Early-Career Physical Education Teacher Socialization: Exploring the Tensions and Realities of Teaching for Social Justice

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Abstract

The exclusionary nature of physical education (PE) has created calls for a greater emphasis on social justice and teaching for cultural responsiveness, diversity, and inclusion in a discipline ensconced with issues like race, ability, and gender. Despite the attempts of physical health education teacher education (PHETE) programs to empower pre-service PE teachers in disrupting the relationship between PE, sport, and society, transformation has been minimal. An interpretive qualitative methodology guided by occupational socialization theory was used to explore how early-career PE teachers utilize their understandings of inequities and social justice and negotiate the tensions between what they have learned in PHETE programming and the reality of teaching for social justice in PE settings. This study was conducted with four early-career PE teachers using semi-structured interviews and critical incident reflections. A reflexive thematic analysis of data revealed that enacting social justice pedagogies during these early years has been complicated by 1) the degree of support early-career PE teachers receive, 2) the social positioning of early-career PE teachers and PE within schools, and 3) the preparedness and ability of early-career PE teachers to implement social justice pedagogies in practice. These results can inform shifts in PHETE to improve how early-career PE teachers experience the transition into schools and their ability to build inclusive school learning environments by supporting putting social justice into practice. The experiences shared by early-career PE teachers have highlighted the need to go beyond theoretical conversations around social justice towards offering experience sharing opportunities, practical examples of social justice pedagogies in PE settings, and the promotion of a school-wide value commitment to fostering socially just educational environments.

Résumé

La nature excluante de l'éducation physique (EP) a suscité des appels à mettre davantage l'accent sur la justice sociale et sur l'enseignement de la sensibilité culturelle, de la diversité et de l'inclusion dans une discipline qui s'intéresse à des questions comme la race, les capacités et le sexe. Malgré les tentatives des programmes de formation des enseignants d'éducation physique et santé (PHETE) de donner aux enseignants d'éducation physique en formation initiale les moyens de perturber la relation entre l'éducation physique, le sport et la société, la transformation a été minime. Une méthodologie qualitative interprétative guidée par la théorie de la socialisation professionnelle a été utilisée pour explorer comment les enseignants d'éducation physique en début de carrière utilisent leur compréhension des inégalités et de la justice sociale et négocient les tensions entre ce qu'ils ont appris dans les programmes PHETE et la réalité de l'enseignement de la justice sociale dans les contextes d'éducation physique. Cette étude a été menée auprès de quatre enseignants d'éducation physique en début de carrière à l'aide d'entretiens semi-structurés et de réflexions sur les incidents critiques. Une analyse thématique réflexive des données a révélé que la mise en œuvre de pédagogies de justice sociale pendant ces premières années a été compliquée par 1) le degré de soutien que les enseignants d'éducation physique en début de carrière reçoivent, 2) le positionnement social des enseignants d'éducation physique en début de carrière et de l'éducation physique dans les écoles, et 3) la préparation et la capacité des enseignants d'éducation physique en début de carrière à mettre en œuvre des pédagogies de justice sociale dans la pratique. Ces résultats peuvent servir de base à des changements dans le PHETE afin d'améliorer la façon dont les enseignants d'éducation physique en début de carrière vivent la transition vers les écoles et leur capacité à créer des environnements d'apprentissage scolaires inclusifs en soutenant la mise en pratique de la justice sociale. Les expériences partagées par les enseignants d'éducation physique en début de carrière ont mis en évidence la nécessité d'aller au-delà des conversations théoriques sur la justice sociale pour offrir des opportunités de partage d'expériences, des exemples pratiques de pédagogies de justice sociale dans des contextes d'éducation physique et la promotion d'un engagement de valeurs à l'échelle de l'école pour favoriser des environnements éducatifs socialement justes.

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Contribution of Authors

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List of Acronyms

PE = Physical Education

PHETE = Physical Health Education Teacher Education

PST = Pre-Service Teacher

QEP = Québec Education Program

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Figure 1: Thematic Map

Chapter 1: Introduction

For decades, prominent voices in education including Paulo Freire (1970), Henry Giroux (1981) and Michael Apple (1982) have called for practices in the field that bring attention to issues of equity and social justice. Critical pedagogies, which have been largely informed by the critical theory of the Frankfurt School philosophy and the work of Paulo Freire, have provided a theoretical framework to draw attention to social inequities and empower those who are marginalized by systems of power to overcome forces of oppression, creating a shift toward more just and inclusive practices that promote social justice (Ruiz & Fernandez-Balboa, 2005).

1.1 A Critical Orientation to Teacher Education Programming

A critical orientation to teacher education programming guided by the principles of critical pedagogies has emerged in response to the call to better prepare 21st century teachers for addressing inequities in schools and fostering social justice (Philpot, 2019). Critical pedagogies are paradigmatically aligned with critical theories, concerned with inequality, self-empowerment, social transformation, emancipation, and are imbued with a critical orientation that critiques social, political, and ethical issues that impact society (Macdonald, 2001). Critically oriented teacher education programming promotes a model of teacher development that centres on an awareness of equity issues and socially just teaching practices. These critical frameworks aim to guide pre-service teachers (PSTs) in identifying, interrogating, and critically examining their deeply held beliefs and biases (Bartolomé, 2007). The anticipated result of critically oriented teacher education programming is to prepare PSTs with the knowledge to counter societal hegemonic ideologies that are mirrored in the school context; the hope is to train future teachers to be able to understand and challenge inequities (Bartolomé, 2007). These programs aspire to move PSTs beyond simply understanding issues related to social justice, towards being empowered to enact change (Bartolomé, 2007). Teaching approaches and practices that move beyond a technical orientation are needed to tackle the challenges of teaching diverse student populations.

Teacher educators are responsible for not only helping PSTs to be proficient in the physical, technocratic, aspects of teaching physical education (PE), but also to help them develop the critical consciousness to question the knowledges and groups that are both privileged and marginalized in PE. McKay et al. (1990) suggested that PSTs must understand the historical relations of power between gender, class, race, socio-economic status, as well as take on an empathetic orientation towards the social construction of legitimized knowledge in PE. There is however a disjunction

between how these teachings enlighten teachers and how their learning will actually transfer into practice as they enter schools (O'Sullivan et al., 1992).

Teacher education programs have tried to address social justice issues through stand-alone courses, often delivered by educators outside of Physical Health Education Teacher Education (PHETE) programs or by a small group of PHETE educators who demonstrate a strong value commitment to social justice in PE. Researchers have argued that individual courses in isolation are not sufficient in challenging deeply held attitudes and beliefs and are unlikely to inspire PSTs to take action when confronted with inequities (Brown, 2004; Cameron, 2012; Dowling et al., 2015). Philpot (2019) and Tinning (2002) have argued in favour of teacher education programming with a critical underpinning infused across courses using an intersectional approach, supported by the perspectives of several teacher educators who promote critical pedagogies. In their teaching, Cameron (2012) also called for preparing teacher educators to anticipate resistance and more strategies to help PSTs cope with resistance as they engage in the process of identity deconstruction and reconstruction.

1.2 Critical Pedagogies in PHETE Programming

Critical pedagogies in PHETE programs aim to challenge issues related to social justice that students experience in school PE settings. Philpot (2015) offered five categorizations of critical pedagogies in PHETE, including the problematization of knowledge, reflection, sharing power through democratic classrooms, dialogue, and border crossing. Through the use of critical pedagogies, PHETE programs have encouraged PSTs to question the politics of education, schooling, and pedagogy and have enabled them to examine power relations, culture, and ideologies that have led to dominant problems in PE (Philpot, 2015; Tinning, 1991). PSTs have been prompted to reflect on their subjectivities and how these are connected to the way they teach and how they have constructed meanings around the practice of PE. By engaging PSTs in dialogue, PHETE educators have modelled democratic classrooms and explored socially critical topics in education and society, sharing power within the classroom as co-learners (Fernandez-Balboa, 1995). Advocacy for the use of critical pedagogies in PHETE is based on the premise that PE is an educational practice site where inequalities are (re)produced (Philpot, 2016b). Teacher educators in these programs have attempted to implement critical pedagogies in their programs to “counter the mis-education which can occur in and through PE” (Macdonald, 2001; Macdonald & Kirk, 1999, p. 172).

Advocacy for critical pedagogies in PHETE is strengthened by research that suggests recruits enter teacher education programs with deeply held beliefs that privilege some PE students while marginalizing others for their sexuality, gender, ethnicity, race, body type, or motor ability (Tinning, 2016). The most privileged students who have found success in traditional PE settings as well as those who later enter PHETE programs have been branded as "jocks" (Curtner-Smith, 1997, p. 86) and are described as homogenously White, masculine, middle-class groups who are typically able bodied and physically fit (Macdonald & Kirk, 1999; McCullick et al., 2012; Melville & Hammermeister, 2006). They are attracted to the PE profession because they enjoy working with children and youth, and seek to reproduce their positive personal experiences in PE (McCullick et al., 2012). While PE teachers may excel in movement situations, their interest in sport does not indicate a similar enthusiasm for a more holistic approach to health, wellness, and PE where cultural, societal, and gender-based inequities are challenged (Philpot, 2016b).

PSTs ironically express a desire to advance the PE profession through the ways PE is perceived as a legitimate subject and how it is taught within schools, by shifting the focus from the Sport Education Model (Siedentop, 1994) and team sports, to offering different experiences for students by implementing non-traditional or alternative activities and pedagogical practices (McCullick et al., 2012). However, the PE profession has undergone minimal change since the earlier research in PHETE. Enacting change is typically associated with a progressive perspective, while the historical dominance of conservative values among physical educators would lead to the replication of traditional and technocratic practices a teacher experienced in their education. This contradiction calls into question whether PSTs can become agents of change while simultaneously operating from a conservative belief system in a school climate, like PE, that is known to be resistant to change (McCullick et al., 2012). This question echoes MacDonald and Kirk's (1999) position that pre-service PE teachers experience a conflict between their conservative backgrounds and their desire to enact change by implementing a socially progressive curriculum.

PE teachers and PSTs that PHETE programs recruit have also been described as uncritical of views that reflect dominant ideologies (Philpot, 2019) and insensitive to social issues, furthermore labelled by Tinning (2004) as "anti-intellectual" and "pragmatic-skeptics" (p. 244). This profile raises concerns over whether PSTs will share and demonstrate a commitment to the values of social justice in PE. They may enter PHETE programs anticipating a reinforcement of their traditional sport values, later being met with critical perspectives that threaten their

ontological security (Tinning, 2004). Uncritical PSTs will likely have difficulty reflecting on their experiences that have contributed to their personal and professional development. They may struggle to offer a progressive curriculum in their classes that differs from their biographies (McCullick et al., 2012) in which case, PHETE programs are likely to have little impact on the development of PSTs when socially critical or constructivist messaging counters their perceptions and beliefs surrounding PE.

1.3 Reading PHETE Programming

The limited amount of research exploring what sense PSTs make of critical pedagogies they encounter in PHETE has shown that PSTs will read a critically oriented teacher education program differently because their biographies and subjectivities will influence to what extent they will accept or reject the intentions of a critical agenda (Philpot, 2016b; Philpot & Smith, 2018; Tinning, 2002). The use of critical pedagogies in PHETE has enabled some PSTs to become aware of how their biographies and beliefs have led them and the PE teachers before them to conceptualize PE classes as learning to play sports, signifying a shift from perceptions they had upon entry into their PHETE programs (Philpot, 2016b). PSTs have shown an ability to identify inequities in their own experiences and within their participation in PE. There is less certainty surrounding whether this ability has helped them recognize all inequalities as they occur or if a heightened social justice agenda is specific to their experiences (Philpot, 2016b). In a similar vein, not all PSTs will benefit from a reflexive teacher education program (Bolin, 1990). Some PSTs will hold firm to the beliefs they held upon entry to their teacher education program, filtering knowledge and values that disrupt the logic of their long-established beliefs, while others will have the desire to enact change (R. A. Philpot et al., 2020). This continues to support the early voices of researchers like O'Sullivan et al. (1992), who argue that the success of pedagogies underpinned by critical theories is challenged by the fact that PSTs' subjective warrants will be in "direct conflict with radical values and assumptions about the purpose of education" (p. 277).

While critical pedagogy in PHETE has shown some success as discussed, other PSTs may enter their teacher education program with attitudes, values, and beliefs that are often difficult to change and therefore, PSTs may leave the same PHETE program with mixed outcomes. Teacher educators cannot expect that all PSTs will find the same meaning in their confrontation with critical pedagogies. An understanding of human subjectivity would help to acknowledge why some accept the messaging of their teacher education program while other reject these same messages and

pedagogies that conflict with traditional articulations of good practice. Subjective warrants and the power of a teacher's socialization will be discussed in Chapter 2: Literature Review.

1.4 Criticisms of Critical Pedagogies

Critical pedagogies have not been discussed in the literature without criticism concerned with their practical and conceptual issues (Tinning, 2016). Though scholarly literature concerning health and PE discourses, including journal articles, books, and curriculum documents, have become more sensitive to the needs of students who have experienced alienation, exclusion, or marginalization in PE classes yet, there is no evidence to show that the advocacy and practice of critical pedagogies have influenced societal transformation or that PE offers challenges to broader social conditions beyond the classroom (Tinning, 2017, 2019a). For critical pedagogies to be effective in their transformative possibilities, Tinning (2019b) argues that PSTs need to be open to challenging the status quo, taken-for-granted knowledge, and the intersection between power and inequalities. However, drawing attention to inequities and social justice and identifying that there is a problem does not necessarily "lead to transformative action for social change" (Philpot, 2015, p. 320). Tinning (2019b) notes that despite potentially seeing themselves as transformative and committed to advocacy, it is unlikely that those who have graduated from a PHETE program will participate in activism and social movements in response to increased critical consciousness. While the intention has been to expose PSTs to the need to be agents of transformation in schools and the broader community, Ruiz and Fernandez-Balboa (2005) remind us that exposure to social justice knowledges by using critical pedagogies as an approach is not sufficient to accomplish societal transformation. A focus must be on actively leading change for more equitable student outcomes (O'Sullivan et al., 1992).

Adding to these practical challenges are the range of understandings and competing viewpoints among teacher educators of what critical pedagogies are and how methods informed by the principles of critical pedagogies ought to be practiced (Hill et al., 2018; Philpot, 2016a; Ruiz & Fernandez-Balboa, 2005). There are also differences in conceptions of social justice and socially critical issues among PHETE scholars and educators. The diversity in definitions of social justice might therefore lead to variations in what PSTs take into their schools (Hill et al., 2018). This is further supported by a study conducted by Philpot and Smith (2018) that explored the understandings of critical pedagogies in nineteen pre-service PE teachers and reported that their

understandings were different and they remained uncertain about how to define and enact critical pedagogies in schools.

At times accompanying the engagement with critical discourses are feelings of frustration when PSTs attempt to negotiate their feelings of unsettlement when faced with new ideas that conflict with what was once known and secure (Hickey, 2001). Hickey's (2001) investigation of PSTs' engagement with a number of critical social discourses saw emerging pedagogies to be in conflict with their traditional understandings of quality PE. A challenge for teacher educators operating from a critical orientation is the ability to "provide security and certainty in a context of uncertainty and insecurity" and a recognition of the "need to provide students with a level of support that extends beyond the critical classroom and into the real world" (Hickey, 2001, p. 244). While teacher education programs may be considered an appropriate space for implementing social change, PSTs must ultimately operate outside of the bounds of their teacher education programs and negotiate tensions that are often in competition.

Realistically, how prepared might beginning teachers be to take on this responsibility in their classrooms and greater school communities? Sirna et al. (2008) similarly question whether critical pedagogies are providing PSTs with the tools they need to negotiate the reality of teaching in PE, that often contradicts the expectation that these spaces will be as supportive and equitable as teacher education programs suggest. While it may be simple for teacher educators to advocate for social change and ideally have PSTs follow suit in taking on this responsibility as they enter schools, beginning teachers have found that their workplaces are not always conducive to embracing progressive ideas and innovative practices acquired in PHETE (Sirna et al., 2008). Curtner-Smith (2007) recognizes in retrospect that perhaps it is ambitious to ask PSTs to grasp the complex objective of adopting a critical perspective.

Tinning (2002) has argued for a 'modest' pedagogy that attempts to respond to the criticisms of critical pedagogies by accounting for student subjectivities that are missing in critical work, while maintaining a student's emotional commitment to change. He and O'Sullivan et al. (1992) further critique that the language of critical pedagogies tend to be polemic, including forceful language that shows little desire to understand the positions of others. Hennig et al. (2020) argue that a critical approach to teacher education is ironic in that it "ontologically neglects the lived experiences of pre-service teachers" (p. 2). Perhaps it is not surprising that studies have shown a mixed response to critical pedagogies. In Tinning's (2002) view, PE ought to be more

concerned with the empowerment of the individual to participate in the movement culture of PE, rather than participate in emancipation as it applies to broader society. At the time of a proposed modest pedagogy, Tinning (2002) did not articulate what a modest pedagogy might look like enacted in PHETE programming. Nearly two decades after his 2002 publication, Tinning (2019a) remains firm in his position that there must be modesty in the claims for what critical pedagogies have achieved and in what they aspire to achieve.

1.5 Transformative Pedagogies

Though many school-aged students express an enjoyment in their participation in PE classes, PE has not been a positive experience for all students in schools, with some describing the experience as exclusionary and marginalizing (Fitzpatrick, 2019; O'Sullivan et al., 1992). Teachers need to be reflective about what they do and examine the forces that shape their teaching. Researchers in transformational pedagogies, like Ukpokodu (2009), have suggested practices centered around critical reflection that account for the subjectivities of PSTs in addition to developing a sense of critical consciousness. Transformative pedagogies have a "dual aim of educating about social inequity, identifying and highlighting oppressive structures, *and* educating for emancipation, actively dismantling oppressive structures and engaging in change" (Tinning, 2016, pp. 287-288). For learning to be transformative, it must offer possibilities for both personal change and social change (Tinning, 2019a).

Transformative pedagogy is a philosophical approach to teacher education that is based in lived experiences. Ukpokodu (2009) defines it as an "activist pedagogy that combines elements of critical pedagogy and constructivism that challenges the status quo" (para. 3) and supports engagement in a humanized learning context fostered through dialogic relations between teacher educators and PSTs to develop a meaningful construction of knowledge to empower change (Ukpokodu, 2009). The goals of transformative pedagogies are to promote the critical examination of a PSTs' values and beliefs, and an understanding of how these differ compared to others related to sport, education, and physical activity settings. PSTs are prompted to reflect introspectively and challenge their assumptions to develop alternative perspectives and later implement plans to integrate new knowledge. Ongoing open discussions about diversity help PSTs gain exposure to different views that challenge their pre-existing knowledge. This understanding is needed before PSTs can begin to develop their agency to address social injustices. Teacher educators balance challenging PSTs' views while remaining cognizant that their perspectives are varied and

evolving. Despite the positive experiences in engaging with transformative pedagogies in teacher education programs, few PSTs still show passive resistance due to feelings of emotional unsettledness (Ukpokodu, 2009). Teacher educators feel a similar challenge in the amount of work required to develop and facilitate activities that foster meaningful reflection when preparing teachers for teaching with diversity, inclusion, and multiculturalism in mind.

Constructivist strategies like case studies (Timken & van der Mars, 2009), restorative practices (Lynch & Curtner-Smith, 2019), and autobiographical essays (Betourne & Richards, 2015) have been used as a way for PHETE educators to help PSTs understand the role that their early experiences play in shaping their beliefs and values around PE. They enable PSTs to question their subjective theories developed prior to entrance into a teacher education program. Narrative inquiry is another transformative pedagogical tool that has been used to help prospective teachers think introspectively about their perspectives, culture, histories, and schooling to develop new understandings (Ukpokodu, 2009). Inquiries based in personal narratives or autobiography are different than certain polemic approaches based in critical pedagogies because they ask PSTs to inquire into their socialization experiences and prompt them to examine their motivations for entering a teacher education program. By understanding how they developed their current perspectives rooted in "personal, familial, religious, political, and cultural experiences they bring to teaching" (Zeichner & Gore, 1990, p. 334), PSTs may be more willing to critique their subjective theories (Betourne & Richards, 2015). In their chapter on the professional socialization of pre-service PE teachers, Graber et al. (2016) suggest that "longitudinal investigations of students should be considered for purposes of determining if acculturation de-socializing strategies employed during teacher education have long-term effects" (p. 64).

1.6 Three-Phase Study

This research is the third phase of a three-phase longitudinal study designed to investigate the perspectives on social justice in PE settings and to offer autobiographical narrative inquiry as transformative strategy to engage PSTs in the multiple narratives surrounding PE. For further context related to the process of autobiographical narrative inquiry, see the methods detailed in Schaefer et al. (Under Review) guided by a narrative conceptual framework proposed by Clandinin and Connelly (2000) and adopted by Schaefer et al. (2014) that provides a means of thinking about teacher identity through the narrative construction of lived experiences.

The first phase conducted by Schaefer et al. (Under Review) inquired into the use of autobiographical narrative inquiry to enhance the willingness of PSTs in a Canadian PHETE program to teach in more culturally responsive and socially just forms of PE. The study demonstrated that in alignment with transformative pedagogies, autobiographical narrative inquiry can be used to shift PSTs attitudes and beliefs surrounding social justice. Engagement in this constructivist process allowed them to examine their own experiences through the construction of personal narratives and a comparison alongside non-dominant narratives of equity and difference that disrupt dominant ideas and values of PE. PSTs felt that they would be able to advocate for social justice in the PE setting. If this does not continue as they enter teaching, they will have gained an awareness of the multiple stories of PE. The findings suggest that autobiographical narrative inquiry is a transformative pedagogical strategy that can be implemented by PHETE educators to engage PSTs in topics of social justice to inspire change in their personal and professional lives.

The second phase conducted by Hennig et al. (2020) aimed to understand how PSTs in PHETE programs can be engaged to take on a critical agenda in response to participation in the process of autobiographical narrative inquiry, and engage in more socially just forms of PE. Third-year PSTs in a PE curriculum development course in a Canadian PHETE program completed an autobiographical narrative inquiry assignment using the same process outlined in the first phase. The three narratives constructed by the first author of the study illuminated the willingness of PSTs to inquire into and consider the lived experiences of the students in their classes. The narratives demonstrated that perceived social qualifiers do not prevent PSTs from facing adversity and otherness, and that these experiences are not always visible. This phase found that PSTs are capable of understanding and engaging in social justice issues, despite their perceived social privileges. Using autobiographical narrative inquiry as a tool to reflect on differences enabled PSTs to situate themselves within social issues to see how they faced experiences of oppression but also how they were privileged, possibly increasing their willingness to engage in socially just forms of PE. These results challenge the assumption that critical pedagogies are the most suitable for teaching PSTs about social justice issues.

1.7 Personal and Practical Justifications

An exploration into the socialization of PE teachers and the reality of teaching for social justice in PE settings emerged from my participation in a teacher education program that prepared

me to become a high school science and PE teacher. I spent my school-aged years involved in competitive dance, which can be considered a non-dominant and underrepresented form of physical activity in PE settings, and I aligned myself with a teaching orientation towards PE. During teacher education, I was exposed to knowledge and ideas about education and what it ought to look like. The courses I took surrounding diversity, inclusion, and social justice appeared to be seeped in the ideals and aspirations of critical theories that attempt to evoke a kind of enlightenment in PSTs. PE literature based in critical pedagogies has shared that the knowledge needed to take on an emancipatory desire can be introduced through non-dominant forms of PE such as indigenous games, creative movement and outdoor education to provide students with a PE experience that is more than competitive team sport, by focusing more on participation rather than performance (Philpot, 2019). What my education did not offer were concrete examples and practical demonstrations of what this engagement in critical pedagogies might look like in PE settings, an acknowledgement of how complex socializing forces in schools have the potential to challenge these aspirations, and how to negotiate the tensions that may exist between theory and the reality of teaching in schools.

The PE teachers and departments I entered during my early-field experiences did not seem to share the same value and desire to enact social change through education as my teacher education program had suggested. I was left wondering how I would implement what I had learned in my teacher education programming upon entering the field and how innovative practices would be received while no longer under the guidance of a co-operating teacher; recognizing that the culture of the environment I would later enter has shown little acceptance of moving towards more progressive pedagogies that differ from the traditional, masculine, sport-based methods in PE classes. I chose to pursue further research in this area to further my personal and professional growth, making me an effective, more culturally responsive health and PE practitioner upon entering the school landscape.

The outcomes of the previous studies lead to this third phase of research. This study sought to fill the gaps in the understanding of what happens to the knowledge surrounding social justice acquired in PHETE programming upon entering the workplace. This qualitative study used occupational socialization theory with a focus on organizational socialization to describe the experiences of early-career PE teachers. This research will add to the limited research on what

sense teachers make of critical pedagogies in their PHETE programs and how their knowledge translates into practice.

Chapter 2: Literature Review

2.1 Socialization Theory Overview

The preparation of teachers has been considered the responsibility of teacher education programs in colleges and universities. To those who study teacher socialization, these programs are only one component of teacher preparation. Socialization theory has been used to understand how the roles of a teacher and coach are developed and assumed (Lawson, 1983a, 1983b). Socialization theory has been frequently used in examining the continuum of moving from student to teacher. It seeks to understand the process through which an "individual becomes a participating member of the society of teachers" (Zeichner & Gore, 1990, p. 329)

2.2 Occupational Socialization

Research on the socialization of PE teachers conducted during the 1970s focused on professional socialization in teacher education programs (Pooley, 1972, 1975), with Templin's (1979) study on the experiences of student teachers representing the first exploration into the socialization that occurs upon entering the workplace. Building on these earlier articles that targeted research on a teacher's socialization into the PE profession, Lawson published a two-article series that has been used to explore the process of teacher socialization. The first article in the series (Lawson, 1983b) discussed the relationship between the subjective warrant, recruitment into PE, and teacher education programming. Lawson (1983a, 1983b, 1986) constructed a model of socialization for PE teachers using the three-stage model proposed for the professions by Lortie (1975). Lawson's second article moved on to examine the socialization of teachers who have completed their pre-service teacher preparation and transitioned into schools. He applied Maanen and Schein's (1977) theory of organizational socialization to the PE context to explain the experience of PE teachers as they move into the school setting, and identified tactics associated with custodial and innovative teaching orientations that maintain or challenge the status quo.

Lawson describes occupational socialization as a model of teacher socialization that includes "all the kinds of socialization that initially influence persons to enter the field of PE and are responsible for their perceptions and actions as teacher educators and teachers" (Lawson, 1986, p. 107). It includes the three phases of *acculturation*, *professional socialization*, and *organizational socialization* to describe socialization into the PE profession. Although these phases of socialization are ongoing and occur simultaneously, they are often incompatible which makes socialization more problematic than automatic (Lawson, 1983b).

2.2.1 Dialectics

Schempp and Graber (1992) explain that occupational socialization theory is a dialectical model for understanding teacher socialization. Stroot and Ko (2006) draw on the origination of the term *dialectic*, from the Greek word for the art of conversation or *dialog*, meaning a negotiation between potentially opposing views. When applied to education, there is a negotiation between a teacher's identities, beliefs, and the social and cultural contexts in which they work as a means of understanding their role within schools (Stroot & Ko, 2006; Zeichner & Gore, 1990). Teachers are shaped by a number of forces as they move from pupil to teacher. In exploring how teachers develop their professional knowledge, skills, and orientations Schempp and Graber (1992) explain,

> Each phase of socialization represents a different social structure and, therefore, new opportunities for a dialectic to emerge. Each takes place in a unique environment composed of specific actors, times, and places and requires the developing teacher to assume a distinctly new role. (p. 332)

From a young age, PSTs participate in a dialectical process of understanding the role of a teacher and internalizing the expectations and definitions of what it means to teach. The process continues as they negotiate these beliefs in formal teacher education programs. The dialectic is dependent on the negotiation between the PSTs' pre-existing beliefs and those promoted by their teacher education programs. As they move into schools, the professional attitudes, behaviors, and intentions of early-career teachers are shaped by the dialectical tension between their biographies and their workplace conditions (Schempp & Graber, 1992). The dialectical quality of the socialization that takes place between PSTs as individuals and the social setting helps them reconcile to what extent their critical aspirations can be carried out within the context of practice (Hickey, 2001).

Teachers are not passive in conforming to the forces of socialization exerted upon them. They are active agents who decide to what degree the beliefs, behaviours, and pedagogical commitments they acquired in their teacher education programming will be accepted or ignored (Hickey, 2001; Schempp & Graber, 1992). Teachers may engage in one of three mechanisms to adjust to the culture of a school. They might display *internalized adjustment* and conform their beliefs to match the status quo, exhibit fence-sitting behaviours through *strategic compliance* involving the modification of behavior while holding on to their oppositional beliefs, or while rare (R. Richards et al., 2014), they might *strategically redefine* their teaching situation with new

knowledge and values to challenge the status quo (Lacey, 1977; Schempp & Graber, 1992). Even as PSTs, teachers may have given an outward appearance of acceptance, while restraining their disagreement or rejecting the orientation of the program to satisfy teacher educators without changing their own belief structures (Betourne & Richards, 2015).

As teachers confront the professional school landscape, they must negotiate a balance between themselves as an individual and the school as a social institution. They must continuously make sense of the competing voices, dialectic, and concerns of students, colleagues, parents, and administrators (Schempp & Graber, 1992). Occupational socialization theory acknowledges that teachers have the capacity to resist the influences of the individuals in schools and social institutions that work to socialize them. Teachers do this by asserting control over their agency when socialization counters their subjective theories or previously held values and beliefs. This observation becomes imperative for understanding why PSTs may resist not only socialization in schools, but the impact of teacher education programs; it is not surprising then that for some there is a tendency to teach using the practices they were exposed to as children, and for others to resist traditionalism in schools by supporting more innovative approaches (R. Richards & Gaudreault, 2016).

2.3 Phase 1: Acculturation

The beginning phase of a PE teachers' socialization begins with birth and continues until an individual chooses to enter a teacher education program (Lawson, 1983b). Teacher recruits[1] participate in what Lortie (1975) describes as an *apprenticeship of observation* during their academic years from kindergarten to the twelfth grade (K-12). Recruits spend thousands of hours as students in schools and extracurricular activities, such as sports, in direct contact with their teachers, coaches, parents, family members, and other agents of socialization. These interactions shape their perceptions of what it means to be a PE teacher. The apprenticeship of observation contributes to the development of a subjective warrant for teaching PE that continues until a recruit enters a teacher education program. Curtner-Smith et al. (2008) refer to acculturation as "the most potent type of socialization experienced by PE teachers" (p. 99).

[1] Recruits are described in the literature as teachers during the acculturation phase, prior to their entrance into a teacher education program. They are not yet pre-service teachers (PSTs).

2.3.1 Subjective Warrants

A subjective warrant is a recruit's perception of the requirements, norms, and benefits of the profession (Lortie, 1975). Subjective warrants are closely aligned to subjective theories which are defined by Grotjahn (1991) as "complex cognitive structures that are highly individual, relatively stable, and relatively enduring, and that fulfill the task of explaining and predicting such human phenomenon as action, reaction, thinking, emotion, and perception" (p. 188). Recruits in the acculturation phase are in the process of developing their subjective warrants for PE during their participation in K-12 education, which includes constructed understandings surrounding the purposes of PE, requirements of teacher education, and the roles of PE teachers (R. Richards et al., 2014). Recruits also develop subjective warrants for other professions during this time that will compete with their subjective warrant for PE as they decide whether or not they will choose to enter a teacher education program as the next step in their professional preparation (Lawson, 1983b). Experiences as students in elementary and secondary school PE classes and the involvement in extracurricular activities that make up a recruits' socialization through sport and into sport appear to be significant in the formation of their subjective warrant (Lawson, 1983b, 1986). While these factors play an important role in a recruit's acculturation, subjective warrants are more complex than being associated with schooling, sports, and PE. They are also based on a recruit's experiences with teachers, coaches, family members, friends, and other agents of the complex socialization process during this time (Curtner-Smith et al., 2008; Zeichner & Gore, 1990). Recruits enter teacher education programs with stable subjective warrants about what it means to teach PE that are often incomplete or flawed because they only have a partial insight into the culture of teaching and the sociopolitical context of schools. They have only experienced school as a student and not as a teacher. Teacher educators are in a position to help these prospective teachers revisit not only their beliefs, but how they were formed (Betourne & Richards, 2015; Grotjahn, 1991).

2.3.2 Development of a Teaching Orientation: A Continuum

Subjective warrants are preserved through a teacher's orientation toward teaching PE and the relative importance of coaching to the career objectives that they develop during the acculturation phase. The apprenticeship of observation and development of subjective warrants predispose recruits towards opposing orientations to teaching PE and deciding to enter the profession. The first type of recruit identified by Lawson (1983a, 1983b) is coaching-oriented.

This type makes up the majority of recruits entering teacher education programs. These recruits are likely to have had extensive involvement in high school or collegiate sport and attended schools that prioritized sport over PE (Curtner-Smith, 1997). This type of recruit attaches value to their physical skills and abilities, and cite this importance as one reason for pursuing a career in PE. Recruits with a coaching orientation will view teaching PE as career contingency, which means they will decide to enter teaching because it allows them to coach extracurricular school sports teams (Lawson, 1983b). They may perceive that their ability to coach and their successes as an athlete influence a school board's decision to hire them (Curtner-Smith, 1997). Recruits with a coaching orientation who participated in competitive school sports will likely aim to reproduce their PE experience with their future students by teaching in the same ways they were taught. They are, therefore, unlikely to adopt the perspectives and pedagogical practices espoused by high-quality teacher education programs. Lawson (1983a) also hypothesized that recruits with a coaching orientation were more likely to have a low commitment to teaching and possess a custodial orientation towards PE, with a commitment to preserving the status quo by supporting traditional and often poor pedagogical models and the dominant sport culture that initially attracted them to PE. Teacher education programs are unlikely to significantly shift the dispositions of PSTs with a strong orientation towards coaching (R. Richards & Templin, 2012).

