

# PHYSICAL EDUCATION

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Edited by  
David Kirk

MAJOR THEMES IN  
EDUCATION

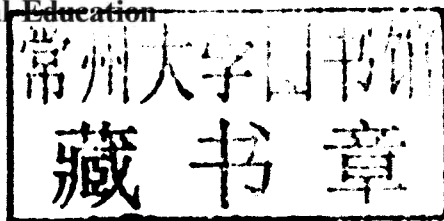


# PHYSICAL EDUCATION

Major Themes in Education

*Edited by*  
*David Kirk*

Volume III  
Teachers, Teaching and Teacher Education in  
Physical Education



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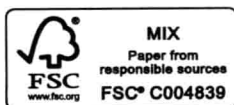
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# INTRODUCTION

*David Kirk*

The notion of occupational socialisation is a useful way to consider the literature in this volume on teachers, teaching and teacher education in physical education. This is because teachers' knowledge and beliefs, teaching styles and task setting, and teacher education and professional development constitute the socialisation into teaching process, from the recruitment phase through initial teacher education to ongoing professional development within schools as organisations. The socialisation process itself has been the topic of research, identifying anticipatory, professional and organisational phases within this process (Lawson, Chapter 60 in this volume). Within each phase, teachers' knowledge and beliefs and the formal and informal processes of teacher education and continuing professional development take on specific characteristics (Armour and Duncombe, Chapter 49 in this volume). A recurring theme in this literature is the extent to which the socialisation process results in the reproduction of traditional practices of teacher education and technical forms of teaching, and the possibilities for more critical and emancipatory forms of teacher education and teaching that can address moral and social issues.

## **Socialisation and reproduction in teaching and teacher education**

Lawson's landmark paper (Chapter 60) was an attempt to develop a model of teacher socialisation in physical education. Drawing on research conducted elsewhere in teaching and also in medicine and law, Lawson valuably introduced physical educators to the idea that the process of occupational socialisation has three distinctive phases: an anticipatory phase from birth to entry into a teacher education course, a professional phase during teacher education, and an organisational phase when newly graduated teachers enter the workplace. He also introduced the notion from Lortie's famous study *Schoolteacher* of the 'subjective warrant' for recruitment into teaching, which subsequent research has shown has common characteristics among

physical education teachers, including a love of sport and a desire to work with people and for an 'outdoor' or active job.

In developing his model of teacher socialisation, Lawson had noted Hendry's study of physical education teachers' survival in a marginal role (Chapter 57). As teachers of a practical subject within an academic curriculum, physical education teachers, argues Hendry, have a particular identity, as a not-too-bright though companionable man of action. According to Lawson's emerging model of teacher socialisation, this identity was for many physical education teachers already mature and well-developed *prior* to their entry into teacher education, suggesting that their biographies of experience as children and youth played a profoundly important role in shaping identity. In Chapter 52 Doolittle *et al.* show how three student teachers' beliefs formed prior to entry to their course acted as filters for new knowledge about physical education. Doolittle and her colleagues conclude that even though there was some adaptation over the course of time, these student teachers' initial beliefs persisted and in some cases were strengthened by the end of their course.

We will consider the effects of teacher education in this socialisation process in a moment. Lawson's model and subsequent research on it suggests, however, that teacher education has the weakest influence of the three phases on teachers' beliefs about physical education. Matching the power of the anticipatory phase is the organisational phase and newly qualified teachers' on-the-job experience. Tinning, in Chapter 68, argues that as student teachers in schools and then as newly qualified teachers, physical educators engage in a 'pedagogy of necessity' as they seek to learn ways to survive the pressing demands of schools as institutions. In Chapter 50 Brown and Evans claim that the social interactions between new and more experienced teachers form intergenerational links that underpin the reproduction of past practices and of gendered and other socially constructed practices. Alongside the various influences on teachers' socialisation in this personal dimension, Green proposes in Chapter 56 that additional influences on what he calls 'teachers' philosophies' of physical education occur within local and national dimensions. While the personal, local and national dimensions are interdependent, he argues nevertheless that their combined impact on the socialisation of individual teachers will be complex and may take different forms.

