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Helping Pre-Service and Beginning Teachers Examine and Reframe Assumptions About Themselves as Teachers and Change Agents: “Who is Going to Listen to You Anyway?”

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The focus of this article is how to ensure (beginning) teachers' needs as practitioners are part of the discursive dialogue in physical education teacher education programs. We consider the relationship between 'structure' and 'agency,' teachers as 'change agents' and refer to 'workplace learning' as we examine the extent to which the social structure of the school and the teaching profession, and / or the capacity of the individual to act independently, ultimately determines a teacher's behaviour in reaction to teaching expectations. We are interested as physical education teacher education faculty in how we (1) strive to help pre-service teachers examine and reframe assumptions about themselves as teachers and change agents, and (2) examine taken-for-granted school practices and processes. We share ways that physical education teacher education programs could encourage pre-service teachers agency and the relationship between initial teacher education and induction.

Keywords Physical education teacher education, structure, agency, workplace learning

Interest for this article developed from a study that considered the extent to which conditions such as appropriate teaching assignments, working relationships with teaching colleagues and school organization and leadership, exposed beginning and experienced physical education teachers teaching in Ireland to a number of experiences, including reality shock, wash out effect, isolation, and burn out (Hartley, 2011). Findings were remarkably similar to other international studies with respect to the significant variables that affect teaching performance (Darling-Hammond & Sclan, 1996; Johnson & The Project on the Next Generation of Teachers, 2004) and specifically in teaching physical education (Blankenship & Coleman, 2009; Stroot & Whipple, 2003). Building on confirmatory data, and conscious of moving the field to consider how we challenge the practice of teaching, we share three critical incidents and associated potential practices that strive to encourage pre-service teacher (PST) agency and, in particular, the relationship between initial teacher education and induction. Before suggesting such practices, we set a context informed by the dialectical relationship between structure and agency (including teachers as change agents) as well as workplace learning.

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Structure and Agency

An interest in examining beginning teachers' experiences and reactions to teaching in a school leads us to consider the extent to which the social structure of the school and the teaching professional, and/or the capacity of the individual to act independently, ultimately determines a teacher's behaviour in reaction to teaching expectations. This draws us to consider the relationship between 'structure' and 'agency.'

Structure refers to the rules and resources which seem to influence or limit the choices and opportunities that individuals possess. As Giddens (1984) explains, structure tends to be employed with the more enduring aspects of social systems in mind. Giddens's (1984) admits to using the concept of 'structures' "to get at relations of transformation and moderation which are the 'circuit switches' underlying observed conditions of system reproduction" (Giddens, 1984, p. 24). Structure inherently therefore refers to social positions and relations between social positions. An example that relates to this article is that of the teaching profession, where, while beginning teachers may have some freedom to exercise their own will to act in a school, their actions are likely to be constrained by the accepted and traditional practices of teaching. Pressure from more experienced teachers, school principals, and even peers may prevent beginning teachers from having a free reign in doing anything they want.

Agency refers to the capacity of individuals to act independently and to make their own free choices, "Agency concerns events of which an individual is the perpetrator, in the sense that the individual could, at any phase in a given sequence of conduct, have acted differently. Whatever happened would not have happened if that individual had not intervened" (Giddens, 1984, p. 9). Giddens reinforces that agency refers not to the intentions people have in doing things but to their capacity of doing those things in the first place, acknowledging that what the agent 'does' is determined by the control he/she has in terms of particular phenomena. This encourages us to move our research interest from focusing solely on what we believe PSTs'/beginning teachers' intentions are on entering the teaching profession to examining what they 'do' in the school context. This in turn encourages us to examine the social positions and relations between social positions that arise as PSTs and beginning teachers undertake teaching duties in schools.

