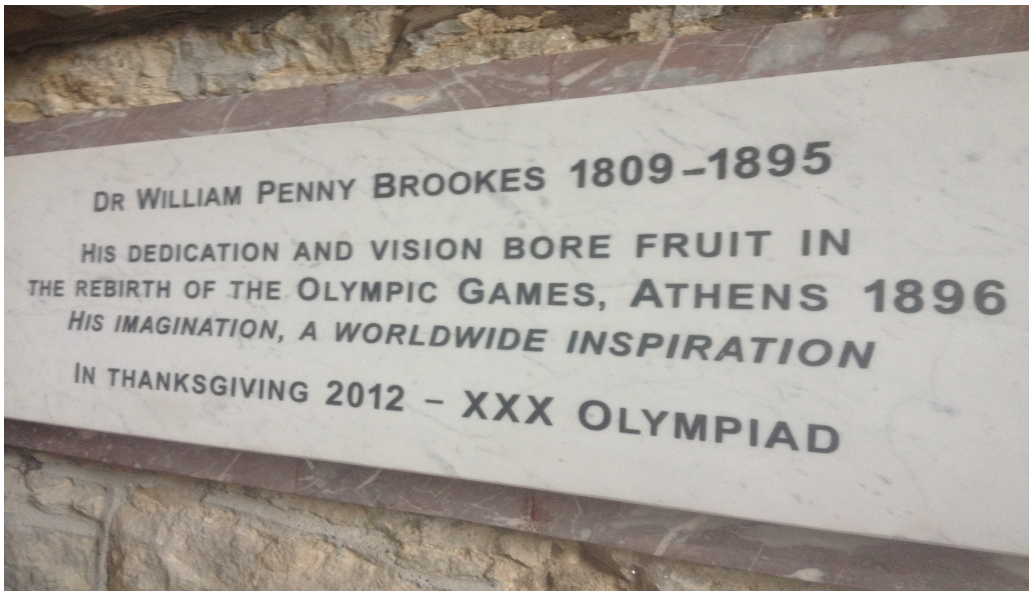
Ever yrs very faithfully

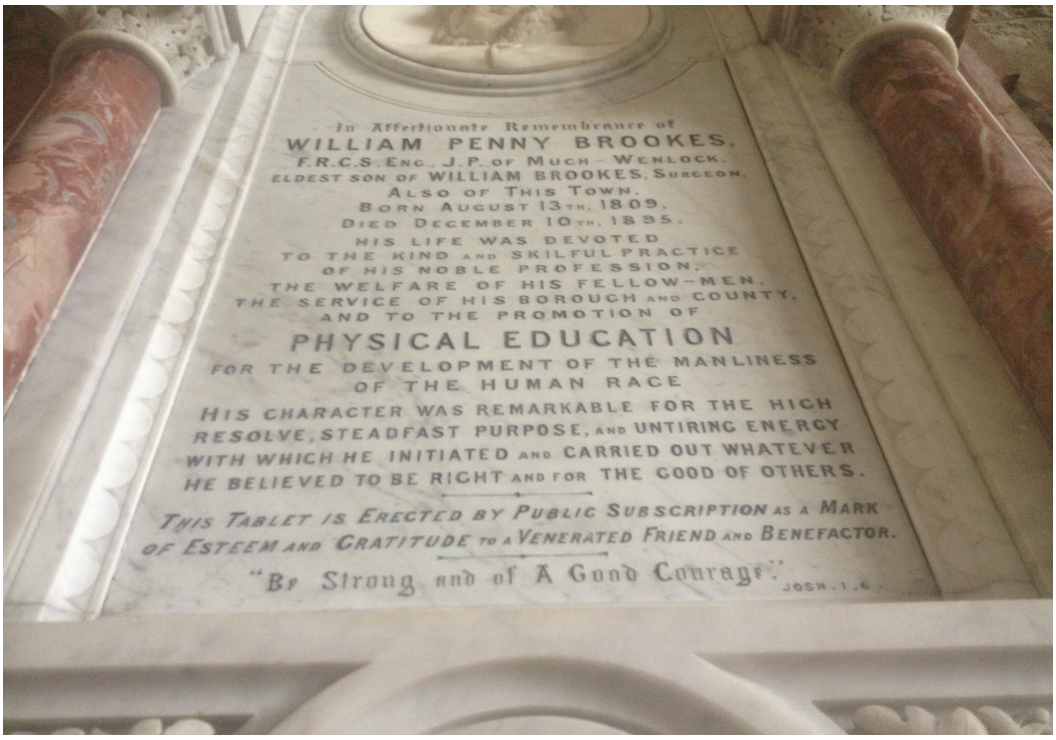
Pierre de Coubertin

Remember me, please, to your daughter & Grand daughter. I am most thankful for their kind "Souvenir".

