

Development of personal philosophies for teaching physical education (PE) from an occupational socialization theory (OST) perspective

INTRODUCTION

- Aims of PE are wide reaching
- Promotion of physical literacy (PL) is important for young people's futures
- Teachers need to be equipped with a range of pedagogies to deliver quality PE that develops the four mutually enhancing components of PL.
- A PE teacher's personal philosophy may be explained using OST lens

OCCUPATIONAL SOCIALISATION

1. Acculturation - experiences and interactions from birth, in and out of school

- Apprenticeship of observation – experiences with school PE and pedagogies
- Subjective warrant – coaching or teaching oriented
- Personal narrative

2. Professional Socialisation – entry into teaching training programme

- Limited impact on orientation
- Why? Subjective theories acting as filters to messages from teaching education
- Strategic compliance and studentship
- How can impact be improved?
- Personal narrative

3. Occupational Socialisation – entry into the work place

- Institutional press – typically custodial
- Effect of school culture – 'reality shock' and 'washout'
- Strategic compliance and adjustment
- Can qualified practitioners be impacted?
- CPD and learning communities

4. Young people's futures

- How the cycle may perpetuate or change as they experience apprenticeship of observation

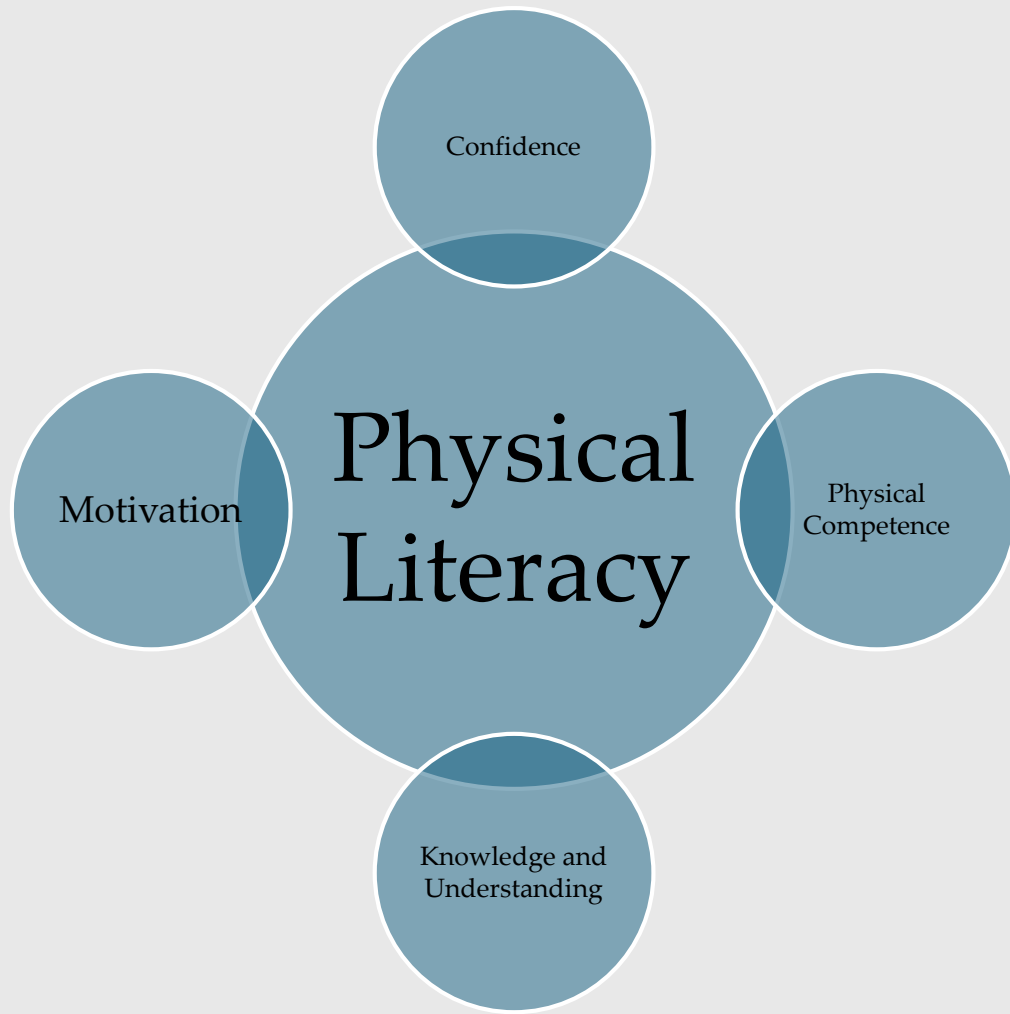
5. Possible areas for future research

- Context specific research
- Research across stages of socialisation
- Kern et al. integrated model of beliefs to provide more effective CPD

**Development of personal
PE teaching philosophies
from an occupational
socialization perspective**

Overview

- Young people's futures
- My personal journey to becoming a PE teacher through framework of occupational socialization theory
- How can delivery of quality PE be improved?