As noted earlier, an abundance of teaching performance literature strongly implies that (beginning) teachers are socialized into school and teaching structures that relatively quickly shape the teachers' submissive disposition towards teaching, implying no dialectic between structure and agency. That is, the omission of a process of negotiation between a social system and a person, what Schempp and Graber (1992) refer to as a 'dialectic process.' However, there is evidence that opportunities for learning provided by work, in this article teaching, are governed as much by the position and disposition of the individual, as by the organisation and practices of the workplace (Hodkinson & Hodkinson, 2004). The latter scenario moves towards developing a duality (Bourdieu, 1984, 1990; Giddens, 1984) portraying structure and agency as inextricably linked (i.e., while social structures can be seen to influence human behaviour, humans are also capable of changing the social structures they inhabit). That is "structure is always both enabling and constraining, in virtue of the inherent relation between structure and agency (and agency and power)" (Giddens, 1984, p. 169).

Bourdieu's concept of 'habitus' (1977, 1984, 1990) focuses on the link between structure and agency by incorporating society into the body. That is, the only way in which to understand social life is by considering the embodiment of individuals within particular

'fields' through their habitus. Bourdieu explains that habitus consists of a battery of dispositions that orient an individual in any situation, and thus strongly influence their actions and reactions. There is therefore a tendency to judge an individual's ability to develop the relevant habitus within a particular field. This encourages us, as teacher educators, to consider not only the extent to which physical education teacher education (PETE) programs, schools, and teaching influences teachers' dispositions but also how teachers can challenge, and perhaps change for the better, the schooling and teaching structures that they inhabit. We are conscious that this may necessitate encouraging teachers not to pursue a social action that is compatible with current practices of the teaching field but rather challenge the reproduction of current conditions. Challenging common practices however may subsequently jeopardize such teachers' membership in the teaching community.

Teachers as 'Change Agents'

Michael Fullan (1999, 1993) conveys change agency as a moral imperative, believing teachers to be moral actors whose job is to facilitate the growth and development of other human beings. Students depend on teachers to have their best interests at heart and to make sound educational decisions. Subsequently, teachers have the moral obligation to do all they can to fulfill these expectations. Fullan (1993) suggests four core capacities for building greater change capacity: (1) Working on 'personal visions' means examining and re-examining why an individual comes into teaching; (2) 'Inquiry' is necessary for forming and reforming personal purpose, fueled by information and ideas in the environment; (3) 'Mastery' involves strong initial teacher education and career-long staff development, cautioning that teachers need to know where new ideas fit and become skilled in them, rather than just advocating for them; and (4) Personal and group mastery thrive on each other in learning organizations, leading to the fourth core capacity of 'collaboration.' We share later in the article how the four core capacities could be linked to pedagogical practices.

Connor and Lake (1988) believe a good change agent has an interest in change and a vision for the future, is persistent and anticipates problems, has a combination of a big picture orientation and the ability to attend to a myriad of details, and can secure cooperation. However, there is an abundance of literature that acknowledges that the idea of being a change agent is clearly problematic for PSTs/beginning teachers (Connor & Lake, 1988; O'Sullivan, 2003; Price & Valli, 2005). As Price and Valli (2005) explain, not only are they in relatively powerless positions to effect change within their school contexts, but as novices, they often have difficulty even thinking of themselves as teachers, much less as change agents.

PETE programs' failing to provide prospective teachers with the necessary knowledge to become 'change agents' is a major contributor to what is referred to by Fernandez-Balboa (1997) as a crisis in physical education. As O'Sullivan (2003) acknowledges, there is a criticism levied against PETE programs that they are overly concerned with producing teachers who follow change, rather than lead it, with teachers struggling to act as change agents in school environments unless supported by the school. While it is acknowledged that beginning teachers cannot be expected to transform schools, there is a necessity for PETE programs to educate the PST in engaging with change. If beginning teachers are to promote change, they must understand how schools work. PETE programs must provide teachers with necessary learning experiences and strategies that, when employed, bring some degree of change.