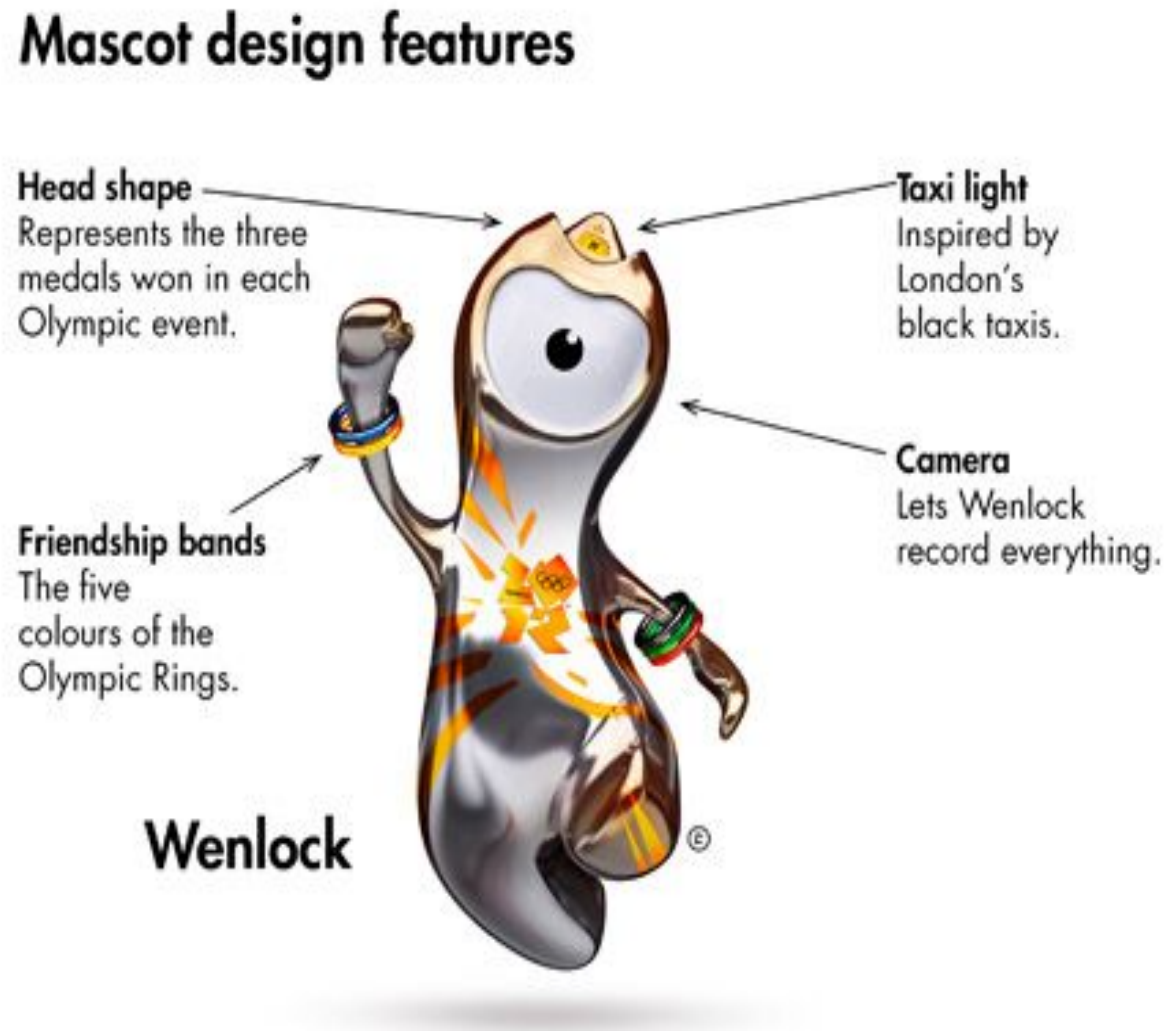
Letter from Baron Pierre de Coubertin to William Penny Brookes 1891. Page 3 of 3
© Wenlock Olympian Society 2009

Appendix 6: Dr William Penny Brookes Headstones Much Wenlock Holy Trinity Church, Field Trip visit, July, 2013





Appendix 7: Wenlock Mascot the official London 2012 Olympic Games Mascot



LOCOG: Educational information on Wenlock's design features

Appendix 8: Ethical approval form: human participants

This form must be completed for each piece of research activity whether conducted by academic staff or doctoral research students. The completed form must be approved by the designated authority within the institution.

- **Applicant details**

Name of applicant(s)	Helen Thornalley

Member(s) of staff	
Doctoral research student(s)	Helen Thornalley
Supervisor(s)	Professor John Sharp/Dr Kate Adams
Role(s) in relation to research	1st supervisor/2nd supervisor

- **Project title**

A documentary analysis and grounded theory investigation: How did the work of Dr William Brookes illuminate the process that gave rise to the development of the PE curriculum in Victorian Britain?

- **Brief description of project**

Objectives and Originality

With these diverse parts of Brookes life in mind, the key focus of the pilot will be to scrutinise data that depicts Brooke's drive and motivation to campaign the government for the statutory inclusion of PE and Sport in the curriculum, at a time when its inclusion was extremely patchy in state schools and academically driven (Beale, 2011; Connor, 2012).

All of these sources are conjecturally stated to date his work on curriculum development, starting some 30 years before the first elementary Education Act of 1870 created by William Forster (Beale, 2011). Therefore, if the elected artefacts are introspectively scrutinised through the eyes of Brookes and the positioning lens of PE and Sport there would be a foci of four key human capital categories and character-building practices of sport (Bourdieu,1977; Arnold, 1988; Adam, & Borut, 2003; Coalter, 2008; Bailey, *et al.,* 2013)

Therefore, how did Brookes' work fundamentally bring us towards what we see in PE within school today (Anthony, Beale, Cannon, Parliament?)?

Research questions

Main questions:

Category 1. what did Brookes do in respect of campaigning for PE and Sport to become a compulsory subject and be placed into elementary school curriculums in Victorian Britain - (curriculum building)?

Category 2. what did Brookes see as the components that PE and Sport had to offer individuals in the enhancement of their holistic education - (intelligence building)

Subsidiary questions:

Category 3. how did Brookes pedagogically use sports through his festivals and demonstration events illustrate the importance of human physicality and health - (mesomorphic building)?

Category 4. why did he see sport as a pastime for the masses and not just for the gentry - (social mobility building)?

Main Question: How do teacher practitioners (in a primary school setting) describe Teacher Presence?

Start and completion dates

The following phases offer an outline of the proposed study. This research is a case study approach, as defined by Yin (2009) employing an analysis framework from a synthesis of behaviourist and humanist psychology.

Phase 1: April to July

Pilot study – The aims of this research and emerging research pilot are to facilitate a focused research activity that hopes to achieve *question refinement* and *researcher competency* (Cohen *et al.,* 2007; Wellington, 2000, 2004; Punch, 2006; Yates, 2004: Creswell, 2013).

Use contemporary primary and secondary sources

Initially it will be necessary to organise the research activities and to gain informed consent. This will involve time to speak with the headteacher or senior leader, record the teacher teaching and meet again with the teacher at a later date to analyse the footage from the recording (reciprocity).

Within an interpretative paradigm, the following qualitative research methods will be evaluated through the pilot study, to include:

*Initial semi-structured interview with the headteacher or senior leader. The focus of the interview will be to discuss the aspects the senior leader considers to be present in effective teacher presence created by the teacher participating and their wider views about effective teacher presence.