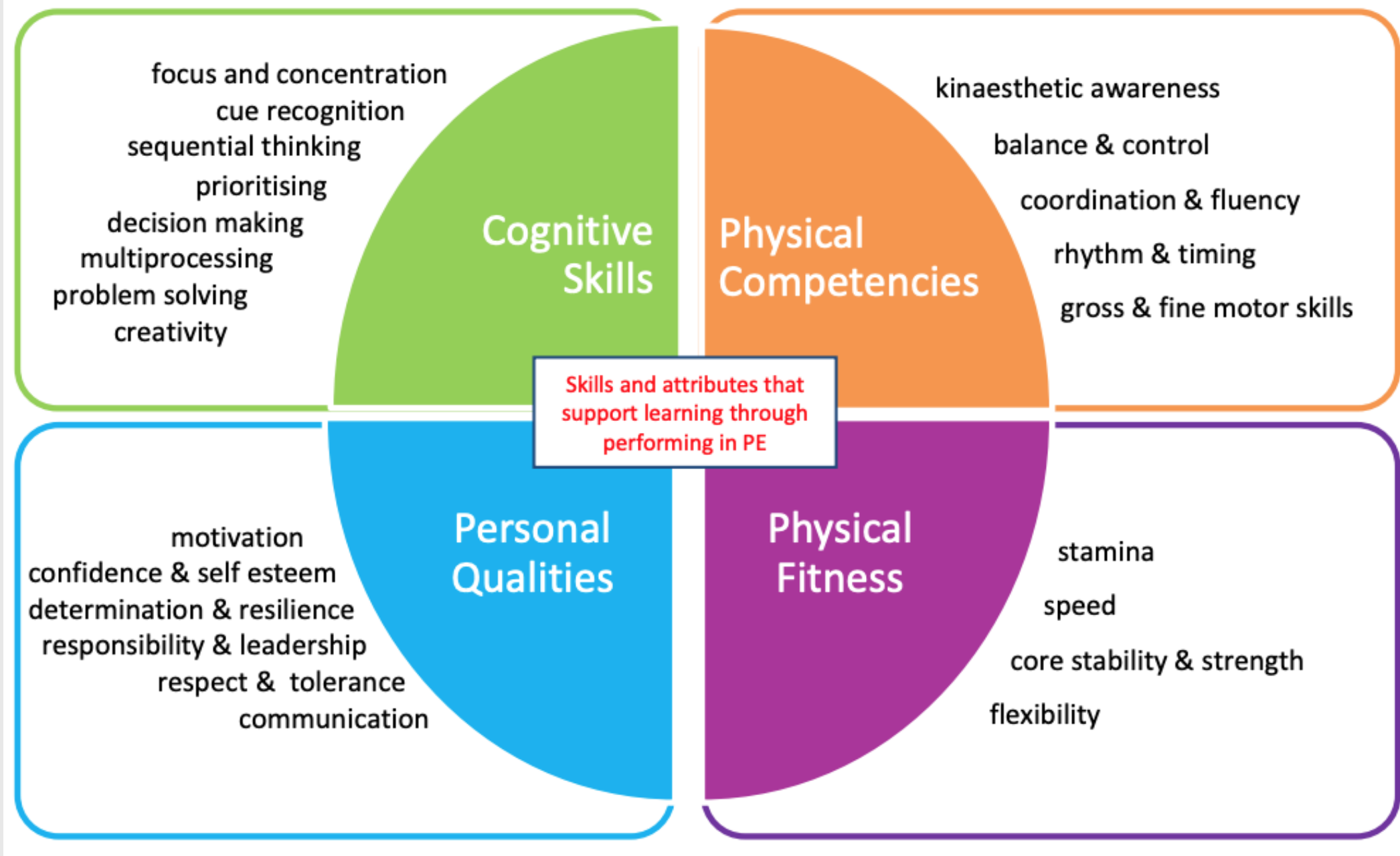


*“the motivation, confidence,
physical competence, and
knowledge and understanding to
value and engage in physical
activity for life”*

(IPLA, 2017).

Importance of teaching philosophy

- a definition of quality PE is hard to come by (Marsden and Weston, 2007).
- PE which ignores the educational element risks becoming a simple form of sport, fitness training or facilitating physical activities. We must have educative PE (Quennerstedt, 2019)
- role of teacher is crucial as we must consider the 'why' of physical education to give it its educational value and purpose (Quennerstedt, 2019)
- Teachers must consider the purpose of PE and what outcomes they wish to achieve. There are a wide range of pedagogies and styles to consider and implement.



(Scottish Executive, 2007).

Occupational Socialisation

“all kinds of socialization that initially influence persons to enter the field of physical education and that later are responsible for their perceptions and actions as teacher educators and teachers”

(Lawson, 1986, p.107).

Acculturation

Professional socialisation

Occupational socialisation

Acculturation

- teacher's biography before entry into a teacher education programme.
- starts at birth
- in and out of school experiences with coaches, family members and peers, where we learn and develop ideas and beliefs about the PE teaching profession

(Lawson, 1983a; Curtner-Smith, Hastie, and Kinchin, 2008; Stran and Curtner-Smith, 2009; Dillon et al., 2021).

Apprenticeship of Observation (Lortie, 1975)

- interactions with PE teachers, other class teachers and our experiences during PE
- informs their evaluation of what constitutes high quality pedagogy and instruction (Richards et al., 2014).

'has a distinct and traceable influence on an individual's future decisions, practices and ideologies as a teacher.'