Workplace Learning

Workplace learning encourages us to revisit the structure/agency dynamic, illustrating how individuals and their learning contexts of work cannot be considered separately. Workplace learning can refer to knowledge or skills gained through any interactions in the workplace that result in changes in behaviour, understanding and/or attitude. Approaches to work practice are often intentionally organised to structure workers' access to the knowledge they need to learn to sustain the practice (Billett, 2001). Effective strategies, tactics and methods for supporting workplace learning is well-established (Billett, 2001; Cunningham, Dawes & Bennett, 2004; Malloch, Cairns, Evans & O'Connor, 2010), including schoolteachers' workplace learning (Hodkinson & Hodkinson, 2005, 2004).

Billett (2001) shares a number of identifying features of the workplace and related workplace learning. Workplace goals and practices determine workplace culture, tasks, and activities and by association shape the kind and quality of learning/how individuals participate in work. Approaches to work practice are often intentionally organised to structure workers' access to the knowledge they need to learn to sustain the practice. The pathways of activities in workplaces are often inherently pedagogical, as they focus on continuity of the practice through learning. Billett's (2001) notion of workplace learning supports the structure-agency dualism mentioned previously, "the core of workplace pedagogic practices may be understood through a consideration of reciprocal participatory practice at work, which include the tensions between the continuity of individuals and the continuity of social practices are played out in workplace settings and through work." Readers are directed to Billett (2001) and Lee et al. (2004) for engaging overviews and critical discussion of the main themes and perspectives concerning workplace learning. Both examine in more depth how structure ('organisational structure') and agency ('individual engagement') operate through a dynamic whereby each stands in a complex and mutually constitutive relationship to one another.

Billett (2008) conceptualises workplace learning as a relationally interdependent process between the opportunities workplaces afford for activities and interactions, and how individuals engage with these (not dissimilar to the mechanics discussed earlier between 'structure' and 'agency'). This conception is extended by Maxwell (2010) to a third base of participation that is the affordances of the initial teacher education course.

Maxwell's (2010) point of reference was in examining learning and skill sector teachers (i.e., teachers who enter the education sector as a second career to teach a subject related to their prior vocational experience and undertake initial teacher education on a part-time in-service basis, alongside their teaching work). There are similarities here to PSTs who are enrolled on PETE programs with opportunities to complete blocks of teaching practice placements at various points throughout the program of study. Maxwell (2010) explains that course affordances are likely to include activities and interactions that generate knowledge of learning and teaching and provide guidance on how to teach. There is an acknowledgment that these affordances are shaped by the socially and historically derived norms, practices, and relationships of the team delivering the course, as well as their organisational values and practices and the wider political context. Maxwell encourages us to "conceptualise the ways trainees reconstruct learning in a continuous transactional process of boundary crossing between course and workplace" (Maxwell, 2010, p. 185). Maxwell (2010) proposes that better integration of course and workplace learning, through guided participation in an intentional workplace curriculum (Billett, 2002) and attention to the ways trainees choose to engage with this, has the potential to improve trainee learning.

Due to the nature of teacher education programs preparing PSTs to teach in schools and the centrality of schools in providing placements, Billett's (2002) notion of an intentional workplace curriculum, where there is better integration of course and workplace learning, has more likely been a default practice of many teacher education programs. That is not to deny the power that such a notion has in re-examining the way in which the PETE program and its relationship with schools provides workplace affordances for learning. That is, ways in which the PETE program can more effectively align teacher education and 'work' (teaching in schools) to provide an authentic curricula that offers authentic work activities that contribute to the development of knowledge and understanding. Appreciating that different work settings will offer different affordances, it is imperative that if PETE programs are to promote and engage with the preparation of change agents, that a culture where activities and interactions develop PSTs' ability to become change agents is created. PETE faculty attached to the program also need to be change agents themselves. Maxwell (2010) warns that developing an intentional curriculum and guided participation are insufficient on their own to improve trainee learning, since trainees' beliefs, dispositions, and prior experiences significantly influence their engagement with workplace and course affordances for learning. Conscious of this, a number of the practices we propose later in the article are concerned with enabling PSTs to recognise the impact of these influences on their learning and in challenging them to break away from past beliefs and experiences.