### **Teacher education and professional development**

The research literature on occupational socialisation into physical education teaching has produced evidence to suggest that some of the influences of teacher education courses are 'washed-out' during the first few years of teaching, particularly those aspects that do not fit with the status quo of regular school practice. It is therefore unsurprising that much of the research literature on physical education teacher education (PETE) has been concerned

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to address fundamental questions about its effectiveness and the need for its reform.

Chapter 55, Graber's qualitative study of studentship in undergraduate teacher education focuses on how students learn to 'play the game' in order to get through their course, reinforcing the implications of the model of occupational socialisation that teacher education may have little profound or lasting effect on student teachers' beliefs compared with their already formed perspectives on physical education developed prior to beginning their course. In order to explore the underlying effects of PETE, several studies have focused on student embodiment, on narratives of experience, and on personhood and pedagogy. For example, in Chapter 53 Dowling investigates embodied ways of knowing and the emotional geographies in PETE, and seeks to explain why it is acceptable to respond negatively to the inclusion of emotion in discussions of PETE. In Chapter 62 Maivorsdotter and Lundvall studied how it feels for students to move in a volleyball unit, and they use students' stories to explore the aesthetic experience of playing volleyball as a form of embodied learning. Sicilia-Camacho and Fernández-Balboa, in Chapter 66, establish the relationship between personhood and pedagogy, and argue for the need to develop ethical principles for how we act in and on the world as teachers and teacher educators.

The groundwork for this research that has sought to dig beneath the surface effects and experiences of PETE was established in studies by researchers such as Gore and Tinning. In Chapter 54 Gore focuses on the use of reflection within a teacher education course, and students' responses to technical, educational and socially critical foci of reflection. She discovers three responses to the requirement for students to engage in reflection: recalcitrance, acquiescence and commitment. She concludes, however, that student responses could not be simply described in this way and proposes that the concept of 'pedagogy as text' permits more nuanced and complex accounts of learning to teach physical education. Similarly, through the construct of 'problem-setting' first set out by Lawson, Tinning argues in Chapter 69 that the dominant pedagogical questions in PETE are defined as technical and require responses in the form of performance pedagogies from teachers. He claims, however, that performance pedagogy offers a limited vision of physical education that excludes moral and social problems and, consistent with other research in this volume, leads to the reproduction of dominant forms of practice. He proposes a radical resetting of problems that require alternative critical and postmodern pedagogies. In a more recent contribution, Sicilia-Camacho and Brown (Chapter 65) note a regressive process in relation to the conceptualisation of teaching styles, based on the work of Mosston, from liberalised to more technical, objectified teaching that de-personifies both learners and teachers.

Each of these papers, from a range of perspectives, suggests that fundamental rethinking of PETE may be required. Certainly this is the view of Pascual,

who argues in Chapter 63 that physical educators have lost the meaning of physical education teacher education and need to address fundamental questions to recover this meaning. In Chapter 49 Armour and Duncombe, for their part, note the importance of continuing professional development (CPD) beyond initial teacher education, and the neglect of this extended form of professional preparation. Drawing on lessons from the history of PETE, they argue for recognition of the centrality of CPD to the renewal of the practice of physical education, and for the need to assist teachers to develop the skills and knowledge required to meet the many new challenges they face.

### **Teachers' knowledge and beliefs**

The socialisation of teachers is a complex process because the field of physical education itself has a wide-ranging content, multiple learning outcomes for students and is multifaceted. The skills and knowledge required to teach physical education reflect its multifaceted nature and purposes. The considerable demands of teaching physical education are illustrated very well in Chapter 70 by Tousignant and Siedentop, which seeks to apply Doyle's (1979) classroom ecology paradigm to physical education. Their study focuses on the tasks teachers set in physical education lessons, how students responded to these tasks and how the various contingencies operating in physical education classes (e.g. accountability systems) were implemented and how they influenced student achievement.

Exploring two traditions of research on teacher knowledge, Amade-Escot (2000) discovered similarities between programmes of research concerned with the Anglophone focus on 'pedagogical content knowledge' and Francophone *didactique*. In both cases, studies suggest that the knowledge required to teach physical education is highly specific to particular forms of activity (games, aquatics, gymnastics) and undergoes long-term development in relation to teachers' experience and competence. Investigating this notion of the domain-specificity of teachers' knowledge identified by Amade-Escot, in Chapter 51 Capel and Katene focus on students entering a postgraduate teacher education course. They found that students believed their strongest subject matter knowledge to teach physical education was in traditional team games while their weakest knowledge was in Outdoor and Adventurous Activities and Dance.