Schempp and Graber (1992, p. 333)

There is 'a clear relationship between personal school experiences in PE and a teacher's practices regarding the implementation of PE programmes.'

Morgan and Hansen (2008, p. 389)

Subjective Warrant

- *‘each person’s perceptions of the requirements for teacher education and for actual teaching in schools’* (Lawson, 1983a, p6).
- Lawson (1983a and b) originally hypothesised that recruits to PE would hold one of two broad orientations in their beliefs about the career.
- Research has shown that, indeed, pre-service teachers develop either a teaching-oriented or coaching-oriented focus, informing their subjective warrant. (Curtner-Smith, Hastie, and Kinchin, 2008; Lawson, 1983a, 1983b; Stran and Curtner-Smith, 2009; Curtner-Smith, 1999, 2017; Richards et al., 2014).

Subjective Warrant

Teaching-oriented

- more likely to endorse quality physical education programs that align with official policy documents (Curtner-Smith, 2009; Lawson, 1983a).
- minimise the value of extracurricular sports or consider them to be an extension of PE (Curtner-Smith et al., 2008).

Coaching Oriented

- more likely to ignore official policy or find ways around it (Curtner-Smith, 1999, 2009; Ennis, 2014)
- may become "non-teachers" who offer minimal meaningful instruction during PE lessons (Crum, 1993; Curtner-Smith, 2009)
- attention given to developing elite teams for extra-curricular sport (Curtner-Smith et al., 2008)

Subjective Warrant Influences

Teaching-oriented

- more likely to have engaged in low-level or non-competitive sport and physical activity
- more likely to have experienced high quality teaching in curricular PE

Coaching Oriented

- more likely to have played high level extra-curricular sport
- more likely to have experienced poor quality curricular PE

(Curtner-Smith et al., 2008; Lawson, 1983b; Stran & Curtner-Smith, 2009).

