

Supplementary Material : Key themes development process

Developed Theme	Coding Category	Description		
Teaching and coaching experiences develop an efficacy basis for a career in teaching	Teaching and coaching experiences through PE and Sport	Coaching began during adolescence Coaching role has influenced my desire to teach Confident in my own sporting ability Opportunity to teach and support lower year groups at school		
	Participation in sport	Volunteering opportunities have provided some good ideas and support from staff		
	Relationships with PE teachers	Teaching staff at school were an inspiration Some teachers had 'favourites' Not all pupils were fully included within lessons		
	Strengths and weaknesses of teaching observations	Good teachers were role models and provided good sporting/learning experiences		
Knowledge of Banduras self-efficacy model provides an understanding of the contextual variables that influence PE teaching efficacy	Banduras self-efficacy model: contextual experiences and the social environment	Task Mastery Planning has supported lesson plan delivery/success	Verbal Persuasion Parental support and encouragement are motivating Feedback comments help to develop strengths and character PE teacher encouraged me to go into teaching	Vicarious experiences Observing how to managing equipment Proud parents, this installs belief in my ability Parents were involved in sport throughout my childhood I have experienced sport throughout all stages of my life
	Key skills and attributes of role models	Being successful at sport as a child helps with		
	Parental, teacher guidance and support	teaching/coaching Failure at a task makes me more determined Have developed my own teaching style and what works best		
Students' understanding of prior experiences and anticipated challenges	Zach et al (2012) PE teaching efficacy scale: understanding current strengths and weaknesses	Recognise the skills/qualities of others in key roles It is somewhat difficult to plan for and challenge all pupils Learning through practical activities is more beneficial Coping with constraints such as lack of space is difficult Getting through to unmotivated pupils is difficult		
	WBL Placements	Experiencing a range of different school settings is really helpful Consistency with teaching groups is important. It takes time to get to know pupils and plan		
Processes to enhance PE teaching efficacy during the professionalisation phase	HE experiences	Observing lots of different teaching and learning styles is helpful Pedagogy modules have helped to develop new ideas of practical delivery		
	Subject knowledge development	Reflection process is helpful and supports future lesson plans Content from prior learning and during lectures are now starting to make sense		
	Feedback from tutors	Teaching to peers is difficult but has benefits WBL placements is key and assists the development of subject knowledge		