*Recording the teacher participant teaching. Permission will need to be sought from the school leadership (and the teacher) to record the teacher, especially if children are recorded as part of teacher-student interactions. It may be

necessary (dependent upon school policy) to inform parents of the possibility of their child being recorded and this will be confirmed with the school. Once the recording has been viewed it will be uploaded to NVivo 12 for analysis, which is password protected. The recording will then be deleted from the video recorder.
It is appropriate to note that many schools (Monks Abbey primary school, for example) are using recording lessons as opportunity for professional development and are sharing these with other professionals within an alliance of schools as opportunity to impact practice. Therefore, it may be that arrangements are already in place for parental consent and that this approach may not be particularly unusual for the teachers. This will need to be confirmed with the school and will be one of the first arrangements to check.

*Viewing the video recording using a reciprocity approach (Curry, 2012 – outlined in detail in my essay). The reciprocity approach offers opportunity for the participant and researcher to engage in dialogue about the concept, which will be audio recorded as well as the researcher taking notes. The video recording will be used as a stimulus to describe the concept of teacher presence. The audio recording will be uploaded to NVivo 12 (password protected) and then deleted from the audio recorder.
It is important that the participant is aware of the research methods from the beginning of the study, especially as it involves visual and audio recording. This includes their right to anonymity within the study and full knowledge of how the data collected will be stored and subsequently used (BERA, 2011, p.7). It will be clear to the participant before the study begins that they can withdraw from the research at any time (BERA, 2011, p.8). The researcher intends that the research is completely transparent and that the participant will be involved in part of the data analysis and therefore this reduces any possible misuse of data or subterfuge (BERA, 2011, p.6).
During this pilot study there will be opportunity for the researcher to consider the use of questions for the semi-structured interview and also to evaluate the use of technology in supporting the discussion between the teacher and researcher.

<u>Phase 2: September 2014-November 2014</u>

Opportunity to refine research methods based upon pilot study and to recruit partnership schools for main study. This can include gaining informed consent and ensuring schools understand the full commitment for the research study. Opportunity to begin to develop the analytical framework (a synthesis of behaviourist and humanist psychology).

Phase 3: November 2014-May 2015

Main Study: Collecting data

It is anticipated that between 6 and 8 participants will take part in the main study. The case will remain the concept of teacher presence, but research will be undertaken in different school contexts. Monks Abbey Primary school have expressed an interest in participating in the research and it is anticipated that other schools within the Kyra Teaching School Alliance, with whom I work closely through the School Direct training route, will participate. This assumption is reinforced by a key research approach I am undertaking: the reciprocity approach (Curry, 2012) because the schools within the Kyra Teaching Alliance are committed to 'The Big 6' (National College for Teaching and Leadership) which includes a commitment to evidence informed practice and involvement in research. One of the principles of this reciprocity approach is that both the researcher and the participant gain from the research: the researcher will have greater insight relating to the concept and will have collected empirical data to support analysis and the teacher will have gained in professional development through the discussion and analysis with the researcher. The analysis will be in the viewing of the video recording and discussing and describing teacher presence. The research methods outlined in the pilot study will be employed, with adjustments based upon an evaluation of the pilot study.

Phase 4: May –September 2015

Main Study: Analysing data and sharing with participants.

Using the NVivo software to enable an analysis of the data, the analytical framework to be developed will offer a unique lens to view the concept of teacher presence. By synthesising a behaviourist (reliance upon external stimulus initiating a response) and humanist psychology (internal processes

affecting outward behaviours) approach there is opportunity for a deeper description of this concept.

There will be opportunity to meet with teacher participants to discuss the overall outcomes of the study, which completes the reciprocity approach so that teachers have the opportunity to gain professionally from the outcomes. It is important to say that as this concept is abstract it is not anticipated that the outcomes will offer a definitive definition of teacher presence, but instead will offer a description of some of the effective components of the concept. Any publication arising from this research will also be shared with the participants and acknowledgements to them offered or reassurance of anonymity (BERA, 2011).

- **Principal investigator (including phone number and e-mail address)**

Helen Thornalley thornalleyh@smuc.ac.uk Tel: 07903 178026

- **Location(s) at which the project is to be carried out**

The locations in which the pilot study will take place at are Much Wenlock and London archives. For future phases of the study depending on the deductive data collated and analysis. Further primary and secondary sources may need to obtain sought from outside the UK. This would take place in Lausanne Switzerland at the Olympic museum. Second phases of research will take place via interviews with authors and archivists within the field of study, in PE and Dr William Brookes work.

- Identification of the ethical issues involved and how these will be addressed performing statistical analysis on this data just as we would in a traditional experiment. The one key difference between this type of research and the type described in the first paragraph concerns the manipulation of data. Since historical research relies on data from the past, there is no way to manipulate it. Studying the grades of older students, for example, and younger students may provide some insight into the differences between these two groups but manipulating the work experience is impossible. Therefore, historical research can often lead to present day experiments that attempt to further explore what has occurred in the past. Historical method comprises the techniques and guidelines by which historians use primary sources and other evidence to research and then to write histories in the

form of accounts of the past. The question of the nature, and even the possibility, of a sound historical method is raised in the philosophy

The consideration of ethical issues is key to this study, particularly as working with human participants involves many factors and considerations. McDonald and Cox (2009) argue that as well as working within the guidelines of the researcher's institution (BGU) the researcher should also consider carefully participation protection which involves research integrity and research ethics but also an understanding of the specific circumstances of the participants. An example is that within this research being proposed teacher participants must not feel that the quality of their teaching is being judged. The British Educational Research Association (2011) outline that work-related stress is a possible factor in a human participant being categorised as vulnerable. Therefore, it is important that this research is viewed by the participant as an exploration of the concept of teacher presence, not a judgement about the individual's effectiveness in exhibiting teacher presence. This is one of the reasons I argue for a reciprocity approach to gain the richest data.