My Acculturation

- Family – active
- Primary years
- Secondary years
- Support for learning assistant in IB school

Professional Socialisation

- begins upon entry into physical education teacher education (PETE) programme

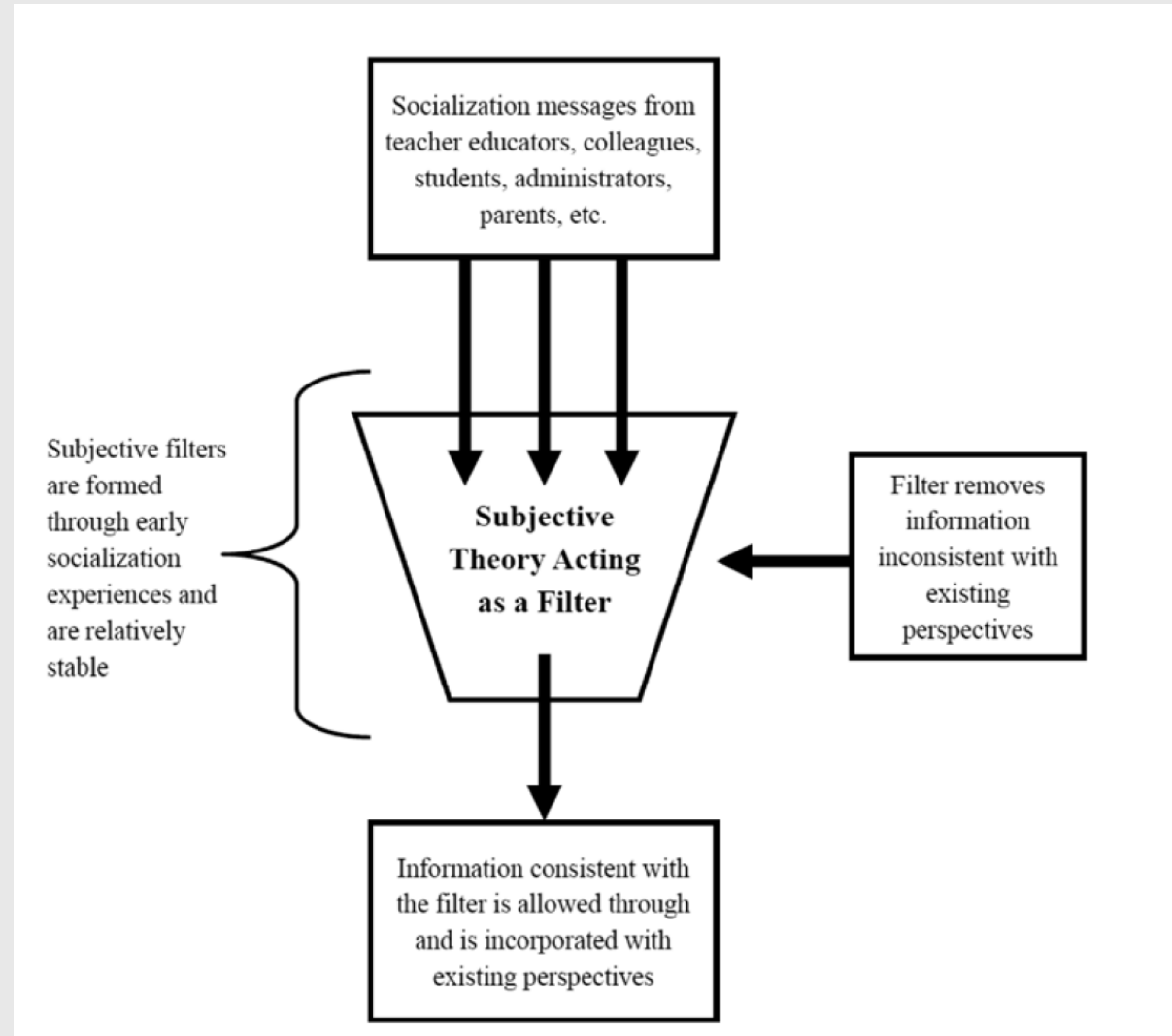
'the process by which... teachers acquire and maintain the values, sensitivities, skills and knowledge that are deemed ideal for physical education teaching.'