In Chapter 67 Siedentop offers a wider perspective on Capel and Katene's study. He argues that due to the ongoing academicisation of PETE courses since the 1970s (Lawson, 1991), teachers who graduate from PETE programmes, through no fault of their own, have inadequate content knowledge for teaching physical education. He proposes that this inadequacy supports a superficial approach to teaching physical education in schools, in which introductory units are taught 'again, and again and again'. Echoing Siedentop's

## INTRODUCTION

analysis, Lounsbury and Coker suggest in Chapter 61 that, given the centrality of motor skills in physical education programmes, a renewed commitment is required towards teachers developing skill analysis competency, which Lounsbury and Coker consider to be inadequate. Rovegno's study of one student teacher's dividing and sequencing of subject matter in physical education (Chapter 64) provides empirical support for Siedentop's and Lounsbury and Coker's critiques. She shows that the student teacher imposed inappropriate biomechanically informed models of skills on learners that 'molecularised' the subject matter. Moreover, she shows how the student teacher sought to develop children's skills following a linear notion of learning progression that omitted key phases of extension and refinement between introduction and application.

In Chapter 58 Hickey studied two student teachers' engagements with critical social discourses during their teacher education course. He contends that while the arguments for the development of a critical pedagogy in PETE are persuasive theoretically, there are nevertheless limits to the extent to which student teachers can develop socially critical perspectives. In a further development of Hickey's theme, Kelly *et al.* argue in Chapter 59 that there are multiple attempts to tell the truth about what is good teaching in physical education. They propose that, in conditions of 'reflexive modernisation', teachers and teacher educators must not be paralysed into inaction by uncertainty and contingency, but must instead seek to open up generative new spaces for thinking and acting in physical education teaching and teacher education.

## Conclusions

The concept of occupational socialisation into teaching offers a useful framework to think about and organise the research literature on teachers, teaching and teacher education in physical education. This framework allows us to consider the development of teachers' beliefs, knowledge and skills prior to entry into teaching, during their formal teacher education courses and any subsequent professional development, and their entry into the workforce as qualified teachers. The concept of socialisation into teaching was also influential in moving initial physical education research on teacher effectiveness, with its primary focus on teachers' technical skills developing within the classroom, to include other personal, local institutional and wider national and cultural dimensions of becoming a teacher of physical education. In the main, this literature provides support for the thesis that the anticipatory and organisational phases of socialisation have a more profound and lasting influence on teachers' beliefs, knowledge and skills than the professional phase during formal teacher education. These findings point both to the need for reform of PETE and to the central importance to the sustainable renewal of physical education of continuing professional development.

## INTRODUCTION

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# TEACHERS' CONTINUING PROFESSIONAL DEVELOPMENT IN PRIMARY PHYSICAL EDUCATION

Lessons from present and past to inform the future

*Kathleen M. Armour\* and Rebecca Duncombe*

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There is a growing recognition that teachers' learning, and effective policies and structures to support it, should be at the heart of government policies to improve standards in education (Day, 1999). In England, the continuing professional development (CPD) landscape for teachers is changing; and professional development in physical education (PE-CPD) is at the forefront of the new developments. In October 2002, the government announced funding of £450 million to transform the quality of physical education in England, and a key element of the strategy is to fund a National PE and School Sport Professional Development Programme for teachers and other adults working in schools. This paper focuses on primary school PE-CPD within that framework. Vignettes of the PE-CPD experiences of practising primary school teachers and an historical analysis of earlier attempts to enhance teachers' learning indicate that a fresh approach to PE-CPD is indeed needed. However it is argued that more fundamental changes may be required if the national programme is to achieve its objectives and be held accountable for major advances in teachers' and pupils' learning in primary PE.

## **Introduction: CPD in an age of accountability**

Two questions that need to be considered for any accountability system are: (a) What counts? and (b) Who is held accountable?

(Linn, 2003, p. 3)