Lawson (1983a, 1983b) described the second type of recruit as teaching-oriented. In contrast, these recruits are likely to have experienced PE classes with teachers who have exposed them to high-quality PE as students. Significant to their development of a teaching orientation is participation in physical activities outside of traditional, competitive team sports (Curtner-Smith, 2001). These recruits will view coaching as career contingency and cite teaching as their main motivation for entering the profession (Lawson, 1983b). Although these teachers may enjoy coaching, it is a secondary priority behind teaching (Curtner-Smith, 2001). Their orientations towards PE are likely to be innovative. Those who are oriented toward teaching are typically receptive to their pre-service teacher training and likely to attempt to implement the pedagogical models and curricula espoused by their teacher education program (Curtner-Smith, 2001; R. Richards & Templin, 2012), therefore displaying a greater commitment to effective PE programming in schools.

R. Richards et al. (2014) emphasize that these orientations should not be viewed as a binary. Rather, they should be understood on a continuum ranging from highly teaching-oriented to

highly-coaching oriented, with those interested in teaching and coaching at the center (Curtner-Smith et al., 2008; R. Richards & Templin, 2012). Recruits positioned at the center of the continuum view teaching and coaching as important to their professional identities as teachers and are likely to succeed in both pursuits (Betourne & Richards, 2015).

2.3.3 Importance of Biography

Lortie (1975) saw biography as the key element in teacher socialization and a major influence on an individual's conceptions of the teaching role and their performance in this role. Zeichner and Tabachnick (1981) similarly explain that a teacher's biography holds more power and influence over their subjective warrants than their teacher education programs and later socialization in the workplace are able to. Teachers and coaches they interact with during their acculturation may be more influential than formal teacher educators in higher education. Recruits tend to have established firm beliefs around the purpose and practice of PE prior to their participation in a teacher education program. They are not simply "blank slates" (Lawson, 1983b, p. 7) that enter teacher education programs prepared to accept and consume all of the content espoused by their teacher education programs. A recruit's early life experiences that led to the formation of ideas around the purpose and practice of PE pose a challenge for teacher educators in PHETE programs who attempt to change them. A complete understanding of subjective warrants is needed to alter recruitment patterns before interventions at the level of professional socialization.

2.4 Phase 2: Professional Socialization

Professional socialization is the process by which recruits enter teacher education programs in colleges or universities as PSTs. Zeichner and Gore (1990) describe three components of teacher education programs that influence the socialization of teachers, which include general education and academic courses, methods and foundations courses, and field-based experiences usually completed in local schools. Recruits arrive with powerful ideologies and pre-existing conceptualizations of the purpose of PE strengthened by years of experiences in schools regarding the role of a PE teacher, which will affect the way they interpret new information (Schempp & Graber, 1992). Individuals recruited into teacher education programs "acquire and maintain the values, sensitivities, skills and knowledge that are deemed ideal for teaching PE" (Lawson, 1983b,

p. 4). Therefore, teacher education programs serve as the instrument for professional socialization (Lawson, 1986).

2.4.1 Purposes of PHETE Programs

According to R. Richards et al. (2013), teacher education programs, including PHETE have two primary purposes. First, teacher education programs should encourage PSTs to question the subjective warrants they developed during their acculturation that inform their teaching based on their early educational experiences. Specific to PHETE, the second purpose is to prepare PSTs to enter schools as successful physical educators. This preparation includes technical knowledge such as planning, delivering instruction, assessing, and evaluating, but also using their technical skills to navigate the sociopolitical realities of teaching and working in schools (R. Richards & Hemphill, 2016). These purposes are achieved through a combination of course-based studies and field experiences through student teaching.

2.4.2 Student Teaching as a Mediated-Entry

Teacher education programs typically provide PSTs with learning experiences that are directly related to working in schools (Graber et al., 2016). Student teaching is a component of professional socialization whereby PSTs participate in a mediated-entry into schools (Lawson, 1983a). Student teaching marks a transition between course-based preparation and performance in the classroom, outside of the university setting. PSTs are caught between the worlds of being a university student and a professional in the schools while not yet committing to the full roles and responsibilities of an in-service teacher (Lawson, 1983a). PSTs participate in this mediated-entry by teaching in partnership with a co-operating teacher[2] to receive guidance and support in instructing school-aged students, both of whom influence their developing perspectives towards teaching. When innovative co-operating teachers help and support PSTs in understanding and implementing high-quality teaching, the adoption and retention of a teaching orientation is likely to be maintained. When there is a misalignment in values between teacher educators and school staff, there is a risk of decreasing the impact of the teacher education program on PSTs and reinforcing what was learned during acculturation (Graber et al., 2016).

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[2] Co-operating teachers has been used to identify the teachers that pre-service teachers work alongside during their field experiences. There are other signifiers depending on the context, teacher education program, and preference of the author (e.g., mentors, mentor teachers, associate teachers).

2.4.3 Challenges

Teacher educators assume that PSTs will acquire the knowledge and skills needed to teach, and internalize the program's orientation (Graber, 1998). However, subjective warrants are not easily changed considering that teacher socialization is a dialectical experience. When a PSTs subjective warrants conflict with the ideologies and perspectives espoused by their teacher education program, their subjective warrants may resist the efforts made by teacher education programs to change them (Schempp & Graber, 1992). Subjective warrants act as a filter to screen messages related to teaching espoused by the teacher education program. Information that aligns with the PSTs values will make it past their subjective filters, while messages that do not align will be rejected or turned away (R. Richards et al., 2013). Bearing in mind that the influence of the subjective warrant is developed during acculturation, it cannot be assumed that PSTs will accept and integrate all messages of PHETE with their existing worldviews. If teacher education programs have the goal of socializing PSTs into adopting best pedagogical practices and inducing a shift in beliefs, a PSTs subjective warrants and experiences as students in schools should be addressed early in their professional socialization (Betourne & Richards, 2015; R. Richards et al., 2013). Although professional socialization, like teacher education programs, can potentially re-shape the ideologies of PSTs, ironically this phase has been identified as the least influential or weakest form of socialization (Stran & Curtner-Smith, 2009; Templin et al., 2016; Zeichner & Gore, 1990).

2.5 Phase 3: Organizational Socialization

The completion of a teacher education program and field experiences as a student teacher lead to certification and prospective employment. The dialectic continues as PSTs enter schools as early-career teachers. Organizational socialization refers to the formal and informal socialization that occurs on the job and includes the transition from higher education to entry into schools. Maanen and Schein (1977) describe organizational socialization as the "process by which an individual acquires the social knowledge and skills necessary to assume an organizational role" (p.3). Therefore, it is the means through which PE teachers learn the knowledge, skills, and values of the workplace. When early-career teachers enter schools, they cross the boundary from the role of a university student to the role of a PE teacher (Lawson, 1983a). They spend the early years of their career observing and participating in the organizational culture of the school, analyzing the reality of teaching in the gymnasium from the perspective of an in-service teacher. It is during this

induction phase that lessons learned during teacher education are tested within the reality of the classroom setting that teachers are placed (Stroot & Ko, 2006).

2.5.1 Definition of an Early-Career Teacher

Although organizational socialization occurs over the entirety of a teacher's career, the most complex and significant time for a teacher's organizational socialization is their first three to five years of teaching (R. Richards et al., 2014; Schempp & Graber, 1992) when they encounter significant agents of socialization in schools, including fellow teachers, students, administrators, and parents. By the end of their third year of teaching, Blase and Greenfield (1982) found that teachers will have learned classroom management techniques, developed skills to teach subject content effectively and spent a significant amount of time preparing for instructional units. The definition of an early-career teacher used in my study is consistent with research in teacher attrition which has defined the beginning or early years of teaching to include the first three to five years, as this is the most critical period in a teacher's decision to stay or leave the profession (Lindqvist et al., 2014; Schaefer et al., 2020). In my study, the definition of an early-career teacher was expanded to include teachers in their first five years of teaching PE.

2.5.2 Incompatibility in the School Context

Ideally, a PE teacher's organizational socialization would be compatible with their professional socialization in teacher education programs. Oftentimes in practice, these forms of socialization are incompatible. The choice through which recruits decide to enter PE as a career prompts them to accept some parts of their professional socialization experienced in teacher education programs, while rejecting others that conflict with their subjective warrants. Once PSTs enter the workplace, their organizational socialization can lead to an "immediate or delayed erosion of the contents of professional socialization" (Lawson, 1986, p. 108). Despite the efforts of teacher education programs to shape the perspectives of PSTs, teachers do not behave in the idealized ways associated with effective teaching that they were taught during their teacher education. These experiences may be responsible for the variable impact of PE teachers, teacher educators, and PHETE programs among PSTs.

2.5.3 Reality Shock

The transition from the role of a PST to an in-service teacher can be dramatic when teaching conditions are different from what they experienced in their teacher education programs. This

transition felt by early-career teachers is referred to as "reality shock" (Veenman, 1984). Reality shock signifies the collapse of ideals formed in teacher education by the reality of the school setting. Reality shock is caused by the realizations that early-career teachers have of the reality of teaching and feeling unprepared for the situations, demands, and difficulties of the workplace during their beginning years (Stroot & Ko, 2006). When early-career teachers have learned the technical skills of teaching without learning how to use these skills in "a politically charged school environment", they may feel "shocked" by their responsibility to extend the knowledge they have gained in their teacher education programs (R. Richards & Hemphill, 2016, p. 153). The schools that teachers enter as they begin their careers differ, as do the programs that they attended. Early-career teachers quickly learn that they must choose between the perspectives espoused by their teacher education program and the reality of school practice (Lawson, 1989).

A number of studies found that early-career PE teachers were not prepared for the social realities of teaching in schools (Smyth, 1995). Early-career teachers often find that they do not experience the same degree of success or support when implementing new pedagogical models and practices upon entering the classroom as they did during their teacher education programming (Graber, 1998). For instance, one first-year PE teacher in a study conducted by Curtner-Smith (1997) felt that their PHETE program had prepared them for teaching in schools, but believed that the "progressive practices" they learned had "simply no chance of success" in practice (p. 83). A consequence of reality shock is early-career PE teachers returning to traditional, technocratic practices when they experience the impacts of teaching full-time. The effects of a teacher education program are "washed-out" by school experiences (Blankenship & Colem, 2009; Zeichner & Tabachnick, 1981).

2.5.4 Wash-Out Effect

The shift from progressive attitudes and liberal socio-political beliefs towards teaching and the regression towards opposing traditional viewpoints is assumed to occur due to conflicting demands and messages exerted by the universities and the schools (Veenman, 1984; Zeichner & Tabachnick, 1981). The beliefs, skills, and practices learned in teacher education programs are *washed-out* when early-career teachers encounter difficult circumstances during their induction into the profession (Blankenship & Colem, 2009; Zeichner & Tabachnick, 1981). Lawson (1989) describes the situation where "school practices progressively erode the effects of teacher education" as the wash-out effect (p. 148).

R. Richards et al. (2014) remind us that for a wash-out of perspectives and practices to occur, there is an assumption that there is something to be washed-out. While it appears that the knowledge gained during teacher education programming is washed-out once teachers leave, Schempp and Graber (1992) suggest that it is likely that early-career teachers never "appropriated the beliefs and behaviours of the education program" (p. 337). Teachers may have decided to comply with the practices in place in their schools, even though they learned more effective or innovative teaching practices during their teacher education programs. What appears to be wash-out may be early-career teachers "entering environments that align with their pre-existing beliefs about PE" when their subjective warrants remain relatively unchanged by their professional socialization (R. Richards et al., 2014, p. 31)

It is a challenge for new teachers to implement progressive pedagogical knowledge and skills when students in schools resist new innovative practices, administrators do not support new methods, fellow classroom teachers do not value PE, and when there is limited equipment or facilities. Depending on the specific conditions, teachers appear to experience the abandonment or wash-out of some instructional skills and beliefs, but not others upon their transition into schools (Blankenship & Colem, 2009; Graber, 1998).

2.5.5 Workplace Influences

As early-career teachers move into the workplace, they often struggle to navigate a number of difficulties associated with their transition. Early-career PE teachers have described stakeholders in education, including administrators, colleagues, parents and their students, as workplace factors that shape their early years of teaching. Obstacles related to these major areas can cause some early-career teachers to face difficulties when attempting to implement progressive ideas and innovative practices in their schools. First-year PE teachers perceive that they are not provided with adequate support during their induction into the social and organizational context of schools (Smyth, 1995).

PE teachers receive implicit and explicit messages about the unimportance of student learning in PE and the subject area's perceived lack of academic importance, further marginalizing its position in schools (Gaudreault et al., 2018; R. Richards et al., 2014; Richards et al., 2018; Smyth, 1995). They are sometimes given little protection from administrators, take on tasks outside of their subject-specific teaching responsibilities to support other teachers, and their space is given up to host other school events, unlike other teachers in the school (Curtner-Smith, 1997;

Richards et al., 2018). They are often expected to devote their time and energy to inter-school sports, distracting them from their quality of teaching in the classroom. The spatial arrangement of PE schools also physically isolates PE teachers from other teachers and staff when not located in a central area of the school (Curtner-Smith, 2001; Gaudreault et al., 2018; Smyth, 1995; Stroot & Ko, 2006; Templin, 1988). An early-career teacher may refrain from applying the skills and knowledge gained from their teacher education program if they perceive that the subject area is receiving a lack of prestige compared to other subject areas or is devalued by fellow classroom teachers. The low-status of PE in schools remains evident as some teachers are forced to conduct their classes without the required space, resources, and time allocations required to facilitate the delivery of the curriculum and learning goals as intended (Smyth, 1995). Teachers in subject areas outside of PE have also regarded PE as unimportant and void of actual teaching, rather as a break or supervised free-play (Gaudreault et al., 2018; Richards et al., 2018; Smyth, 1995; Solmon et al., 1993). PE teachers have experienced struggling to prove that they are also engaging in meaningful teaching, and like the first-year PE teachers in Curtner-Smith's (1997) study, the respect and appreciation that they show for other subject areas is not always reciprocated.

Although students in PE classes hold the least power in the school hierarchy, they strongly influence the organizational socialization of early-career PE teachers since they are with whom teachers interact with the most (Graber et al., 2016). When students do not fully accept the practices that early-career teachers attempt to implement with enthusiasm, their resistance can lead teachers to change their innovative teaching methods and activities in favor of a roll out the ball philosophy that may be espoused by some PE colleagues.

As a result of the "press" (Smyth, 1995, p. 199) exerted by influences in the workplace, early-career PE teachers may choose to abandon what was taught in their PHETE programs in favour of goals that are more acceptable in their schools. They may begin to feel that there is very little that can be done to change the norms that influence the conditions of their teaching context, and therefore may alter their teaching objectives and behaviours in congruence with the perceived norms of the workplace.

2.5.6 Preventing Wash-Out

Blankenship and Colem (2009) identified that support from administrators and colleagues, a sense of control over teaching content, and access to equipment and resources are three organizational factors that are important in preventing wash-out in early-career teachers. Teachers

who feel supported by school administrators and colleagues are less likely to experience wash-out than those who do not feel supported in what they are trying to teach. Supportive beginning and experienced teachers who share the same goals toward student learning as early-career teachers will enhance induction into the profession and inhibit the wash-out of ideas and practices gained during the professional socialization phase. Education on what PSTs may encounter when they graduate from their teacher education programs and enter the workplace as well as strategies to inhibit wash-out should be communicated to them before entering the profession. Early-career teachers are not finished products prepared to successfully implement all pedagogical practices and theoretical understandings that they have adopted (or resisted) from their teacher education program. They will still need support during their induction into the profession, and throughout their career (Stroot & Ko, 2006). R. Richards and Templin (2011) found that an innovative professional culture among teachers that supports an early-career PE teacher's beliefs and desire to implement new teaching strategies related to PE can prevent the negative impacts of isolation associated with wash-out effects. If early-career teachers are expected to promote progressive ideas and implement new and innovative practices in their schools while acting as agents of change, they will need to be provided with the tools that will help them negotiate the tensions that arise in that context in order to "bridge the gap between theory and practice" (Stroot & Ko, 2006, p. 20).

In a recently published agenda on the social determinants of the PE system, Lawson (2020) continues to advocate for directing attention to the socialization of PE teachers and teacher educators through occupational socialization theory as he proposed this understanding to be "foundational for institutional change" (p. 212). This information can be used to inform PE systems on providing students with equitable and socially just opportunities for learning and participating in physical activity. Research in this field is one component of a multidisciplinary team of scholars dedicated to improving the working conditions for teachers to maximize the benefits for students by exploring issues at the intersection of sport, education, and health (Lawson, 2016).

2.6 Research in Occupational Socialization

Occupational socialization theory has been used to examine the experiences of implementing pedagogical models for teaching in mainstream PE including Teaching Games for Understanding (O'Leary et al., 2014; Vollmer & Curtner-Smith, 2016; Wright et al., 2004), Sport Education (Curtner-Smith et al., 2008; Stran & Curtner-Smith, 2009), Teaching Personal and

Social Responsibility (R. Richards & Gordon, 2017; R. Richards et al., 2020), and case-based learning (Hemphill et al., 2015). Other studies further the discussion of pedagogical models by illustrating the effects of socialization on developing pre-service PE teachers' assessment literacy (Starck et al., 2018) and technology integration (Gawrisch et al., 2020). This theoretical framework has also been used to explore the experiences of educators and teacher educators in the areas of adventure education (Maurer & Curtner-Smith, 2019; Zmudy et al., 2009), adapted PE (Park & Curtner-Smith, 2018; Wilson et al., 2017), restorative practices (Hemphill et al., 2021), and the perspectives on the delivered PE curriculum (Prior & Curtner-Smith, 2020). Most recently, it has been proposed as a possible conceptual framework for the recruitment and retention of students in PHETE programs located in the United States (Richards et al., 2021).

To my knowledge, there are no studies that address gaps in the occupational socialization literature on the experiences of PE teachers and their ability to uptake and implement their understandings of social justice upon entering the workplace as PE teachers.

Chapter Summary

The recruitment and socialization of PE teachers illustrates a snowball effect whereby current PE teachers influence the subjective warrants of their students who choose to enter PHETE programs. In-service PE teachers play a role in the acculturation of future recruits by shaping their thoughts, attitudes, and intentions. They are the primary socializing agents who demonstrate what it means to be a PE teacher. Upon entry, PSTs affect the effectiveness of teacher education programs and subsequently, future school practices (Lawson, 1983a). There are substantial variations among PSTs and teacher education programs due to the orientations and ideologies that each take up. An investigation into the socialization of PE teachers can provide insight into recurring recruitment patterns into the profession. Like those before them, recruits promise to engage in reproductive or transformative acts, which reflect their occupational socialization. Therefore, we further question how socialization experiences can be structured or delivered to promote a positive change in the way early-career PE teachers teach and engage in social justice pedagogies.

Chapter 3: Methodology and Methods

This study explored occupational socialization theory using an interpretive qualitative approach and a reflexive thematic analysis to understand the experiences and possible tensions that may arise when early-career PE teachers are caught between the innovative pedagogical practices that they have learned in their PHETE programs and the reality of teaching for social justice in PE settings (Lawson, 1983a, 1983b; Maanen & Schein, 1977). This chapter details the paradigmatic assumptions, methodological approach, participant recruitment, data collection, and data analysis methods of my research. The chapter concludes by addressing ethical considerations and quality standards.

3.1 Research Questions

The following research questions guided my understanding of the experiences of early-career PE teachers relating to the purpose of this study:

1) How do early-career PE teachers experience their organizational socialization?
2) How do early-career PE teachers utilize the knowledge and skills acquired in their PHETE programming as they begin their teaching careers? What is the role of organizational socialization?
3) How do early-career PE teachers negotiate experiences of tension that might exist upon confronting the reality of teaching for social justice in PE settings?

3.2 Paradigmatic Assumptions

A paradigm is a set of beliefs and assumptions representing a worldview that defines the nature of the world and the researcher's position within it (Guba & Lincoln, 1994). The paradigmatic tradition guiding this research is interpretivism. Inquiry based in interpretivism aims to understand the meanings that participants give to their experiences. The interpretivist paradigm assumes a relativist ontology that answers questions of reality as multiple, alterable, and subjective mental constructions of the meanings given to phenomena by the individuals who experience it (Guba & Lincoln, 1994; Sparkes & Smith, 2013). The relationship between the researcher and what can be known is transactional and subjectivist, and comes to be understood from the participants' perspective using naturalistic procedures (Denzin & Lincoln, 1994). Interpretivist thinking aims to understand lived experience from the first-person point of view, thus through an interactive process between the researcher and the participants. Researchers rely on the

participants' shared experiences to develop and present results that illustrate an in-depth understanding of the participants' experiences.

3.3 Qualitative Research Design

An in-depth understanding of subjective experiences is required to examine the role that organizational socialization plays in teaching for social justice upon the transition into schools. A qualitative research approach allowed me to inquire into the culture of teaching in PE settings and the interactions that shape experiences in this setting from the participant's perspectives. At its roots, qualitative research is an inquiry that involves an "interpretive naturalistic approach to the world" (Bloomberg & Volpe, 2019, p. 42). The characteristics of qualitative research are often understood in contrast to the characteristics of quantitative approaches. Quantitative research traditions position the researcher as a "disinterested scientist" (Sparkes & Smith, 2013, p. 10) capable of detaching the object of interest from reality; the researcher and the participant are positioned as independent entities. In comparison, the constructivist or interpretivist qualitative researcher is positioned as a "passionate participant" (Sparkes & Smith, 2013, p. 10) who stresses reality as socially constructed and maintains an intimate relationship between themselves and the participant (Guba & Lincoln, 1994). This methodological commitment assumes that rich data can only be collected directly from the participants; therefore, the researcher is the primary instrument for collecting and analyzing data.

My position as a researcher is both emic (i.e., an insider) and etic (i.e., an outsider). Throughout the data collection phase of the study, I engaged in intimate conversations with participants in a series of interviews to gain in-depth insights into their lives (Sparkes & Smith, 2013). As laid out in my introduction, I am an insider to the culture of teaching PE as I share aspects of a teacher's occupational socialization with the participants. At the same time, I am an outsider to the province of Québec, and I completed my teacher education program in Ontario. I do not have personal experiences with the unique contexts that each participant works within. These positions benefited my ability to successfully build rapport with the participants and understand the experiences and perspectives shared. While I did not include my experiences in this research, a reflexive approach ensured that I stayed aware and critical of my positionality, past experiences, and how the research design impacts the research outcomes. I remained transparent about my assumptions and prior experiences as they exist in the stages of occupational

socialization to stay focused on the experiences shared from the participant's point of view rather than my own.

Multiple theoretical paradigms inform qualitative methodology and methods to reach the overall goal of understanding an experience. The difficulty in undertaking a qualitative research design is to ensure that it aligns with the purpose of the research, which includes an obligation to understand the paradigmatic underpinnings that lay the foundation for choosing a methodology and the methods that will support the inquiry. The following section discusses the underlying paradigmatic assumptions that guided me in conducting a qualitative inquiry.

3.4 Interpretive Qualitative Methodology

This study did not aim to develop a theory to explain what they do with their knowledge and skills, nor the tensions they may feel in their new role within a system that often does not adhere to values of social justice and diversity. A transcendental phenomenological approach was the methodology initially chosen for this study because it provides a structured approach to acquiring a deep understanding of a phenomenon as several individuals mutually experience it (Bloomberg & Volpe, 2019). It focuses on describing what research participants experience and how they experience it while actively setting aside the assumptions, preconceptions, or experiences that the researcher has with the phenomena. Phenomenology is both a descriptive and interpretive process, not suitable for a problem-solving approach, making it ideal for this research. However, adopting a phenomenological approach is challenging because it requires the researcher to understand philosophical underpinnings and decide how to apply their understandings in a phenomenological study.

The distinct differences between the genres of phenomenology emerged from the transcendental phenomenology of Edmund Husserl (1859-1938), existential phenomenology of Maurice Merleau-Ponty (1908-1961) and Jean-Paul Sartre (1905-1980), and hermeneutic phenomenology of Martin Heidegger (1889-1976). Despite the numerous schools of phenomenological thought, all phenomenologists share the rejection of scientific realism that provides empirical sciences with a privileged position in identifying and explaining the world as it appears, a world independent of the mind (Schwandt, 1997; Sparkes & Smith, 2013).

Transcendental science emerged out of a growing discontent with a philosophy of science based exclusively on studies of material things, a science that failed to take into account

> the experiencing person and the connections between human consciousness and the objects that exist in the material world. (Moustakas, 1994, p. 43)

Phenomenology was founded by the German philosopher Edmund H. Husserl (1859-1938) at the beginning of the twentieth century. It was borne from Husserl's idea that analyzing a phenomenon as the starting point of any investigation should turn to "the things themselves" (Eberle, 2014, p. 185). He argued that the relationship between perception in human consciousness and lived experience could describe reality as participants experience it through their senses (Holstein & Gubrium, 1994; Patton, 1990). The experience must then be described, explained, and interpreted. According to this philosophical assumption, understanding lived experiences requires an awareness of the body as it exists and interacts with others in the world. Studies undertaking a phenomenological methodology aim to produce descriptions of phenomena; what is experienced, how it is experienced, and what meanings or perceptions are given to these experiences as they appear and are perceived in human consciousness (Patton, 1990; Sparkes & Smith, 2013). Phenomenology answers the question of "What is the structure and essence of experience of this phenomenon for these people?" (Patton, 1990, p. 69). A differentiating characteristic of this methodology is that it investigates the meanings attributed to a lived experience to identify the essence of the phenomena as it is mutually experienced by participants (Bloomberg & Volpe, 2019; Patton, 1990). Phenomenology adheres to its subjective epistemological position by ensuring that the interpretation of the experiences shared is derived from the descriptions provided by participants.

Phenomenology has strong philosophical underpinnings that suggest the researcher bracket their experiences from the research. Researchers begin by engaging in a process called *epoché*, which requires concentration, presence, and exceptional sustained attention to looking inwards towards one's consciousness. They attempt to suspend their assumptions or 'natural attitude' about a phenomenon through a practice called *bracketing* in preparation to derive new knowledge (Moustakas, 1994). This phenomenological attitude shift aims to make an effort to set aside personal views of the phenomena in favour of seeing it from a naïve and open sense, what Moustakas (1994) refers to as a "pure or transcendental ego" (p.33). Researchers set aside assumptions and personal involvement with the phenomenon to avoid biased interpretations about the data that fit their views. A critique of this practice is the researcher's realistic ability to bracket their personal experiences as effectively as the literature detailing phenomenological studies

suggests (Bloomberg & Volpe, 2019). Researchers must be transparent about their intentional consciousness through transcendental processes before they can understand someone or something that is not their own. The second step in knowing things as they appear from a phenomenological perspective is the *transcendental-phenomenological reduction*, which considers each participant's experience individually (Moustakas, 1994). The goal of transcendental-phenomenological reduction is to reduce the phenomenon down to its core meaning or essence by describing the experience in textual language (Moustakas, 1994; Sparkes & Smith, 2013). A textural description is developed that details each participant's experiences from the first-person perspective. The *imaginative variation* follows the transcendental-phenomenological reduction, and a structural description of the conditions that contribute to the experience is derived from the textural descriptions to produce themes (Moustakas, 1994). These descriptions are integrated to convey a universal essence description of the phenomenon.

Although I am interested in the phenomenon of how early-career teachers experience their occupational socialization related to teaching for social justice in PE settings, strictly adhering to a phenomenological methodology took from the value that I, as a researcher who shares some experiences with the participants, bring to the study. I have used my past experiences as a tool to authentically build rapport with the participants to help me ask relevant questions. Bracketing my experiences from the conversations with participants would not have achieved the same depth of discussion surrounding lived experience and social justice in schools. My positionality has helped me understand my participants better, even though I am not reporting on my personal experiences. I decided to continue the study using an interpretive qualitative approach to more accurately account for the diversity of experiences shared by the participants, rather than producing a generalized description of the essence of the experience. While phenomenology would have allowed me to describe how participants mutually experienced the phenomenon, adhering to this methodological commitment meant that significant experiences relating to the research questions may be excluded from the findings simply because an experience was not present across all participant accounts of their occupational socialization. A move towards an interpretive qualitative approach acknowledges the situated and contextual connection to the participant's experiences, which would have been a limitation in conducting this study from a phenomenological approach.

3.5 Methods

Participants were recruited in September 2021, followed by their participation in two semi-structured interviews and one follow-up interview. Transcribed interview data was coded in December 2021 and analyzed beginning in January 2022. The report was written and then submitted in August 2022.

3.5.1 Participants

Four participants were recruited to participate in this study. Criteria for selecting participants included early-career PE teachers in years one to five of teaching who had completed a PHETE program or a teacher education program granting PE teaching qualifications. Selecting participants with these characteristics offered an in-depth understanding of a specific experience of interest in this study (Patton, 1990; Sparkes & Smith, 2013). This inclusion criteria represented participants who had experienced a similar organizational socialization while most accurately capturing the beginning experiences of teaching in PE as they occur. Although participation in a teacher education program where social justice was a focus was not part of the criteria, each of the participants acquired knowledge around social justice and teaching for cultural responsiveness, diversity, and inclusion during their teacher education programming.

I used criterion-based purposive sampling and snowball sampling techniques to access a hard-to-reach population of physical educators in the Greater Montréal Area for participation. I began by contacting physical educators within my social network from the Montréal area. I asked these physical educators to direct me to any other physical educators they know who would fit the study's inclusion criteria and might be interested in participation (Sparkes & Smith, 2013). They were asked to provide me with the email addresses of potential participants they referred me to. I contacted potential participants directly by email with more information about the study using a recruitment script.

Participants were also recruited by online advertisement. I contacted the president of the Association of Physical Educators of Québec (APEQ) and a McGill Education Career Advisor. I asked them to share an ethics-approved recruitment advertisement poster on their social media pages. The advertisement was shared on 1. The Association of Physical Educators of Québec's Facebook page (October 18, 2021); 2. McGill Education Internships and Student Affairs Office Facebook page (October 14, 2021); 3. McGill DPEK Students Facebook group; 4. McGill University's Education Career Service's Career Update Newsletter (October 14, 2021); 5. McGill

DPEK Students Facebook group (October 18, 2021). The advertisement was also shared on my personal social media page and shared by various users. Physical educators who fit the description and were willing to participate in the study contacted me (i.e., the researcher) directly by email to express their interest in participating in the study. These participants were asked to refer me to other physical educators they knew who fit the criteria and would similarly be able to provide information about the experience I was interested in exploring in this study.

3.5.2 Data Collection: Observations

I initially included observations in the design of this study as they would have allowed me to gain a richer contextual understanding of the participants' experiences teaching in PE settings before engaging in conversations with the participants within their teaching environment (Sparkes & Smith, 2013). Observations would have consisted of a single day spent in each participant's school observing aspects of their teaching climate, such as their actions, emotions, and interactions with fellow teachers and students. Due to the COVID-19 pandemic restrictions and to maintain the safety of teachers, students, school staff, and their families, entry into schools was not possible. Observations were subsequently omitted from data collection.

3.5.3 Data Collection: Semi-Structured Interviews

Due to the ongoing COVID-19 pandemic restrictions, in-person interviews could not be conducted. Instead, I used Zoom video conferencing software with the same outlined procedures (Sparkes & Smith, 2013). This method provided physical safety for the participants and the researcher, mitigating potential health risks. Conducting interviews remotely allowed me to have conversations with participants who were unable or unwilling to participate in face-to-face interviews. For teachers who may need to re-schedule last minute, video conferencing permitted a shift in meeting times if required. Interviews were scheduled with each participant once informed consent was signed and returned to me by email. Participants were sent a reminder email two days before their scheduled interview date containing the Zoom link and a list of interview questions. Each participant participated in three semi-structured interviews, each lasting one to two hours.

I conducted the first interview to build rapport with the participants. This interview included questions about the participant’s demographic information, acculturation, and professional socialization experiences. This information was necessary for understanding their early experiences in sport, PE, and the knowledge and skills of the profession they have learned in their PHETE program, all of which shape their expectations and beliefs towards being an educator.

At the end of the first interview, I asked each participant to complete a critical incident reflection in preparation for the second interview (refer below to section 3.5.4 Critical Incidence Reflection). The second interview focused on the participants' organizational socialization experiences. A third follow-up interview took place to clarify interpretations and ask additional questions. All interviews were audio-recorded on Zoom and transcribed verbatim into a text file. Participants were asked to review the transcriptions following the second and third interviews, acting as additional member checks.

Participants were asked the same initial interview questions related to the three phases of occupational socialization. The semi-structured nature of the interviews enabled me to follow up with the participants' responses using several prompts. An interview script (See Appendix A) adapted from Curtner-Smith et al. (2008) directed the conversations while simultaneously providing the participants with more control to express their feelings, thoughts, attitudes, and meanings they attach to their experiences (Patton, 1990; Sparkes & Smith, 2013). The change in PE teaching conditions and experiences resulting from the COVID-19 pandemic were accounted for in this study and reflected in the interview questions by prompting participants to reflect on and share their experiences of teaching PE before and after the implemented restrictions.