Lawson (1983a, p.4)

Professional Socialisation

- Continuum from high to low quality programmes (Park and Curtner-Smith, 2018)
- Generally considered to have least impact on ideas, beliefs, orientations and future teaching approaches (Stran and Curtner-Smith, 2009).
- Dialectical perspective of of socialization accepts constructivist learning theories so individuals play active role (Richards, Templin and Graber, 2014)

Subjective Theories as Filter



Can teacher education have an impact?

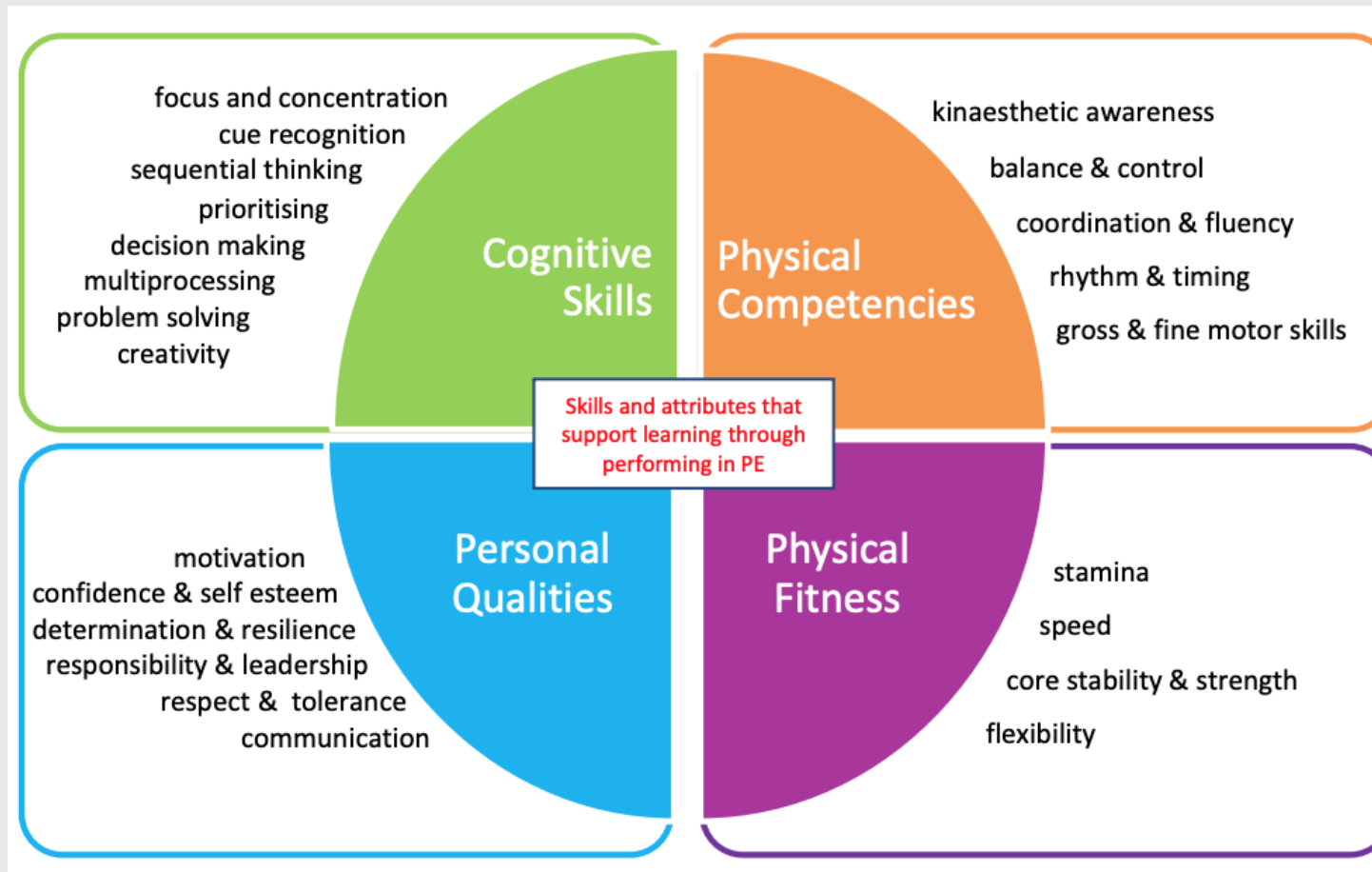
	High Quality PETE	Low Quality PETE
Coaching orientation	• minimal effect on recruits who have "hard core" coaching orientations (Curtner-Smith et al., 2008; Sofo and Curtner-Smith,2010). • can influence views of recruits who have moderate coaching orientations (Curtner-Smith, 1997, 2001).	• minimal effect on recruits who have "hard core" coaching orientations (Curtner-Smith et al., 2008; Sofo and Curtner-Smith,2010). • strengthens the perspectives of recruits with coaching orientations (Curtner-Smith, 2017). • have no impact on recruits, or can serve to support and reinforce recruits with coaching orientations (Doolittle, Dodds, and Placek, 1993)
Teaching orientation	• positive impact on (Curtner-Smith, 1997, 2001). • refines and strengthens beliefs (Curtner-Smith et al., 2008; Templin and Richards, 2014).	• discouraged from completing programme (Curtner-Smith, 2017) and staying in the profession (Smith, 1993).