Researcher's Responsibilities (Bishop Grosseteste University (BGU), 2013)) As addressed in my recent EdD essay, when working with human participants it is the responsibility of the researcher to ensure that each participant is treated with dignity and respect (Koninck, 2003) , which includes ensuring they are fully aware of the commitment (time and contribution) and the methods involved at the beginning of the research. This shall be explained verbally and more formally in writing to the senior leader of the school and the teacher participant. A particular consideration for this study is the vulnerability of the teacher due to the methods proposed e.g. video and audio recording. The motivation of the researcher is to offer a deeper exploration of the concept by seeing a practitioner 'in action' teaching in the classroom but not simply observing and analysing using the researcher's interpretation alone. The justification for this

Appendix 9: Email correspondence with IOC Headquarters Lausanne Switzerland.

From: Helen Thornalley
Email: helen.thornalley@smuc.ac.uk
Received: 20/06/2014
Subject: VISIT

From: Helen Thornalley [mailto:helen.thornalley@smuc.ac.uk]
Sent: jeudi 19 juin 2014 09:57
To: Boîte lettres Muséologie
Subject: VISIT

Dear Sir or Madam

I was hoping to obtain access into the museum achieves if at all possible during my forth coming visit to Lausanne this August. I am a 2nd year Doctoral student from the UK London studying the origins and evolutions of Physical Education in schools.

I understand from my research that Baron Pierre de Coubertin and Dr William Brookes from England liaised on this matter during the late 19th century and that there may be some writing correspondence by letter or illustration of these developments in minute books or policies.

I was hoping that you may advice me if this is possible to gain access, how I go about applying and if you know of any other sources documentation that may be of some assistance with this.

I really appreciate your time with this and if you require further details of the thesis please do not hesitate to contact me.