Informed by the work of Jean Lave, Zukas (2006) calls for a more situated understanding of teaching as a way of exploring what might be called 'pedagogic workplace learning.' She suggests that if we view pedagogy and pedagogic learning as inextricably linked between individuals and contexts, we can avoid arguments between structure and agency and understand that individual teachers embody the historical, cultural, economic and political contexts of education as well as producing educational contexts through their own histories, politics and values.

Workplace learning encourages future study of the nature of the (beginning) physical education teachers' work and the way they continue to acquire skills related to teaching. While there is consistency in determining what improves workplace learning experiences (giving attention to the authenticity of learning activities, quality of learning activities, and guidance of others), it would be informative, taking a lead from Billett's (1992) studies of 'skilled workers,' to determine what sorts of learning arrangements are valued by teachers and why they are valued. This is a possible focus for future interest.

Zeichner and Gore (1995) cautioned against romanticizing what can be accomplished during a preservice program. Our focus is on proposing suggestions on how we can best help PSTs examine and reframe assumptions about themselves as teachers and change agents, as well as examine taken-for-granted school practices and processes (Price & Valli, 2005). Agreeing with McCaughtry (2009) "we cannot prepare PETE students to transform the school physical education landscape without providing them with a vision of the challenges they will likely encounter and a skill set for working through and overcoming them" (p. 196).

Our intention is to firstly share a critical incident that portrays the consistency and prominence of a particular experience across a sample of beginning teachers in response to their workplace conditions. Details on the methodology of the study from which these critical incidents arose, including the sample of teachers, the collection of data and the analysis of data are available in Hartley (2011). A short commentary follows each critical incident before sharing ways in which PETE programs could strive towards encouraging the agency of the PST and in particular, the relationship between initial teacher education and induction.

Critical Incident 1: Transitioning from PETE to Teaching in a School

I was only here [in the school] and she [physical education teacher] was saying basically, you are doing this and you are doing that. I am a professional. I should be able to decide the way that best suits me. It strained our relationship that bit more because I was resentful . . . I was hoping to have a teacher who I could feed ideas off and who I could give ideas to . . . that I could go and talk things over with . . . I feel she did not engage with me as a physical education teacher professional—to go through ideas or strategies or different things that I might have picked up and different things that she might have picked up (. . .) I do not think I could get her around to the way I want to do things. It frustrates me but I try not to let it bother me as much . . . She was not receptive or open to change. When I would come up with an idea, she would be like, ‘No that would not work.’ It might not have worked for her but I felt maybe I would like to try it and see if it works for me. (Mary Beginning Teacher, Interview, 28/03/2010; Interview, 08/06/2010)

Commentary 1

Mary reports how her longing to interact with a colleague on teaching physical education was not entertained, and that she was not allowed an opportunity to implement the strategies and skills she had acquired during her PETE program. We are conscious that other studies found that having fellow physical education teachers who teach differently than the beginning teacher can be discouraging and may affect how they teach (Smyth, 1995), and in some instances result in wash-out of well-learned teaching skills (Blankenship & Coleman, 2009).

It is reported that individual teachers’ identity and dispositions contribute to the construction, development, and reconstruction of what could be termed the working culture of school departments. There is an acknowledgment that the working practices and learning approaches of those teachers are both enabled and constrained by those cultures (Hodkinson & Hodkinson, 2004). In conducting six longitudinal case studies of in-service trainees during their first year of school-based initial teacher education, Maxwell (2010) reported that the trainees recounted ways in which interactions with their workplace mentors had supported their learning. Trainees reported constructing practical knowledge as their mentors modeled practices and shared resources as well as conveying how conversations and co-teaching with their mentor offered different perspectives, such as different ways of approaching learners, and new teaching methods. In another study examining the importance of mentoring support in beginning teachers’ professional learning in the induction year, Carter and Francis (2001) reported, perhaps more in support of Mary’s experiences noted above, that workplace learning restricted to simple ‘hierarchical apprenticeship’ served only to replicate the past and reinforce the conservatism and conformism that has characterized pedagogy in many schools.