Strategic compliance and studentship

- some trainees will 'strategically comply' with the requirements of the programme, while maintaining the same beliefs throughout (Lacey, 1977)
- students engage in a range of behaviours to 'progress through a program with greater ease, more success and less effort.' (Graber, 1991, p. 41)

Personal Professional Socialisation

- 2016 PGDE
- PE as core curricular area yet only 4 hours of PE teacher training



Professional Socialisation

- limited input for PE teaching during ITE results in teachers who lack the knowledge, skills and confidence to teach PE. (Blair and Capel, 2011; Elliot et al., 2011; Morgan and Bourke, 2008)

Can teacher education be more impactful?

Insights from research into acculturation

- can provide opportunities for teacher educators to select individuals who are likely to succeed in innovative, teaching-oriented programmes,
- develop effective programmes that can nurture thinking aligned to the profession's ideals and break down thinking that is not.

(Curtner-Smith, 2017; Merrem and Curtner-Smith, 2019)

What does high quality PETE look like?

- Shared technical culture – programmes taught by sport pedagogy specialists who hold same beliefs and values (Lortie, 1975).
- By taking account of individuals' socialised subjective warrants, faculty can work collaboratively to change any recruits with a coaching-orientation (Schempp and Graber, 1992).
- prospective PE teachers need to be aware of their own values, beliefs, and philosophies to become knowledgeable and reflective practitioners (Cale, 2010)
- important that ITE provides opportunities for dialogue with knowledgeable educators so they can reflect on prior understanding and question the orientations that may stand in the way of teaching quality PE (Randall and Fleet, 2021).

In general education, Brouwer and Korthagen's 2005 study found that a combination of progressively structured in-school placements coupled with opportunities for on-campus reflection brought about a **change in trainees' subjective theories** as they began to assimilate and implement new knowledge into their practice. (Brouwer and Korthagen, 2005)

Organisational Socialisation

‘the process by which one is taught and learns the ropes of a particular organisational role’

(Van Maanen and Schein, 1979).

Organisational Socialisation

- an ongoing process and the socialisation continues throughout an individual's career (Lawson, 1989; Richards, Templin and Graber, 2014).
- Lawson (1983b) described schools as 'custodial bureaucracies' wherein teachers form a culture, which moulds their orientations to
- Both the individual and the institution can hold either custodial or innovative teaching orientations. The match or the mismatch results in a dialectic exchange and a stronger mismatch may lead to more conflict (Stran and Curtner-Smith, 2009). wards teaching (Feiman-Nemser and Folden, 1984).