Yours

Helen Thornalley

Academic Director for Physical Education and Sport St Mary's University College

****
****
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Appendix 10: IOC Archival rules

INTERNATIONAL
OLYMPIC
COMMITTEE

Historical Archives
Olympic Studies Centre

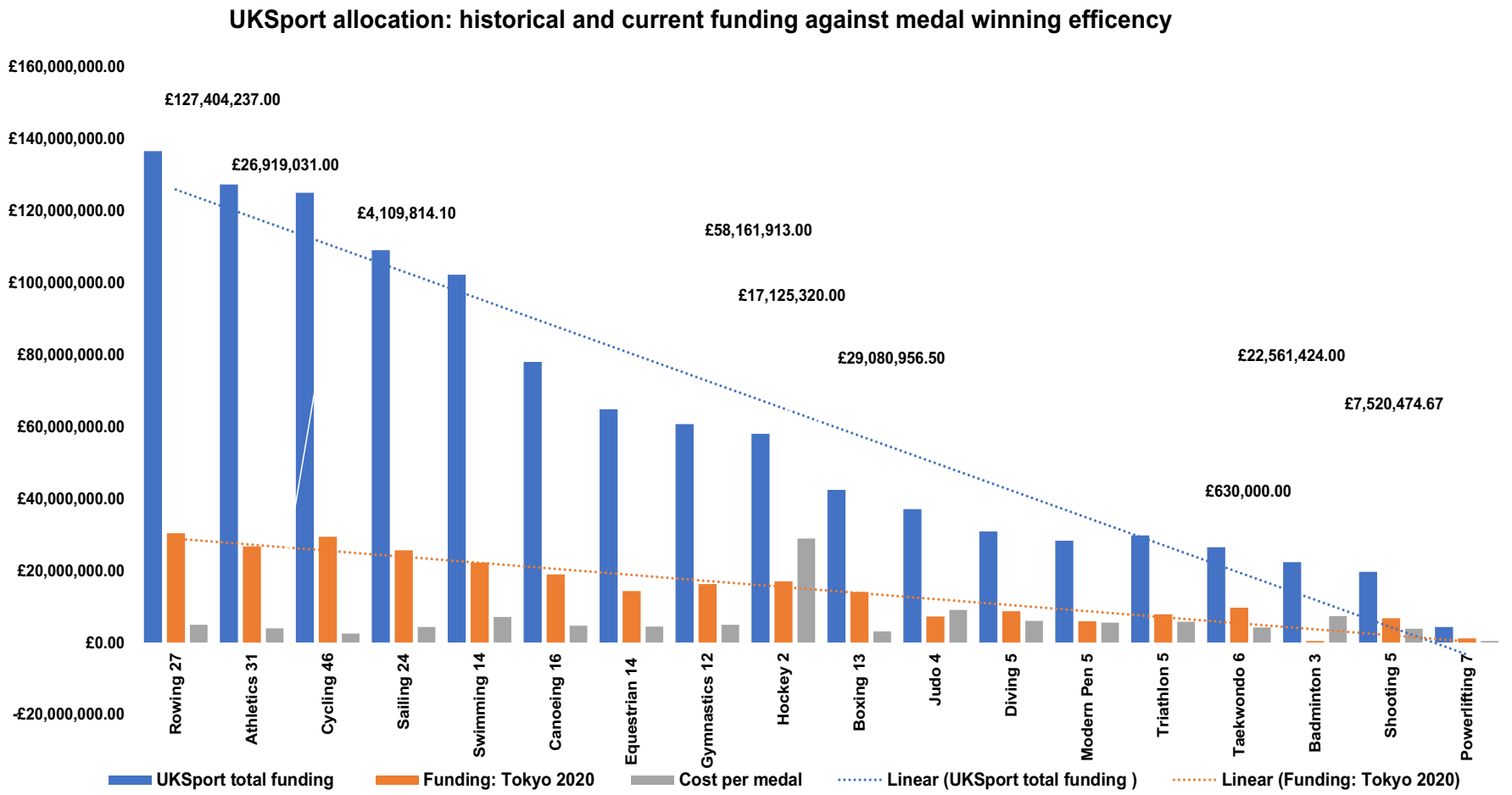
IOC Archives Access Rules

Reference document

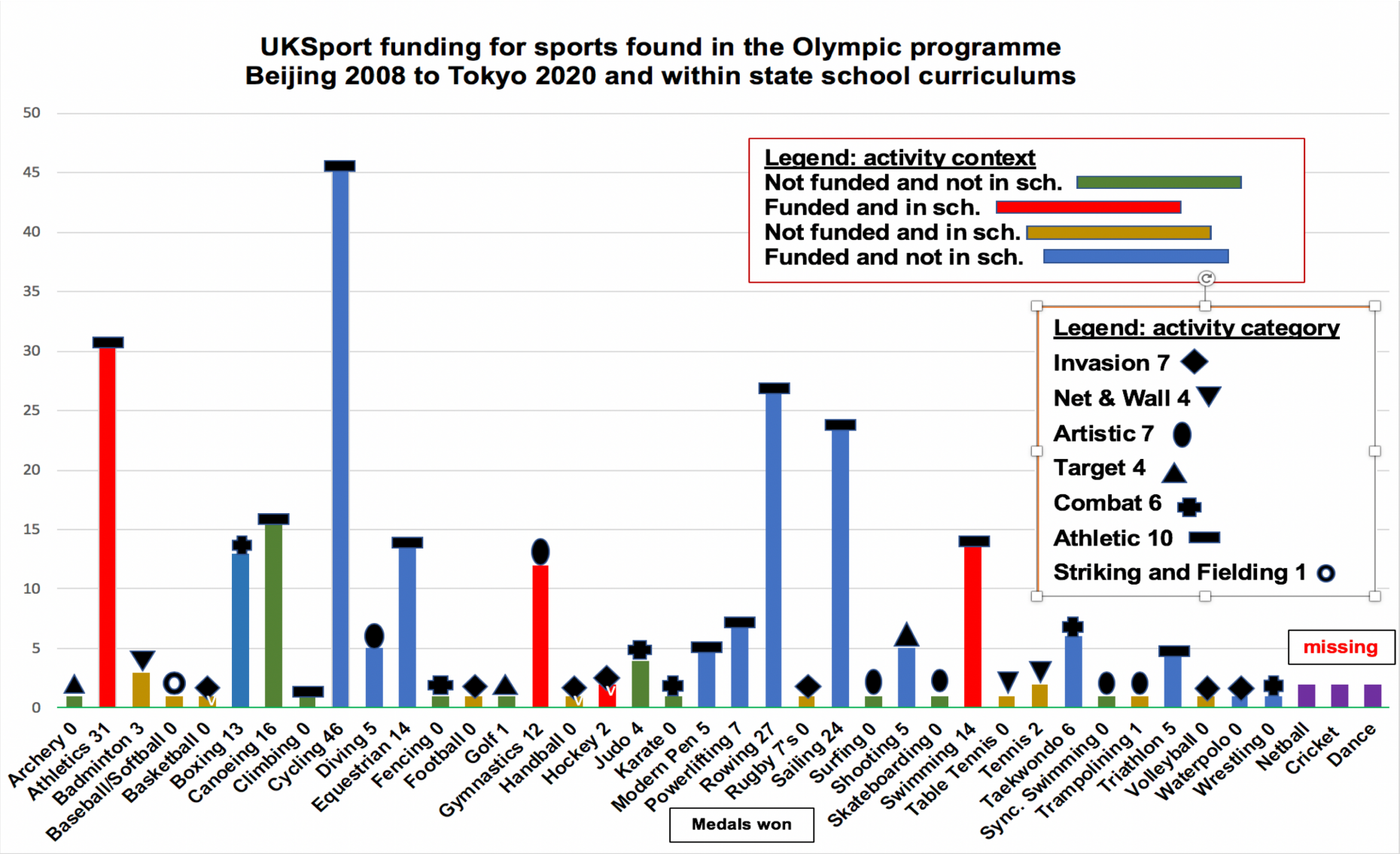
Adopted by the Foundation Board of the Olympic Museum on 2 March 1997, updated on 30 September 2005.

13 October 2011

Appendix 11: UK Sport Funding and medal tables. Meta-analysis created by Helen Bushell-Thornalley.