3.5.4 Critical Incident Reflection

Critical Incident Technique (CIT) is a qualitative data collection method that aims to identify significant factors contributing to an effective or ineffective behaviour, practice, or event (Flanagan, 1954). Rather than relying on observations conducted by an observer to collect "direct observations of human behaviour" (Flanagan, 1954, p. 327), the flexible principles of this method were used to ask participants to recall or describe incidents in their early teaching careers related to what they understand to be issues of equity and social justice in their teaching practice.

Participants were asked to complete a critical incident reflection after their first interview. Participants were encouraged to think about 3-5 critical moments or 'shaping experiences' they had during their teaching related to social justice and PE. A Shaping Experiences Reflection (See Appendix B) template adapted from R. Philpot et al. (2020) was assigned and emailed to each participant to complete by the second interview. Participants had the opportunity to discuss one of their experiences they thought to be the most critical or pivotal related to social justice in education and teaching PE in their school.

I summarized the findings from the completed Shaping Experiences Reflection and revisited them with each participant during their final interview. Participants were asked questions such as “If you had the opportunity to speak with first-year pre-service physical education teachers, what would be important for them to know about the transition into teaching?” and “How can teacher education programs adapt their practices to engage with and better prepare pre-service teachers to integrate social justice pedagogies into their teaching?” Just as R. Philpot et al. (2020) conclude, the use of CIT can inform the practice of teacher educators in PHETE programs and may be used as examples of social justice pedagogies enacted within varied school contexts, not simply in theory. This reflection and the questions that followed offered a unique perspective based directly on the shared perspectives and experiences of early-career teachers who participated in this study.

3.5.5 Compensation

Participants were offered compensation for their time and effort invested in the study. Interviews were pro-rated, and compensation was discussed with the participants during the informed consent process. Participants received $5.00 for participation in the first interview, $10.00 for participation in the second interview, and $15.00 for participation in the third interview for a total of up to $30.00. Should participants have chosen to withdraw from the study, they would be compensated for the interviews in which they participated. Whether they participated in all three interviews or decided to withdraw from the study, participants would be compensated for the interviews in which they participated. The amount of compensation offered was reflected on an electronic gift card made out to a store location of the participants’ choice. Compensation was distributed once each participant completed the three interviews or upon withdrawal from the study. No participants withdrew their participation from this study.

3.6 Data Analysis

In Braun and Clarke’s (2006) paper entitled *Using thematic analysis in psychology*, they describe thematic analysis as a method of organizing data collected in qualitative research by "identifying, analyzing, interpreting, and reporting patterns within data" (Braun & Clarke, 2006, p. 79). This six-step process has been used by researchers across paradigmatic traditions and disciplines. Despite its popularity, these earlier published steps of thematically analyzing research data have since been reflected on by the authors for being applied in prescriptive or mechanistic ways and fall short of being a creative, fluid and flexible process of analyzing data as intended.

Researchers using thematic analysis commonly refer to themes "emerging from the data" (Braun & Clarke, 2021, p. 129) and present data as though it speaks for itself (Braun & Clarke, 2021) without describing the researcher's depth of engagement with the data or the systematic procedures that lead to the generation as opposed to the emergence of themes (Braun & Clarke, 2019, 2021). Braun and Clarke (2021) recently proposed a revised six-step process of reflexive thematic analysis that welcomes researcher subjectivity as an "analytic resource" (Braun & Clarke, 2020, p. 330) for producing knowledge and rejects ontological notions of an objective reality to account for these criticisms. The reflexive nature of this method of analysis regards "meaning and knowledge as situated and contextual" which is not only in alignment with my chosen methodology as discussed, but is also imperative in understanding experience in this study of early-career teachers (Braun & Clarke, 2020, p. 334). Braun and Clarke (2019) emphasize the importance of researchers acknowledging their positionality, theoretical assumptions, and the epistemological and ontological foundations of their research that underly how they use thematic analysis, as described in these sections in further detail 3.2 Paradigmatic Assumptions, 3.3 Qualitative Research Design, and 3.4 Interpretive Qualitative Methodology. The following subsection will discuss the inductive and deductive orientation used alongside the theory that informed the thematic analysis.

3.6.1 Inductive and Deductive Processes of Analysis

Braun and Clarke (2020) suggest that researchers provide a rationale that explains their orientation to reflexive thematic analysis. Researchers often assume that they should conduct thematic analysis inductively *or* deductively in applying this method. Braun and Clarke (2020) remind readers that thematic analysis can be used on a continuum from more deductive to inductive analytic processes (Braun & Clarke, 2020). An inductive approach to thematic analysis is "grounded in the data, rather than pure induction" and aims to understand rather than develop a theory (Braun & Clarke, 2020, p. 331). On the other end of the continuum, a deductive approach to data analysis is driven by an existing theory or prior research that provides a lens through which the data is analyzed and interpreted. An inductive approach to data analysis was applied to the data using the six phases proposed by Braun and Clarke (2006, 2020) because it is concerned with richly descriptive findings (Bloomberg & Volpe, 2019).

As mentioned in section 2.6 Research in Occupational Socialization, occupational socialization theory has not been used to explore teaching for social justice in PE settings. An

inductive approach to thematic analysis allowed me to begin the analysis using open coding without a pre-existing coding framework and develop themes *from* codes based on the experiences shared by participants related to the research questions (Braun & Clarke, 2020). The themes were then interpreted deductively and embedded in occupational socialization theory as the theoretical framework through which the resulting themes were interpreted and discussed, rather than a lens through which I coded them. Thus, my study was both inductive and deductive in nature.

3.6.2 Six Phases of Thematic Analysis

I began my reflexive thematic analysis with an immersion into the transcribed interview data to *familiarize* myself with the text, first with initial read of each transcript and then repeatedly. This repeated and reflexive engagement with the text gave me the space to search for patterns and meanings, but also allowed me to think about my own assumptions and position related to the research questions. I made casual observations of the data and recorded memos of ideas that I may want to explore later in the analysis process when coding the data and developing themes.

During the second phase, *data coding*, I moved from a more casual engagement with the data to a systematic one whereby I read through and coded significant statements in each transcript until the whole data set had been coded. Segments of data that were relevant to addressing the research questions were coded. Each code was made up of one to a few words that capture the meanings and interpretations given to each statement. Some statements required new codes to be made, and others were assigned an existing code. These coded excerpts were highlighted on the transcribed material using the 'Comment' function on Microsoft Word and organized on a Microsoft Excel spreadsheet, along with the excerpts associated with each code, according to what stage of the participant's occupational socialization (i.e., acculturation, professional socialization, organizational socialization) the excerpt belongs to. This helped to organize the codes that were generated across the entire data set in a way that allowed me to see the diversity of experiences and perspectives shared. I then completed another round of coding by reading through the transcribed interviews, checking that the codes accurately described or interpreted significant statements, applying missed codes, and ensuring that codes were applied consistently and updated in my list of codes.

The third phase, *generating initial themes*, involved looking across the codes in search of broader patterns of shared meaning across the data set. I began forming initial themes by clustering codes related to a similar idea, including those that have been repeated. Possible themes that

captured important data related to the research questions were revised in the fourth phase of analysis by *developing and reviewing themes*. I reviewed the coded extracts within in each theme to check if they formed a coherent pattern. I then reviewed if the candidate themes worked across the data set. These two steps of review and development also helped me to determine if additional themes had been missed. Although this was a lengthy process, I wanted to ensure that there were identifiable distinctions between each theme, and that together they formed a meaningful interpretation of the data. A thematic map was used during this phase of the analysis to organize candidate themes and the relationships between them.

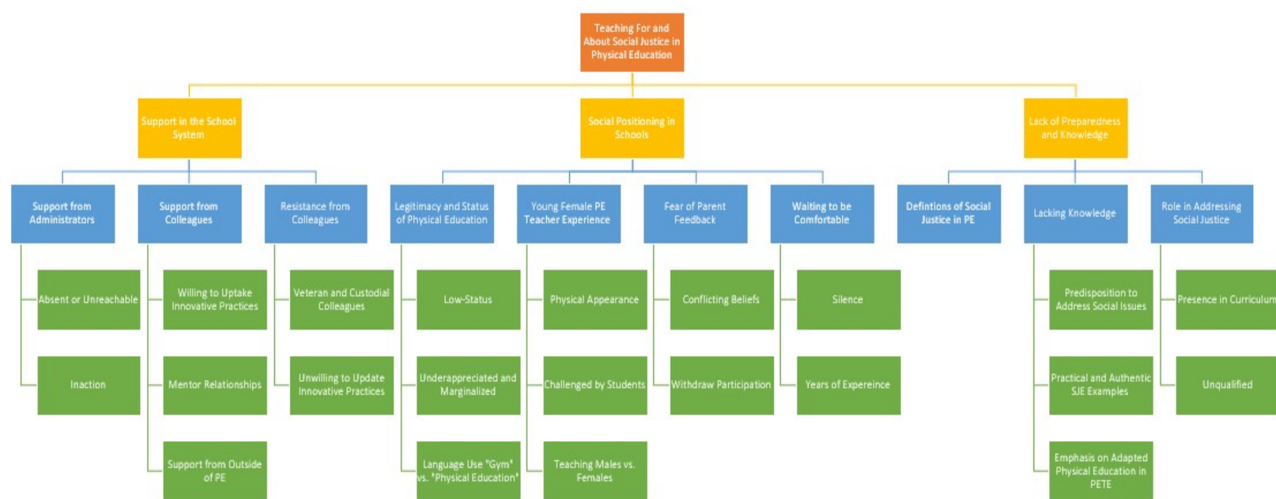

Figure 1: Thematic Map

Once I completed a thematic map that illustrated an overall structure of my analysis, I moved on to the fifth phase of *refining, defining, and naming themes*. I determined what story I would tell about my participant's organizational socialization experiences and chose excerpts from across the data set that would provide clear illustrations of the ideas demonstrated in my analysis and discussion. It was important for me to select excerpts from across the data set to represent all participants and demonstrate that the themes exist in a "patterned nature" among them (Braun & Clarke, 2021, p. 140). In the final phase, a *write-up of the report* each theme using excerpts from the data was written to identify aspects of the experience. Including excerpts alone does not sufficiently support a point being made without an interpretation of the data in relation to the research questions guiding the study. I used an illustrative approach that uses the excerpts to

illustrate the interpretations and claims made when including data excerpts in my written report (Braun & Clarke, 2021).

The analysis of my participant's experiences is presented in two parts. First, individual participant profiles were written, detailing each phase of my participant's *occupational socialization* experiences (i.e., acculturation, professional socialization, organizational socialization). These provided a comprehensive understanding of the ways each participant has been socialized into teaching. Individual participant profiles are presented in Chapter 5: Participant Profiles. Participant profiles helped me to develop themes that were focused on the *organizational socialization* phase of their occupational socialization, using vivid extracts from the interviews to illustrate the experiences shared. Themes are presented in Chapter 6: Results.

While doing reflexive thematic analysis may appear to be a relatively flexible and straight forward method of analyzing data from a variety of research traditions, it is not without challenge. Sparkes and Smith (2013) explain that there is the risk of the researcher getting carried away with searching and developing themes that form multiple or contradictory analyses in which the descriptions and interpretations are not supported by the data. Braun and Clarke (2021) similarly highlight this challenge, and add that there is always the potential for new understandings and therefore, it is important for the researcher to ultimately make the decision to move on to the next stages of analysis. Thematic analysis is a time-intensive process that may benefit from the researcher taking the time to productively step back from analysis and revisit it with "refreshed energy" (Braun & Clarke, 2021, p. 146). Guiding principles that evaluate the quality of qualitative research and resolve such challenges are discussed in section 3.7 Quality Standards.

3.7 Quality Standards

Qualitative research is based in different ontological and epistemological assumptions than quantitative research (Sparkes & Smith, 2013). Credibility, dependability, confirmability, and transferability criteria have been developed in parallel to the traditional positivist criteria of internal and external validity, reliability, and objectivity (Bloomberg & Volpe, 2019; Guba & Lincoln, 1994). Together, these criteria evaluate the study's trustworthiness to ensure that the findings are significant and valuable.

Credibility denotes whether or not the participants' perception of their experiences aligns with how the researcher has represented their reality (Bloomberg & Volpe, 2019; Sparkes & Smith, 2013). To support my study's credibility, I began by clarifying biases and personal experiences

that I bring to the research. Conducting multiple in-depth interviews with the participants allowed me to produce thick descriptions of the research process to understand their experiences. Two member checks involving each participant took place as a method of verification while acting as an additional source of data collection (Sparkes & Smith, 2013). The first member check took place after the first two interviews had been transcribed for review by the participants. Participants were e-mailed a copy of the transcribed interview data for which they participated. They were asked to confirm that the information was correct and accurately captured the experiences they had shared. The second member check occurred during the follow-up interview to provide participants with the opportunity to confirm that their experiences have been represented accurately and to enable the researcher to ask further questions. They were also asked to review the transcript from the follow-up interview.

Dependability parallels the criteria of reliability and is "concerned with the stability of data over time" (Guba & Lincoln, 1989, p. 242). Dependability is achieved through a documented, logical, and traceable research process (Bloomberg & Volpe, 2019). A saved audit trail of interview audio recordings, transcriptions, and data analysis tracked the processes and procedures used to collect and interpret data (Sparkes & Smith, 2013).

Confirmability ensures that the researcher's findings and interpretations logically represent the participant's experiences. It is described in parallel to quantitative notions of objectivity but considers that qualitative research does not aim to achieve objectivity (Bloomberg & Volpe, 2019). Confirmability standards encourage researchers to explore their biases that might impact their description and interpretation of the data. I engaged in ongoing reflexivity throughout the different phases of the research process. I remained aware of my personal views and assumptions during the ongoing interviewing of participants. Critical friends were included in the research process because of their ability to enhance confirmability by encouraging me to reflect and question the descriptions and interpretations I have made by reading the analysis and results (Sparkes & Smith, 2013).

Transferability is concerned with generalizing the results over a broad population and corresponds to quantitative research's external validity (Bloomberg & Volpe, 2019; Sparkes & Smith, 2013). Qualitative researchers cannot specify external validity. They provide detailed descriptions that enable readers to determine if the findings can be useful to them, in this case, of value to PHETE programs and educators. Qualitative researchers collect data from a small number

of participants who are typically selected using purposive sampling. The data collected is used to produce specific and relevant findings that can also be applied to broader contexts. An in-depth description of the participants' organizational socialization experiences pertaining to teaching for social justice in PE settings was shared in the research findings. The results from this study are likely to be useful for PHETE programs and teacher educators concerned with improving their ability to prepare PSTs for the transition into schools from the perspective of teachers who have directly experienced it.

3.8 Ethical Considerations

Researchers are morally and ethically bound to ensure that their research is conducted in a way that minimizes harm to participants. This study involves human participants; therefore, an ethical protocol was developed that details participant recruitment and consent, privacy and confidentiality, and data storage and security management. It outlined the study information, potential risks, and perceived benefits to the participants. This protocol was submitted to and approved by the University Research Ethics Board-2 (REB File #: 21-07-020), serving research in the Faculty of Education for approval to conduct research with human participants. There were no foreseen risks associated with involvement in this study.

3.8.1 Informed Consent

Following approval from the University Research Ethics Board-2, all participants were required to provide informed consent prior to scheduling interviews. A letter of informed consent (See Appendix C) written in language tailored to the participants was sent electronically to each participant and received using a McGill email account. Signed and returned consent forms were saved on the researcher's password-protected computer in a password-protected folder. Re-establishment of consent over recurrent negotiation occurred during each stage of the interviewing process to enable each participant to confirm that they were still willing to participate in the study (Sparkes & Smith, 2013).

3.8.2 Anonymity and Confidentiality

Demographic information describing participants was gathered at the beginning of the first interview using a personal information datasheet. Data including the participant's identified age, race, gender, ethnic origin, and place of birth were collected to develop a picture of who is represented in the study. To maintain anonymity and confidentiality, participants were provided with a pseudonym throughout the data set to ensure that they could not be identified by readers. A

chart was created that matched each participant to their pseudonym and kept separately from the data set. Pseudonyms were used when including direct excerpts from the interviews in the written report. Host organizations (i.e., school boards and schools) were not identified in the research. The study did not include personal identifying information that could potentially identify each participant or connect their responses to their identities, or the schools they teach in.

3.8.3 Data Storage and Security

All data involved in this research project was password-protected and stored in folders on my password-protected computer. All identifiable information and interview data was accessible to myself (Researcher), Dr. Jordan Koch (Supervisor at McGill University) and Dr. Lee Schaefer (Co-Supervisor at the University of Saskatchewan). Dr. Jordan Koch and Dr. Lee Schaefer received shared access to a password-protected OneDrive folder. Electronic files that included personal identifying or demographic information, interview audio recordings, and data analysis codes were kept separately from the interview transcripts. Following the completion of the study, files containing the participant's personal information, interview audio recordings, and interview transcription data will remain stored on my password-protected computer in password-protected folders. Data will be discarded in accordance with the 7-year data retention requirements at McGill University to ensure that the data remains confidential after transcription has been completed and the study has ended.

Chapter Summary

The experiences explored using an interpretive qualitative methodology guided by occupational socialization theory provide readers with an account of the meanings that several early-career PE teachers attribute to their organizational socialization and their experiences negotiating teaching for social justice in PE settings. The following section will detail the findings from the data collection and analysis procedures, as well as the implications and significance that this study offers to the field of education and pre-service teacher education training.

Chapter 4: Education System Contextual Information

This chapter provides information about the PHETE program that the participants completed and the Canadian provincial education systems they shared their experiences working within. Understanding this information helps to situate the participants' experiences within a broader educational context that underlies what they have learned, what they teach in their classrooms and the influences that shape their pedagogical practices. This chapter begins by describing their PHETE program and moves on to discuss the structure, expectations, goals, instructional approaches, and values of the PE programs in Québec and Ontario.

4.1 Bachelor of Education Program Overview

All participants in this study attended the same four-year Bachelor of Education (B.Ed.) in Physical Education program. Upon completion of the program, PSTs acquire a teaching license for the province of Québec and the certification to teach health and PE in elementary and secondary schools. PSTs in this concurrent program complete their academic studies, course work, and teaching placements within the four years. Like many PHETE programs, this program offers science-based courses in areas such as anatomy, physiology, biomechanics, and motor development. PSTs in the program also complete professional studies in educational philosophy, teaching methods, pedagogy, and curriculum (*Physical and Health Education Program Requirements*, 2021). When these participants were in the program, they also took physical activity courses such as aquatics, volleyball, basketball, and soccer in addition to the required theoretical courses and practical teaching components. The program has since changed, and this variety of sport-specific classes are no longer offered as a requirement. This change was the result of a shift from a performance-based approach in which high-performance athletes and coaches taught sports and physical activities, toward teaching skills and physical activities from a pedagogical approach (Anonymized Faculty Member, personal communication). The rationale for this change was for PSTs to learn how to teach physical activities rather than high-performance sports in PE. PSTs are now required to complete aquatics and track and field sports-based courses, along with elementary school games, secondary school games, and a selection from non-traditional physical activities, outdoor education, movement education, and health-related fitness (*Physical and Health Education Program Requirements*, 2021).

PSTs in the program are required to choose one course offered by the Department of Integrated Studies in Education to fulfill complementary course requirements in the multicultural

education category from Indigenous education, equity and education, or global education and social justice (*Physical and Health Education Program Requirements*, 2021). While social justice is not infused explicitly across all required courses for the program, the Department of Kinesiology and PE offers courses that touch on social justice and inclusion topics, including critical pedagogy in PE, historical perspectives, curriculum development, adapted PE, and health education (*Physical and Health Education Program Requirements*, 2021). PSTs are provided with hands-on experience working with students with a disability and planning for instruction, assessment, and evaluation through the adapted PE course. They, however, tend to equate this experience with understanding what it means to be inclusive in PE. For instance, while they learn to work with individuals who have disabilities, they do not have the chance to learn and practice teaching around topics such as race, gender, sexuality or socio-economic status. While these course offerings are a step towards teaching PSTs about topics related to social justice issues, the presence of these topics depends on who is teaching the course; some professors have a critical orientation who challenge dominant discourses of PE related to science and the body, while others do not. The lack of capacity within the program makes it difficult to see a long-term change in how PSTs understand social justice and their willingness and ability to implement innovative practices that account for the diversity of students in their PE classes.

In each year of the program, PSTs complete one field experience as a student-teacher; two at the elementary school level and two at the secondary school level. Student teachers have the opportunity to suggest schools and school boards that they would like to complete their four student teaching field experiences, but are not permitted to seek their own placements or request different placements from what has been assigned to them (*How It Works*, n.d). The first three-week field experience introduces student teachers to teaching in kindergarten and elementary schools (*FE1 (Phys. Ed. ONLY)*, n.d). The second three-week field experience introduces student teachers to teaching in secondary schools (*FE2 (Phys. Ed. ONLY)*, n.d). Student teachers teach in pairs during their first two field experiences, where they progress from classroom observation toward co-planning and co-teaching with their peer. The third field experience lasts for eight weeks in duration, and student teachers should be lesson planning and preparing for units independently, no longer alongside one of their peers. Student teachers are expected to teach 75% of a full teaching workload by the end of the third field experience (*FE3 (Phys. Ed. ONLY)*, n.d). The fourth field experience lasts for eight weeks in duration, and student teachers are expected to teach 85-100%

of a full teaching workload and show development across the 13 professional competencies of teachers (*FE4*, n.d). Student teachers are required to complete one 8-week field experience at the elementary school level and one at the secondary school level and can choose the order in which they complete them (i.e., if field experience three is at the elementary level, field experience four must be at the secondary level) (*How It Works*, n.d). While some students choose to remain in Québec to teach PE, others may choose to return to their home province or move outside of Québec to another province to begin their teaching careers.

4.2 Curriculum in Canada

Notably, this study operates from within a Canadian context where there is not a national curriculum. Each province and territory has its own curriculum established by its respective ministries of education (Government of Canada, 2022). As noted, the participants in this study offered their perspectives from having taught PE within the Québec and Ontario education systems. The next section outlines and describes the differences between the PE curriculums in these provinces. As a researcher and as a reader, it is necessary to understand the context in which these teachers teach, including not only their schools but also the education systems they work within. These education systems report their curriculums as responding to suggestions to prepare students for the 21st century by supporting high-quality education (Government du Québec & Ministère de l'Éducation, 2001, 2004; Government of Ontario & Ministry of Education, 2015, 2019).

4.3 Overview of Québec's Physical Education Curriculum

Ministère de l'Éducation et de l'Enseignement supérieur (MEES) or The Ministry of Education and Higher Education is responsible for governing education, sport, and recreation in the province of Québec. The mission of the MEES is to offer "living environments that are conducive to educational success and to regular participation in physical, recreational and sports activities—living environment that are inclusive, healthy and respectful of people's needs and circumstances" through an inclusive education system (Government du Québec & Ministère de l'Éducation, 2022). The following sections provide an overview of the PE and Health program for Elementary Schools and Secondary Schools in Québec.

4.3.1 Program Structure and Requirements

The Québec Education Program (QEP) is divided into the Elementary Education Program and the Secondary Education Program. The Elementary Education Program begins with preschool (pre-kindergarten, kindergarten) and is composed of three cycles; Cycle One (grades 1 and 2), Cycle Two (grades 3 and 4), and Cycle 3 (grades 5 and 6). The Secondary Education Program is divided into Cycle One (grades 7 and 8) and Cycle Two (grades 9,10, and 11). Students in Québec schools gradually acquire, use, and progressively build on the knowledge and skills they have learned as they move through each cycle. Québec is the only province in Canada that requires eleven, rather than twelve, years of schooling to earn a Secondary School Diploma (SSD) or Diplôme d'études secondaires (DES) (Government du Québec & Ministère de l'Éducation, n.d). Students in Québec elementary and secondary schools participate in PE during each year of the program, except for their final year, where students are given the option to enrol in PE and Health *or* Ethics and Religious Culture.

4.3.2 Curriculum Expectations

Québec schools are mandated to prepare students for contributing to a "democratic and just society" (Government du Québec & Ministère de l'Éducation, 2001, p. 2). Part of this preparation is providing students with learnings to help them succeed beyond elementary school. The threefold mission of Québec schools is to provide instruction and opportunities for intellectual development, to socialize students, and provide qualifications (Government du Québec & Ministère de l'Éducation, 2001, 2004). Schools are one site of learning in a student's life, and they play a role in the acquisition of knowledge and feelings of belonging as citizens in the community. Learning in elementary schools is qualifying in that it enables students to discover and develop their strengths, prepares them to continue their education, and orients them toward choosing a future career (Government du Québec & Ministère de l'Éducation, 2001). Learning in secondary schools is also qualifying in that it provides students with an SSD that they may use if they decide to continue their education or enter the job market (Government du Québec & Ministère de l'Éducation, 2004).

The three overall aims of the QEP are to help students construct a world-view, construct an identity, and become empowered (Government du Québec & Ministère de l'Éducation, 2004, 2007a). In the Elementary Education Program, the construction of a world-view at the centre of all student learning (Government du Québec & Ministère de l'Éducation, 2001). From this

perspective, learning should be an active process and differentiated to meet the needs and interests of individual students. The construction of a world-view is achieved through reflection and students' willingness to compare their world-views with the world-views of others, including their actions, attitudes, values, and beliefs. Schools influence the construction of students' identities by providing them with opportunities to develop their talents and strengths, express their feelings and perceptions, and expose them to ethnic and cultural diversity in their community. Students' ability to be empowered to take action and respond to current and ethical issues is best supported when students have developed a coherent world-view and a defined identity. Students will be able to integrate their knowledge acquired in Québec schools to respond appropriately to complex issues or questions, succeed academically, set goals, and contribute to society.

The Elementary and Secondary Education programs include the cross-curricular competencies, broad areas of learning, and programs of study grouped into five subject areas. The QEP is characterized by a competency-based approach that makes learning meaningful for students across all subjects. A competency is defined as "a set of behaviours based on the effective mobilization and use of a range of resources" (Government du Québec & Ministère de l'Éducation, 2001, p. 4). There are four categories that include nine cross-curricular competencies in the QEP. These include *1. Intellectual Competencies; 2. Methodological Competencies; 3. Personal and Social Competencies; and Communication-related Competency*. The cross-curricular competencies outline a set of behaviours and enable students to use what they have learned in school to understand the world around them and guide their actions (Government du Québec & Ministère de l'Éducation, 2001, p. 12). These competencies are generic across all subject areas and therefore all teachers have a role in helping students develop them.

There are five broad areas of learning in the QEP that encourage students to make connections between what they have learned at school, their lives outside of school, and the social realities of today. These five areas include *1. Health and Well-Being; 2. Personal and Career Planning; 3. Environmental Awareness and Consumer Rights and Responsibilities; 4. Media Literacy; and 5. Citizenship and Community Life* (Government du Québec & Ministère de l'Éducation, 2001, 2004). Through these broad areas of learning, students can think critically about their "personal, social and cultural environment" (Government du Québec & Ministère de l'Éducation, 2001, p. 7; 2004, p. 15). Together, these broad areas of learning deal with current issues and realities of today that young people will have to confront in their lives and those which

may challenge their talent and creativity (Government du Québec & Ministère de l'Éducation, 2007b). They are a set of educational aims that are related to the three aims of the QEP that enable students to develop responsibility for adopting healthy habits, make and carry out plans to integrate into adult society, develop a relationship with the environment including maintaining critical of consumption and exploitation, to exercise critical and ethical judgement, and to participate in a democratic society outside of the classroom (Government du Québec & Ministère de l'Éducation, 2007b). The responsibility for the broad areas of learning is shared among the various subjects within the QEP. Students learn to use their broad scope cross-curricular competencies and their subject-specific competencies to deal with problems that may not have been covered in schools. The five broad areas of learning present significant issues that students should be able to deal with by the end of their education, and the competencies are the tools used to do so.

There are fourteen programs of study organized into five subject areas. The Physical Education and Health program is located within the Personal Development subject area, which is concerned with students' physical, affective, moral, social, spiritual, and cognitive development. The three competencies of the Physical Education and Health program include 1. *To perform movement skills in different physical activity settings*; 2. *To interact with others in different physical activity settings*; 3. *To adopt a healthy, active lifestyle (Government du Québec & Ministère de l'Éducation, 2001, 2004, 2007a)*. Competencies one and two are complementary. Students draw on their movement skills and perform them when interacting with others in different physical activity settings. The third competency follows as students should be able to observe how physical activity impacts their lifestyle habits. The Progression of Learning (POL) documents for Physical Education and Health are a compliment to the QEP (Government du Québec & Ministère de l'Éducation, 2009, 2010). They involve three subject-specific competencies that designed to help teachers plan Learning and Evaluation Situations (LES)[3] by providing additional information on the knowledge and skills that students should acquire in each year of elementary and secondary school.

4.3.3 Physical Education and Health Program Goals

The goal of Québec's Preschool Education and Elementary Education Physical Education and Health program (Government du Québec & Ministère de l'Éducation, 2001) is to have students

[3] Learning and Evaluation Situations (LES) are the Québec equivalent of a traditional unit plan.

adopt a healthy and active lifestyle beyond improving physical efficiency. Students learn motor and psychosocial skills and acquire the knowledge, attitudes, and behaviours they will need to take charge of and manage their health and well-being. The program encourages teachers to consider students' interests when selecting and offering physical activities that they are likely to practice in their daily lives. The program recognizes that it is the shared responsibility of school teachers and staff, parents, and the community to motivate students to engage in physical activity and adopt healthy lifestyle habits. Its purpose is to "help students gain a sense of self-responsibility for their fitness and health by allowing them to develop a repertoire of movement skills, a repertoire of cognitive strategies, a knowledge base in the subject, behaviours consistent with safety and ethical rules, the critical sense they need to manage their health wisely, and positive attitudes in their relationships with others when participating in physical activities" (Government du Québec & Ministère de l'Éducation, 2001, p. 272). Students learn to seek out participation in physical activities and participate in them safely. Topics present in the elementary program that encourage students to think critically are those surrounding body image in the media and the ways cultural differences impact lifestyle habits and engagement in physical activity. In this program, students participate in individual, cooperative, outdoor, expressive, and fitness activities.

Québec's Secondary Physical Education and Health program (Government du Québec & Ministère de l'Éducation, 2004, 2007a) aims to increase and consolidate students' repertoire of movement skills learned over the elementary program and additionally aims to focus on "the learning of other elements, such as helping students to gain a sense of self-responsibility in terms of what to do to ensure their health and well-being; become autonomous in developing, carrying out and assessing their learning process; improve their capacity to cooperate with peers; and become aware of the importance of adopting behaviours consistent with safety rules and ethics" (Government du Québec & Ministère de l'Éducation, 2004, pp. 431-432). The secondary program is a continuation of learning from elementary school. Students work towards increasing their motor efficiency, develop social skills in group settings, commit to changing their lifestyle habits by developing and implementing a plan, and analyze impacts on their own health and well-being. PE can take place in the school setting, either outdoors or indoors, in recreational or competitive intramural and interscholastic events; in the community by visiting natural parks, rural or urban community spaces; in family settings by participating in physical activity individually or with

family and friends to achieve the three program competencies (Government du Québec & Ministère de l'Éducation, 2004).

4.3.4 Instructional Approaches and Values

The QEP frequently advocates for differentiated instruction across the elementary and secondary school programs. The Physical Education and Health program does not attempt to solve differing abilities; however, it supports differentiation that considers the differences present in the classroom. Teachers are encouraged to consider their student's interests and learning styles to build on their prior knowledge and use organizational strategies such as having students work individually, in groups, and lecture-based teaching approaches (Government du Québec & Ministère de l'Éducation, 2001, 2004). Together, the broad areas of learning, cross-curricular competencies, and subject-specific competencies are combined to offer students meaningful and intellectually stimulating learning situations that flexibly allow students to use different resources to be successful (Government du Québec & Ministère de l'Éducation, 2001, 2004).

With respect to diversity, cultural references across both the elementary and secondary programs for the three competencies are centred around the lifestyle and physical activity habits of people in Québec (i.e., "Quebeckers"), current events related to PE and health, literature, architecture, sporting events, heritage objects, clothing and equipment, and the values that determine behaviours such as lifestyle and leisure habits (Government du Québec & Ministère de l'Éducation, 2001, 2004, 2007a). Cycles One and Two of the secondary program additionally discuss key sport and political figures, lifestyle habits in Québec society and other societies, evolution and improvement of techniques related to sport, sport ethics, and media influenced values and behaviours.

4.4 Overview of Ontario's Physical Education Curriculum

Publicly funded schools are overseen, administered, and funded by Ontario's Ministry of Education. The Ministry of Education is responsible for developing and publishing curriculum documents and resources for kindergarten through to grade 12. They determine the standards and guidelines for assessment, evaluation, and reporting for students in Ontario's private and public schools (Government of Ontario & Ministry of Education, n.d). The following sections provide an overview of the Health and Physical Education curriculum for elementary schools and secondary schools.

4.4.1 Program Structure and Requirements

The Health and Physical Education curriculum includes Health and Physical Education for students in grades 1-8, Healthy Active Living courses for students in grades 9-12, and specialized destination courses for grades 11 and 12. Students in Ontario are required to participate in PE throughout elementary school. At the secondary school level, students in Ontario high schools are required to earn one credit in Health and Physical Education and are able to enrol in more than one Healthy Active Living course in each year of secondary school as long as the focus of each course is different (Government of Ontario & Ministry of Education, 2015, p. 20). They may also take a course in Health and Physical Education to fulfill their group two additional compulsory course requirement towards their graduation requirements for their Ontario Secondary School Diploma.