Institutional Press

- transmission of the school's culture to new recruits (Zeichner and Tabachnik, 1983).
- usually conservative and concerned with maintaining the status quo of custodial teaching (Curtner-Smith et al., 2018).
- Newly employed PE teachers most often adopt a custodial orientation and face great challenge in resisting pressures to conform (Kearney, 2015; Keay, 2009).
- In PE specifically, the press prevents new recruits from employing innovative pedagogical practices and supports those with coaching-orientations (Dillon et al, 2021; (Curtner-Smith et al., 2018).

Effects of school culture

Reality shock

‘the collapse of missionary ideals formed during teacher training by the harsh and rude reality of everyday classroom life’ Veenman (1984)

- can be experienced by those with both orientations who enter a teaching context with a conflicting orientation (Eldar et al., 2003; Rust, 1994; Stroot and Ko, 2006)

Washout effect

- school culture may be strong enough to ‘wash out’ the incongruent messages received during PETE (Zeichner and Tabachnick, 1981).

Effects of school culture

Strategic compliance and adjustment

Strategic adjustment involves lowering expectations and standards to survive. Over time, however, these lowered standards may become fixed (Etheridge, 1989).

Strategic compliance involves going along with the status quo, yet covertly engaging in pedagogies that align with their own beliefs (Lacey, 1997; Curtner-Smith, 1997b)

Curtner-Smith et al. (2008) found that schools can provide an encouraging culture for new PE teachers to teach how they were trained, if staff and administrators are innovative and progressive.

My occupational socialisation

Can qualified teachers be impacted?

- Many primary teachers are often less confident than PE specialists and believe they lack "the knowledge, skills, or time" to enhance their PE teaching (Morgan and Bourke, 2008, p. 386; Blair and Capel, 2011; Elliot et al., 2011). However, effective, longer term CPD programmes in Scotland could improve learning and teaching of quality PE, if designed with adult learners in mind (Eliot and Campbell, 2015).
- Elliot et al. (2013) point out that the position of a current teacher who has experiences at all stages of socialisation, may be a more complex one as they navigate values for teaching quality PE and the values rewarded by their own schools and systems. This could be a potential area for future research to provide focussed and effective CPD opportunities.

Communities of practice

- *‘groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly’*

(Wenger, 2006, p. 1)

- have emerged as one of the most successful strategies for supporting physical education PE teachers' professional development during the past 20 years.

(MacPhail et al., 2014; Parker et al., 2022)