Practices to Address Critical Incident 1

While it is commendable that Mary persevered with her intent to implement new ideas to the physical education program, in some instances there may be a mismatch in what is deemed appropriate to teach in school physical education between a PETE program and the school. Such a mismatch conveys the importance of ‘bridge building’

between initial teacher education and professional development as a teacher (Killeavy, 2006).

One way in which to build that bridge is to provide PSTs with opportunities to understand the principles, concepts, and skills that promote best practices, professional leadership, and critical inquiry. The development of a professional portfolio could provide evidence of their preparation to teach including, (1) a teaching metaphor analysed, revisited, and revised that reflects their philosophy of teaching (Tannehill & MacPhail, in press), (2) a professional development plan to guide their first year of teaching, (3) planning for physical education advocacy in their teaching practice school, and (4) a response/reaction to recent developments in school physical education. The professional development plan would be expected to be the most obvious requirement of the portfolio linked to the 'bridge building' between initial teacher education and induction. In compiling their professional development plan, PSTs could be asked to identify at least three areas in which they would like to improve during their first year of teaching, design at least one goal for each of these areas, identify strategies they intend to use to assist them in reaching each goal, and identify a timeline to achieve the goal. We acknowledge that this does not address the problem of having a colleague or mentor who is not helpful or does not allow the novice to test new ideas.

The provision of a safe and monitored environment for PSTs to undertake a substantial final year project has the potential to enhance the transition of knowledge and practices from the PETE context to school, and explore PSTs' disposition to being a change agent. The project could encourage them to research, discuss and analyse a topic related to the teaching and learning of school physical education within their particular teaching placement context. To enhance the potential for this requirement to encourage teachers to engage with their role as change agents, an action research methodology (as advocated for in physical education by Casey, Dyson & Campbell, 2009; Lawson, 1991; Tinning, 1992) should be employed. Action research would hopefully encourage PSTs to consider the best means by which to operate in a school that will allow them to try out teaching strategies and skills that may be new to a particular physical education program. An opportunity for PSTs to share their experiences from such practitioner research with their peers and teachers would only heighten their understanding of how best to link research to practice.

Crucial to these practices being included in a PETE program is maintenance of the PSTs' and beginning teachers' 'inquiry,' one of Fullan's (1993) core capacities for building greater change capacity, to enhance their learning and, by association, strive to improve student learning. Another of Fullan's core capacities, 'mastery,' is a concern of PETE programs when faced with critical incidents similar to Mary's where beginning teachers are discouraged from introducing new ideas to a physical education program. In preparing to teach a particular activity in schools, PSTs should be primed to provide a rationale for why they wish to try the activity, provide evidence on how it has been implemented previously and to what effect, as well as demonstrate they have researched the skills necessary to deliver it successfully. This emphasis encourages PSTs to consider how best new or different activities complement an existing physical education program and become skilled and informed advocates of those activities.

Critical Incident 2: Isolation as a (Un)welcomed Form of Autonomy

There is no other physical education teacher in the school so effectively I am the Physical Education Department. I found it difficult to adapt to the level of responsibility being directed towards me. With regard to physical education, I

must admit I am alone (. . .) my teaching has not been interfered with during the course of the year. The other teachers have not questioned how I am getting on. They have not offered advice either on how to teach different aspects of each syllabus. There has been no physical education-focused support system for me and there has been no-one that I could turn to during the year with physical education questions (. . .). There is nobody to tell you, 'This is how you teach' . . . Once I was gone, that was it. It was a shock being the only physical education teacher. Suddenly I was responsible for all the plans, timetabling, pupils, everything . . . You have a lot of things being thrown at you. At the start there was a sense of panic. You find yourself fighting your own corner when you are on your own. (John Beginning Teacher, Prompt Sheet 1, 6/11/2009; Prompt Sheet 4, 14/05/2010; Interview, 03/06/2010)

Commentary 2

Similar to previous findings, most situations where teachers were the only physical education teacher in the school resulted in the related isolation being constructed as negative (Blankenship & Coleman, 2009; Smyth, 1995). John noted the difficulty in having no-one with whom to share ideas or receive feedback on teaching. Lawson's (1989) organizational workplace and personal-social factors suggests that giving a teacher more control over what or how to teach will help to inhibit wash-out, as will a teacher with a disposition for challenges and independence. In some instances reported by the teachers, having no interferences from other physical education teachers appeared preferable to some of the experiences teachers were conveying when interacting with their peers (Hartley, 2011). Subsequently the level of autonomy a beginning teacher experiences can be construed, depending on the circumstances, as an advantage or disadvantage to their teacher socialization.