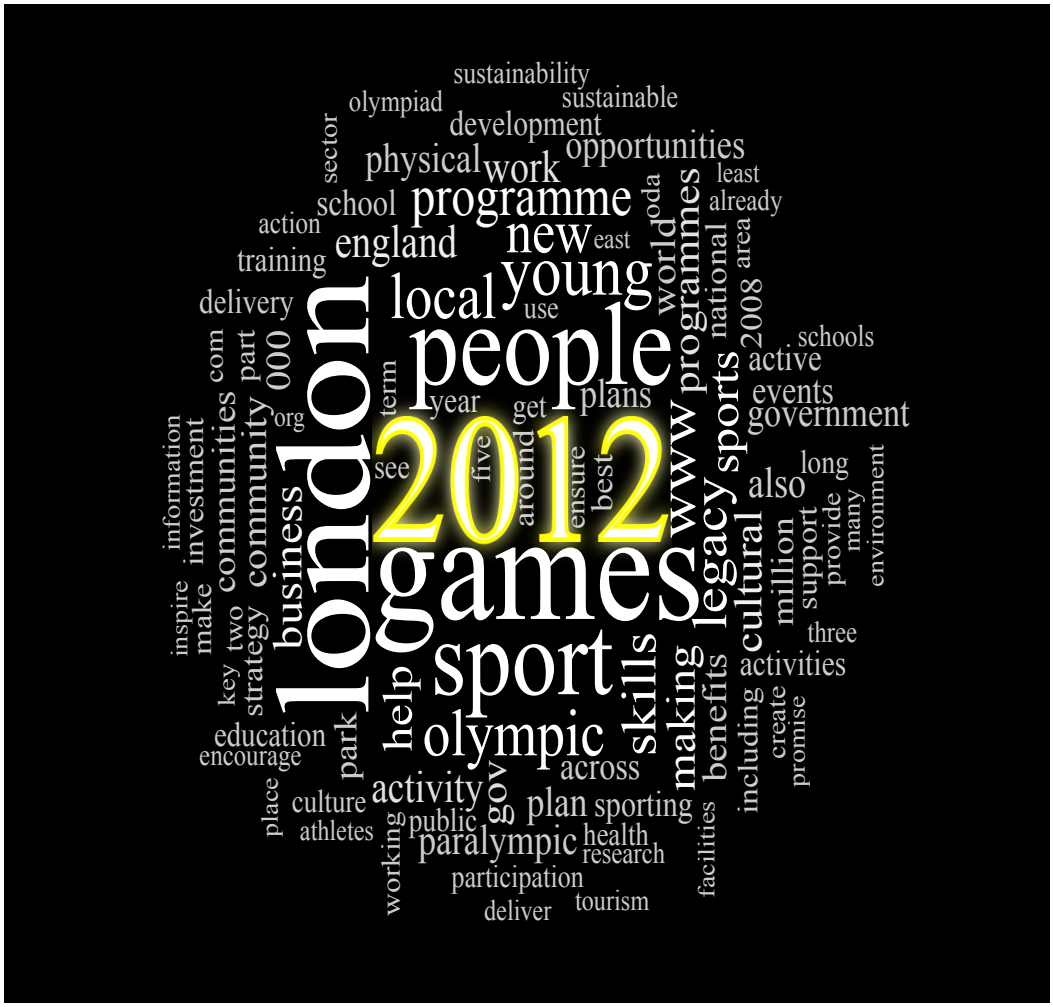


UK Sport Funding and medal tables. Meta-analysis created by Helen Bushell-Thornalley.



Appendix 12: NVivo Word Cloud

Example: Phase One. DCMS (2007). *Before, during and after. Making the most of the London Olympic Games*. www.gov.uk/June2008



Appendix 13: NVivo reference coding

Helen Thornalley

Government

Files\\1 HM 2015 August _Legacy_Report_2015_ACCESSIBLE - § 2 references coded [0.10% Coverage]

Reference 1 - 0.04% Coverage

Also as part of Get Set's Road to Rio, a new series of Google Hangouts is underway, focusing on Olympic and Paralympic Values and relevant curriculum areas

Reference 2 - 0.07% Coverage

Inspired by 2012 82 The 'Inspired by 2012' brand has been developed by government to bring together legacy projects inspired by the Games under a single brand. This brand enables projects to promote themselves, and be recognised by the public, as legacy projects.

Files\\1 Hansard 2008 29 October Volume 481 Olympic Legacy - § 37 references coded [3.10% Coverage]

Reference 1 - 0.11% Coverage

is disappointed with the Government's legacy action plan which is largely a restatement of existing commitments; notes that the London Olympic Games will be the biggest sporting event in the history of the UK; and calls upon the Government to ensure that the UK lives up to the promise made in July 2005 in Singapore that the London 2012 Olympic Games will be used to leave a lasting sporting legacy.

Reference 2 - 0.03% Coverage

at the time of the bid that London 2012 would have the full support of a future Conservative Government

Reference 3 - 0.10% Coverage

The Government may say today that by initiating this Opposition day debate on the Olympic legacy, we are somehow breaking the Olympic consensus: nothing could be further from the truth. It is because we are passionately determined to ensure that London 2012 is a huge success that we have a duty to speak up when we think that things are going wrong.

Reference 4 - 0.12% Coverage

The best comment on the Government's legacy action plan came from Tim Lamb, the chief executive of the Central Council of Physical Recreation. In a statement issued this morning he said that, apart from the swimming proposals, "The rest of the proposals"— in the legacy action plan— "are little more than existing plans which have been re-badged…there has been a real poverty of ambition about the Government's thinking."

Reference 5 - 0.07% Coverage

Friend agree that one problem with how the budget is being implemented is that the Government are spending far too much on consulting, advising, mentoring, watching and auditing, and not enough on just delivering the facilities?

Reference 6 - 0.07% Coverage

The organisation of the games is the responsibility of the London Organising Committee of the Olympic Games, and that too is on track. The legacy of the games is the Government's responsibility: it is a critical area, yet the Government are failing to deliver.

Reference 7 - 0.06% Coverage

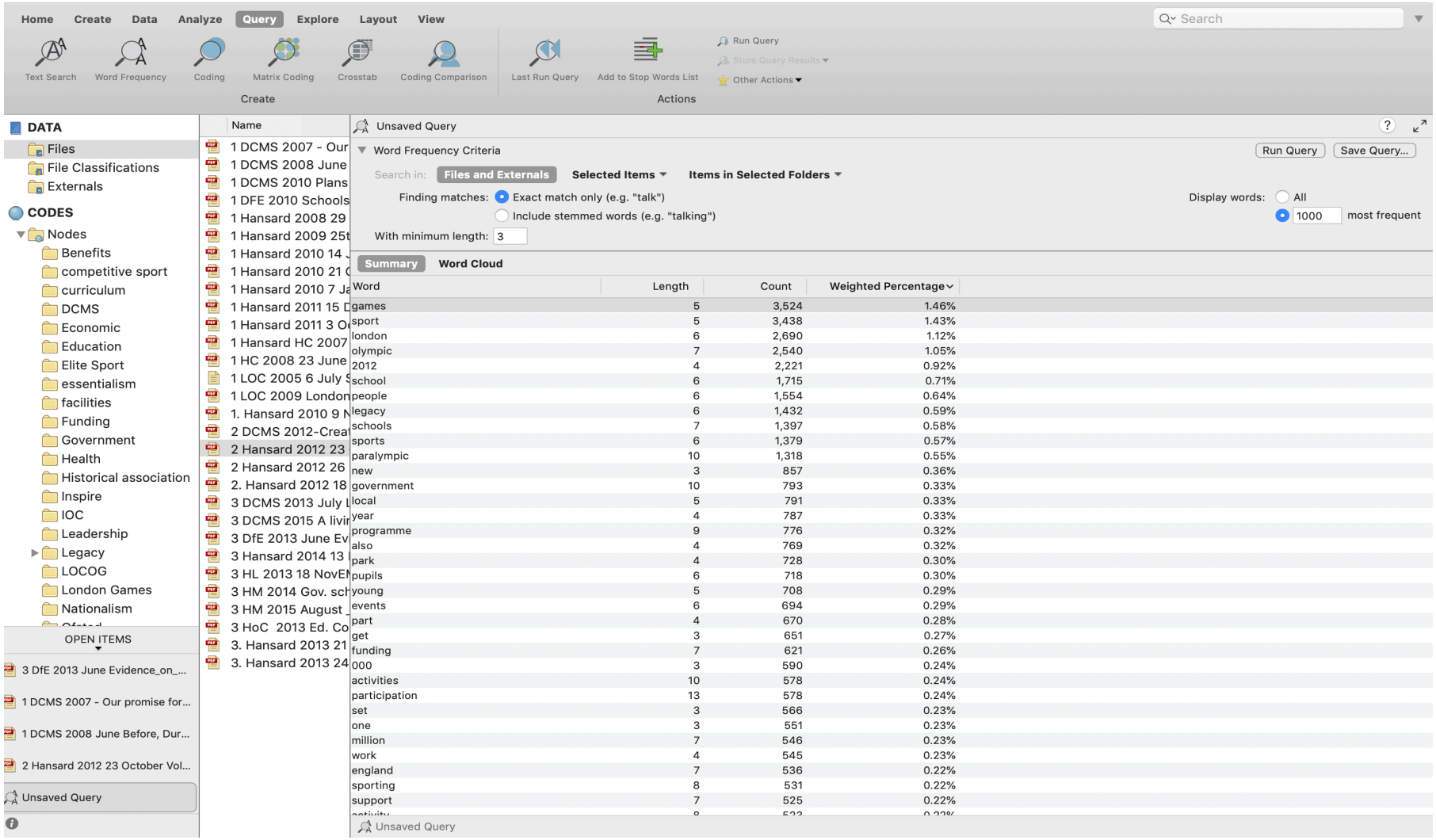
One reason for that is that the legacy responsibility has fallen between the cracks, having been divided between the Department for Culture, Media and Sport, the Government Olympic Executive and the Minister for the Olympics.