The Ontario secondary school physical education curriculum differs from the elementary curriculum in that it is composed of four Healthy Active Living Education (HALE) courses (Government of Ontario & Ministry of Education, 2015). These courses aim to provide students with the knowledge and skills to make healthy choices and lead healthy, active lifestyles. The curriculum also offers focus courses that focus on a group of physical activities such as Personal and Fitness Activities, Individual and Small Group Activities, Outdoor Activities, and Rhythm and Movement Activities (Government of Ontario & Ministry of Education, 2015, p. 20). These courses offer students in grades 9 to 12 a variety of physical activity courses that act as a vehicle through which the overall and specific curricular expectations are achieved. Senior students are also offered the option to enrol in destination courses according to their personal interests and goals. These courses are designed for students who plan to pursue related occupations and postsecondary programs. Destination courses offered include Health for Life (college preparation), Introductory Kinesiology (university preparation), and Recreation and Healthy Active Living Leadership (university/college preparation).

4.4.2 Curriculum Expectations

The curriculum expectations for elementary and secondary schools are described in two sets – overall and specific expectations (Government of Ontario & Ministry of Education, 2015, 2019). *Overall expectations* describe the knowledge and skills students should know by the end of each course. These overall expectations remain the same through grades 1 to 12. *Specific expectations* describe these expected skills in greater detail by showing teachers what they should be focusing on as they develop lessons and activities for their students. The specific expectations

follow a progression of knowledge development and skill acquisition according to students' developmental age and maturity. Overall and specific expectations are listed for each broad area of the curriculum. At the elementary level, these strands include A. *Social-Emotional Learning Skills*, B. *Active Living*, C. *Movement Competence: Skills, Concepts, and Strategies*, D. *Healthy Living (Government of Ontario & Ministry of Education, 2019)*. At the secondary level, students learn Living Skills (personal skills, interpersonal skills, critical and creative thinking) in the context of the following content strands: A. *Active Living*, B. *Movement Competence: Skills, Concepts, and Strategies,* C. *Healthy Living (Government of Ontario & Ministry of Education, 2015).* Within these content strands are the specific expectations of what students are expected to learn. Specific expectations are accompanied by examples, teacher prompts, and student responses that indicate the content and scope of learning to help teachers understand the intention of each of the expectations and provide clarifications of what the expectation entails. Represented as subgroups, these specific expectations have explicit focuses on both PE (i.e., active participation, physical fitness, safety, movement skills and concepts, movement strategies) and health education (i.e., understanding health concepts, making healthy choices, making connections for healthy living) that focuses on five health topics (i.e., healthy eating; personal safety and injury prevention; substance use, additions and related behaviours; human development and sexual health). Topics of mental health and emotional well-being are incorporated as part of the four health topics and across the Health and Physical Education curriculum. The curriculum makes note that health topics should be approached sensitively with care and awareness due to the "personal nature and their connection to family values, religious beliefs, or other social or cultural norms" information can be discussed "openly, honestly, and in an atmosphere of mutual respect" (Government of Ontario & Ministry of Education, 2015, p. 39; 2019, p. 40)

4.4.3 Health and Physical Education Program Goals

Ontario's Health and Physical Education curriculum aims to help students develop living skills, movement competence, skills and knowledge that enable them to enjoy and engage in regular physical activity and understand health-related factors. The overall vision is to help students "develop physical and health literacy as well as the comprehension, capacity, and commitment they will need to lead healthy, active lives and promote healthy, active living" (Government of Ontario & Ministry of Education, 2015, p. 6; 2019, p. 6). At the elementary school level, developing *social-emotional learning skills* is essential in achieving the expectations in the

other strands. The expectations for social-emotional learning skills are the same for all grades, but the context and application of learning change as students grow. These skills help students make healthy choices, become independent thinkers, build resilience and commit to healthy, active living (Government of Ontario & Ministry of Education, 2019). At the secondary school level, students have the opportunity to "develop, practise, and refine their [*living*] skills as they mature" (Government of Ontario & Ministry of Education, 2015, p. 27). Students develop the knowledge and skills to participate safely in regular physical activity through the *active living* strand. Students learn how to enhance their personal fitness, participate in a range of physical activities, and learn how physical activity benefits mental health. The *movement competence* strand helps students develop the competence needed to participate in physical activities. Students develop their fundamental movement skills is recognized as the foundation for physical literacy. Students develop their fundamental movement skills and associated movement concepts and strategies in developmentally appropriate ways in the elementary program. Students begin by developing basic skills and applying them using simple strategies and tactics. As they gain more experience, time is spent in PE on applying these skills in game-like settings and using more complex strategies and tactics. This strand aims to have students understand how skills and movement strategies can be transferred to other activities. The final *healthy living* strand helps students develop an understanding of factors that contribute to their health, mental health, well-being, and healthy relationships. Students learn health knowledge and higher-level thinking that connects their knowledge with its application in making informed personal choices and taking responsibility for their health and the health of other individuals around them.

Students in elementary school are still developing their sense of self, learning to interact with their peers in positive ways, and learning to make connections with the world around them. The curriculum recognizes the importance of helping students acquire strategies for managing their emotions, recognizing causes and coping with stress, building relationships, developing confidence and self-awareness, and thinking critically and creatively when making decisions (Government of Ontario & Ministry of Education, 2019). As students move to secondary school, the curriculum supports them in further developing their sense of self, encouraging positive interactions with others, and making connections to broader society. Students must continue to acquire strategies that help them manage, cope, and adapt to changes in the world around them. Learning in the *healthy living* strand provides "opportunities for students to learn how to limit risk

and to build the protective factors that will increase their resilience as they confront life's challenges" (Government of Ontario & Ministry of Education, 2015, p. 39; 2019, p. 39).

4.4.4 Instructional Approaches and Values

Instructional approaches suggested in Ontario's Health and Physical Education curriculum emphasize constructivist teaching and experiential learning. Students learn best by doing, and this curriculum also provides them with opportunities for hands-on learning and participatory exploration experiences. The teacher is positioned as a co-learner and promotes experiential learning through inquiry, student-initiated tasks, teamwork, collaboration, and creating a sense of community in the classroom. Teachers continuously acquire an understanding of their students' "strengths and needs, as well as of their backgrounds, life experiences, and possible emotional vulnerabilities" (Government of Ontario & Ministry of Education, 2015, p. 55) and a deeper understanding of individual students to respond to needs by differentiating instruction. A student-centred approach to instruction allows teachers to respond to diverse realities and experiences while addressing health-related topics and balancing a wide range of structured, unstructured, traditional, and non-traditional physical activities that appeal to males and females. Students will develop higher-order thinking skills through opportunities to think creatively and critically about what they are learning and how they are learning in PE (Government of Ontario & Ministry of Education, 2015, 2019).

The PE component of the course provides opportunities for students to learn and apply movement skills and concepts in different ways through a mix of individual, small, and large group activities; traditional and non-traditional games; and through fitness, dance, outdoor and recreational activities, movement education and dance. The curriculum's *healthy living* expectations allow teachers to discuss a range of issues related to equity, inclusion, and anti-discrimination. Discussion areas include gender and gender norms, sexuality, healthy eating and religious or cultural traditions, body image and media influences (Government of Ontario & Ministry of Education, 2015, 2019). Health education areas like healthy relationships focus on the "prevention of behaviours that reflect sexism, racism, classism, ableism, sizeism, heterosexism, and homophobia and transphobia" (Government of Ontario & Ministry of Education, 2015, p. 71; 2019, p. 74). The curriculum notes that teaching health topics sporadically or when the gym is in use for other purposes is not sufficient to provide students with adequate learning opportunities in

these areas. It suggests that 30% of instructional time spent in the course should be allocated to teaching health education; however, this will vary between schools.

With inclusion and safety at the forefront, the Health and Physical Education curriculum emphasizes ensuring that students "feel comfortable physically, socially, emotionally, and psychologically" (Government of Ontario & Ministry of Education, 2015, p. 66; 2019, p. 63). Teachers should ensure that students of "all social and cultural backgrounds, abilities, sexes, gender identities, and sexual orientations – feel included and recognized in all activities and discussions" (Government of Ontario & Ministry of Education, 2015, p. 62; 2019, p. 63). The program lends space and flexibility for teachers to meet the curricular expectations by planning various physical activities that encourage participation for all students by incorporating diversity into their instruction so that students may see themselves reflected in the curriculum. As teachers strive to foster inclusive learning environments for their students, it is important that they also examine their biases. It is essential that learning activities and materials used reflect the diversity of Ontario society (Government of Ontario & Ministry of Education, 2015, 2019).

The Québec Physical Education and Health program and the Ontario Health and Physical Education curriculum (Government du Québec & Ministère de l'Éducation, 2001, 2004, 2007a; Government of Ontario & Ministry of Education, 2015, 2019) acknowledge the roles and responsibilities that students, parents, teachers, administrative staff, and community partners have in PE. Schools and PE teachers are encouraged to use diverse resources in the community such as organizations, facilities, and programs to provide students with additional opportunities to engage in physical activity and learn about healthy living. Adult role models in a student's life, both inside and outside the school setting, can support their learning by modelling healthy choices. Public health units and community partners can provide health expertise, resources, and programs related to the curriculum (Government of Ontario & Ministry of Education, 2015, 2019)

Chapter 5: Participant Profiles

This chapter details the occupational socialization of the four participants interviewed for this study, each represented by a pseudonym. Each profile is divided into their acculturation experiences, professional socialization experiences, and organizational socialization experiences. Each profile provides an understanding of the participants' backgrounds and their diverse teaching experiences in Québec and Ontario. Experiences shared from their completed CIRs have been woven through their organizational socialization experiences to provide a rich description of the situations they have encountered during these first five years as a PE teacher using real examples related to teaching for and about social justice in schools and how they negotiated their understanding with the realities of teaching in PE settings upon their transition into schools.

5.1 Participant Profile 1 – Sarah

Sarah (pseudonym) is a 28-year-old Caucasian female of Ukrainian ethnicity. She grew up in Ontario, Canada and completed a Bachelor of Education in Physical Education after taking one year off after graduating from high school. Sarah taught PE for two years in Québec private schools and two years in an Ontario private school. She has since been hired in a public school board. She is currently an occasional teacher accepting contracts teaching subjects outside of PE to gain experience and connections, hoping that she will land a position teaching PE in the future.

5.1.1 Acculturation Experiences

Beginning with Sarah's family and early life experiences, she described her parents as active, with her dad being the most active. Sarah's parents enrolled both her and her sister in summer camps when they were children and supported their participation in elementary school through to high school sports teams. Sarah's sister was involved in sports such as figure skating and volleyball. However, unlike Sarah, her sister's involvement in extracurricular sports decreased following high school. Sarah was involved in several school sports. She played volleyball, basketball, soccer, and track and field in elementary school and specialized in soccer and hockey in high school, playing both in school and competitively outside of school. Sarah continued to play hockey during the year between the end of high school and the start of university, participated in university intramural hockey, and participates at the recreational level today.

Sarah recalled her experience of PE class in elementary school as unstructured and infrequent, consisting of games and playing outside. She compared this experience to a "kind of

rolling out the ball" [I1, 00:04:40]. PE specialists did not teach her as the homeroom teacher was responsible for teaching PE. The class was usually enjoyable if the teacher had sports or games knowledge. If the teacher did not, they would often choose to skip PE in favour of what were perceived to be more academic subjects, like science and math, that the class was falling behind in. Health topics in her school's PE program were neglected unless related to religion.

The quality of her PE classes improved once she reached high school, where she enrolled in PE in grades 9 through 12. She described her high school PE classes as structured and engaging, noting a more significant lack of participation from students required to take PE in grade 9. The only negative high school PE experience that Sarah shared took place in the 9th grade. She was dissatisfied with her male PE teacher because she felt that there was no accountability for the participation of her peers. As a teacher today, she recognizes that not every student will enjoy PE and was critical of this teacher in the past. Overall, high school PE was a positive experience for Sarah because she felt that her teachers were knowledgeable in the subject area and easy to talk to. High school was a more competitive sports environment that she enjoyed. Her PE teachers usually specialized in specific sports, and she was coached on school sports teams by almost every teacher in the department.

Sarah was inspired by one of her PE teachers, who attended the same PHETE program that she later attended. She completed a co-operative education placement teaching PE at her high school to determine if she wanted to pursue teaching PE. She credits the support from her school's PE department in helping her find her path toward the PHETE program. Sarah enjoys working with children and values the sense of community and friendships fostered through sport, physical activity, and education. The difficulty in finding a job teaching PE upon returning to Ontario and the reality of waiting years to get a PE position are factors that may have turned her away from pursuing a career in the profession.

5.1.2 Professional Socialization Experiences

In her PHETE program, Sarah was taught about sports by individuals who had a sports or PE background (i.e., varsity coaches) but were not necessarily researching academics. Some professors and course instructors who taught theoretical classes related to teaching had past teaching experience in schools, whereas others did not. This observation was evident as she said,

> I could tell you which ones studied how to teach but never really taught in a classroom, and I could tell you which ones taught probably for fifteen to twenty years and then started

> to do the research because you can tell who's experienced the classroom problems that we discuss and then some that say, well, it should work like this, and it doesn't. [I1, 00:23:44]

While Sarah's professors and course instructors provided her with feedback, she felt that the feedback was impractical once transferred to a classroom setting with more realistic teaching situations. Occasionally, she would need to justify why she did not include particular aspects that were taught into her lesson plans because "it doesn't work and you know it wouldn't in the real world, but on paper or you put in the lesson because they want to see it” [I1, 00:49:44].

When asked to think about inclusivity and social justice in PE, the first course that came to mind for Sarah was Adapted Physical Activity. This course provided Sarah with the experience of working with one student with a disability, giving her the knowledge to better understand her students on the autism spectrum, those who are coded or have an individual education plan. She learned about adapting lessons for students with disabilities and using appropriate language when speaking about ability and gender identity. Sarah recalled another course taken with PSTs in the Faculty of Education, outside of PE, that discussed topics surrounding race and culture. The heated debates between PSTs made Sarah feel uncomfortable and uneasy. She identified that there seemed to be a disconnect between understandings of social justice and diversity among class members. She and her PHETE program peers did not usually participate in discussions among the whole class. Since she did not know the other PSTs outside of her PE cohort, she felt she needed to be conscious of what she contributed to classroom discussions. To Sarah, it did not seem that the course instructor did what they could to direct the conversation to have a more structured discussion. Sarah and the other pre-service PE teachers remained silent bystanders during intense moments of discussion or debate in this class.

Sarah had little to say when asked to recall the autobiographical narrative inquiry assignment that she would have had completed in a fourth-year curriculum development course. While she has not thought about the assignment in years and knows that she completed it at some point, she could only recall an assignment that helped her understand where she was at that moment and where she wants to be in the future after graduating. It did not seem to impact how she understood diverse PE experiences and teaching for social justice in PE settings.

Sarah felt that her PHETE program did not provide sufficient examples to demonstrate how to incorporate social justice into PE settings. She explained,

> I think it would have been better if they said here is here's a toolkit with how you can implement this into your health classes if you're teaching about relationships or if you're teaching about sport and identities, diversity, whatever you're teaching. [I1, 00:47:31]

For Sarah, providing more resources for PSTs to learn how to authentically integrate social justice into their PE classes would have been helpful to her teacher education.

When Sarah moved into her field experiences, she felt different because she was from out-of-province and did not speak French. She did not feel prepared to respond to students who treated her as an outsider. She also felt unprepared to diffuse situations related to race once in the classroom. While her PHETE program briefly discussed topics related to social justice, like race and culture, the program did not provide the pre-service PE teachers with the opportunity to engage with topics in depth. Offering this opportunity would have allowed her to imagine situations she might have encountered in her field experiences, discuss how to approach the situation from different angles, and determine different responses to real-world situations. Sarah suggested that she would have liked to learn from guest speakers about their stories directly, rather than professors and course instructors speaking on behalf of a community of people, such as Indigenous communities. Sarah acknowledged her positionality as a Caucasian female and her responsibility of addressing sensitive topics and the experiences of people in different communities that she does not identify with and has not experienced herself, such as teaching about reconciliation on Orange Shirt Day. Learning from members of diverse communities would have been helpful for her to learn how to address topics of social justice in more culturally responsive ways.

During her field experiences, Sarah taught in two elementary schools and two secondary schools in the public and private school systems. She reflected on the cultural and socioeconomic differences between the schools she taught in, stereotypes she encountered, and hardships experienced by students despite their family's social status. She recalls teaching in an area of the city with a dominant Italian culture, which she did not identify with herself. She noticed the differences in student interests compared to other schools where she completed her field experiences. In this case, she saw the stereotype of Italian students preferring soccer in PE to be true. Sarah also noticed when her students were coming from familial hardships at home. This was not exclusive to students in the public school system as there were even students in the private schools she was placed at from diverse family structures and incomes. Students in private schools still experienced hardships despite their strong academic performances. For example, while some

of the students in her field experiences attended schools with high tuition and abundant access to resources, they did not have parents at home and were often cared for by their nannies. Sarah recognizes that it would have been difficult for her PHETE program to teach PSTs how to negotiate all issues they might encounter in the classroom and that the ability to diffuse situations develops with classroom experience.

Sarah's field experiences were the most helpful in teaching her how to implement and address social justice in the PE setting. In one of her field experiences, a student had transitioned genders before she arrived at the school. Sarah was able to ask the teachers how they responded and what they were doing to make the student more comfortable. She felt there was not a specific part of her PHETE program that was the least helpful in teaching for social justice, and it was more so that there were missing pieces. Social justice was never "put on a pedestal...like we need to talk about this" [I2, 00:56:39].

Sarah was supported by her co-operating teachers, who would step in to resolve problems that she was unprepared to deal with independently. They would then update her with information on how they dealt with the situation after it was resolved, enabling Sarah to take note of classroom management or conflict resolution methods that were effective in practice. She felt that she was similarly supported in the PE departments that she was placed in because the teachers were younger adults willing to adapt and change with the rise of new social movements and innovative teaching practices. She noticed a difference in veteran teachers who were closer to retirement. She described one veteran PE teacher during her field experiences as a "harder personality" who was "set in their ways...they understood it as one way, and that was it" [I1, 01:01:17]. Sarah believes that she needs to remain open-minded and accepting as a teacher. If she and other PE teachers like her are present in schools for the right reasons, there should be no problem moving forward and adapting one's practices as society evolves and changes.

5.1.3 Organizational Socialization Experiences

After graduating from her PHETE program, Sarah immediately searched for employment, and she knew that the next step was applying to school boards. Still, Sarah felt that her PHETE program did not prepare her to understand how school boards, substitute teaching, long-term occasional positions, or seniority lists operate. Sarah harnessed her hockey skills and was brought on as a hockey coach at one of the schools where she completed her field experiences. She was later hired at this school as a long-term occasional teacher. Her sports experiences have enabled

her to volunteer as a school coach and therefore helped her acquire PE teaching positions. Sarah taught at three different schools within these first five years of her teaching career.

Sarah's First Teaching Position

Sarah's first teaching position was as a long-term occasional PE teacher in a semi-private high school teaching students in grades 7 to 11. Students in this school had PE class every other day on a ten-day cycle. Sarah had completed one of her field experiences at this school, and at that time, PE classes were single-sex. By the time she was hired as a teacher, PE classes were co-educational. Class sizes were larger at this school compared to other private schools; she taught twenty-five to thirty students in each.

This school was still publicly funded, so they had a new gymnasium that could accommodate two PE classes and a smaller gymnasium that could accommodate one class. The PE department also had access to a classroom where Sarah taught a leadership class. They had exercise equipment, including indoor bikes, free weights, and resistance bands; however not class sets, so she would need to lead her students through circuit-style workouts. Since this school was part of a public school board, PE teachers often had to apply for grants to receive the funds to pay for additional equipment

The goal of this school's PE department was to promote full participation and engagement in their students to encourage retention of students in PE classes beyond grade 9. The PE department head oversaw what PE teachers were teaching and would assign the unit to be taught. The teachers still had control over how they planned their lessons.

Sarah's Second Teaching Position

Sarah's second teaching position was in a co-educational private school for students in kindergarten through to grade 11. The PE program at this school felt more structured, but Sarah did not particularly like it. Four PE teachers were teaching the high school grades and would rotate teaching different cohorts of students every four to five weeks. Sarah felt that this structure was a disservice because teachers could not build rapport with their students who often changed teachers before units were complete. This made it difficult to assess students when teachers barely knew their names. Class sizes at this school were similar to the first school she taught at, sitting around twenty-two to thirty students per class.

PE teachers and students had access to three gymnasiums, an indoor hockey arena, a fitness centre, and a personal trainer. PE teachers were permitted to write cheques to purchase any

equipment they needed. Sarah could not remember what the goals for PE were at this school as they ran their department differently compared to the others. Despite having access to an abundance of equipment and facilities, Sarah described PE at this school as "rolling the balls out a little bit" [I2, 00:22:59]. This PE department was also different from the others as they advocated certifying students in skills such as cardiopulmonary resuscitation. The athletics director and their assistant oversaw scheduling for extracurricular school sports and delegated what teams the PE teachers would be coaching. Sarah usually coached two teams per season, and she coached volleyball, flag football, soccer, and hockey.

Sarah's Third Teaching Position

After moving back to Ontario from Québec, Sarah's third teaching position was at a private Catholic middle school and high school. The class sizes at this school were smaller than those she had taught before, with the smallest class being sixteen students and the largest with twenty students. Most students in this school came from Italian families, and so did the school staff. She was one of the only teachers who were not Italian and were not related to other staff at the school. She taught single-sex PE classes that took place every other day for the duration of the school year. The PE department head provided teachers with a syllabus of each course they would be teaching, outlining where, when, and what each teacher would be teaching. For example, if Sarah was assigned to be teaching outside in September and October, she had the option to choose one or two units to teach striking and fielding games. When a teacher was assigned to a classroom to teach health topics, another teacher would be given the gymnasium space. This school had three large gymnasiums divided to accommodate multiple classes, an indoor track, outdoor basketball nets, and three fields. The campus had many pathways outdoors where Sarah could bring her students for walks. They also had access to a fully-equipped fitness centre donated to the school.

The goal of this school's PE department was to create an enjoyable PE experience that would encourage students to enrol in PE again in the following school year. PE teachers led students to develop physical literacy and lifelong physical activity beyond high school. Sarah especially wanted to make her grade 9 class exceptional so students would want to enrol in PE class again in grade 10 when it was no longer mandatory.

When Sarah started teaching at the school, she was the newest teacher in PE. One other teacher was new to the department but had already been teaching for ten years and recently received their PE qualification. She became friends with this teacher as they taught similar grades.

They were able to team teach, bounce ideas back and forth, and share resources. On her first day at the school, she met another teacher outside her department who was also new to the school. They later coached extracurricular school sports teams together. Sarah and built relationships with these teachers as they were all either new to the profession, or new to PE.

Sarah was also able to share ideas with older PE teachers in the department. She recalled an experience working with a veteran female PE teacher who taught the same grades as her. Sarah and this teacher tried to be innovative in their teaching practices. They tried new sports, physical activities, and combined classes to balance different types of students and bring out their leadership roles. Two veteran male PE teachers in her department were more reluctant to change the teaching styles they had used for much of their careers. Sarah struggled with their reluctance because their practices were archaic and vastly different from how she would approach her classroom. Sarah preferred to incorporate music to make her lessons more engaging instead. If students did not enjoy her lesson, she often asked them what they did not like and what she could do to adapt it for greater enjoyment. On the other hand, her colleagues did not care if students liked their lesson because they believed students were simply in the class to be active. Sarah recognizes that this is not the way she or others teach, but it is a style that has worked for a long time for some physical educators.

Sarah has used the Teaching Games for Understanding (Bunker & Thorpe, 1982) and the Sport Education Model (Siedentop, 1994). Her PE department head never specified whether curricular models were expected to be implemented in planning for PE instruction. Teaching health-related topics was more structured than the physical aspect of each course. PE teachers were told what topics needed to be taught in alignment with the curriculum and were provided with materials to teach. Sarah was offered PowerPoint presentation documents, assessment tools, and culminating assignments that students would work towards by the end of the course. Teachers had access to these resources for each grade, and it was their discretion to determine how they would reach the curricular outcomes. Sarah felt that the materials her department provided her were outdated, so she would take the liberty to update the information or add topics not previously included, like substance abuse and vaping. She saw that their health-related content needed to reflect current behaviours and concerns of society as she said, "we can't just be teaching them about cigarettes and stuff" [I2, 00:28:52]. The younger PE teachers in her department were more open to updating their teaching materials since they would be teaching at the school longer than those closer to retirement age. Sarah developed a new healthy eating assignment that incorporated

TikTok because it was a relevant social media platform for her students. Her department head found the assignment interesting and took it on despite the time required to adjust to recent technology. Some PE teachers were not as open to adopting her innovative ideas, and others continued to move forward as they were receptive to change.

Sarah encountered resistance from her department head when teaching her students about healthy relationships, human development, and sexual health. Before she started teaching at the school, they hired speakers from a church group to come to the school to teach about these topics. Sarah felt this practice was archaic and expressed, "I think it's weird to have somebody that you're not comfortable talking about your body with come in and tell you false information, which I'd heard from previous students that they misled us a lot" [I2, 00:32:01]. Her students felt more comfortable asking her questions because she was female, younger, and could more easily relate to their bodily changes. Since this was a Catholic school, there was an emphasis on teaching about sexual health education and relationships from a Catholic perspective. Teaching from this perspective conflicted with her belief that students need to be taught accurate and up-to-date information because not only is it part of the curriculum, but because of the social implications of receiving a sexual health education. Sarah explained,

> I think especially with, you know, the MeToo or a lot of athletes are getting harassed or sexually assaulted, it's so important to say this is where you draw the line and if you feel uncomfortable, it's probably for a reason. I always say that to my grade 11's 'cause [the church group doesn't] have them in grade 12. Be very careful with the people that you're hanging out with or things that you're trying at a party because it's not always the safest...even telling them not to do it but just educating on the repercussions that happen. I feel like sometimes at school, we just pretend they hear from their friends or parents, but I think their parents assume we tell them and then they're not getting it anywhere other than from TikTok or their friends. [I2, 00:34:20]

She described the PE department head as "old school" [I2, 00:32:01]. He explained to her that this is how they have always taught health-related topics at the school. During the online delivery of PE classes due to the COVID-19 pandemic, Sarah taught her students about these health-related topics, which made her feel better because she did not want her students not to take PE the following year or go to postsecondary school without the knowledge of their bodies. Sarah went to a Catholic high school when she was a student, and she knew that this information was missing

from when she was taught. She believes that sexual health education could still be taught from a Catholic perspective while keeping students safe and healthy.

There were instances when Sarah could not voice her concerns or advocate for what she wanted to bring to her classroom because she worked in a private school without the safety of a teacher's union. Sarah considered the relationship her department head had with the school's headmaster. She often kept quiet or complied with what the department head wanted. However, she did have support from the other PE teachers in the department, who shared the same opinions. They often vented to each other and talked about what they could do without exceeding what their department head told them. Sarah sometimes felt that she was stepping on eggshells and would keep to herself, not bothering to argue when teaching practices in the department did not align with how she thought teachers should teach the curriculum. Sarah would then teach her students what she wanted when she felt comfortable and supported by her colleagues.

Since Sarah was newer and younger than the other PE teachers in her department, she explained she would be more likely to feel comfortable after gaining more years of experience as a teacher. She was more progressive than some of her colleagues but did not want to force her views on them Sarah has similarly been worried about the opinions of her student's families, whom she did not know very well, as a new teacher in the school, and many of them were opinionated because it was a Catholic school. Sarah did not think she would receive pushback from parents based on religion had she been teaching full-time in a public school. After supply teaching in a public school board since leaving her position at this school, she noticed a greater openness to discussion. She recognizes Catholicism as a lens that she must teach through in a Catholic school and must change the way she teaches at times; however, she is unsure if she agrees with these changes. Sarah is always open to learning and educating herself on different topics, like gender identities. She wants to continue building her toolkit with the knowledge and teaching strategies she hopes to implement when comfortable as a more experienced teacher.

Sarah remembered explaining to her colleagues that she has taught at schools with transgender students, and this was shocking for them. She thought it was because the school community and Catholic religion sheltered them for so long. She told these colleagues,

> Do you guys not think there's going to be a student from the school who graduates who transitions 'cause you're crazy if you think they don't...if you don't think there's a gay - or

> someone of the LGBT community in the school right now that is one of your students you are crazy. [I2, 00:53:45]

Her colleagues were always interested but not entirely on board or understood when Sarah mentioned what she knew about identities and pronouns or tried to implement her knowledge of social justice, inclusion, and diversity into her classes. Sarah tried to educate herself on sexuality and gender identity. Still, she did not want to tell her colleagues everything she knew because she did not know how accurate the information she was providing them.

Despite her colleagues' lack of understanding, Sarah found support from the school chaplain. In a class Sarah was teaching on sexual health education, she offered her students an anonymous survey that would allow them to ask questions they were curious about after class. A student submitted a question asking if they could be attracted to someone of the same gender. Teaching at a Catholic school made it seem as though she needed to be careful in responding to the student's question, despite wanting to respond openly and acceptingly. She also needed to consider the strong Catholic views of her student's parents. Sarah asked the chaplain what the best way was to approach answering the question, to which the chaplain reassured her that people of different religions hold varying beliefs, and not only one is correct. This response relieved Sarah because she feared the chaplain would reinforce the traditional male-female relationship. In that moment, Sarah felt supported as a PE teacher. In the next lesson with her students, she openly discussed different attractions and relationships in a safe and accepting classroom environment.

In this vein, Sarah described her understanding of teaching for and about social justice in PE settings as building a strong, inclusive, and comfortable school community for all students and believes it is more than simply welcoming differences in a group. She sees social justice education as having a role in educating students on different parts of a group, for example,

> If you're teaching in a school, like getting to know not just people's names but parts of their family, where are they from, what can they bring to the table for said community and ensuring that we are all being equally treated, understood, and respected. [I2, 00:45:09]

While she has not observed it in the school she has taught in, she has heard of schools that incorporate their student's diversity of religions, cultures, and languages into the classroom. Her understanding includes encouraging students to share sports or games new to the Canadian PE context that they play in their home countries. In another example, Sarah referred to inviting students of diverse cultures to share their knowledge. Sarah has not had the opportunity to

incorporate the examples she shared of what social justice pedagogies may look like in PE settings into her practice. Now that she has taught for a few years as an early-career PE teacher, she desires to incorporate these practices more into her teaching. Sarah led a healthy eating assignment in the second school she taught at, asking students to write about a meal their families prepare when celebrating different holidays in their culture and explain what the meal means to them. She did not include this assignment in the most recent private school she taught in Ontario as her students were "not cut from the same cloth, but a lot of them shared similarities" [I2, 00:46:34]. Moving forward, Sarah would like the diversity of her students to have a more prominent influence on her planning and instruction.

Sarah would now be more willing to implement the innovative ideas she had come across since her time in the PHETE program compared to when she first started teaching. She described her beginning years of teaching as "just trying to survive" [I2, 00:47:59]. During her first year of teaching, she felt most comfortable teaching sports but had not yet felt fluent in teaching health-related topics. Now, her lessons are strong and structured, and she feels more comfortable teaching the content and trying new things to incorporate into her class.

Sarah did not feel that what she learned about social justice, equity, and inclusion in her PHETE program significantly impacted how she understands and teaches in more socially just ways in PE. She has tried to reflect on courses that she completed in the program and has been unable to remember what she learned to apply it in her teaching. She felt that there could have been a whole course dedicated to race, body image, and sexuality and how to address these topics in the classroom or incorporate them into a lesson in the gymnasium.

Sarah shared an incident that occurred in the PE setting, but she did not directly witness it. A student on the senior boys' basketball team, who Sarah described as a person of colour and a visible minority in the school, was called a racial slur by a teammate during basketball practice and in PE class. Sarah was aware of the incident because the basketball coach was a teacher in her PE department. Sarah encountered the student visibly upset when she was on lunch duty. She knew that an incident had transpired because she had seen this student and the other who had uttered a racial slur in the hallway. The other student attempted to downplay the severity of the terms used by saying, "Hey man, I'm kidding like don't take it seriously, like get over it" [I2, 00:38:56] and pleading that they do not speak to the principal. Sarah stepped in and said, "This guy obviously does not want to talk...if you can't read body language, this is him clearly saying leave me alone"

[I2, 00:38:56]. Sarah brought the upset student aside, but he was reluctant to discuss the scenario with her as though he was embarrassed to be upset. Sarah understood that she was not the student's coach, nor could she, as a Caucasian female, relate to how they were feeling. She offered to help him find someone he would feel comfortable talking to, but the student was not open to her support. Sarah spoke with the student's basketball coach, who had already involved the student's parents, grandparents, and the school's administration. The administrators informed Sarah and the coach that this was not the first isolated incident. The outcome made Sarah sad because it meant that the teaching staff and students did not make the school community feel safe or support the student. She did not think enough was done at the administrative level. She explained, "If you're calling kids names and it's a racial slur, there needs to be a repercussion, and we should be making examples of it and promoting inclusivity in our community. I feel like our admin kind of failed" [I2, 00:38:56]. Sarah believed that a suspension would have been an appropriate consequence to demonstrate that using racial slurs was unacceptable. She often wondered what the point of speaking out on social injustices was if the administration would not take action in response.

Thinking about why these problems arise in PE settings, Sarah described PE as "organized chaos" [I2, 00:43:37]. She said it is easy not to hear what students say in class. Because the PE space is larger than a classroom and has more moving parts, there are more angry words and name-calling that students say but do not mean and often get away with. Sarah thinks these behaviours occur because they are similar to those students are exposed to on the television when watching hockey games and seeing the athletes fighting on the ice. They replicate them in PE class when playing the same sports at the high school level. These behaviours remain inappropriate and contribute to the chaos in PE settings that is often difficult to control.