From the six longitudinal case studies of in-service trainees during their first year of school-based initial teacher education reported previously (Maxwell, 2010), there were also instances where trainees were acutely aware of isolation, limiting opportunities to develop affective relationships and access feedback.

Practices to Address Critical Incident 2

This critical incident conveys the potential of Fuller's (1993) core capacity of 'collaboration' for building greater change capacity. Without collaboration, beginning teachers miss out on the opportunity for inquiry-oriented discussion to inform sound educational decisions. Regardless of beginning teachers constructing isolation as a positive or negative experience, it is imperative that PETE programs develop and practice the habits and skills of collaboration (Fullan, 1993). Conscious that a substantial amount of the time PSTs spend in teaching placements is on their own, we suggest a number of practices that may encourage PSTs to consider how best to communicate with potential colleagues in the future.

The 'World Café Strategy' (Brown & Isaacs, 2011) is a collaborative dialogue process that draws on the collective intelligence of a group, shares knowledge, and provides creative solutions to challenging questions. The strategy supports PSTs putting themselves in situations that will challenge them to share a personal perspective and subsequently identify what they need to address in their interactions and communications with others. This strategy could be explored with PSTs to encourage and develop a desire to engage with colleagues on behalf of their school, students, and subject matter of physical education.

Encouraging PSTs to see themselves as emerging professionals, working with peers and part of a larger physical education community committed to lifelong learning and professional development, may develop PSTs' consideration of how best to communicate with potential colleagues. Preparing and delivering curriculum workshops for PSTs in earlier years of the PETE program, or to practicing teachers, would allow PSTs to appreciate the role they have in contributing to the teaching profession community. PSTs could then prepare a two-page paper describing the value of this experience to their development as a young professional. Providing such opportunities for PSTs/beginning teachers will, in instances where their exposure is to more recent and innovative methodologies of teaching than perhaps well-established teachers, result in PSTs/beginning teachers experiencing being at the forefront of curriculum development and practice.

Opportunities should also be provided for PSTs and beginning teachers to become part of a community of physical education teachers, and engage with colleagues working in similar situations regarding possible class content and ideas. Exposure to, and attendance at, regional, state, or national conferences, particularly those of the physical education professional association, is paramount in promoting and encouraging PSTs' and beginning teachers' contribution to a community of physical education. The opportunity to present their experiences of teaching and related action research should be encouraged. Perhaps facilitated by PETE programs, groups of teachers should be encouraged to organize meetings around areas of interest/professional development that is relevant to that particular group.

Critical Incident 3: The Legitimacy of Physical Education in the School

I think it [physical education] is something that is not taken seriously and in this school there is obviously the attitude of, 'Oh sure you are only a physical education teacher.' The attitude to the physical education teachers are that you do not have exams and you are doing nothing. I said to them one day I was hoping to get some geography next year because I had not taught it and I had physical education more or less all day, every day. They were like, 'Why? 'Jesus Christ, how could you get bored getting paid to play all kinds of games?' I was like, 'You are not getting paid to play, you are getting paid to teach them.' It is just that kind of attitude. (Elaine Beginning Teacher, Interview, 02/06/2010)

Commentary 3

This critical incident reinforces the results of other studies that reflect the concern for the struggle for legitimacy of physical education, with the content of physical education marginalized (O'Sullivan, 1989; Smyth, 1995; Williams & Williamson, 1995). Much of the responsibility for being proactive in advocating for physical education resides with the individual teacher and his or her willingness to work towards improvement. Many recruits into physical education convey a subjective warrant that does not necessarily position beginning teachers to advocate strongly for their subject in the academic environment of a school.