Reference 8 - 0.08% Coverage

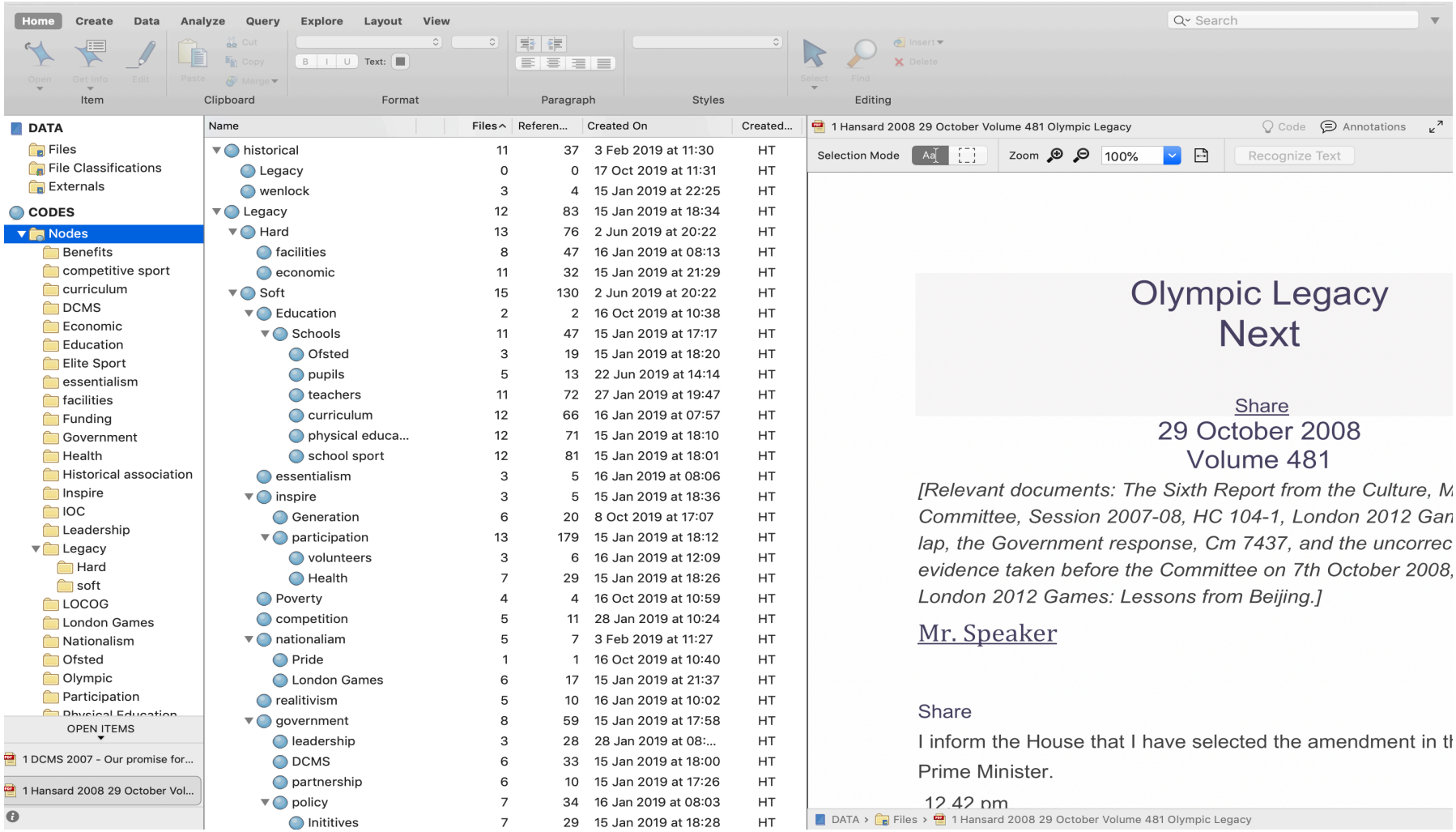
Member for South-West Surrey (Mr. Hunt) towards the end of his speech, as I was waiting for the bit when he would announce the Opposition's plans. Does my right hon. Friend agree that the hon. Gentleman's speech was heavy on analysis but very light on policy specifics?