Sarah's experience of understanding and addressing social justice in her classes has been positive but not easy. Another important change in her teaching was when she switched her grade 10 healthy eating assessment to body positivity and self-confidence. She recognized that students in their first year of high school struggled with body image and confidence. Once her students reached grades 10 and 11, their feelings were more pronounced in the PE setting because their bodies were changing or had already changed. They were also more active consumers of social media messaging. She had tough conversations with her students and encouraged them to dive deeper into body confidence and personal confidence in their skills, traits, or personality unrelated to their appearances. For example, one student who recently overcame an eating disorder was open

to discussing it with the class. While it is difficult to talk about sensitive topics when students in the class might be experiencing them, the outcome was positive by the end of the unit.

When asked how she sees her understanding of social justice fitting into the physical part of teaching PE, she also thinks of the body related to PE uniforms. She recalled a student who would come to PE class in track pants even though their uniform was a t-shirt and shorts. The student would ask if she could wear her track pants to class, and Sarah told her that she could wear whatever she would like of the uniform. The student was uncomfortable showing her skin, which made Sarah think, what if the student was not Catholic and her religion wanted her to dress more modestly? Sarah thought, "Oh my goodness, I don't know if our uniforms are inclusive enough to respect that" or "people's bodies are changing and maybe they don't feel comfortable in them" [I2, 01:00:33]. The PE setting is unique because it often forces students to confront their insecurities and feelings related to their bodies. Sarah also reflected on the "too bad" [I2, 01:00:33] mentality and language often used in PE settings when speaking to students who express discomfort changing in the changeroom in front of their peers and how that may make students feel incredibly uncomfortable.

Sarah has tried to offer her students physical activities like dance, Zumba, yoga, fitness-based activities, and outdoor scavenger hunts to get her students active in different ways to account for the range of abilities and interests in her PE classes. She also ran a running program with her grade 11 class that had them prepare for a five-kilometer race. Some of these non-dominant physical activities were a hit or a miss with her students. A few who preferred dominant team sports like soccer and basketball did not buy into them. Sarah tried to remind these students as she said, "Listen these people put up with you all the time in the sport. Respect them please" [I2, 01:05:43]. She felt particularly nervous leading her students through yoga and guided meditation, so she prepared the music and a script. To her surprise, her students asked her to teach that lesson again.

Sarah thought that if schools took PE more seriously, she would be better able to implement social justice into her teaching and respond in more socially just ways. She sees the structure of schools as dependent on the attitude of the administrators towards what they think about PE and its teachers. She shared her belief that PE is a subject area that has the potential to connect students in several ways and even touch on other curricular subject areas. Still, it is not easy to implement if school administrators do not support teachers; in that case, their teachers will not want to be

there. Likewise, if teachers are supported, they are "going to go above and beyond to make sure [their] program rocks" [I2, 01:08:42].

Being a young female PE teacher has sometimes been hard for Sarah. She struggled during her first long-term occasional teaching position when she taught grade 7 boys. She said she would not describe it as marginalization, but she has felt the need to prove herself because she looks like she could be a grade 11 or 12 student. She has been asked who she is and what grade she is in, to which she expressed in frustration, "It's like oh my goodness, I am much older than you, and I'm educated, and I don't need to put up with this crap anywhere. But you do" [I2, 01:09:29]. Sarah recognizes that PE is a male-dominated subject area in education, and she has had to work to get her foot in the door and prove that she belongs in this space just as much as they do. She thinks the field is starting to move away from this dominance, but it is not there yet. Had she not engulfed herself in participating in dominant team sports, like hockey, in her childhood and adolescence, she thinks she would have felt more ostracized in her position as a PE teacher and considers that her students might feel that way in PE class. Therefore, she has changed the lens through which she views PE because not everyone loves the subject area as much as she does.

While Sarah can identify instances that concern social justice in her position as a PE teacher and shared the ways she has tried to incorporate her understanding of social justice into her teaching, she does not think she includes it enough in her practice. She does not think she is educated enough on teaching about and responding to social justice issues and intends to explore professional development opportunities that will help her learn how to teach PE in more socially just ways.

5.2 Participant Profile 2 – Amy

Amy (pseudonym) is a 26-year-old Caucasian female of Greek and German ethnicity. She was raised in Québec, Canada and completed a Bachelor of Education in Physical Education program. After graduating from the program, she taught in schools for one year before going back to university to pursue a master's degree. She is currently the only PE teacher at an all-girls private high school.

5.2.1 Acculturation Experiences

Amy described her parents as active individuals. Like them, Amy and her siblings participated in several sports during childhood and adolescence. Her parents encouraged them to

try different sports and provided them with the opportunity to pursue activities that they enjoyed. Amy participated in swimming lessons, ringette, and hockey. Her father, mother, and sister coached her in hockey or ringette. She has a great deal of respect for her father because he has a knowledgeable background in hockey. She preferred being coached by him instead of other parent coaches because her father knew how to speak with her and suggested ways that she could improve; she did not have this same relationship with other coaches. Amy's mother was also involved in hockey and ringette as an assistant coach, team coach, and head coach at different points in her life. Most of Amy's sport and physical activity participation was recreational. She participated in hockey at the most competitive level compared to the other sports. She played hockey until she was 21 years old, the oldest age that the city offers hockey programs. However, she continued to play hockey after in a women's league, not as competitively, and included exercise into her fitness routine by going to the gym. In university, she only participated in intramural sports. Since the COVID-19 pandemic, her sports and physical activity participation involves playing hockey on weeknights, exercising at home, and running to work.

When asked to recall her school experiences in PE, Amy recalled playing fun games in elementary school and similarly enjoyed PE in high school. PE was more structured in high school and consisted of sport-specific units. Amy went to an all-girls high school, which she explained was different from elementary school because she considered herself a "tomboy" [I1, 00:04:05]. She found that the "typical girls" [I1, 00:04:05] in her high school PE classes did not enjoy the subject as much as she did. Amy was a competitive person who did not fit in well with her peers because the sports and physical activities in her PE classes were tailored for girls. Amy preferred to compete alongside boys, which she could not do in her all-girls high school.

Amy participated in extracurricular physical activities like hip-hop dance, tap dancing, and lunchtime intramurals in elementary school. She did not recall her elementary school offering sports teams. Amy was a member of the hockey, badminton, and volleyball teams in high school. Citing her competitive and serious nature, she did not respect teachers and coaches who did not have a higher level of experience in particular sports or did not take sports as seriously as she did. She did not understand why inactive teachers were coaching school sports or why an overweight teacher who had a "roll out the balls" [I1, 00:09:37] approach to PE was still teaching in schools. Amy preferred active and involved PE teachers.

Amy was inspired to pursue becoming a PE teacher by her sister who had become a PE teacher. Amy always enjoyed working with children, teaching, and being active through sports, so teaching PE made sense. Amy's sister also had positive experiences in the same PHETE program that Amy decided to apply to, inspiring her to complete her studies in the program.

5.2.2 Professional Socialization Experiences

When asked to talk about the professors and course instructors in her PHETE program, Amy did not get the impression that many of them had been classroom teachers before teaching in the program or that they had enough years of teaching experience before teaching her how to be a teacher. While she recognizes the importance of the science-based required courses (i.e., exercise physiology, biomechanics) in the PHETE program taught by these professors and course instructors, they were not practical, in her opinion. Amy felt like she was being lectured about topics unrelated to teaching that she could not apply in the gymnasium. For these reasons, she thought it was important to have professors and course instructors with classroom experience because they were more relatable and understood what PSTs were going through in their field experiences. Amy expressed that she enjoyed the program's sports-related classes because they were taught by coaches and PE teachers knowledgeable in the particular sport. These instructors would teach sports-related skills and drills as a coach. She was able to take lessons from her basketball course, for example, and implement them in her practice.

The first course that came to mind for Amy when asked to think about courses she completed related to social justice, diversity, and inclusion was Adapted Physical Activity. This course was dedicated to learning about and working with students who have a disability. PSTs were paired with a student they would work with one-on-one every Wednesday for the semester. While there was a wide range of ages and disabilities represented in the class, each PST was only offered the experience of teaching to one. Amy worked alongside a 17-year-old female who was non-verbal. Other PSTs worked with students as young as five and as old as 18. She found that her peers enjoyed working with students who have a disability, but for her, the course taught her that teaching students with disabilities was not something she wanted to do. This class taught her that when teaching PE, it is important to teach to the most skilled students in the class and teach to the least able. In a Games course, she learned about skill progressions and continues to use them today in her PE classes.

Amy also recalled a Pedagogy course that taught her about race, disabilities, diversity, and inclusion. Social justice in PE was just one part of the course. PSTs were asked to choose a specific social justice topic and present it to the class. Amy completed her presentation on sexuality and PE regarding what PSTs should be telling school boards to improve the issue. While she remembers a few courses speaking about topics related to social justice, none of them included practical applications. When asked to reflect on the autobiographical narrative inquiry assignment that she would have completed in her fourth year of the program, Amy could not recall completing the assignment or what the assignment taught her. However, she is familiar with the term, having heard it countless times during her graduate studies.

Amy always felt that the practical side of speaking about inclusion, diversity and social justice was missing from her PHETE program as she said, "You could tell me all you want, but unless I'm put into this situation...I don't know if I'm gonna remember what you told me in class, and now I'm having this situation" [I1, 00:41:18]. Amy did not learn how to apply what she learned about social justice by being lectured and therefore felt that she was not trained to employ her understanding of social justice. Amy's PHETE program offered peer teaching opportunities; however, none of these opportunities involved teaching with social justice in mind. Having courses that explained how to address social justice topics in PE settings would have been a valuable addition to her PHETE program. Amy suggested that the program could have offered discussions around different scenarios that PSTs might encounter in schools, as well as whole courses dedicated to talking about topics such as racism and the LGBTQ+ community in-depth, with the opportunity to develop scenarios to work through with her professors, course instructors, and peers.

Amy taught in two co-educational elementary schools, one co-educational high school, and one all-girls high school during her field experiences. She felt supported by the co-operating teachers at these schools and felt they had a wealth of knowledge to share. She explained that the first week as a student-teacher consisted of in-class observations unless the co-operating teacher felt their student-teacher was prepared to teach a lesson. By week two, student teachers typically taught part of a lesson or a whole lesson for most classes, and by the final week, they taught all classes in a daily schedule. After each field experience, Amy was required to write reflections and prepare a logbook for submission to her PHETE program. Amy did not have an opportunity to extend these reflections by engaging in experience sharing with her peers after each of her field

experiences. However, she believes that there should have been. She did not receive feedback from her professors or course instructors on her prepared materials.

Amy's only feedback was from her co-operating teachers and field experience supervisors while she was student teaching. She did not know when the last time was that the supervisors were teaching in schools and did not always feel that what they were telling her was the correct information. In Amy's opinion, the supervisors did not have the knowledge or experience to be evaluating her teaching performance. Amy recalled attempting to implement strategies she learned in her PHETE program during her field experiences, only to be told by the supervisors that she should be using different organization and classroom management strategies. Amy disagreed with their advice when it went against what she had learned in her PHETE program. She trusted her professors and course instructors and would have preferred to have received feedback from them instead. She also suggested having elementary or high school-aged students visit the university for PSTs to teach and receive the same support and feedback. Amy thought these suggestions would have offered PSTs more high-quality teaching experience since not everyone would be paired with a desirable co-operating teacher. Amy would have also liked more student teaching opportunities and for the first two 3-week placements to have been one week longer at least.

Amy never encountered situations during her field experiences that she could identify as being related to social justice. There was a distinct difference in the way topics of social justice were regarded in her university classes compared to in schools. As Amy said, "I find when you're in the program, it's just like, it's not real. Like I'm just in school, in classes, and it's really hard to think of it as being a teacher and applying any of it unless it's the field experiences" [I1, 00:47:41]. It would have been more practical to have the opportunity to be put into different situations that could potentially happen in a classroom or the gymnasium to learn strategies for responding and acting in those situations with students.

Upon graduating from the PHETE program, Amy originally wanted to be an elementary school PE teacher. She had experience working with young children at her mother's daycare and thought she would teach for a few years and then take over the business. After completing her third field experience at the school she currently teaches, she fell in love with the school and realized she wanted to teach elementary or high school girls. She learned from her field experiences that she did not want to teach PE in a co-ed or all-boys high school as teaching them was not something she was comfortable doing. Amy constantly thought about what she was wearing and wondered,

"Are they looking at my butt?" [I1, 00:33:56]. Their development and ages were also a concern for Amy, especially at the high school level when their ages are closer to hers. Amy felt that she was more easily able to relate to teenage girls, where she felt like a big sister. She did not find that same comfort in teaching teenage boys. Amy completed her master's degree in the same department as her PHETE program. Her thesis explored the experiences of female students taught by a female teacher in an all-girls PE setting. This research was meaningful for Amy because it mirrored how she felt in PE settings when she was a student in an all-girls high school. While completing her master's degree, Amy was the athletics coordinator and volunteered to help coach track and field, soccer, and running teams at an all-girls school.

5.2.3 Organizational Socialization Experiences

Amy had never worked in a public school besides during her field experiences and replacements of only a few weeks. Her first full year of teaching was at a private high school catering to students with learning disorders and disabilities. She worked with several students diagnosed with attention-deficit/hyperactivity disorder (ADHD) and oppositional defiant disorder, who were mostly boys. Amy had a difficult experience teaching at this school, with students often displaying behavioural issues, like punching walls. This first-year experience made her question if she wanted to continue in the profession. Amy found that being a young female teacher teaching boys going through puberty was difficult for her to handle, and it was challenging to gain their respect. While her colleagues did not seem to have a problem teaching students of different sexes, Amy continued to feel uncomfortable teaching boys' PE classes, just as she did during her field experiences. In comparing her experiences with those of her peers also in their early years of teaching,

> I just - it's just uncomfortable. I have some friends who are, you know, a little smaller than me and like cute little girls, and they're able to take on those big guys...I have a friend who worked in Saint Leonard with those Italian boys that are super intense, and I would not be able to put them in their place. I would be, I don't know, I'd be so uncomfortable. [I1, 00:36:11]

Amy was not prepared to be teaching several students with ADHD during her first year. While she believed PE was beneficial for them, keeping her students focused and on task was difficult. The lack of support or guidance she received as a new teacher made the experience even more

challenging. She still appreciates that she had a challenging first year of teaching because it made all of her later teaching experiences easier to manage.

Amy left this school after one year to pursue her master's degree. Once complete, she began her second teaching position at an all-girls private high school where she still currently teaches. Teaching at this school reassured her that the negative experiences in the first school were not due to her teaching abilities as she said, "I would never change my mind. Now I'm at the best school ever so like I knew. I know that it wasn't, it wasn't me. It was the job" [I1, 00:19:24]. However, she acknowledges that her teaching situation is unique. She teaches at a private all-girls school where she has not encountered situations that she might have if she were teaching in a co-educational school or the public school system.

Amy's school has 100 students in grades 7 to 11, many of them coming from families of high socioeconomic status. Her school has a large alumni association, and she often has students who have parents and grandparents who attended the school. Amy explained that with this profile, most of the students are Caucasian. Tuition costs are approximately $20,000 per student, but the school offers bursaries. The school tries to make access to education as accessible as possible and recognizes that for some families, it is not. Amy has not experienced conflict in her high school classes due to socioeconomic status. However, she would not want to work at a private elementary school because, in her experience, private elementary school students know their families are wealthy, which produces entitlement in the classroom. Amy remembered an instance where she encountered a grade 6 student in a private elementary school telling her that they could do whatever they wanted because their parents were paying a large sum of money to attend school. Amy asked the student to apologize and sit out of the game in PE class. Amy sent the student to the office, but she is unsure if the administration took further action.

She had the opposite experience in a public elementary school where she taught students of lower socioeconomic status who sometimes did not have enough food to eat. She kept snacks inside her desk, which she often offered them. These students were more grateful for the PE they were receiving. Amy is aware that there are other schools in the city in areas of lower socioeconomic status where it is more common for students not to have proper athletic attire and footwear. These schools often reach out to the community for donations or provide their students with resources. In comparison, while rare if not absent in her PE classes, should one of her students not have sports equipment such as soccer cleats, another student will usually have an extra pair to

share. The realities of having students from communities or households of low socioeconomic status are not usually seen in the private school context of her school. Similarly, her PE department has abundant resources, including access to a full-size gymnasium, an outdoor garden, and a tennis court. Her school is next to a small mountain and park that she can use to deliver her lessons outdoors. Her gymnasium is equipped with balls, badminton rackets and shuttlecocks, badminton nets, volleyball nets, and crash mats. Amy has a reasonable budget allocated to her department by the school, so she can purchase any PE equipment she needs.

Amy's smallest class has twelve students, and her largest class has seventeen. She teaches six classes in total, one class per grade except grade 10, which has two PE class sections. Her student's classes are scheduled on a two-week cycle. She teaches her grade 7, 8, and 9 students four times every two weeks, and she teaches her grade 10 and 11 students three times every two weeks. In Amy's opinion, the amount of time spent with each is inadequate to teach as much content as she would like. These small class sizes are the biggest challenge of teaching PE in Amy's school because some sports require more people on a team to play competitively than she is able to assemble. For example, she cannot facilitate a tournament when teaching ultimate frisbee because she only has enough students to make two teams.

Amy follows the QEP when planning for instruction, and because she is the only PE teacher in her school, she has the freedom to choose the sports and activities she wants to teach. She surveys her students at the beginning of each year to gather information about what they want to learn in her class. She then plans her lessons based on her students' input and what she thinks her students should try. Amy incorporates traditional team sports and non-dominant physical activities like dance and fitness. She tries to ensure that the most popular sport or physical activity from the survey is included in the class during that year. Though her school is small, they also participate in their city's school athletic association. They offer soccer, volleyball, cross country running, and golf in the fall months and basketball, swimming, and badminton in the winter. Finally, they offer flag football, halo road running, and tennis in the spring. It is often difficult for her school's sports teams to win because the teams are usually made up of younger students compared to those they compete against due to the school's small size.

Amy is the newest and youngest teacher in her school. Before her, the most recent was a science teacher who already had over five years of teaching experience before Amy arrived. As the only PE teacher in the school, she referred to herself as a "department of one" [I2, 00:05:11].

During her first year at the school, she was placed in the math department because the school did not want to consider her as her own department so soon in her career. If she had any questions about report cards, the mathematics department head would help her. While Amy did not have an official mentor within the school, she remains in contact with the retired PE teacher who was teaching in the role before her. She will usually call this individual when she has questions about PE or athletics.

When asked how her school or administrators have supported her, Amy compared her experiences at the first school she worked at to her current. The first school she taught at focused on academics, and PE was regarded as an "extra thing" [I2, 00:25:23]. The school was separated into a junior school and a senior school. The school administrator would spend more time on the senior side of the school. Amy only saw them a few times and did not think they knew who she was. This made her feel like she was an unimportant member of the school community. She did not feel supported by anyone at this school during her first year of teaching. There was a PE department head at this school, but they were at the senior school while Amy was teaching at the junior school. Eight teachers started teaching at the school that year, and she felt that she had more support from them than from her PE department or administrators. In comparison, all teachers support each other in her current school, which made her realize that this is her career. She appreciates that her administrators or colleagues do not question her. She is involved in organizing athletic events in addition to teaching PE. She has even received support from colleagues outside of PE at her school, especially from the dramatic arts teacher, who is also the only teacher in their department.

Amy has had to advocate for her position as a *physical education* teacher, not a *gym* teacher. She has reminded her students to refer to the class as PE class, but this does not bother her as much as when other teachers refer to her subject area this way. She does not feel comfortable correcting veteran teachers that it is not gym class and that the gymnasium is simply the space. Amy is constantly put in the situation where she needs to advocate for PE where it is being devalued. She feels "marginalized just because of being a phys ed teacher" [I2, 01:14:43]. She sees this terminology as another factor that positions PE as "not important and just a time when you go play games" [I2, 01:19:03]. When she is comfortable, Amy wants to be able to tell her colleagues who call her subject area *gym* to refer to it as *physical education*. Amy regards this change in terminology as an easy one to make. She compared the resistance of older generations of teachers

to change with their similar challenges in using preferred pronouns. Amy thinks that in the next few years of her teaching career when she has been at the school longer and is beyond the years of an early-career teacher, she will feel more comfortable making her feelings known to her colleagues.

The goal for Amy's PE class is to create an enjoyable PE experience for girls by offering a variety of sports and physical activities in her class in hopes that her students will discover "something that they will like and wanna do outside of high school" [I2, 00:10:28]. She reminds her students that they should appreciate and take advantage of the opportunities in PE class to learn new sports and physical activities because they may not have these opportunities later in life. She also emphasizes to her students that after high school, no one will tell them that they need to be active and they will need to take responsibility for their physical activity. Amy tries to instill the value of PE class to her students by sharing learning goals at the beginning of each lesson so students can understand, "What are we learning? Why are we learning it? And how will I know I have learned it?" [I2, 01:20:05]. She hopes that exposing her students to the value of PE and an array of sports and physical activities will help them find an activity they may continue participating in outside of school. Amy never had negative experiences in PE classes when she was a student as she was athletic and usually one of the first to be picked on teams. Hearing stories and experiences from friends about their negative experiences in PE classes makes her want to create an enjoyable PE space for her students.

Transitioning into schools taught Amy more about her students and their personal lives than what she experienced in her student teaching. While she was told in her PHETE program that she would be teaching students from diverse backgrounds and home lives, it was only during actual practice that she understood what this meant and how to respond. School is a safe space for many of her students, and Amy regards her role as a PE teacher as more than her sports content knowledge. When asked to define what teaching for social justice in PE means to her, Amy thinks of inclusivity. Amy recognizes that education has not always been inclusive, and "we should be moving towards an education that is inclusive, whether it be race or socioeconomic status or anyways all the different things" [I2, 00:41:24]. Accounting for ability and gender stereotypes is her most relevant act of teaching for social justice in PE that she could identify. She has not personally experienced teaching students with a physical disability in her PE classes but knows students with disabilities are present in many schools. Rather, Amy has students with a wide range

of abilities that challenge her teaching in PE. Their abilities range from "superstar athletes" [I2, 00:42:29] to "kids who have two left feet" [I1, 00:55:52]. She highlights the importance of understanding ability to ensure all students feel comfortable, safe, and included in the games and activities they are participating in. Amy believes that all-girls PE is best for high school girls because they feel more confident, are not afraid to make mistakes, and there are no boys around to impact how they feel about their abilities. The way Amy approaches gender in her PE classes was not learned in her PHETE program; it was learned through her master's research and student teaching at an all-girls school.

In alignment with the findings from her research and her acculturation experiences, Amy says, "I'm trying not to make it seem like, you know, we've chosen all these activities because you're girls" [I1, 00:55:52]. She found that the students felt they would not be engaging in stretching, human pyramids, and rhythmic activities, for example, if they were boys. As a result, she honours student choice and leads her students through traditional sports, non-traditional sports, fitness, dance, and yoga. Amy creates shorter units so if some of her students do not enjoy the sport or activity at that time, they move on to the next sooner. She has encountered minimal resistance from her students regarding what she wants to teach them. When telling students what the upcoming unit is, she says, "You get the kids going *yay*, and then you get the kids being like *ugh*" [I2, 00:24:26]. Amy tries to use the Sport Education Model (Siedentop, 1994) that she learned in her PHETE program with students in the older grades at her school. She believes that the roles associated with this model are one way to be inclusive by allowing students to be involved on a team in a role they enjoy, like scorekeeping.

Amy thinks about ability and making sure that all her students feel capable of trying a new skill, activity, or sport for the first time. She tries to teach to every ability in the class by breaking down basic skills to help her students be as successful as possible.

> I'll explain how to dribble a soccer ball and then I have a national soccer player in my class, but I have kids who are really having difficulty with it. I still make sure to break down the skill in words on a board and then also demonstrating it. [I2, 00:59:03]

Amy tries to be inclusive of all students and abilities by offering sports and physical activities that her students are unlikely to have tried before. Sports like ultimate frisbee, tchoukball, and handball are her favourite sports to teach because students are usually at the same skill level when they learn how to play.

While Amy is aware that there is the possibility that the PE setting can bring about insecurities related to ability and appearance in some of her female students, she is uncomfortable and avoids talking about body image with them. She only teaches them about fitness components and body composition. Amy feels that she is not a professional in addressing body image concerns and does not think that she is knowledgeable enough on this topic to be able to address it or provide advice. Since she cannot teach about body image through physical activity, she does not talk about it. The only time body image concerns have arisen in Amy's PE classes is concerning the students' athletics uniforms that are not inclusive in size range. Amy described the uniform sizing available to students as "horrendous" [I2, 00:46:03]. Since the athletics uniforms are expensive, Amy's responsibility is to find a sponsor to purchase new ones. As the athletic coordinator at her school, she finds it embarrassing that she has students who are "bigger or have like really big chests that don't fit into the uniform" [I2, 00:46:03] that she has provided them. Amy can only assume that some of her students have bought the largest size of the athletics uniform. She also thinks about her students' body image in PE classes when she distributes pinnies as she said,

> I'm just like everyone has to put a pinnie on, but I'm strategic in the pinnies that I hand out to certain girls because they're the bigger ones...I don't make it obvious, but I think about that stuff 'cause most of the time I'll see them, they'll put it on, and they'll just wear it around their neck. They won't actually put it on 'cause you could see, it's very visible, the pinnie on the skinny girl that's like a dress and then the pinnie that is so tight on the bigger girl. [I2, 00:46:03]

When PE classes take place outdoors, she has recalled students wearing sweaters and sweatpants in thirty-degree weather because it is what they are most comfortable wearing instead of a t-shirt and shorts. Besides advocating for new PE and athletics uniforms, Amy felt that her PHETE program should have addressed body image concerns and how to address them in PE settings to make her more comfortable addressing them herself.

Changing rooms are an important part of PE to consider as a teacher, not only for how students may perceive the teacher's presence but also for how students feel about themselves in that space. The female students in Amy's school change into their PE uniforms in the changerooms, and she does not know what happens inside. She has witnessed some of her students choosing to change in the gymnasium bathrooms. She does not know how her students feel about changing in PE class or what their experiences have been like changing in PE. However, she imagines how

difficult it might be for adolescents who feel insecure about their bodies in a social media world and how uncomfortable changing rooms could make them.

The changing room is not just a space of concern for girls but also for boys. Amy encountered an incident that proved to be especially challenging in the first school she taught. The gymnasium was located next to the main school building, where students would change their clothes and walk to the gymnasium as a class. The boys in Amy's class were changing clothes in the bathroom and taking a long time. Amy opened the door, looked away, and asked them to hurry up. One of the students yelled at Amy and called her a pervert, accusing her that she looked at them changing and would be telling his parents. In that moment, Amy remembered discussions in her PHETE program about legal matters and protecting herself, so she looked away and only remained outside of the door. As a new, young female teacher, this situation could have had major consequences and threatened her teaching career. Amy told the principal her side of the story right away and felt that she was "supported for once" [I2, 00:39:43]. The administration "grilled into [the student] that you don't just joke around about those types of things...and you don't just say it so lightly because it could have big consequences for other people" [I2, 00:39:43]. The student was asked to apologize to Amy and wrote her an apology letter.

Amy also does not teach her students about health-related topics like sexual health education, gender, and substance use. Her school counsellor has a course with the grade 9 students once every two weeks, where students are spoken to about these topics. Conversations are usually reactive or present when needed rather than being had regularly. When other sensitive issues arose, such as when the Israeli-Palestinian conflict caused a rift between students, the school intervened with personal development workshops for students led by the school counsellor. If Amy was required to teach her students about these topics, she did not think her PHETE program had prepared her to address them successfully, and she would need to educate herself first before she could educate her students.

The temporary online delivery of PE classes during the COVID-19 pandemic was a unique opportunity to teach her students health-related topics. When her instruction takes place in person, Amy does not have her students in class very often due to their schedules on a two-week cycle, so she wants them to be active as much as possible. Amy mentioned that the amount of time she has with her students is "...what the government says that the schools have to have. It's the bare minimum, and schools are going to do the bare minimum because most schools focus on the

academics, and they give more time elsewhere" [I2, 00:20:36]. She understands the importance of health education and would rather teach health-related topics through physical activity due to the limited time with her students. Amy has done this in the past by leading nutrition games and assigning her students to create health TikTok videos. If she had classes with her students more often, she thinks she would dedicate more time to health education in a lecture-style format. Ideally, Amy would like to have a separate PE class and health education class that would take place in the gymnasium and the classroom due to the difficulties of trying to cover both content areas in an already limited schedule.

Another topic Amy does not bring into her PE classes is culture since it is discussed in other subject areas. At most, she will talk about handball being a European sport or lacrosse being an Indigenous sport. Amy thinks that there is a place to integrate Indigenous knowledges into her teaching but, again, does not think she is knowledgeable enough to talk about it with her students in PE class. Amy will sometimes lead her students in activities or games played by Indigenous peoples but does not focus on their cultural or historical significance and does not think she is talking about it as much as she should be.

Amy does not know whether what she learned about social justice, equity, diversity, and inclusion in her PHETE program successfully translated into practice. She could not identify a specific tool or strategy that has been applied to her teaching career thus far. She felt that if PSTs were provided with the opportunity to discuss social justice as it applies to the PE setting alongside a knowledgeable professor, it would be easier for her to address issues, like body image, with her students in schools. Amy still feels unequipped to discuss sensitive issues relevant to PE with her students, but at least this suggestion would have provided her with a degree of basic knowledge. She also believes that it is her responsibility to take the time to educate herself on current events in the news or topics that arise in the classroom so that if a student mentions a social issue, she would be more prepared and comfortable to address it. Especially considering that Amy is the only PE teacher in her department, she does not have another PE teacher to reach out to within the school to talk through a situation. Being alone makes it harder for Amy as she said, "Not only did I not get that in my undergrad, but now I also have to do it on my own" [I2, 00:54:57].

Amy admitted that she fears what will come from discussing what could be considered sensitive topics with her students. She worries about saying something wrong or making an uneducated point and having her students share what she said with their parents. She recognizes

that she needs to take the time to educate herself but says that this time is not given to her. In Amy's school, teachers are often told, "if anything comes up in your class, say we're not going to discuss this now," [I2, 01:11:42] and ensure that they notify the administrators to address it. Teachers are allowed to address topics if they feel comfortable, but for others, they are specifically instructed to not interfere and redirect the situation to the administration. Amy would prefer professional development days dedicated to addressing social justice in schools as they would lead her to feel more comfortable teaching for social justice.

5.3 Participant Profile 3 – Julia

Julia (pseudonym) is a 27-year-old Caucasian female of Irish and German ancestry. She described her ethnicity as White European. She was raised in Québec, Canada and completed a Bachelor of Education in Physical Education program. After graduating from the program, she began teaching as a long-term occasional PE teacher in a co-educational private high school. She is now a permanent teacher in the school's PE department.

5.3.1 Acculturation Experiences

Julia described her family and those that she surrounds herself with as active. Her parents have consistently recognized the importance of physical activity, even if they were not always active themselves. Julia's parents are more physically active today and make an effort to go to the gym together, which she described as a "social thing" [I1, 00:01:18]. Julia's parents enrolled her and her siblings in a sport each season from an early age. Julia and her siblings did not enjoy playing a sport every season at first, but it later became a large part of their lives. Julia's brother was the most active person in her immediate family and influenced her interest in playing rugby as her preferred sport. Julia's sister was the least active of the family, even though she played ringette until the age of 18.

Julia played soccer and softball outside of school on the city-run sports teams. She continued to play softball at this level until she approached high school and started to play rugby in the summer of grade 9. Throughout the summer outside of school, she focused on rugby and continued to play on her high school team. Julia played softball, tennis, badminton, floor hockey, and rugby in elementary school. The only two sports that Julia did not play were volleyball and basketball. Julia thought it was humorous that she was not interested in sports that have been stereotypically associated with tall athletes, considering she is six feet tall. She learned how to play

these two sports later in her PHETE program, and they are more present in her life today in a casual setting. Julia played five to six sports throughout the year in her first high school. When she switched to her second high school, she specialized in rugby. Julia's parents played a role in her participation in extracurricular sports and physical activities inside and outside school. Not making a sports team was one of her parent's exceptions to joining a team every year; Julia explained, "If we didn't make the team, it's okay as long as we tried out" [I1, 00:04:27].

Julia had positive memories of her elementary school program due to the various games, sports, and physical activity units offered. She attended an all-girls high school in grades 7 to 9 and did not enjoy PE in this school as much as she did in elementary school. The school had sports teams she played for, such as softball, badminton, and tennis, but it did not translate into the PE program. She described one of her PE teachers as quirky, personable, and not very sport-oriented and described the PE program at this school as "an old school female approach to phys ed, so there was like a lot of dance and rhythmic gymnastics" [I1, 00:08:21]. Julia would have preferred a PE that was more competitive and would have allowed her to push herself physically. When her classes participated in team sports, some of her classmates would sit at the side of the gymnasium or chose not to participate. The lack of enthusiasm and participation was not a concern for her teachers. She noted that her recollection of having a negative experience at this school may have been tainted because of an incident when she tried to start a rugby team. The teachers laughed in her face, and none of them wanted to supervise the team. The teachers told her that "girls can't play rugby and all-girls school can't have rugby players" [I1, 00:09:30], yet the all-girls schools in the surrounding area had rugby teams. This response to her efforts turned her off from the school and its PE program, diluting her memories that may have been otherwise positive.