Practices to Address Critical Incident 3

Preparing teachers as change agents begins with an understanding of the beliefs that underlie teacher decision making. This complements Fullan's (1993) 'personal visions' core capacity for building greater change capacity, examining and re-examining why teachers come into teaching and the beliefs and perspectives that prompt teachers to use

specific instructional strategies and exhibit associated behaviours (Stuart & Thurlow, 2000). A related consideration is the extent to which PETE programs encourage recruits to reflect on and analyse their beliefs and how they are manifested in their teaching practices, and in turn how these practices advocate for, and legitimize, physical education.

One way this could be approached would be to have PSTs develop their initial teaching metaphor early on in the PETE program. PSTs would be asked to begin by visualising their ideal classroom and after noting their thoughts, see if some image comes to mind. As these images evolve, the PSTs attempt to articulate them in the form of a metaphor. Ornstein (1999) suggests that a teaching metaphor provides a snapshot, or a glimpse of the ideas, values and beliefs of the teacher while Chen (2003) believes it, 'expresses, in the form of images or analogies, the work that teachers do' (p. 24). That is, a metaphor guides action. Once PSTs develop their teaching metaphor they share them with their peers, discussing what it tells them about themselves as teachers and their early understandings of students and their learning. They are invited to re-visualise the teaching metaphor at various junctures throughout the year and attempt to identify how and why it has/has not changed. Towards the end of the PETE program, PSTs could again be asked to revisit their teaching metaphor, make any final changes that they perceive are necessary to reflect their current view on teaching and learning, and to write a narrative describing how and why their metaphor changed or remained the same (Tannehill & MacPhail, in press).

In order to closely examine PSTs' (changing) attitudes towards physical education and educational discourse in physical education, PETE programs should consider an established practice of collecting data from each cohort of PSTs as they move through the program. Data could be collected on PSTs' dispositions to teaching as well as providing responses to how they would envisage dealing with particular teaching scenarios presented to them. Tracking PSTs' responses over the duration of the PETE program allows PETE faculty to share and revisit such data with the PSTs as part of the program and allow them to monitor the changes in their attitudes, beliefs and responses to potential teaching scenarios.

Conclusion

It is evident from the above examples of critical incidents that the capability of beginning teachers to influence current practice in schools appears limited. This, Giddens (1984) suggests, leads to an agent ceasing to be such, losing "the capability to 'make a difference,' that is, to exercise some sort of power" (p. 14). It does not necessarily mean that the beginning teachers do not know a great deal about the conditions and consequences of teaching in schools. Rather, they remain powerless to the 'circuit switches' (Giddens, 1984) underlying observed conditions and system reproduction in teaching in schools. Encouraging PSTs to interact effectively with teachers to allow them to explore worthwhile teaching and learning strategies, learning to work collaboratively as part of a community and advocating for physical education, is the sort of exposure and experience PSTs need to equip them with the ideas, and hopefully the stamina, to persevere in their teaching of physical education. This may, over a prolonged period of time, through the enactment of social positions and relations between social positions, encourage a reconfiguration of the rules and resources which currently appear to influence or limit the choices and opportunities that beginning teachers possess.

There is a continuing concern in teacher education and PETE with establishing the extent to which the outcomes of teacher learning contribute to student learning (Cochran-Smith, 2005). Related to our interest in encouraging PSTs to examine and reframe assumptions about themselves as teachers and change agents, the extent and

way in which learning opportunities associated with change agency within a PETE program are elaborated and enacted by teachers in schools should be examined. This in turn would encourage discussion and empirical evaluation on the extent to which teachers' newly acquired knowledge and skills are helping them become more effective teachers (Feiman-Nemser, 2008). Revisiting the relationship between structure and agency, and acknowledging the power of workplace learning, a further development would be to examine if teachers predisposed to change and acting as change agents are more effective teachers. This would allow PETE programs to explore the extent to which they encourage PSTs to develop the relevant habitus (whatever that is construed to be) within the teaching context.