Reference 9 - 0.07% Coverage

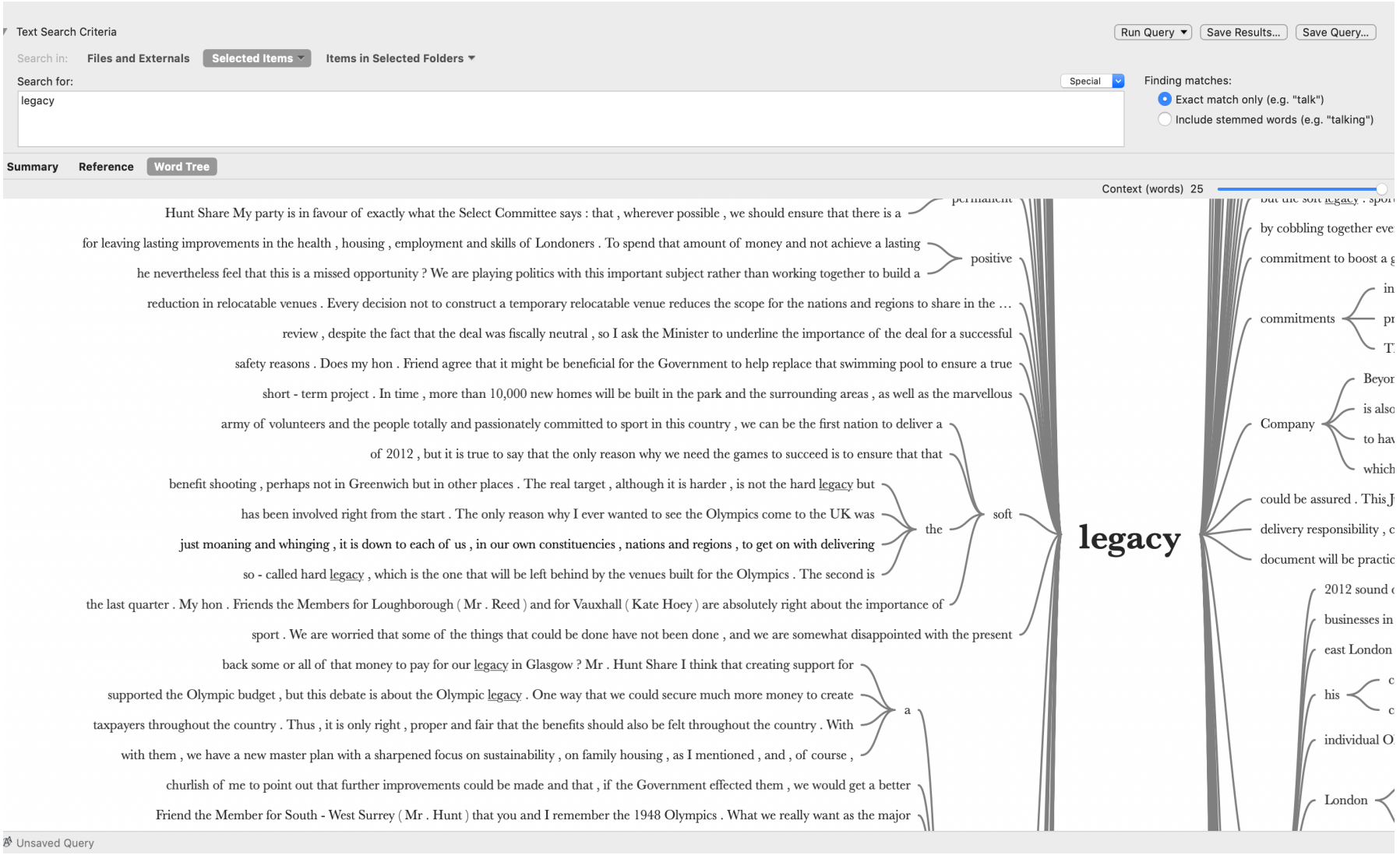
Appendix 14: NVivo 12 Word frequency



Appendix 15: NVivo 12: Nodes Soft Legacy coding



Appendix 16: NVivo 12 Tree content analysis coding



Appendix 17: Example of Hansard transcript

Contents Written Statements Culture, Media and Sport
the header is the back/forward navigation and the title of the debate
Previous
Government Olympic Executive (Quarterly Report)
Next
Share this debate

23 October 2012
Volume 551

The Minister of State, Department for Culture, Media and Sport (Hugh Robertson) Share this contribution I am publishing today the Government Olympic Executive's final quarterly report—"London 2012 Olympic and Paralympic Games Quarterly Report October 2012". Following the successful conclusion of the games, this report explains the latest budget position as at 30 September 2012, and outlines the investments which are being made from the public sector funding package for the London 2012 Olympic and Paralympic games. The overall cost of the games is forecast at £8.921 billion, a saving of £377 million on the £9.298 billion budget. Including contingency held for the Olympic Delivery Authority (ODA) and the London Organising Committee of the Olympic Games and Paralympic Games (LOCOG) risks there remains a total of £480 million of uncommitted contingency within the £9.3 billion public sector funding package (PSFP). The anticipated final cost of the ODA's construction and infrastructure programme is £6,714 million, a £47 million reduction since the previous report in June this year. With additional savings in the period to 30 September 2012, the amount saved by the ODA against the original budget has now reached £1,032 million. The published figures include additional funding made available to LOCOG in the run up to the games, while the costs of policing and wider security, and venue security, have reduced in the period. The London 2012 Olympic and Paralympic games are viewed as a success by athletes, spectators, dignitaries and the media. Team GB and Paralympics GB finished third in both the Olympic and Paralympic medal tables with 185 medals won across both games, 63 of which were gold. The handover of the Olympic park from LOCOG to the London Legacy Development Corporation, the mayoral body responsible for delivering the transformation works, is under way and on track. Any underspend in the PSFP will be retained by HM Treasury, though any moneys remaining at the conclusion of the programme in the Olympic Lottery Distribution Fund will be transferred to the National Lottery Distribution Fund to benefit lottery good causes. I would like to commend this report to the Members of both Houses and thank them for their interest in and support for the London 2012 games over the past few years. This is the final report on the games, but further public updates will be made as required until the completion of the programme in 2014. Copies of the quarterly report October 2012 are available online at: www.culture.gov.uk and will be deposited in the Libraries of both Houses.

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