Julia was more engaged in PE class once she moved to a public high school for grades 10 and 11. She recalled playing traditional team sports in PE class and having access to a training room for fitness-based activities. The PE program also had what Julia referred to as "not alternative, not necessarily adaptive either, but we just had a different array of activities that we would do that I wasn't introduced to in the current school" [I1, 00:08:21]. Many of the PE teachers were involved in coaching the school's sports teams, clubs, and other activities, which fostered a different relationship between teachers and students. For her two years at this school, her PE teacher was also her rugby coach and later co-operating teacher for her field experiences. She described him as "…straight to the point, kind of like no bullshit, like this is what we're doing. He

wasn't ever rude, but he would like sort of poke fun at kids that he knew could take it" [I1, 00:12:33]. This teacher was one of Julia's most positive PE influences. He ensured that Julia remained focused in her PE classes and on the field, as she said, "He was extra hard on me and wouldn't let me fool around...I couldn't slack off, and I was always just trying to be better, even if it was volleyball or basketball, even though I was not very good at basketball" [I1, 00:12:33].

After completing high school, Julia played rugby in CEGEP[4] and was a varsity athlete on her university women's rugby team. She started exercising in university to train for her sport because simply attending practice was insufficient. At this time, Julia became more interested in exploring why she moves, how she likes to move, and what other activities she likes, such as yoga or indoor cycling. Today, she enjoys going to the gym with her friends and trying new ways of moving together. Exercise remains an important pillar in her life now that competitive sports participation is behind her.

5.3.2 Professional Socialization Experiences

There are several teachers in Julia's family, including her aunt, her uncle, their daughters-in-law, and her sister, who she currently works with. Julia could not identify any factors that might have turned her away from pursuing a career in teaching. She initially entered a teacher education program for teaching history and geography. She had friends in the PHETE program who expressed how much they enjoyed the program. Still, she thought specializing in the history and geography subject areas would provide her with increased job opportunities. When she had to take courses in these subjects outside of her university's education department, she was intimidated by the amount of reading and studying that she needed to do. She explained, "I have never read so much in my life, and I had never cried so much in my life. I spent weeks at the library, and it did not translate well. It's like I need to switch" [I1, 00:21:25]. She decided to transfer into the PHETE program and realized it was the right program for her after participating in peer teaching and her first field experience. Julia always enjoyed working with children, and the PHETE program solidified her decision to become a PE teacher. Her participation in rugby also inspired her to become a PE teacher. Julia explained that people could learn hard work, resilience, and cooperation

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[4] CEGEP or Collège d'enseignement général et professionnel (College of General and Professional Education) is a public educational institution unique to Québec, Canada. It is the first level of higher education provided following high school and serves as a step between high school and university. They are pre-university and technical study programs that lead to a diploma issued by the Ministère de l'Enseignement Supérieur (Ministry of Education and Higher Education of Québec).

through sports. Julia tries to emphasize these values she established during her acculturation and professional socialization by encouraging her students to learn through making mistakes and communicating. For Julia, PE is less about perfecting sports-specific skills and more about working on a team and applying a strategy to achieve success.

The foundation of Julia's PHETE program started with two games courses and sport-specific courses including volleyball, basketball, track and field, and ice hockey that were taught by varsity team coaches, and aquatics that a CEGEP teacher taught. She explained that at the time, if individuals were coaching a university varsity team, they would also need to teach a sports activity class for the program. Their expertise was evidenced by the quality of their teaching, how well they knew the sport, and their ability to provide PSTs with information on how to coach their sport because PSTs were likely to be coaching sports teams in their future schools. In her third year of the program, many of the sports classes were removed from the program's course offerings, including football, rugby, and outdoor education. She was forced to enrol in a sports course that she was not excited about. After graduating from the program, Julia heard of a change whereby one course instructor was teaching several of the sport and activity classes[5]. She shared her opinion on this change as she said,

> I believe the program used to be really amazing as you would have all these different teaching styles and now if you have one person teaching different subjects, you do learn the different subjects, but you don't learn different teaching strategies, different teaching approaches. [I1, 00:32:31]

Julia mentioned that the program is more research-based today than when she attended. She named a few professors and course instructors she liked because they offered in-class peer teaching opportunities. She also named those she did not like because they lacked warmth and did not want to help students but were knowledgeable in their area of research. Furthermore, Julia did not appreciate course instructors who were inflexible in their teaching material and unwilling to adapt their practices to fit the realistic needs of students in schools. Julia believes that it is important for students to be evaluated on participation, their knowledge about a sport, and why they are doing what they are doing. Yet, she was taught in her PHETE program that teachers cannot evaluate students based on their sports-related knowledge. This put Julia in a difficult position when determining how to evaluate students who were not participating. She explained,

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[5] See section 4.1 Bachelor of Education Program Overview for program change rationale.

> If a kid is sitting on the bench, I'm not allowed to give them a lower mark than a kid who does the work and participates to their best. I have to give them solely a mark on the LES. That makes no sense in real life. Even in university, your attendance is based or sometimes your marks are based somewhat on your attendance. Why is that different anyways? [I1, 00:40:14]

While Julia felt that she was taught how to evaluate and handle different legal situations, some of what she learned led her to believe that "the government just doesn't know what real phys ed situations are like" [I1, 00:41:52].

When asked to discuss the courses she took during her PHETE program that taught her about issues related to social justice, the most prominent was Adapted Physical Activity. She learned how to adapt movements and activities for "disabled bodies[6]" [I1, 00:54:03]. The professor's passion for the subject area made her class interested. However, Julia felt like she could not apply much of what she learned in practice. The course taught her how to differentiate instruction for children with autism spectrum disorders, for instance, but she explained, "I wasn't necessarily given enough tools to know how to further engage them or ways that I can lessen the sensory overload that's going on in the gym 'cause it's often very loud" [I1, 00:55:18]. Julia felt that the course missed teaching strategies she could implement in her PE classes to help keep many of her students on track.

When asked to reflect on her engagement in autobiographical narrative inquiry, Julia recalled completing the assignment in her final year of the program and detailing how her parents recognized the importance of physical activity, her connection to rugby through her relationship with her brother, and how rugby fostered friendships in her life and eventually brought her to the PHETE program. The assignment helped her reflect on the opportunities she had to participate in sports outside of school, which helped enhance her cooperation and communication skills and led her to higher-level sports, student employment, and summer jobs. She always had access to sports equipment purchased by her parents, never worried about student loans, and acknowledged that not everyone is as fortunate in these areas.

[6] Rationale provided during interview. Participant used the term "disabled bodies" to signify individuals with disabilities that identify themselves as disabled and prefer not to refer to themselves as "differently abled." The participant's friend is an amputee and prefers this term.

Her PHETE program helped her become more aware of the several types of struggles that students may face in their lives and how those are reproduced in the school setting. In one of her elementary field experiences, Julia remembered thinking that one of her students did not want to participate in PE class because she always came to class wearing her boots. She learned from her co-operating teacher that the student lives with a grandparent who cannot afford to buy her running shoes. For Julia, this situation exemplified how "on the one hand, you need to treat everybody equally, and we went over the difference between equality and equity, but I don't think it was emphasized enough" [I1, 00:55:18].

Critical discussions surrounding race, sexuality, gender, socioeconomic status, and (dis)ability were addressed briefly in the program but not taught explicitly. Julia did not have the opportunity to implement her understanding of social justice into practice before her student teaching. She was only asked to recognize when students acted out and address their actions using the behavioural management strategies she learned. Julia did not have courses dedicated to specific topics, like sexual health education and sexuality, for example, even though PE teachers are sometimes responsible for teaching sexual health education in schools. Julia opted-in to a sexuality wellness conference offered by another education department in her university. She was disappointed that the conference opportunity was not shared with PSTs in her PHETE program since they may need to teach about the topic in the future. It defeated the purpose of being in the program because she and her peers already had sports-specific knowledge but did not necessarily know how to teach, including topics related to social justice. After transitioning into schools and having students in her class who are transgender and gender non-binary, she believed it would have been helpful for her PHETE program to have filled the content gap to complement her open-minded and progressive approach.

Julia's first field experience was completed alongside another PST in the program. During this first year, she described herself as a "train wreck in terms of a teacher" [I1, 01:13:15]. She had more than one co-operating teacher during her second field experience because there were five PE teachers at the school. Their guidance allowed her to discover what kind of teaching style worked for her and provided her with the opportunity to practice teaching a variety of sports. This was Julia's high school, so she connected with her past PE teachers and helped coach the girl's rugby team. During her third field experience, Julia was a student teacher at another elementary school. She learned a great deal about teaching styles from her co-operating teacher at this school, who

provided her with feedback and helped her extinguish bad habits she had acquired through peer teaching in the PHETE program. Julia's final field experience was at a school that she suggested based on her research in advance of teachers at the school who she thought could teach her to be a better teacher. She worked alongside a teacher who role modelled implementing the new provincial curriculum and using LESs. She felt fortunate to be placed at schools with teachers invested in her success. Julia's co-operating teachers were knowledgeable in sharing different teaching strategies and providing feedback on her teaching and behaviour management which reinforced what she was learning in her PHETE program. While these experiences were positive, Julia described the debrief after her field experiences as surface level. She did not believe that her PHETE program provided enough opportunities for PSTs to engage in experience sharing with their professors, course instructors, and peers.

5.3.3 Organizational Socialization Experiences

Julia began teaching at a bilingual, private, co-educational high school following the retirement of a PE teacher in her department. She is now a permanent teacher at the school and considers herself lucky because some of her peers will be working for ten to twelve years before securing a tenured position. Several of Julia's peers from her PHETE program are not currently teaching PE. She does not think she would be willing to teach in a subject area outside of PE like them.

Julia's school has approximately 2000 students and 120 teaching and support staff. The school was originally a private all-girls Catholic school. Due to low enrolment, the school was opened to both male and female students. While the school is now non-denominational, there remains a chapel on campus, and students learn about world religions. The school she teaches is unique in that it offers Francophone and Anglophone streams. Although the school's facilities are shared, the two sides are different. There are students of diverse cultures in the Francophone stream, and many of them are from families of immigrants. Students in the Anglophone stream are typically Caucasian. Julia explained that this is the representation seen because "any out of province or immigrant kids have to go to French schools, so they have to be sent to the French side if the parents still want sort of label of my kid went to a private school" [I2, 00:03:23]. The English and French language teaching staff at the school are trying to standardize instruction across subject and grade levels, which shapes what content Julia can successfully bring into her lessons.

In Julia's school, there is health education in PE classes. PE teachers are not expected to discuss gender or sexual health education because classroom teachers cover these topics. PE teachers are only responsible for addressing nutrition, the importance of fitness, and fitness-related concepts. Her PE department is supplied with an abundance of equipment, including a weight room, a small gymnasium, and a large gymnasium split between classes. Her class sizes range between 27 and 38 students. The most significant difficulty in having large class sizes is collecting traces of marking that reflect how students perform physical skills and demonstrate qualities like working with a team. Behavioural issues are not a concern for Julia in her larger classes as she notes, "I prefer teaching larger classes, but it also depends 'cause sometimes I'll have like my smallest class of 27 is my most challenging because I have so many behavioural things to deal with in that class" [I2, 00:24:37].

Although she is a female working in PE, Julia acknowledged that she is six feet tall, and her height helps her assert her authority over her students. She understands how difficult it may be for women when teaching male or co-educational PE classes when they are sexualized or when students underestimate their subject area knowledge and skills. When her students underestimate her, she likes to challenge them and reassert that there is a reason that she is their PE teacher. The difficulty in being a female PE teacher still lies in the fact that students will not typically question her male colleagues the same way she or other female PE teachers are.

Julia’s school has seen a high turnover rate of teachers, especially during the COVID-19 pandemic. Several teachers retired, changed schools, or left the country. Julia suggested that around 20-30% of the school’s staff has been teaching there for less than five years. Julia has remained the newest PE teacher since she started teaching there three years ago. Before that, the PE staff had already taught for 10-12 years in her school. Most new teaching hires at the school teach in subject areas outside of PE, and for that reason, Julia has next to no contact with other early-career teachers. Outside of her department, she has been in contact with other teachers only briefly in the hallways, at staff meetings, and in the gymnasium if they are coaches. Due to the isolation of the PE department and gymnasium, Julia still does not know the names of all teachers in her school.

She would have liked to have made friends with other early-career teachers in the school but admitted that none of them would have benefitted her in teaching PE. Julia received support from teachers in her PE department, and she would sometimes visit their classes to learn new

activities and teaching strategies. The retired teacher that Julia replaced helped guide her during her first year of teaching. Julia said, "We called her my mom-tor. She was sort of like a mom, but also a mentor" [I2, 00:07:59]. This teacher introduced Julia to teachers around the school and involved her in tasks she thought other teachers might need help with, such as coaching school sports teams and fulfilling sweatshirt orders. Julia was willing to take on all that her mentor suggested because she wanted to make a good impression before her two-year evaluation. Julia also stayed connected with one of her co-operating teachers. They had helped her discover what teaching strategies worked for her and encouraged her to think more deeply about her practice. She considered this co-operating teacher a considerable role model in following the QEP and being accountable for her students' learning. Julia spends a great deal of time assessing and evaluating her students, and she is sometimes made fun of by her colleagues for the paperwork she completes and the grading she collects.

Her PE colleagues also all teach a little bit differently. One of her colleagues teaches through play; another is tougher and is known to pick on older students who can handle her sarcasm and mean jokes. She also witnessed one of the veteran teachers in her department, who has a student teacher, mentoring in ways she disagrees with. Julia disapprovingly explained, "He's doing one of these, like sitting back, and he's like, oh he has my class, and I'm like oh, you gotta teach him" [I1, 01:13:15]. Fortunately, she did not experience this kind of role modelling behaviour during her field experiences. Julia confessed that it is easy to get wrapped up when other colleagues teach and evaluate differently from what she learned in her PHETE program. For example, Julia has had PE teachers in her department say, "Oh, this kid looks like he's an 89, I'm gonna give him 89" [I2, 00:10:21] without reasoning. Julia also referred to one of the Francophone PE teachers as a "gym teacher" [I2, 00:12:39] because she always observes their students playing games and rarely evaluated. Finally, she described another PE teacher on the French side who teaches similar to her by using LESs and having traces of marking. Julia does not evaluate her students based on how accurately they perform skills. She evaluates them based on performance cues, like foot and arm placement. Julia does not assign homework to her students, while other teachers in her department do. She has a colleague who frequently gives homework, and this has become problematic in the department because students do not enjoy the teacher as much as the others who teach students in the same grade. Her department wants to avoid having students say, "I don't want Miss. so and so. Why can't I have the other Miss.? Or why can't I have Mr. so and so?" [I2,

00:25:46]. Consistency across the department in assigning homework is another reason they are working towards standardizing their practices and expectations.

Julia has encountered resistance from her colleagues for her methods of evaluation and planning. Colleagues in the department have said,

> "Oh [Julia], why do you have all this paperwork?" "I'm just grading." They're like, "what do you mean you're grading?" and I'm like, "I give them LESs." They're like, "What? You don't have to do that. You shouldn't be doing that." I was like, "But I'm going to do it." [I2, 00:34:40]

She noted her colleague, who typically says, "Oh you, you're a 93. I'm going to give you a 93" [I2, 00:34:40] showed definite resistance because they did not want to complete the extra grading associated with following the LESs. Julia always felt comfortable asserting how she prefers to teach and evaluate her students and recognizes that not all PE teachers want to spend the time marking. She justifies her preference in that she feels that it is something she must do to keep herself and her students accountable for the learning taking place in her classes. Julia knows what is best for her and her students and would not stop her practices simply because a colleague asked her to stop.

Although it does not bother Julia that her colleagues all have different approaches to teaching PE, it bothers her that her colleagues call PE teachers *gym teachers*. Her colleagues know the connotation of saying *gym teachers*, but she refrains from voicing her opinion on this terminology to avoid being made fun of by them. However, Julia would say that her colleagues value PE and would not want to see the subject area removed from schools not just because of job security but because they believe students need more movement during the school day. She is more comfortable correcting the students in her class when they refer to PE as *gym*.

Grade 7 students in Julia's school have PE class five times on a nine-day cycle. Grade 8 students have PE four times on a nine-day cycle. Grade 9 and 10 students have PE twice on a nine-day cycle, and grade 11 students have PE three times on a nine-day cycle. This scheduling impacts the amount of content Julia can teach her students across these grades. She often feels that she needs to rush through the units she has planned to provide her students with a wider variety of sports and physical activities, she said "If not, we're only going to do four sports or activities in a year" [I2, 00:19:44]. While this schedule impacts how often she sees her students, Julia tries to build positive relationships with them. Julia has a reputation for being an accepting teacher and

emphasizes the importance of teacher-student communication. She also tries to learn about her students' interests outside of PE to build a secondary connection with them.

Julia's PE department encounters scheduling conflicts because there are four classes per period, three gymnasium spaces, and a fitness room. Teachers in the department are advised to avoid changing the spaces assigned to them when planning for instruction. Those teaching the same grades often decide together what sports they will be teaching and what their skill focuses for that grade. For instance,

> We can do the same sports in grades 7, 9, and 11, but then should it be every year? Or if we do repeating years, there should be different concentrations or focuses. For example, basketball can't just be basketball. You should be having a basketball defensive one year and then maybe offensive the next. In defensive, you can teach the man to man and the zone to zone. But then, when it comes to offensive, you can teach more screening and things that are a little bit more advanced. [I2, 00:29:43]

Teachers in her department have flexibility in what they choose to teach but need to ensure that they cooperate with teachers that share the same grade. One of Julia's personal goals for PE is to bring different activities to her students. She has introduced adapted games, including scooter handball and sitting volleyball, in her PE classes. Her colleagues have been receptive to the new and innovative ideas she has brought to the department. Another example was when she shared a Québec-made game called PürInstinct[7] which intrigued her collages because it can be played at a lower level and increase complexity, making it appropriate for younger and older students. Julia has always wanted to try using the Sport Education Model (Siedentop, 1994) to teach PE. She did not have the opportunity to implement it during her student teaching and still has intentions of trying it in her PE classes but still has not had the chance to yet due to her large class sizes with too many students who want to participate in playing the sport. She does not have enough students to fulfill the roles characteristic of this teaching model.

When asked to reflect on what teaching for and about social justice in PE means to her, Julia explained that social justice is "teaching to make sure that everybody gets what they need and what anyone needs is not going to be the same as someone else" [I2, 00:41:49]. She described that her understanding might look like increased activity during the day for an athlete. For other

[7] PürInstinct is a game invented in Québec, Canada designed to improve decision-making in sports, originally in Basketball.

students, social justice might mean providing a safe learning environment, having an adult they can talk to, and offering a space where they can be their authentic selves. Julia has some students with mental health concerns who sometimes do not feel well in PE class. She never forces them to participate and instead provides them with a task to keep their mind off what is bothering them. She offers stress workshops if she notices that her students are experiencing nervousness and anxiety and have difficulty coping with those feelings.

Julia believes that receiving support from the school's administration is essential in being proactive in addressing issues that take place in the PE setting. However, the principal and vice-principals are often unavailable. She shared that there had been an incident where a senior student walked into the female changing room, watched students as they were changing, and used the urinal next to them. Julia was determined to identify this senior student and stayed behind after school to construct an email and speak with a vice principal, who was nowhere to be found. Julia was angry that none of the administrators were available. Her students felt violated, and Julia insisted that she would not stop until school administrators acted. She noted that this situation would likely have been handled differently in the public school system because principals and vice-principals are usually on the floor, present with the students and teachers. At her school, the administrators are in meetings so often that they are nowhere to be seen throughout the day and are not accessible when teachers need support. Julia believes that "in a time where there's too many administrators, we actually need more administrators" [I2, 01:06:08]. She is firm in her stance that there needs to be consistent expectations and consequences for students in the school. Julia explained, "There have also been instances of sexual intimidation and the kids got like a slap on the wrist. Instances of racism and kids got a slap on the wrist. Those are really serious allegations", and she apologized in saying, "Anytime I think about it, I'm really upset" [I2, 01:06:08].

Julia did not remember talking about social justice in her PHETE program. At most, she learned about adapted physical activities. She did not think that what she learned translated as well as intended into practice because "that's often not directly applicable to the average high school classroom" [I2, 00:47:05]. Julia recalled teaching a student in a previous school year who was an amputee. She tried to provide accommodations for this student that she learned in the Adapted Physical Activity course, but the student did not want to accept the accommodations Julia tried to provide them. Meanwhile, Julia has continued to experience difficulties teaching many of her students with ADHD and autism spectrum disorders. She feels that she does not have the tools to

better include them in PE classes or the practical knowledge to keep them stimulated in the ways they need.

Julia has acquired most of her learning around social justice on topics of race, sexuality, gender, and culture outside of teacher education. Julia has several transgender and non-binary students in her PE classes. She considers herself progressive and open-minded but has colleagues who do not understand why some students need to change their name or gender. Julia believes that teachers need to be more knowledgeable about identities and pronoun use. She explained that it is both scary and unfortunate that teachers are still fighting against it, misgendering their students, and ignoring their requests. Julia further illustrated this resistance when she shared,

> There's someone who's 31, 34, 36, and 50, and they're complaining like, "Why I gotta call them this? Na Na Na"
>
> I was like, "So?"
>
> "Yeah, but I'm used to…"
>
> I'm like, "Okay, then just call them. Like what's the deal here?"
>
> "Well, back in my day..."
>
> I'm like, "It's not your day anymore. It's their day, and they're asking you to call them this."
>
> And they're like, "Yeah, but. Yeah, but". [I1, 01:04:16]

Julia shared an incident where a student in her PE class asked her to call them by a different name, but did not explain why. Julia changed the student's name on her attendance sheet, and the student was shocked that asking a teacher to call them by a different name was so simple. The student admitted that Julia was the first teacher they came out to as non-binary, and Julia felt honoured that the student felt comfortable coming out to her. Julia had assumed that people were more accepting today; however, the student informed her that none of their other teachers called them by their preferred name and felt sad that some of their classmates and teachers did not understand. Respecting her students is of the utmost importance to Julia, and her students strongly appreciate her accepting nature. She believes that the minute she starts discriminating against them is when she is disrespecting them. Julia explained, "I'm not any better than my kids because I'm a teacher or because I'm older. I say this to them straight to their face. I’m like, listen if you respect me, I respect you" [I1, 01:05:25]. Julia has always had friends within the LGBTQ+ community and keeps up to date with people in the community on social media. While she has never experienced

the difficulty of identifying her gender and could not begin to imagine how the experience might be for someone who feels alien in their own body, she brings this knowledge and sensitivity into her daily teaching.

In another experience that Julia shared, she spoke about a transgender student in her PE class who asked if they could use the boy's changing room. She misheard and thought that this student was asking if they could use the staff bathrooms to change into their PE attire. The student used the boy's changing room, and the other male students in the class were uncomfortable because they were not used to having this student changing alongside them. These students approached Julia and respectfully explained that they accepted the student being themselves but felt awkward changing next to them. Julia supported their right to a safe space and spoke to her transgender student. She told them,

> It's super unfortunate that we are still not as open as we should be and not everybody's as comfortable, but for the time being, unless the administration okays it…I can give you some other solutions. You can either change in the staff bathroom, or you can use the gender-neutral bathrooms to change." [I3, 00:01:12]

The student decided, "I know my sex is female, and these are my friends. I'm just going to go change with them. Is that alright?" Julia responded, "If it's all right with you, it's all right with me" [I3, 00:01:12]. She thought that the student felt disappointed because they were excited to be in a masculine space, but at the same time, they understood that others were struggling with understanding sex and gender. Luckily, students on both sides of the situation were communicative and civil. Julia acknowledged that the students in this class continued to make an effort with the transgender student to make them feel comfortable. Julia's school has had several students who identify as gender non-binary. Her department continues to experience the dilemma of deciding whether they should be offering these students the changing room that aligns with their gender, the changing room that aligns with their biological sex, or the staff bathroom. They recognize that each student is different and try to provide them with the option that makes them feel the most comfortable while also keeping other students in the class in mind. It was not until this situation that Julia had started to think about the experiences of students in the changing room setting, as the topic never arose in her PHETE program.

In an opposite scenario, Julia has caught students at her school making homophobic comments, and while she understands that they may not mean what they are saying, she has no

tolerance for homophobia. She encountered homophobia in her PE class when her students did push-ups as part of their standardized fitness testing. Julia heard a student referring to modified push-ups as "gay push-ups" [I2, 01:07:04]. She responded to the student by identifying the comment as homophobic. She said, "I know you didn't mean it, but the people around you don't necessarily know that you don't mean it, and that's what matters. Your friends have a little joke, but it's not funny when it's going to hurt somebody else" [I1, 01:06:58].

She recognizes areas she refers to as "shortfalls" [I2, 00:49:19], where she needs to do more personal research. Julia felt that she handled situations involving gender and the LGBTQ+ community well but wants to learn more about how culture plays a role in her school. She knows that there are students of diverse cultures, and she sees these differences arise in the PE setting through behavioural issues and existing language barriers. The PE teachers in Julia's department have attempted to remedy the rivalries between the Francophone and Anglophone sides of the school. When conflict arises between them, "they see the other side as other, and we don't like them 'cause we don't know them" [I2, 00:50:55]. The department started offering PE classes with students from the Francophone and Anglophone streams, and the students have begun developing friendships.

Teachers in her department have started to bring culture into their lessons by integrating new sports like stickball in place of baseball "because stickball would be played in third world countries where you can't afford a baseball" [I2, 00:50:55], and using a wiffleball made from newspapers as an object in their lesson. Julia has not tried either of these in her classes. She has only offered her students adapted games and sports. Her colleagues have never expressed the desire to integrate Indigenous education into their PE classes. Julia believes that teachers do not do enough to recognize the culture of Indigenous peoples of Canada in PE settings. An Inuit games class was offered by her PHETE program but not to non-Indigenous students. Julia was interested in taking this course as it would have taught her about teaching PE through history and culture. A barrier to addressing social justice topics in PE for Julia is feeling that she needs to do more to educate herself and learn about the cultures of others to be able to integrate them into her lessons. She sees this intention as a potential benefit to students in her PE classes as she said,

> We have a few students from Kahnawá:ke...I'm sure that would make them feel, not that it's to show off or anything, but just like, "Oh okay, this is normal. My culture is normal.

> It's in schools, in a school with all these White people." I think that might make them feel nice. [I2, 00:53:06]

Julia's colleagues have also served to be an obstacle in this respect. Suppose Julia had an innovative idea that she would like to bring to her classes on the Anglophone side, like an Indigenous games unit. In that case, her colleagues on the Francophone side of the department would have to teach it too, and she said, "I'm not as sure they would be susceptible to that" [I2, 01:04:30].

At the beginning of each school year, Julia asks her students to fill out a questionnaire that includes questions such as, "What sports do you hope to see this year?" [I2, 01:02:17]. She asks them specifically not to include the core sports (i.e., basketball, soccer). Asking her students this question gives her a sense of what each student likes to do independently or if they prefer team-based activities. She does not allow her students to dictate what they do in PE class because the choice is constrained by the space and equipment available, but she does use this feedback to shape what she plans to teach. Julia tries to include students who are not sports-oriented by offering alternative outdoor activities such as bocce, croquet, and horseshoe toss. When "withdrawing all [her] kids from the team sport sort of narrative and then allowing them to explore a little bit more" [I2, 00:57:52], Julia has received mixed feedback from her students, although mainly positive. It made her happy to see a different side of her students who are athletes involved in extracurricular and co-curricular sports and those who are not interested in team sports but try their best in smaller groups. Besides offering these activities, Julia tries to make her students feel included by engaging them in conversation about their interests and hobbies. She sometimes divides her classroom into a competitive side for students who are more active and want to practice their skills and a recreational side for students who are not as confident in their skill performance to adapt her instruction to include more students. Because the students who gravitate towards the recreational side are closer in skill level, Julia has observed these students build success, increasing their participation. Other times, she has grouped students with friends to encourage participation or match less skilled students with those who are more skilled to help include them.

Julia did not feel that her PHETE program prepared her to engage in discussions or respond to situations with sensitivity. As a result, she has become cautious of the ways her identity impacts how she responds to her students. Julia recalled a time when she was asked to identify students who were found misbehaving. The group was composed of Black and Brown students that she did

not teach and did not know personally. She did not want to pinpoint students based on the colour of their skin and needed to think twice or even three times before identifying any of them. Julia suggested that learning anti-racist pedagogy during her teacher preparation or professional development sessions would have been helpful in confronting this incident.

Julia is in her third year of teaching. While she intends to implement innovative ideas and practices that she has accumulated into her teaching, she is still discovering what kind of teacher she wants and focuses on consistency. Julia would like her school to fund professional development opportunities for each teacher. If her school were to support her attendance, she would be expected to share what she learned from the conference with her colleagues by preparing an information package to share with teachers in the school simply because funding the attendance for one teacher is more cost-effective. Her school does not fund conference attendance for non-permanent teachers as they believe it would be too much of an investment for a teacher who may not stay at the school. Julia is keen to continue engaging in personal and professional development to benefit her teaching practices.

5.4 Participant Profile 4 – Taylor

Taylor (pseudonym) is a 28-year-old Caucasian female from Canada. She was raised in Québec, Canada and completed a Bachelor of Education in Physical Education program. She is a current PE teacher in a public elementary school.

5.4.1 Acculturation Experiences

Taylor has two parents and a brother who she described as active. Her brother is a rugby player, and she referred to him as "a bit of a gym rat" [I1, 00:02:00]. He played basketball and hockey during his childhood and adolescence. Her mother regularly participates in group fitness classes at her local community centre and has taken up running in the last five to ten years. Her father became involved in cycling in the last ten years and has always played hockey for leisure.

Taylor also described herself as active. Her parents were adamant about her involvement in extracurricular team and individual sports for the benefits of physical activity and socialization outside of school. Several of her team coaches were the parents of her friends. The parent coaches were always well-liked because of their effort and care, although they were not necessarily the most knowledgeable in the sport. Taylor usually played one sport in the summer months and one in the winter months, including soccer, swimming, and hockey. She participated in competitive

swimming but stopped when she was 11 years old due to its demanding practice schedule. Her parents chose to enrol her in house league level hockey when she was 12 years old.

When asked to reflect on her experience in PE classes in school, her elementary and high school experiences were different. Taylor remembered loving her PE teacher at her French elementary school because this teacher created a nurturing learning environment and challenged her students to try new things. Taylor felt like she had a connection with this teacher because she showed interest in the physical activities Taylor was involved in outside of school. This school did not have many options for extracurricular school sports.

Taylor did not feel as connected to her PE teachers once she went to high school in the English school board, but she did feel a stronger connection to her coaches when she was an athlete on the school's sports teams. She explained that this was perhaps because her high school was larger than her elementary school, and the school sports teams were composed of smaller groups of students. She did not enjoy PE class to the same extent as in elementary school. She explained, "I don't know if maybe their phys ed program wasn't as strong. It was a little bit more old school" [I1, 00:06:11]. She remembered playing dodgeball and many boys versus girls games. Taylor enjoyed competitive environments; however, these games were intimidating and fostered a more competitive than average PE environment. Taylor illustrated this account as she said, "I would stand there and be like I just want to get out 'cause I don't really want to be playing this game because these people are just too competitive, or they're just whipping the ball" [I1, 00:08:17]. She felt that the boys were purposefully intense to intimidate other students in the class who were not as skilled or comfortable with the sports. Taylor also described her high school PE as unstructured and "just kind of we're going to just play this game not many rules like oh, let's just pull the soccer ball out. Everybody knows how to play soccer. We'll just play for the whole time" [I1, 00:08:17]. Similarly, she recalled her teachers setting up badminton nets and telling her and her peers that they could "just play" [I1, 00:09:44] without learning the sport's rules. Taylor would have preferred to learn about a sport and apply what she learned by building up to play small-sided games and eventually a complete game.

Taylor played hockey and track and field, and then played rugby in her last two years of high school. She continued to play rugby in CEGEP, where she had the same rugby coach as her high school team. Her coach's motivational style was more nurturing in high school since students were still learning the sport. The climate was more competitive in CEGEP because she and her

teammates were adults playing a higher level of the sport. Taylor went on to play rugby on Québec's national team and her university's varsity team. She had a male coach for her first two years on the team who was reaching the end of their coaching career. Taylor felt that he "wasn't as in it" [I1, 00:20:02]. Then, the team had a female coach for the last two years who "came in like guns blazing" [I1, 00:20:02]. This coach played high-level rugby and was ready to turn the team around with more intensity and higher expectations. Taylor and her teammates also participated in intramural volleyball and hockey.

Since graduating from university, Taylor has continued to play hockey. She currently plays in a women's hockey league and plays rugby in the summer months. Before the COVID-19 pandemic, Taylor and her friends attended weekly indoor cycling classes. During the pandemic, she and her friends and rugby team ran using the Strava mobile application. It was difficult for Taylor to transition from playing sports every day committed to a team to zero participation. Taylor benefitted from the accountability of participating in exercise with her peers. She recognizes the value of sport and physical activity instilled in her by her parents during her earlier years. She explained,

> I find the I get that like social kind of from my childhood my parents said the social and good for your body is like that's the reason you should be playing sports, and that's that accountability is what keeps me active. [I1, 00:24:22]

5.4.2 Professional Socialization Experiences

Taylor did not always know that she wanted to be a PE teacher. She had enjoyed working with children and thought about studying psychology, social work, or teaching. Upon applying to university programs, she found that the PE program fit her because she loved being active and enjoyed PE classes in elementary school. A selling point was that she could teach PE in elementary schools and high schools and share her love for activity in either space. No significant experiences might have turned Taylor away from the profession.