Prompted by Maxwell (2010), if we are to guide PSTs' participation through an intentional workplace curriculum, teachers in schools need to be in a position to plan for and support PSTs' access to workplace affordances, again implying a need for an integrated approach across the PETE program and schools. Both PETE faculty and teachers would need to understand the ways in which PSTs learn through engagement with workplace affordances and both would need to keep the other updated regarding developments on the PETE program and school (workplace) experiences and participation. Collaborative endeavours between schools and universities are also central to effective workplace learning for (beginning) teachers (Carter & Francis, 2001).

The incorporation of, and continued support for, change agency in induction programs is a further issue of interest, encouraging a closer connection between enhancing the transfer from initial teacher education and the first year of teaching. There is also a need for longitudinal study to examine the extent to which such pedagogical practices have remained with beginning teachers as they develop into more experienced teachers, perhaps conveyed by the strengthening or weakening of their beliefs in teaching and how they are conveyed in teaching practices. That is, to what extent are beginning teachers able to maintain Fullan's (1993) four capacities (personal visions, inquiry, mastery, and collaboration) for building greater change capacity and does the collateral of some capacities feature stronger in one school context than another?

If the intention is to develop an understanding of what teachers actually learn through experiences similar to the critical incidents reported here, we are guided by Hodkinson and Hodkinson (2005) who argue that a more productive way to understand teacher learning better, and then to improve it, is to adopt a combination of workplace learning (focus on learning through participation in everyday practices) and teacher development (focus on learning as a predominantly individual process of construction).

There is overwhelming support for the notion that teacher education programs reinforce the development of different kinds of teaching identities as they emphasise various aspects of what it means to be a teacher (Hammerness, Darling-Hammond & Bransford, 2005). We have attempted here to examine possible pedagogical practices that (physical education) teacher educators can promote through PETE programs to enhance the role of teachers as change agents. In modeling good practice, we should be expected to continually share and revisit with PSTs the goals and objectives of the PETE program, and be held accountable to sharing our experiences and the evolution of our beliefs as a course progresses. This can extend into PSTs co-constructing elements of a program, a topic for further investigation. In a similar vein to examining the structure and agency apparent in beginning teachers' exposure to teaching in a school and their associated workplace learning, it would be interesting to examine the level of structure and agency that we believe affects our own workplace learning as PETE faculty operating in an ever increasing neo-liberal society. This would support the call to examine who PETE faculty are and how their

prior and current experiences relates to their practice (Fernandez-Balboa, 2009). It would also allow us to examine how the significance of situated learning in the workplace for (physical education) teacher education faculty (Loughran, 2006; Russell & Korthagen, 1995) mirrors (or not) PSTs transitioning to teaching in schools.

There is evidence that a relationship exists between professional identity and its influence on confidence in developing professional practice. That is, early experienced teachers who have a firmly established core of beliefs and practices, and have a clear vision of the goals of education, are more likely to act as change agents in their classrooms and experience satisfaction in their roles as teachers (Fullan, 1999; Stuart & Thurlow, 2000). It is therefore difficult to disagree that, as teacher educators, we should examine (1) the process by which we provoke PSTs to reflect upon their prior experience with physical education, (2) the effects of these experiences on their beliefs about the effective teaching and learning of physical education, and (3) the effect of these beliefs on their choice of instructional strategies and teaching behaviours in their future physical education lessons (Stuart & Thurlow, 2000). This would lead us, if we are to be cognizant of Tinning's (2006) advice, to move from reproducing work that focuses on PSTs' concerns and opinion to engaging with contemporary literature on the self and identity. Maybe then, in understanding, and helping PSTs examine their self and identity, we can work more effectively in addressing workplace affordances that result in such a defeatist response as,

“I think because I was the new teacher in the school I did not want to go around telling people how to do their job so I basically just did not say anything (. . .) I just had to bite my tongue because as the new teacher, who is going to listen to you anyway?” (Claire, Beginning Teacher Interview, 30/03/2010).

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