Young people's futures

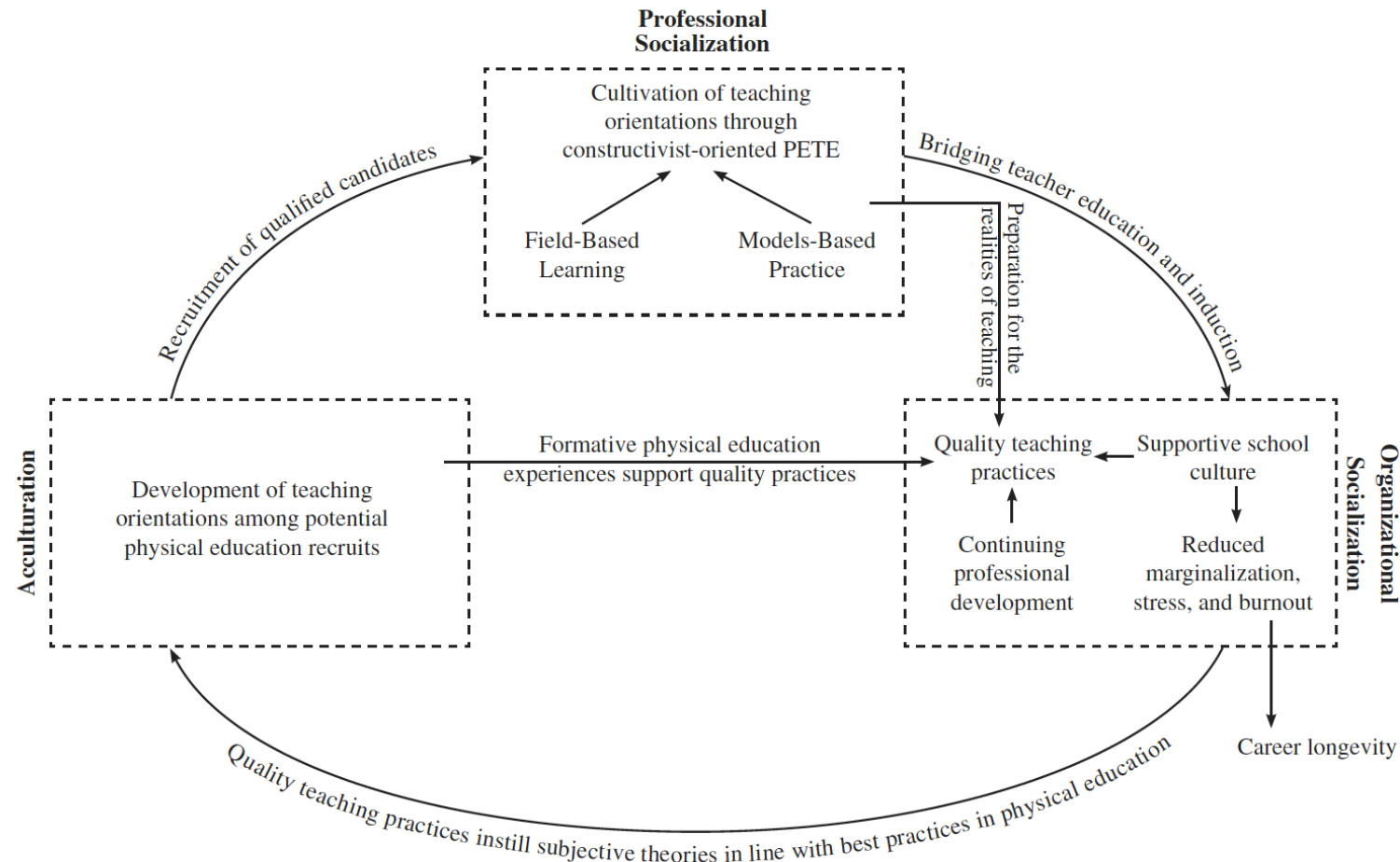


Figure 1 — Recommendations for improving physical education teaching practice based on occupational socialization theory. PETE = physical education teacher education.

Young people's futures

- If the status quo is maintained and PE practitioners remain custodial and traditionalist in their pedagogies, we run the risk of missing the opportunities to develop the knowledge, skills, and motivation to be physically active outside of school and throughout life (Bailey & Dismore, 2006; Fairclough et al., 2002; Cohen et al., 2015; Gu & Solomon, 2016; Jaakkola et al., 2013; Lonsdale et al., 2017; Shen, 2014).
- Positive PE experiences are important motivators for future engagement and contribute to positive attitudes towards physical activity in adulthood (Ladwig et al., 2018; Rhodes & Kates, 2015).

Role of Teacher

- Teachers must 'have a pedagogical repertoire that draws from myriad learning theorists' (Wilson and Peterson, 2006, p.12).
- Teachers need to determine learners' understandings in PE, then use multiple learning strategies to help adapt and develop their interpretations and knowledge (Wilson and Paterson, 2006).
- Quennerstedt (2019, p. 631) states that *'teaching can be seen as a continuous act of making judgements about the why(s), how(s) and what(s) of education.'* Teachers must consider the purpose of PE and what outcomes they wish to achieve. There are a wide range of pedagogies and styles to consider and implement.

Future Research

- Very few studies have followed recruits over multiple stages of socialization
- Few have followed teachers in their careers during organizational socialization
- It would be beneficial to know how socialization grows and changes over time.
- Many studies were conducted in the US. Given that socialization is context specific, it is important to gain more insight in the UK.

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