Taylor's courses related to teaching and sports had small class sizes, which enabled her to connect with her professors and course instructors. She got to know her course instructors, who taught the sports courses like basketball, track and field, and movement education personally. These individuals had a more lasting effect on Taylor and her peers because they could talk to them about lesson planning and teaching advice. The small class sizes and sports specificity were appealing qualities of the program. Required courses outside of those related to teaching had larger

class sizes. The professors and course instructors in these courses were less visible in the hallways and usually only reachable during class or through a scheduled office meeting. Only some of her professors and course instructors had taught in schools before teaching at the university. Those with teaching or varsity coaching experience usually taught sports and physical activity-based courses. Taylor was active almost every day in her PHETE program through the various sports and games courses that offered opportunities for participation and learning how to teach.

Taylor vaguely remembered completing the assignment when asked to reflect on her engagement with autobiographical narrative inquiry in a fourth-year curriculum development course. She recalled writing a timeline of her life leading up to where she was in the program. She appreciated having the opportunity to think about what was important to her growing up and the experiences that preceded her decision to pursue teaching in PE. She thought about the positive qualities of her prior teachers and coaches and negative qualities, those that made her feel insecure or that she could not be successful. Taylor explained,

> I reflected on those things, and I said, well, I know that some things that this person did really encouraged me and I could then take some of those things and apply them into my own teaching and make sure that the way that I carry myself as a teacher and the way that my environment as a teacher came a bit from that and knowing, oh, I know kind of what has worked for me and what hasn't. [I1, 00:38:14]

Taylor realized what children need and how she could help them based on her personal experiences. This reflection helped to shape what kind of teacher she aimed to be in the future.

Taylor identified the program's Adapted Physical Activity course as the most significant and enlightening course that taught her about social justice, diversity, and inclusion. The course taught her how to lead physical activity for students with disabilities, particularly those with intellectual disabilities, physical disabilities, autism spectrum disorder, ADHD, and visual or hearing impairments. Taylor worked with a 7-year-old student every week for the semester, while some of her peers worked with teenagers or adults. She learned about the student, their interests, and goals to build a physical activity program for them that included appropriate instruction, assessment, and evaluation. The course taught her how to respect people with different abilities and ensure others around her are respectful of them too. Taylor thought this course was excellent because there was a specific intention to talk about diverse needs and abilities, how to approach

them delicately, and using the correct terminology. She would have liked other courses to have been just as intentional.

Taylor could not recall learning about topics related to social justice in her other university courses. In her smaller classes, PSTs would sometimes debate or engage in conversation amongst the class or with their professor or course instructor about these topics; however, it was not always the center of their lessons. They would discuss gender, gender expression, and how to navigate these experiences with their students or ensure safe spaces for them. These conversations arose based on questions related to their field experiences and wanting to know how to approach them. She recalled having conversations about students with different physical abilities, offering accommodations, and using appropriate language to make them feel safe. She described these as "conversations and people putting their opinions there, giving us their opinions and what they thought might be right and what might actually be the right way to go about it" [I1, 00:46:39]. It would have been helpful for Taylor if social justice topics were discussed intentionally and guided by a professor or course instructor. Taylor explained,

> It wasn't until we would bring them up and be like so what about in phys ed? What would we do for this? And then the discussion would start, and it was an important discussion to have, but they weren't always intentionally there. [I1, 00:52:27].

Conversations around social justice were almost "reactive" [I2, 00:40:04] to a question or scenario that PSTs brought up in class. Her fellow PSTs were respectful when listening to each other's experiences, and Taylor could not recall when anyone made an inappropriate comment. Her courses felt like safe spaces to ask questions when PSTs were not as knowledgeable about different cultures and the LGBTQ+ community. Even if someone in the class used the wrong terminology, PSTs would politely correct one another. Taylor could not recall a course in which she learned about the experiences of Indigenous peoples in Canada. Nonetheless, how to integrate their histories and knowledge into her teaching. She recalls having conversations with her professors and amongst her peers about Indigenous education, but she did not learn how to take that knowledge and integrate it into the classroom or the gymnasium. In this case, learning about historical perspectives was theoretical with few practical applications.

Taylor's PHETE program addressed the health education aspects of teaching in Québec's Physical Education and Health program by teaching PSTs how to incorporate health-related topics in the gymnasium and planning units. However, her PHETE courses did not address these health-

related topics with social justice in mind. Taylor shared an example, “If you decide to do a, you know, a health unit, maybe a unit about healthy sleeping habits or whatever it may be for health...We were asked to make lessons, but for different social justice issues and cultures, not so much” [I1, 00:57:26]. Professors and course instructors always told Taylor and her fellow PSTs to be as inclusive of socioeconomic status, gender, sexuality, race, and culture. They learned their definitions and concepts but were not taught how to teach them or consider them practically when planning instruction. While PSTs in the program completed a series of field experiences and had the opportunity to work with one person with diverse needs, Taylor considered the hands-on experiences in the program to be limited. If the program offered courses that discussed social justice issues coupled with applying their understandings, she believed it would have benefited her and her peers as they entered the profession.

Moving into her student teaching, Taylor taught grade 6 during her first field experience, grades 7 to 11 for her second, kindergarten to grade 2 in her third, and grades 7 to 11 again for her final field experience. She taught in schools close to home that she could access by public transit. The socioeconomic status of the areas these schools were in was high, with people living there who she described as quite wealthy. Taylor only taught PE classes during these field experiences. She had the opportunity to teach a health lesson as part of a health unit that her co-operating teacher had planned for the class, allowing her to acquire teaching experience outside of the gymnasium. When her co-operating teachers in the high schools had specialty PE classes (i.e., weight room), she only observed their teaching.

Her co-operating teachers supported the innovative practices that she learned in her PHETE program. Professors and course instructors in the program forewarned PSTs that they would be entering their field experiences having been taught a certain way; and that not all in-service teachers teach the same. They were advised to respect their co-operating teachers' teaching methods, learn from them, and not change too much. They were encouraged to explore different teaching methods and activities but to expect some co-operating teachers to respond with "hey, that's actually not how we do things here" [I1, 01:06:18] and not to push their boundaries. Fortunately, Taylor's co-operating teachers were open to trying new things while being transparent in how they teach. Taylor was welcome to change some of their methods to fit her teaching style but was asked to keep others the same. She did not have a problem with these requests because her

co-operating teachers were honest with her. Their flexibility allowed Taylor to discover the teacher she wanted to be.

During one of her high school field experiences, Taylor encountered a teacher who was taught and practiced in ways that aligned with what she learned in her PHETE program in terms of evaluation and preparing for a lesson. She described other teachers as “very roll the ball out and just play” [I1, 01:07:49]. It was an interesting experience for Taylor to see how these teachers' classes ran differently, making her more aware of what she did and did not want to do in her future classes.

Taylor did not have the opportunity to apply her understanding of social justice acquired from her PHETE program during her student teaching. A few students in her co-operating teachers' classes had diverse needs, but the teacher informed her on how they adapted their classes to include these students. Taylor stuck with her co-operating teachers' practices because action plans were already in place for their students. Taylor only began to make these decisions and devised her own action plans to provide instruction, accommodations, or modifications in her classroom to meet the needs of her students once she graduated and started teaching in schools.

5.4.3 Organizational Socialization Experiences

After she graduated from her PHETE program, Taylor began working as a substitute teacher. She brought her resume to private and public schools where she lived and applied to a public school board. She spent a great deal of time as a substitute teacher at the school where she completed her final field experience and enjoyed her time at this school because she coached the school's rugby team. One of Taylor's substitute teaching assignments turned into her first teaching position teaching kindergarten on a one-year contract at a private school. The goal of PE at this school was to get students physically active and teach them new ways of being active through sport. Taylor's second teaching position was a two-year contract teaching PE in Cycle One[8] at an inner-city public elementary school. Taylor has taught Cycle One ever since and now understands how to work with children between the ages of 3 and 8. The goal of PE in this school was to encourage students to be physically active, but more so to let them play because many of them did not have the opportunity to participate in sports or other extracurricular physical activities at home. Taylor and her colleagues tended to focus on dominant or traditional team sports because

[8] Cycle One includes grades 1 and 2.

"[students] don't ever get to try hockey or they don't because they don't can't afford skates or they don't get to play soccer because their parents can afford to put them in soccer or bring them to soccer half the time because they're working a lot" [I2, 00:13:38]. She wanted to expose her students to different sports to allow them to experience what it is like to be on a team. Her third and current teaching position is at a public English elementary school of approximately 300 students. The school is located in a gentrified neighbourhood, and the school's population is dominantly Caucasian. She works alongside one physical educator who is nearing retirement and has been at the school for most of their career. Their PE department has a variety of equipment with enough for each student to use. Her classes have approximately 25 students in each. The private school she taught at before this had a similar population of students, with families that were perhaps even more financially comfortable.

Taylor was both the youngest and the newest teacher at the private school where she began her first teaching position. She received guidance and support from her colleagues, mainly veteran teachers of over ten years. Still, she did not have anyone in PE to whom she could relate in terms of being a new teacher in this first year of teaching kindergarten. There were more early-career teachers in subject areas outside of PE that she often gravitated to. Her partner teacher, who had been at the school for nearly twenty years and taught the French and English PE classes, was like a mentor for her. The teachers Taylor worked with have all been willing to collaborate when deciding what content to teach. She received support from her colleagues as she said, "Everyone I've worked with has been really open to new things and open to listening and trying...even if they don't want to, they say it wouldn't really work. They're quite nice about letting me down...I never felt squashed by anything" [I2, 00:18:17], and reciprocally, Taylor is open to accepting ideas related to teaching and technology integration and applying them to her instruction.

PE departments are known to be small, especially in elementary schools with only one or two physical educators. In the public inner-city school where Taylor taught PE, she rarely crossed paths with the other physical educator because their teaching and lunch schedules did not overlap. While uncommon in some inner-city schools, the school had abundant equipment because of a flooding incident. The private school she worked at also had abundant equipment, with the only difference being that their budget was more lenient in comparison. The main challenge in the private school was that there were more administrative tasks (i.e., paperwork, payments, contacting parents) to organize school extracurricular sports and physical activities. In the public school,

challenges to delivering PE programming included being moved from the gym to a classroom, hallway, or outdoors when the gymnasium was being used for different school events. It was only when Taylor started teaching in inner-city schools that she experienced different kinds of schools where perhaps the socioeconomic status of the area was lower; children were coming from homes with diverse family structures, poverty, and foster care. These schools were different as the main focus shifted from academics to emotional support for students, and she wanted to make sure that they felt comfortable and safe at school. Providing this kind of support required Taylor to understand the lived realities of individual students and the needs of the school community.

Taylor did not feel that her PHETE program prepared her to make decisions in response to some of the needs of her students but notes that it is a team effort. When incidents have occurred in the PE setting or when Taylor has needed to be involved with the school administration and parents to determine what course of action works best for students, having a vast network of people who can provide their opinions and personal experiences has made it easier for her to make those decisions. While Taylor did not feel prepared on her own straight out of the program, she did feel prepared in that she has people to reach out to and work collaboratively with to ensure she is making the right choices for her students.

An incident happened in Taylor's current school related to race early on in the COVID-19 pandemic. She taught a grade 1 student who had recently returned from China. The students in her class were eager to have their friend back at school. Unfortunately, comments from parents permeated their way into the classroom. Other students were fearful of getting too close to this young student, making comments like, "You're Chinese, and my mom says that I'm not allowed to hug you anymore" [I2, 00:24:03], which hurt the student's feelings. Taylor noted it was likely the first time the student had experienced racial injustice in school. Taylor explained to the student who made a comment, "That was not appropriate, and those words are hurtful because they hurt people, specific people the way that you said it" [I2, 00:24:03]. Taylor is evidently able to recognize and act on instances where students have been racially discriminated against in school. She remembered having discussions about issues of racial injustice in her PHETE program, but these discussions never included suggestions for age-appropriate words to use in response to these situations. Taylor explained,

> We obviously talked about why it's wrong and that you need to address it right away and that it needs to be documented and all those things, but that's very administrative…how do

> you address them?...What does it mean when you say those words? How does it affect other students when you say those words? How does it affect marginalized groups when you say those words? Those are not things that we talked about in phys ed. [I1, 00:28:44]

Taylor was able to address situations like this because she had support from her co-workers and had heard stories from friends working at other schools who also encountered discrimination in their classrooms on the basis of race and ability and learned about how they responded in these situations.

Taylor admitted that it is difficult to address social justice issues when they occur in the gymnasium. She has heard of instances where teachers have stopped their lessons to explain why certain actions or words are inappropriate or disrespectful. In the classroom and the gymnasium, she has needed to decide whether it is worth addressing an issue with the whole class or individually with the students involved. Taylor finds that the gymnasium is a difficult space to address a concern because "there's so much going on, you might not always hear everything, but you also might not think that, like, do I need to stop my whole lesson to take the whole class and explain or to talk about this?" [I2, 00:33:06]. While this strategy might have been an effective response for teachers in other subject areas, it is not practical for Taylor in PE settings.

Taylor's understanding of social justice is centered around inclusion. She defined teaching for social justice as "being as understanding and inclusive as possible and creating an environment that is inclusive and safe for everyone" [I2, 00:34:47]. She sees her understanding fitting into practice by being a role model to her students and being consistent about her practice. She believes that PE has not historically been an inclusive setting for all students. She thoughtfully explained,

> If you look at the traditional sports that are played, they're not by nature inclusive. They're for able-bodied individuals, and not everybody is able-bodied. So, often, you'll find students playing soccer and somebody who might have a physical disability who is, you know, scorekeeping which is still the way to keep them involved, but it's not that's not inclusion that's not keeping them, that's not getting them involved in the sport and, you know, I said the whole point of that is to find new sports and to see if you like them or not, and how are you gonna know if you like it or not if you're just scorekeeping? That's not really inclusion. [I2, 00:36:26]

She tries to represent diverse students by implementing new games that are inclusive of different races, cultures, ethnicities, and abilities. She referenced Indigenous games being played in her

school's PE classes on Orange Shirt Day and believes that the field of PE is making strides towards being more inclusive.

Taylor did not learn to include cultural representation in her PE classes from her PHETE program. Rather, these efforts arose from her and her colleagues acknowledging what they should be bringing into their classes. For instance, Taylor has led her PE classes through lead-up activities and games that children in Indigenous communities might play. Incorporating this in her classroom allowed her students to simultaneously learn to play new games and learn about a culture they may not be as familiar with. Taylor and her teaching colleagues believe it is important for them to honour days of recognition, such as Orange Shirt Day, and do more than just come to school wearing an orange shirt. They want their students to understand why the day is important. Taylor explained, "We can't just go in saying I'm wearing an orange shirt and that's how I'm recognizing the atrocities, but that that came from us at school, as teachers saying this needs to be taught" [I1, 00:57:26]. Her Indigenous students have felt pride when engaging in physical activities from their culture on those days. Taylor was open to listening to how her Indigenous students modify games and others that they would like her to include in PE class. Non-Indigenous students in her class also enjoyed Indigenous games so much that they became part of Taylor's bank of physical activities to use in her PE classes.

Reflecting on her understanding of social justice as related to ability, Taylor tries to include students who do not fit the dominant narrative of PE and reflects her efforts in her expectations of her students. She expects students of all ages to participate, try their best, and be open to learning new things. She sees PE class as a space for students to engage in sports and physical activities that they do not play outside of school or those they have never played before. For example, Taylor said,

> I know that boys are not as into dance, based on their reactions when you say we're doing dance, you know. If we just talked about the expectations and we reviewed them, I remind them that it might not be something you love, and you might find that you do love it and didn't know. [I2, 00:53:21]

Taylor tries to make the sports and activities she includes in her PE classes meaningful by emphasizing the transfer of skills, disrupting gender norms in sports, and talking about how different physical activities complement each other such as referencing professional football and hockey players who practice yoga to increase their flexibility.

Taylor sees her role as a PE teacher not to coach but rather to expose her students to different sports and physical activities. She has made an effort to relate to high school students in the past who have expressed displeasure in not enjoying fitness, dance, or sports like hockey. Taylor is candid in that she does not love every sport, nor is she highly skilled in every sport or physical activity even though she is a PE teacher. She reminds her students that PE class is designed to explore physical activities that they like and those that they do not like. Taylor has encountered some resistance from students, which she considers normal. Taylor occasionally has students who do not want to participate in PE, but to her, it is important to encourage her students to try. Taylor said,

> I always tell them. I say, "You know what? I teach you basketball, and I don't like basketball...but we're here to learn a little bit about something, a little bit of something new. We're not playing basketball to be NBA stars. We're here to learn the basics of it and say hey, does that pique your interest? You like it a bit? Maybe I'll go home and tell Mom and Dad I want to play basketball." [I1, 00:20:59]

Influenced by her acculturation experiences in PE classes, Taylor does not organize any boys versus girl's activities. She reiterates to her students that each of them is as capable as the next and that sports and physical activities are not gendered. Taylor tries to be intentional with whom she picks for demonstrations and often pre-makes teams before playing games. To make sure all of her students feel comfortable and represented, Taylor says, "I won't always pick a boy for doing, you know, in high school for doing weight training, or if we're doing dance, I won't always pick a girl to do a demo" [I2, 00:57:59]. Taylor made mention of the hypermasculine and hypercompetitive portrayal of men in sports that reproduces masculine discourses in sports settings. She believes in representing a wide range of activities that men can participate in that are not hypermasculine or hypercompetitive and showcasing how they can find enjoyment in sports and physical activities outside of these norms. Taylor recalled an interaction with a substitute teacher who showed interest in the fact that she is a female that plays rugby. This teacher disclosed to Taylor that his son did ballet and whispered that his son is shy about it, also explaining that he does not want his son's friends to make fun of him for his participation in ballet. Taylor was supportive of the son's interests and said,

> Are you sure it's not you who is embarrassed by it?...That's the precedent that you're setting. If you're gonna think those buddies are going to make fun of him. He's gonna think his

> buddies are gonna make fun of him...with all those words that you're saying about how his friends might make fun of him so we don't tell anyone, like that's telling him it's not okay, or that's telling them you're not as okay with it as you think you are. [I2, 00:59:25]

Taylor believes that PE settings need male and female representation, and for males, more male representation in "those softer sports or activities" [I 2, 00:59:25]. She recognized that strength and talent take different forms, and each sport or physical activity is just as worthy of admiration as another. Since Taylor teaches younger students, she has not come across issues in her PE classes related to gender or sexuality as often as what might be seen in high schools. She has come across instances where students as young as grade 2 have been subjected to comments made by their peers suggesting what they could or could not do based on their body structure. Taylor is sensitive to how her students feel about themselves and how their peers make them feel. She does her best to reassure her students that they are athletic and reminds them of their valuable roles in the class.

The varied experiences that Taylor shared during our interviews demonstrated that for her, being inclusive in PE settings does not stop at being inclusive of ability. Taylor's PHETE program had a significant emphasis on adapted physical activity and teaching students with disabilities, but once she entered the field, she did not have many students in her classes with physical disabilities that she needed to consider. While she learned about using appropriate language to talk about students with differences, what she learned in adapted physical activity was not the language she needed for use in school. However, it influenced how she thinks before speaking and teaching about a topic, especially when sensitive cases were occurring in inner-city schools.

Despite her ability to reflect on differences and identify inequities in educational settings, Taylor feels that she is not the most confident in teaching for social justice in her PE classes. She feels that teaching to these values should be natural, but she still needs to actively think about what she is doing and how she can improve. Rather than feeling uncomfortable, she described that her lack of confidence comes from lacking knowledge in these areas. One of the topics she described her school as behind on understanding and teaching is sexual education and diverse family structures. Some teachers in her school have purchased books and resources to help them teach about these topics. Although, not all of the teachers she works with are comfortable talking about or teaching these topics in PE. Often, the school will send home forms to families who would prefer to opt their children out of these lessons. Taylor also identified that she has lacked addressing cultural differences related to health and nutrition. When religious holidays or days of

recognition take place, Taylor and her colleagues make a conscious effort to diversify their lesson content to expose students to different cultures, religions, and ethnicities. Outside of this, she "always [tries] to be cognizant and conscious of learning about new ways to be more socially just in [her] classes and in [her] teaching" [I2, 01:08:33]. Taylor is still learning as she progresses in her career as a PE teacher and is conscious of the personal and professional learning that takes place every day. She has a strong support system of veteran teachers in her school to whom she can comfortably go for questions and advice.

Chapter 6: Results

This chapter describes and illustrates the organizational socialization of four early-career PE teachers as they experience teaching for social justice in PE settings. Three themes were developed from a reflexive thematic analysis of semi-structured interview data, including 1) A School System of Support, 2) Social Positioning as a Barrier to Advocating for Social Justice, and 3) Preparedness and Ability to Address Social Justice. These themes are compared and contrasted with the literature in Chapter 7: Discussion and Conclusions.

6.1 Theme 1: A School System of Support

Support from Administrators

Participants described the structure and climate of a school to be dependent on the values, attitudes, and actions of administrators (i.e., principals and vice-principals) and their support for teaching staff in their school. Similarly, and not surprisingly, leading a strong PE program requires administrators who value the importance and benefits of physical and health education. To respond to inequities, early-career teachers need a supportive administration that values a fair and socially just education so that their actions in the classroom are compatible with the expectations, decisions and actions at the administrative level, especially when in need of additional support to manage behaviours and conflicts.

In an attempt to address behavioural concerns, bullying, or other injustices related to racism, homophobia, or sexual intimidation in the PE setting, participants shared their experiences of reporting incidents to administrators. Often, administrators were unavailable when the participants needed them. When they were able to connect with their administrators, administrators did not always respond to the incident with the same degree of importance, which left participants feeling like, "What's the point of us speaking out if you guys aren't going to do anything above us 'cause I can't suspend the kid" [Sarah, I2, 0:42:16]. Administrators responded to these incidents with consequences that participants referred to as "a slap on the wrist" [Julia, I2, 1:06:08]. When addressing an incident of a senior male student who entered the female changing room while students were changing and used the urinal next to them, Julia shared, "I stayed after school to send this email and then go bombard my vice-principals to make sure we deal with this. Nobody was available, and I was very irritated because nobody is ever available. It's kind of sad." She frustratingly explained to her students, "Listen, I'm gonna fight for you, but odds are…nothing is gonna happen because of this" [Julia, I2, 00:43:18]. Despite the participants' efforts to advocate

for their students who have been discriminated against or made to feel uncomfortable in PE settings, situations often go unresolved. They are bound to repeat when teachers' advocacy is not met with a consistent response from their administrators.

Participants described their administrators as lacking a presence around their gymnasiums that are physically isolated from the central areas of their schools. The physical isolation made it such that they rarely came into contact with administrators and other teachers. Amy illustrated her experience of physical isolation and how the presence of administrators influenced her transition in the first school she taught as she said,

> This school was separated into a senior school and a middle school because we were in two separate buildings, and so the admin spent a lot of time in the senior school. I think I saw her just a few times, the head of school, and I don't think she knew who I was…I just had to figure it out, especially since that was my first year out of it. There was another phys ed teacher at the school, like the head of the department, but he was at the senior school, so I was the only one at this middle school, and because our buildings were separate, it was like you had no support. [I2, 0:25:23]

Participants reported experiencing a lack of acknowledgement from their administrators, who were not physically present or reachable when needed. Julia had "next to no contact" with administrators and colleagues outside her department [I2, 0:06:31]. Some participants had administrators who did not even seem to know them or their names. In the same school, Amy felt that she was "Just not being recognized as an important part of the program…I just felt like just not worthy of anything, and I just didn't feel important at all" [I2, 1:14:43]. She questioned if she wanted to be a teacher due to the lack of support she received. Sarah shared this sentiment as she said,

> If your admin doesn't support you, it's so hard as an educator to want to be there. But if you have admin that wants you there then you're going to go above and beyond to make sure your program rocks. [I2, 1:08:42]

Participants working in private schools without the support of a unionized body felt that their ability to teach and respond to socially critical topics had been limited by what topics their headmaster had permitted them to address. Sarah explained, “If the headmaster says this…you do not do anything else” [I3, 0:11:45]. Participants believed that schools should be having more conversations about social justice and that these discussions do have a place in schools, as their PHETE programs suggested. However, they have also been instructed not to discuss critical topics,

such as the “Israel and Palestine situation [that] caused drama in the grade 11 group” [Amy, I2, 0:21:38] if they arise in class and to notify the headmaster of the school so they may address the students’ concerns. When instructed to avoid critical conversations, it brings into question to what extent PE teachers should be responding to issues of injustice and in what situations is it their responsibility to take on discussing with their students.

For the participants in this study, their administrators' attitudes and values for an inclusive and socially just educational environment were facilitators and inhibitors of advocating for social justice in PE settings depending on their degree of support for PE and PE teachers. Participants were aware of how they could connect with their students and address other curricular areas in PE settings. However, without the support and acknowledgement from their administrators, “it's hard to even implement things” [Sarah, I2, 1:07:44].

Support from PE Colleagues

Participants described receiving support from colleagues in their PE departments by sharing ideas, resources, and PE games, combining classes to balance diverse types of students to bring out their leadership qualities, and learning new teaching strategies. They have planned for instruction alongside colleagues who wanted to be innovative in their teaching practices and were willing to collaborate when teaching the same grades. As long as their PE departments had the equipment to facilitate the games and physical activities they wanted to bring to their program, they were allowed to explore them.

The participants positioned most veteran PE teachers as helpful resources when they had questions about teaching. Veteran teachers acted as mentors for the participants by introducing them to school staff and colleagues and involving them in school events and fundraisers often led by teachers in the PE department. Those that participants perceived to be high-quality teachers encouraged them to think critically about their practice and ways that they can improve. Therefore, veteran teachers have played a role during their transition into schools by helping to integrate early-career teachers as members of the school community.

Participants described younger colleagues, beyond the years of being considered early-career teachers, as more receptive than veteran teachers to embracing innovative approaches to PE that they brought to their departments. Younger colleagues were more willing to adapt their instruction and assessments to meet the diverse needs of their students. Participants predicted this was likely because they would be teaching PE longer moving forward versus teachers closer to

retirement age. Sarah explained, “I don't want to throw it on people that are in their 60s, and their mindset is set somewhere else. You can educate them, but you're probably not going to change the way they see things” [I2, 00:36:48].

Colleagues within PE who shared a critical orientation to teaching in PE and wanted to implement innovative practices that bring diverse perspectives to PE settings have been a source of support for participants in their efforts to put their knowledge into practice when met with resistance. When asked about how she has felt advocating for what she wanted to bring to her PE classes, Sarah cited her colleagues as a source of support when their ideas conflicted with their head of the department. She shared, “we would just kind of vent after and talk like what can we do that is not overstepping what they're saying, but also be inclusive of what we need to include now as a teacher” [I2, 0:35:33]. In this way, they were able to negotiate their progressive perspectives and a desire to bring innovative social justice pedagogies and up-to-date health-related information to their classes.

Resistance from PE Colleagues

While identified as a resource to the participant’s transition into schools, their veteran colleagues' years of experience also at times aligned with the criticisms that have shown veteran teachers to be militaristic, insensitive to the diversity of student experiences, and unwilling to adopt innovative practices in PE. In the participant’s experiences, only some of their veteran colleagues were resistant to social justice pedagogies and critical perspectives. Participants encountered veteran PE teachers who were "just kind of putting their time in because they had done the innovative stuff years ago and just found what works for them" [Sarah, I2, 0:12:39]. Veteran teachers were not reluctant to share ideas. Still, they were resistant to changing their teaching styles in alignment with current pedagogical practices in PE supported by research and advocated by PHETE programs, that participants tried to bring to their respective schools. Sarah described their practices as "archaic and very different than how I would approach a classroom" [I2, 0:12:39]. Sarah is sensitive to diverse students' experiences in PE classes and is aware that not all of her students enjoy engaging in physical activity. She contrasted her approach to teaching with her veteran colleagues as she said,

> The older guy in my department was great, but he would have them, you know, they did a warm-up. They did a fitness thing that was super strict with the whistle. Down and up, down and up. It was just kind of almost military-style, and my approach for phys ed is that

> not every student loves physical activity, so I tried to incorporate music to make it more fun, more engaging, and [her veteran colleagues] were just kind of like, no, [students] are here to be active. I don't care if they don't like the game. They're still going to play it, whereas I would ask what the kids didn't like about the game and how can we adapt it so that we can still get the outcomes we're looking for, skills or strategies or knowledge, but have it adapted so that they enjoyed it more. [Sarah, I2, 0:14:21]

Julia shared that her veteran colleague's negative feelings and insensitivity to diversity and difference come from unfamiliarity, especially regarding social justice topics. More often than not, veteran teachers across the schools participants taught in were learning about social justice through conversations within the department and were not involved in professional development or continuing education opportunities. Unfortunately, school-aged students have experienced being on the receiving end of their teachers' lack of awareness and sensitivity when veteran teachers do not call them by their preferred pronouns or names. For example,

> I have some colleagues that are like, I don't get why they need to change their name. I don't get why I need to call they them or they're a girl, not a boy. I'm like, this needs to be taught, needs to be addressed, and it's like sort of scary and unfortunate that there are still teachers that are fighting that. [Julia, I1, 0:59:39]

Participants who have increased awareness and ability to identify how gender norms are reproduced in the school setting have mistakenly assumed that other teachers are as accepting as they are. By extension, students have experienced their classmates not being as understanding either. Julia recalled a conversation with a non-binary student who asked to be referred to by a different name and pronoun,

> I also had a conversation with them, and I had assumed that people are more accepting now, and they were like, not really. They told me none of their teachers call them by their, well, their name. They call them by their government name. They're sad, and some of their classmates don't totally understand. [I2, 0:37:15]

Veteran teachers were observed by participants only to express their feelings in private settings among department staff and were not negative or outward with their lack of understanding among their students. With an awareness, but an understanding that they perceived to be incomplete, early-career teachers have tried to share their understandings of social justice with their colleagues and advocate for their students.

Based on the participants' shared experiences, social justice values advocated for in PHETE programs were not an active and ongoing priority to teachers in practice. None of the participants had colleagues in their departments who discussed considering principles of social justice in their teaching before they arrived. Conversations around inclusion arose in isolated situations when students required accommodations or modifications in their classes. Teachers did not plan their units and lessons in advance to ensure that they were inclusive of diversity to meet their departments' participation goals. The conversations participants had with their colleagues surrounding social justice were "almost reactive" [Taylor, I2, 0:40:04]. It was only when faced with an issue of injustice or inequity that teachers would discuss how to respond. Had participants brought up inequities; it was then at that point that their colleagues would "jump on the bandwagon and be like yeah, how do we do this?" [Sarah, I2, 0:53:10]. For Amy, conversations around social justice were absent in her school. In addressing her female students' athletics uniforms that were not size-inclusive and how students appeared to feel uncomfortable in their PE attire, the PE teacher teaching in the school before her did not verbalize any degree of concern. As an early-career teacher, she has only recently shared her concern for these students' experiences that were not previously addressed.

When attempting to implement practical, innovative and culturally responsive practices into their classes, participants experienced resistance from their colleagues. If they chose to implement new material, such as a unit dedicated to Indigenous sports and games, their colleagues would also be required to bring these activities into their classes. Participants described their colleagues who are not susceptible to uptaking new and innovative ideas as barriers to bringing social justice pedagogies into the PE setting. Participants have had to consider scheduling and the shared space with their colleagues when planning for instruction, being told, "…you book your gyms. You know what you're doing. Don't change it" [Julia, I2, 0:28:24]. Perhaps the nature of PE, in regards to the common set up of the gymnasium space for each unit, has also limited their agency to implement innovative practices that may differ from their colleagues practices.

Support from Colleagues Outside of PE

Participants in this study noted that teachers in departments outside of PE have also been a source of support. They have been able to lean on teachers outside of their department if they ever have any concerns related to teaching and learning and are assured that they "have colleagues that will listen and will help" [Amy, I2, 0:25:23]. Building connections with teachers outside of PE

enabled participants to learn about leading co-curricular and extracurricular activities, managing schedules and budgeting, and receiving technological support from specialists. Participants who were the only physical educators in their schools were often expected to independently manage intramural sports and school teams. Teachers outside of PE who showed an interest and were eager to take on these activities relieved the pressure placed on participants who were expected to volunteer their time in addition to learning and gaining familiarity with their roles and responsibilities as a teacher within schools. When teaching PE at the elementary school where she is one of two PE teachers, Taylor explained that forming positive connections with colleagues in the school was instrumental in her transition into the workplace because "they'll be helpful when you're trying to learn all these things and when you're trying to plan all these things and when you need extra people to help you" [I3, 0:11:41]. Participants have needed the support of members of the school community to help them navigate aspects of teaching that they did not encounter or practice during their professional socialization, such as,

> What is it like to run extracurriculars at school and outside of school? How do I order a bus for a school to transport my students to their game or activity? How do I get volunteers to come with us so we have enough adults per kid ratio? [Taylor, I3, 00:11:41]

Sarah described struggling to negotiate a balance between progressive provincial curricular expectations and teaching in a faith-based school, specifically when addressing gender identity and sexual health education. She received guidance from her school's chaplain, who reassured her, "We're Catholic, but it doesn't mean our religion is the right one 'cause people who are Buddhist or if you're Muslim or whatever they believe their religion. So, who's to say who's right or wrong?" [Sarah, I2, 0:53:45]. As a result of this reassurance, she felt more comfortable and confident answering questions her students had about identity and orientation that they may be in the process of discovering themselves. Amy and Julia were not similarly tasked with delivering this content in PE as it was not part of their provincially mandated curriculum at the high school level.

Receiving support from administrators, departmental colleagues, and those outside the department was beneficial in helping participants navigate their transition into the profession and the associated roles and responsibilities of being an in-service teacher, including non-teaching tasks. It could be argued that having a supportive environment may allow the participants to dedicate more time and effort to addressing social justice issues.

6.2 Theme 2: Social Positioning as a Barrier to Advocating for Social Justice

Advocacy for PE

The early-career PE teachers in this study emphasized the role of their PHETE program in making them aware of the position of PE in schools. Their PHETE program advised them, "listen, PE is sometimes the bottom of the barrel, and you're gonna get people that think PE is a joke" [Sarah, I2, 1:08:42]. Now, as teachers who have recently transitioned into the workplace, the ways they and their subject area have been perceived and legitimized in the school setting have become increasingly apparent. The value and importance of PE that PSTs learn and are taught to believe throughout the years in PHETE programs shifts to seeing PE in schools as "one of those subjects that always is kind of pushed on the back burner or thrown in the library for phys ed class and it's like deal with it" [Sarah, I3, 00:21:11]. Participants realized early on that they must advocate for their PE programs. They have done this by sharing learning goals with their students to understand the value of a physical and health education program, helping them understand that the subject is not just *gym class*. However, their efforts in persuading other members of their school to change their perceptions have been a larger, complicated challenge.

Like physical educators, their students, and key stakeholders in the school environment in a study conducted by Richards et al. (2018), the participants in this study and their colleagues value PE. They do not want it removed from schools due to the benefits of promoting physical activity. Julia and her colleagues are aware of the marginalization of PE in schools. When speaking about her colleagues, she said, "They don't want PE taken away and not just because of job security. They often say these kids need more movement." [Julia, I2, 0:15:26]. PE teachers need to advocate for their program and ensure that their department works together as a team and collectively with other departments. Advocacy for social justice and enacting social justice pedagogies is indeed a challenge. The relationships built with teachers in other subject departments can foster a supportive teaching and learning environment where early-career teachers can rely on experienced teachers who can help them if they encounter challenging situations or socially critical issues in their practice.

Perceived Value, Legitimacy, and Status of PE in Schools

Participants referenced the perceived legitimacy of PE as a subject area as a factor contributing to their ability to address social justice in their classrooms. They are reminded of the marginal status of their subject area by their colleagues outside of PE who do not regard PE as

having the same value as their own. Teachers in subject areas outside of PE have seen their students' PE classes as an opportunity to ask PE teachers if they could pull students aside from class to write missed tests, to which Sarah responded, "He can write after school like everybody else. Why does he get to miss my class 'cause he missed yours, and now he needs to write this test? [I3, 0:21:11]. On other occasions, participants have also had their gymnasiums taken over for assemblies and special events in the school and moved their classes to other parts of the school like the library.

Participants reported feeling overlooked for the time required and invested in planning units and lessons, and developing instructional materials for the gymnasium and the classroom. They describe their lessons as being "planned strategically for skill development or cooperation or their communication skills…it's not like we're just putting crap together and then assuming [students] know what they're doing" [Sarah, I3, 0:27:42]. Teachers outside of PE have regarded their job as easy despite being on their feet, being physically active for several hours of the day and not being able to rely on a textbook in place of teacher-directed instruction. They are rarely given credit for their efforts in developing physical and health literate citizens who are able to "move with competence and confidence" (Government of Ontario & Ministry of Education, 2015, p. 7; 2019, p. 7), "understand and use information to make good decisions for health" (Government of Ontario & Ministry of Education, 2015, p. 7; 2019, p. 7), and ultimately "take charge of their own health and well-being" (Government du Québec & Ministère de l'Éducation, 2001, p. 268), in addition to the contributions they make to the school community. Instead, parents and colleagues outside of PE assume that students play sports, and teachers simply roll out the ball without considerable thought or preparation. These perceptions appeared to have extended to parents whom Amy described she is rarely visited by during parent-teacher interviews because she is "just the gym teacher" [I2, 1:20:05]. Even their best efforts and intentions to address social justice issues and enact social justice pedagogies may be disregarded.

The participant's PHETE educators advocated for the value of PE and appropriate language use when referring to the subject and its teachers. Upon their transition into schools, the regard for PE was different than expected. Participants encountered their students, parents, and even their colleagues, both inside and outside the department, referring to PE as *gym class* and PE teachers as *gym teachers*. How teachers and students refer to PE devalues the subject area and influences how PE is seen as a time where students play games before carrying on with their day in more

academic subject areas. PE's marginal status has made it harder for participants to advocate for and successfully implement social justice pedagogies when neither they as teachers nor their subject area are regarded as academic.

Participants shared their aversion for how they and their subject area have been referred to and advocated for the language used in PE settings emphasized in their PHETE program, in their schools. They have ensured to correct the language used by students by engaging in conversations that often sound like,

> I'm like, "It's phys ed." They're like, "No, Miss. It's gym." I'm like, "No. It says we're in the gym. I don't know what you're talking about." [Julia, I2, 0:15:26]

While some participants felt comfortable correcting their students and colleagues, others did not feel the same degree of comfort in correcting veteran teachers in their department or their school community who also refer to physical educators and PE classes in the context of *gym*. Julia shared, "All my colleagues say gym teacher, which really bothers me, but I just don't say anything so they don't make fun of me" [I2, 0:12:39]. Amy explained,

> But when I get it from a teacher and especially all these teachers are older than me and stuff. I don't feel comfortable saying it, and I'm like, come on, why are you calling it gym? It's not gym. The gym is the space. It's not the class. [I2, 1:14:43]

She drew comparisons to how the shift in language has similarly been difficult for "parents or the other older generations to change the whole pronoun thing" [Amy, I2, 1:20:05].

Participants felt that the language used around PE fails to encompass the work they do in teaching physical and health-related concepts in their classes and is "just another thing that makes phys ed class not important [Amy, I2, 1:19:03]. As early-career teachers, they do not always feel that they are in the position to correct teachers who are more experienced than them and would feel more comfortable advocating for the use of appropriate language that values PE and sees it as a subject area worthy of the same respect as others in the future when they are not as new to the school and the profession. In these situations, early-career PE teachers are continuously being marginalized for being PE teachers, particularly as females teaching in PE.

Gender and Teaching PE

This study offered a unique insight into the female experience of teaching as an early-career PE teacher in a subject area that dominant masculine discourses have historically dominated. Some participants expressed concern over their physical appearance and athletic attire

during their teaching. They have intentionally tried to “dress older” [Sarah, I3, 0:50:28] because they look young as though they could be senior high school students and have been mistaken for students in the past. Sarah even recalled a student cat-calling her outside of class in front of their friends for wearing a sports jersey, making comments they would not have made in the gymnasium or classroom. She did not know if her students were being inappropriate or just trying to be funny, but since the students were bigger than her, she felt uncomfortable and did not know how to respond.

In line with physical appearances, Julia believed that being a tall early-career female PE teacher actually helped her to acquire social capital in the PE setting because her height enabled her to assert authority in the classroom and gymnasium, especially when teaching high school aged male students in single-sex or co-educational PE classes. She said,

> I would prefer not to be short. I can just imagine that you'd probably be more sexualized as a shorter female teacher. I definitely hear students sometimes saying, “Oh, Miss. is so hot,” …and the male phys ed teachers never really get any of that. [Julia, I2, 1:09:19]

Another way these female early-career PE teachers have acquired social capital in the PE setting is through their sports-related knowledge, especially in the areas of dominant team sports like hockey, basketball, and soccer. Participants described having their knowledge and skills underestimated by their male students and, in response, have had to challenge their students to defend their qualifications and value in the PE setting; a challenge that the participants have not observed male PE teachers have to answer. While participants did not describe themselves as exactly *marginalized* in the PE setting, they described their transition as a “little bit of a struggle just because it's a bit of a male-dominated field” and find themselves “getting [their] foot in the door and proving that [they] can be here too” [Sarah, I2, 1:09:29]. Their experiences as female teachers even extended to observations of hiring practices in PE,

> I know there's some teachers who are retiring soon that are male, and I think the admin will probably want to hire males, but I'm like, well, why? You don't need to refill; you know what I mean? [Sarah, I2, 1:09:29]

Therefore, it may be challenging for early-career teachers to address social justice and inequities in PE when they are treated differently in the same setting because they are females; they were indeed embroiled in the same social justice issues they are attempting to advocate against.

Participants who do not possess the physical height and extensive involvement in dominant team sports reported feelings of discomfort teaching male students in high school PE settings. They have found that male students in elementary school are respectful towards their female PE teachers because of the wider age gap. Whereas, when teaching males in high schools, the age gap narrows, and the level of respect demonstrated by students lessens, making behaviours in PE classes more challenging to manage. Amy illustrated her experience teaching students of different sexes as she said, "With the girls, it's like I'm a big sister, whereas, with the boys, it's like I don't know. It's weird. Too weird for me" [I1, 0:33:56]. She felt more comfortable teaching female students because she did not need to be concerned about her appearance and could more easily relate to her female students.

Fear of Parental Feedback

Participants have found themselves fearful of the possible outcomes of addressing critical topics related to social justice in their PE classes if parents report their dissatisfaction with these conversations to the school's administrators. Teaching about race, gender, and sexual health education in PE classes has been particularly difficult for participants and was described as "stepping on eggshells" [Sarah, I2, 0:35:33]. Some of these topics conflicted with parents' religious beliefs and information they felt their children should, or should not be, exposed to at certain ages. Participants described feeling worried about making an "uneducated point" and having their students go home to their parents who may think, "what was this woman saying to my child" [Amy, I2, 1:11:42].

Participants reported having had to defend their decision to address sensitive topics in PE by explaining to concerned parents that what they are teaching is present in their provincial curriculum and is therefore mandated to be taught. When asked how she negotiates a balance between being mandated to address sexual health education in PE and receiving pushback from parents, Taylor emphasized the importance of understanding and listening while parents express their concerns while remaining factual in conversation with them,

> When we're talking to the parents, definitely just talking and being understanding and listening, but also then just being factual and saying in the curriculum but sent by the government this is what is mandated, and this is what we're teaching in the class. So, I'm not going to not, you know, I'm not going to not teach it, because it has mandated by the government and that's out of my control. [I3, 0:28:08]

For participants teaching in the private school system, the fear is exacerbated during these conversations because they do not have the safety of being represented by a teacher's union—their concern shifts to protecting their career. As a result, they encountered conflict between their intention and desire to address social justice in their PE classes and exercise caution in what they choose to discuss in class to avoid potential negative feedback. Should they decide not to address social justice in their classes, they described encountering an additional tension in not wanting their students to receive outdated information or from misinformed resources if they refrain from addressing critical topics in their classes. As Sarah explained,

> I didn't want to get flak back from parents that go to the administration when I'm just trying to do my job and educate these kids 'cause if they're not getting it from us, they're getting it from misinformed resources. [I3, 0:08:16]

Some participants experienced parents who chose to withdraw their children from participation in discussions related to sexual health education. When that happened, participants received support from administrators who took on communicating an action plan with the parents of individual students. Illustrating this finding is an account shared by Taylor, who shared the experience of one of their friends who is teaching kindergarten,

> She had parents at the start of the school year speak to her and express their very strong religious beliefs, and how they don't believe that. They would like their child to be removed from class anytime any talk of anything sex ed comes up or any talk of anything LGBTQ+ comes up, or even any talk of anything of people of different races comes. They don't want their child involved in anything. They were just angry. [I1, 0:26:11]

Despite these challenges, participants have maintained their intention to bring discussions of diversity into their classes,

> It's almost like you have to think, okay, I'm going to just remove that student. It's too bad for that student, but I'm still trying to teach the whole class, and this these are lessons for the rest of the students in the class, and I can't just not read those books and let them miss out on all this learning and accept being accepting just because one parent says my child is not allowed. [Taylor, I1, 0:26:11]

Participants are actively trying to be more inclusive in their curriculum, aligning with the current ongoing advocacy for inclusion and social justice in educational settings. However, the continued pushback from parents that rejects their efforts poses an additional barrier to providing

a socially just physical and health education. Although one might think that progressive curriculums would help teachers to be more confident in teaching about socially critical issues, their ability to move forward in teaching critically is linked to the support theme; support from their department and administrators around what they are teaching builds confidence so that they can address egg shell topics like sexuality. Sarah shared, “I think it just depends on the support of your department or administrative team, which I think sounds crazy 'cause if a curriculum is there, you should be teaching it” [I3, 0:08:16]. Participants who teach in provinces with more progressive and comprehensive provincially mandated health and physical education curriculums reported more instances where they feared receiving negative feedback from parents for discussing topics of gender and sexual education over those whose curriculum did not require them to teach these topics to the same degree of detail, if at all.

Waiting to be Comfortable

In these early years of their career, participants have been met with resistance from their colleagues and parents in an attempt to bring social justice pedagogies to their PE classes, in addition to advocating for the value of PE and PE teachers amid its low status and marginality. In their position as early-career teachers, they are waiting to accumulate social capital before feeling a sense of full agency over their curriculum. As an early-career teacher trying to implement more socially just pedagogies in PE, Sarah described her experience as,

> It's almost like you're stepping on eggshells a little bit sometimes, so sometimes I would just kind of keep to myself, not bother getting into it and then just teach the kids when I felt comfortable was appropriate and, I guess, supported by other people too. [I2, 0:35:33]

She felt that she would feel more comfortable advocating for social justice pedagogies and bringing the content and perspectives she wanted to in her classes once she has taught for more years in PE. Participants in their early years of teaching are “just trying to survive and get through and be like oh god, thank god I had a good lesson” [Sarah, I2, 0:47:59]. During her first year, Sarah also recalled being mocked by her veteran colleagues who told her, “Oh, you're so rosy you must have just taught health” [I2, 0:47:59] while she was still learning how to teach health-related topics. As participants have continued to gain more years of teaching experience over time, their lessons have become more “strong and structured,” and they are “more comfortable to try newer things” [Sarah, I2, 0:47:59].

Amy referred to her position as a new teacher and how that impacts her ability to advocate for the marginal status of PE, such that the subject, teachers, and social justice concerns in PE are viewed with legitimacy and reflected in the language used surrounding PE. While Julia felt comfortable asserting what she wanted to do in terms of assessments and evaluations to keep her and her students accountable,

> I mean it's not for everybody, nobody, not everybody wants to spend time correcting papers for phys ed, but that's what I feel like I need to do to hold my kids accountable, hold myself accountable and then I would just feel sort of icky if I stopped doing that because of a colleague telling me to do it. I know it's what's best for the kids and what's best for me. [I2, 0:36:17]

she, too, did not always feel comfortable advocating for appropriate language use related to PE, despite it being a concern for her.

Participants in this study did not find that what they learned about social justice was inapplicable to the PE setting because their goals for PE aligned with the values of inclusion and participation. They expressed waiting to implement the practices they learned and have acquired over time when they feel comfortable, supported, and have spent enough years in the position of a PE teacher that they feel confident integrating new ideas in their classes. Just as Sarah expressed, "As I move on in my teachings, I just want to keep building that toolkit, and I will feel more comfortable when I'm more of a senior teacher" [I2, 0:36:48]. It is difficult to determine if my participant's innovative ideas related to bringing social justice into the PE setting have been washed-out by their organizational experiences upon their transition into teaching this early in their careers. For the time being, they are waiting to be comfortable.

6.3 Theme 3: Preparedness and Ability to Address Social Justice

Conceptualizations of Social Justice in PE

At the foundation of teaching for and about social justice by identifying and responding to injustices and teaching in ways that are inclusive of diversity in PE settings is an early-career teacher's understanding of what social justice means in their teaching context. Participants' conceptualizations ranged from building a strong school community where all members are understood and respected, getting to know students and their families, the term inclusivity, and broadly ensuring each student gets what they need physically, emotionally, and socially. Concepts such as deconstructing and challenging structures of power and dominant discourses surrounding

PE, as associated with critical pedagogies and critical theory, were absent from their descriptions. These findings are reminiscent of the varied conceptualizations of social justice and critical pedagogies seen among teacher educators.

Without an agreed-upon understanding of what social justice is and what it means to enact socially just pedagogies, early-career PE teachers enter the workplace with varied conceptualizations that reinforce Tinning's (2002) position that PSTs who become subsequent early-career teachers will make different senses of their learning and experiences in a critically oriented PHETE program. Participants understand that social justice has a place in PE, but are not certain about how they can take their knowledge of social justice and implement it in PE classes. Some do not see it as their responsibility to teach about critical topics when their provincial curriculum does not mandate it, nor do they feel that they are qualified or knowledgeable enough to share critical perspectives with their students.

Across the participants' understandings of what it means to be inclusive in PE was a conceptualization based on (dis)ability. Their narrow understanding of social justice in PE settings was seemingly the result of an emphasis on adapted PE in their PHETE program as a means of being inclusive in PE. There lacked a similar focus on how they can be inclusive of students' gender, race, and socioeconomic statuses and a knowledge of how these social factors are reproduced in PE settings. It was not until they entered the workplace that they were exposed to these inequities and realized that they were not equipped with the knowledge to respond to or teach about social justice issues appropriately.

> It wasn't until I started teaching that I experienced those kinds of schools that maybe that the socioeconomic status was a lot lower, that children were coming from broken homes, the children were coming from poverty and foster homes, and all those kinds of things. [Taylor, I1, 1:00:32]

While a broad course related to equity and inclusion in education, like what was offered to participants in their PHETE program, may provide PSTs with a general understanding, it is not sufficient to prepare PSTs to enact socially just pedagogies. Sarah mentioned, "phys ed is a little bit of a different beast, and I think our demographic and our subject matter can be taught differently than in a class with a desk or in a circle sitting with kids" [I3, 0:39:23]. Participants would have preferred a course dedicated to equity and inclusion, specifically in PE. It would teach them how to incorporate diverse perspectives, address injustices, and lead with social justice in mind.

> I know that we do the [field experiences], and we get to go into schools and practice and learn and teach, and we had that adapted physical activity class we got to work one on one with a person and actually experience creating a plan for somebody who does have different needs, but those were some of the limited experiences, hands-on experiences that we had, and that's something that's lacking. If we had courses that discussed social justice issues and then we were able to actually experience them and actually be more hands-on with those experiences, I think it would have really benefited us as teachers going into the field. [Taylor, I1, 0:54:08]

Innovative Intentions

The participants shared their intentions of social justice in their PE classes by detailing practices they acquired in their PHETE program, professional development sessions, and through their own online research. Participants identified examples of incorporating religion and culture into their PE classes by playing games or variations of popular sports that are common in countries around the world. They shared that creating spaces for different types of sports and physical activities would contribute to building a community of learners who feel that they are represented, appreciated, and included in their PE classes. For example,

> I've never seen this, but in schools where there's different religions and cultures and colours and backgrounds and languages, and I think it's really cool to incorporate that in your classroom...If you have international students, say from Japan, they have a fun game that you can play that's similar to say basketball but it's different, you can incorporate into the culture of your classroom and invite, I think, inviting your students and your teachers to kind of buy into that whole community feel. [Sarah, I2, 0:45:09]

Sarah noticed that she and her colleagues around her age are trying to be “more creative, more progressive, more inclusive” [I3, 0:02:31]. Taylor talked about teachers in her elementary school who are trying to incorporate social justice into their classes, little by little, and researching how they can make their classrooms more inclusive for everyone. She shared,

> I'm seeing a lot more pride flags in classrooms and a lot more like just the BLM[9] flags in classrooms and whatnot just also let students know it’s a safe space if you need to come to me and talk about it…then also like I said just incorporating differences into your curriculum. A lot more teachers are more open to doing that. [Taylor, I3, 0:24:34]

[9] Black Lives Matter (BLM)

Participants acknowledged that PE has not been historically inclusive, and they have seen other teachers making an effort to try new ways of promoting inclusivity in their classrooms. While they have not been able to try all of the innovative practices they have shared, participants have incorporated new games that are "inclusive for everyone in the class of different races and cultures and ethnicities and abilities" [Taylor, I2, 0:36:26]; alternative outdoor activities like croquet, horseshoe toss, and bocce; non-dominant physical activities like dance, yoga, fitness, and scavenger hunts; and allowing student choice to influence planning for instruction. They are conscious and cognizant of learning new ways to be more socially just in their instruction with the activities they choose and the perspectives they share, including their demonstrated ability to identify instances of injustice in their schools and willingness to attempt to respond. They have maintained their intentions to foster inclusivity and a sense of belongingness in their PE classes, though they have not had the chance to implement the innovative practices they have acquired and have had a difficult time including the examples they shared in their instruction, having cited younger colleagues being more receptive to their attempts to bring innovative ideas and practices to their department.

> I'm still finding the foundation of okay what kind of teacher do I want to be and focusing on being more consistent. Other than PürInstinct and some of the adaptive sports, I haven't experimented with much. I haven't even done the stickball, but that could be fun. [Julia, I2, 0:55:00]

They shared being provided with the opportunity to experiment with different games and instructional strategies during their student teaching field experiences while under the supervision of a co-operating teacher who had already established classroom routines and handled behavioural management. Upon entering the profession and being responsible for learning these things that they were not responsible for during student teaching on their own, they have not experimented in their own classes but have the intention to in the future.

Behavioural Management as a Barrier to Social Justice Pedagogy

Participants emphasized the importance of behaviour management in the PE setting and how they lacked effective behaviour management strategies. Across participant accounts of their organizational socialization experiences was a common belief that to address social justice and successfully implement innovative teaching practices they have acquired; PHETE programs need to prepare PSTs with additional behavioural management strategies. Participants encountered

differences in behaviours across students whom they describe as being influenced by diverse backgrounds and parenting styles that lead to what Julia described as "dissolution" [Julia, I1, 1:23:23]; students have varied understandings of what they can and cannot do in schools. The multitude of behavioural concerns they are faced with in their classes has resulted in more time spent attempting to manage students and falling back on more technocratic practices, taking their time and capacity away from being able to implement innovative pedagogies. When asked about what she thinks PHETE programs could do to better prepare PSTs for teaching in schools, Sarah shared,

> I think the number one thing, and it could be 'cause I'm a young teacher or maybe 'cause I'm female, so I also feel like I struggle with this a little more than others maybe is behaviour management, which I think could also come down to social justice. [I3, 0:29:22]

These participants' understanding of social justice has prompted them to consider race in their behaviour management strategies and how their biases may impact how they perceive and treat students. Julia believed that being provided anti-racist pedagogy in her PHETE program would have better prepared her to address a situation where she was expected to identify students from a group and did not want to "pinpoint kids just because of like the colour of their skin" [I1, 01:26:57]. She said, "I won't be sitting here thinking that I'm racist…now I'm making it about myself, and it's not about myself" [Julia, I1, 01:26:57].

Even with a focus on inclusion centered around ability, participants rarely, if at all, had students in their PE classes with a physical disability, for which they learned how to accommodate in their PHETE program. They could not practically apply much of what they learned once they entered the school setting as it was not often directly applicable to the needs of the students in their particular classes. They shared teaching high-functioning students with an autism spectrum disorder and those with ADHD "bouncing off the walls" [Julia, I1, 0:55:18] and have encountered students who show physical aggression in their PE classes. The participants felt that their PHETE program lacked teaching them how to keep students on task and manage their behaviours and strategies for lessening the sensory stimulation in the gymnasium for students who feel overwhelmed by the loud environment. Recalling her experience teaching a student with a physical disability in her class, Julia explained, "I would try to include modifications for her and she did not want any of it. But, meanwhile, I have a hard time with all my kids that are ADHD or are autistic and I don't necessarily have all the tools" [I2, 0:47:05]. Sarah wished that she had learned

more tools for managing behaviours in her PE classes as she said, "we'd maybe be able to handle some issues that maybe erupt in class that are really just social justice too" [I3, 0:29:22].

Participants felt unprepared to manage behaviours in the classroom setting due to the emphasis on preparing them to teach technocratically in the gymnasium. They needed to be provided with behaviour management strategies to teach in the classroom, especially when teaching health topics related to gender, sexuality, and other health-related factors like healthy eating habits that are critical or "taboo" [Taylor, I2, 0:41:07]. The experiences and outcomes of being unable to manage behaviours successfully have been a challenge for early-career teachers. These challenges have been so difficult that Amy questioned whether she wanted to remain in the teaching profession. She said, "It was tough. It was really tough. I had a kid punch a wall and it's just like a little bit crazy. Wasn't my style. So, after that year or during that year, I was like, do I really want to do this?" [Amy, I1, 0:19:24].

Unprepared and Lacking Knowledge

Participants did not believe that their teacher education program prepared them for the situations that they went on to experience as they transitioned into schools. They shared feeling that there were not adequately educated or knowledgeable enough to be able to incorporate social justice into their teaching. For that reason, they do not integrate social justice into their PE classes as much as they believe they should be. Sarah explained,

> I think it was easy for teachers to say, you know you're gonna have scenarios where kids are coming in from homes that you know they're not eating or they don't have a strong family figure, or they don't have parents at home, or your socioeconomic status is different, or you know, they're immigrants. [I3, 0:12:24]

During their PHETE programming, participants were made aware of the diverse learners they would be teaching but did not believe that they sufficiently learned how to support their student's diverse needs in practice. What they were taught did not necessarily translate into actual practice as they entered schools. They perceived their student teaching field experiences to be the most valuable part of the program because they could practice teaching rather than learning about hypothetical situations from a few professors and course instructors without teaching experience or from assigned readings written that suggest idealized practices as effective. In Sarah's experience, "They would say, well, it should work like this because this is the model for behaviour management, but it's like no it doesn't work like that" [I1, 0:25:13] and "when you're in a classroom

with a ton of kids with IEP's [10] and behaviour issues, no, it doesn't work" [I3, 0:46:36]. Like Sarah, Amy explained understanding what her professors and course instructors were telling her, but once she went into schools to teach, what she was taught was not practical.

> I would be in a lecture, and they would tell me a bunch of things, and then I'm like, okay, cool, I understand what you're saying, but then when I'm going to go into the real world and teach, it's not very practical what you're telling me. [I1, 0:21:51]

As a result, participants felt unprepared and uncomfortable addressing social justice topics with their students, such as addressing body image. They did not believe that they were equipped with the knowledge to teach and respond to critical topics in PE and saw discussions concerned with the conceptions of the body as being outside the scope of what they are required to teach in their PE classes. When asked about how she addresses her students' insecurities and body image Amy said,

> I teach about fitness components and body composition, but I don't. I avoid it. I don't talk about it because I just, I'm just, I don't know. I'm definitely not comfortable talking about it, and I don't know if it's a good thing to avoid it now that I'm saying it out loud. [I2, 0:46:03]

When asked about how she and teachers in her school have experienced teaching about sexual health education, Taylor similarly said that "Not everybody's comfortable talking about them and not everybody's comfortable teaching them because often they'll have to send home forms to families who can opt-in or out because it's still taboo, which I mean, infuriates me a little bit" [I2, 0:41:07]. While she herself did not believe that she felt uncomfortable and unwilling to address critical topics in her classes, she felt that because she is not as knowledgeable. She still needs to actively think about what she can do to be more socially just and culturally responsive in her classes.

Participants have been similarly hesitant to provide their colleagues with information about social justice topics and how inequities are reproduced in their PE classes. While their colleagues were sometimes interested in learning more about how social justice plays a role in PE, they were not always on board or in agreement with critical perspectives. Participants were not comfortable educating their colleagues because they did not know how accurate their understanding of social justice was or if they would be providing them with the correct information. They perceived that

[10] Individual Education Plan (IEP)

as a generation, teachers, including PE teachers, are becoming more progressive but do not always feel that it is their responsibility to educate their veteran colleagues on the inequities that occur in the PE setting. They have demonstrated their openness to learning about topics related to social justice and share the aim of continuing to acquire knowledge and skills that they feel more comfortable implementing as more senior teachers.

Participants described how their colleagues outside of PE were taking the initiative to address critical topics concerning social justice by leading cultural learning activities and talking about Indigenous histories. At most, they have brought Indigenous education into their PE classes in response to the Truth and Reconciliation Commission of Canada by playing games from Indigenous communities, celebrating Orange Shirt Day, and briefly teaching about the history of lacrosse in these communities. When asked about what role and relationship she thinks Indigenous ways of knowing and the Truth and Reconciliation Commission play in PE, Amy said,

> I definitely think that it can. There's definitely a spot for it. I am not knowledgeable enough to talk about it a lot with the students. But, schoolwide, we'll do more things about it and talk about it. But again, not so much in phys ed. We'll do activities that, I guess, originally were invented by Indigenous people…I'm not really focused on the cultural side when I'm doing it. I'm not really talking about that as much as maybe I should be. [I2, 1:10:04]

While they believe these conversations also belong in PE, participants do not think they are knowledgeable enough to have informed discussions with their students and integrate these topics into PE classes.

Practical and Authentic Examples of Socially Just Pedagogies in PE

> I think we need a lot more practical experience, and that's very broad…we need, like we've been talking about, practical experience in social justice and how to deal with social justice issues that we may be faced with. Practical experience on how to speak with parents. There's a certain language, certain words, certain type of language you use when you're communicating with parents and same thing, we learned a lot in the phys ed program about how to develop our curriculum and our lesson plans, and that's excellent, but we also need to learn how to prepare extracurriculars and deal with all the other stuff that the other work that comes with phys ed the beyond just the classroom. [Taylor, I3, 00:15:17]

To move theoretical understandings of social justice into practice, participants shared that they would have benefitted from learning practical examples of the ways topics of social justice

can be authentically integrated into teaching in PE. Participants recalled that during their PHETE program, social justice was often spoken about at a surface level, and at the time, they could identify instances of inequity in PE settings (i.e., racism, homophobia, gender). But, as Amy admitted, it was difficult to "take the knowledge that they were giving me and think of it in a practical situation" [I1, 0:21:51]. Sarah agreed that it was "better to just actually work it out in person than reading in a textbook how it would work" [I3, 0:46:36]. They were not expected to respond to conflict or make decisions to account for diverse learners on their own during their field experiences either.

> There were a few students that did have different needs, and the teacher told us already how they adapted their class to accommodate them. I kind of stuck with their practices just because that's what worked, and that was what was best or not, what was best, but that that's what worked, and that's the plan, the action plan the school came up with, so I kind of kept those practices going. [Taylor, I1, 1:09:16]

They finally came to understand the diversity of experiences in PE settings when they transitioned into schools and encountered inequities in their classrooms. They learned how to respond in those moments to the best of their ability with the knowledge that they had.

> It wasn't until I started teaching that I experienced those kinds of schools that maybe that the socioeconomic status was a lot lower, that children were coming from broken homes, the children were coming from poverty and foster homes, and all those kinds of things. [Taylor, I1, 1:00:32]

My participants would have preferred learning about social justice through whole-class discussions and opportunities for experience sharing coupled with example scenarios in the form of case studies that could inform them on what they may encounter in the gymnasium and strategies for responding in those situations appropriately. These practical examples might have demonstrated exactly how PE teachers could represent diverse cultures and races in their pedagogies, address diverse sexualities and sexual health education which PE teachers are often tasked with delivering in schools, and resolve conflicts based on inequities, discrimination, and exclusion in PE settings. Participants believed that these guided discussions around social justice needed to be purposeful and targeted, not only when they had questions from their field experiences or because they were curious about the practical application of social justice pedagogies in PE settings. As Taylor suggested,

> If you experience a racist remark in one of your classes, how do you address it appropriately? And you need to. There needs to be discussions about that, but targeted discussions like not just “oh, this question came up because I had a question for the professor and now, we're going to discuss it.” It needs to be purposefully integrated into the curriculum. [I3, 00:22:10]

Accompanying a critical orientation across several or all courses offered in a PHETE program was the suggestion that early-career PE teachers would have similarly benefitted from acquiring strategies under the guidance of professors, course instructors, and guest speakers who can speak about inequities that they have experienced, such as racism and homophobia.

> I would rather have someone who's Indigenous give their story or something like that. I think they could have done guest speakers that come in and really like chime in and kind of tunnel into your feelings of like this is how it is for me 'cause I've lived it instead of someone telling you this is how they feel like I would like to hear that from somebody else who's actually experienced whatever unfortunately they have maybe felt so that we can maybe deal with it in a better manner. [Sarah, I1, 0:57:47]

In this way, PSTs would be able to acquire a first-hand understanding of a personal experience rather than acquiring an understanding taught by a professor or course instructor speaking on behalf of a social group to whom they do not belong. The participants believed that these conversations would have prepared them to take action in addressing the social injustices and inequities present in PE settings and be coupled with the practical experience of how to implement their understanding in practice.

As they transitioned into schools, the participants appeared to be more comfortable and able to respond in situations that had personal meaning. For example, Amy disliked her PE experience in an all-girls school that centered their sports and physical activities around those that she explained were designed for girls. She would have preferred a more competitive co-educational PE but prefers to teach in an all-girls setting like the one she attended. She saw similar findings in her research where students felt that their PE teachers led them through selected activities simply because they were girls. Because she felt a personal connection to gender stereotypes in physical activity settings stemming from her acculturation experiences, she makes it her goal to create an enjoyable PE experience for girls by offering them a variety of physical activities, so they may continue engaging in physical activity outside of school. She identified this as her most significant

act of teaching for social justice in PE. Julia identified having several friends who are part of the LGBTQ+ community in her personal life. She is sensitive to instances of homophobia and gender-based discrimination when they arise in her PE classes and feels comfortable responding to her students in those situations. She explained, “I obviously seem to be handling the LGBTQ+, some things pretty solidly, but I guess I need to look into more about how culture affects my school” [Julia, I2, 0:49:19].

Furthering their Knowledge and Professional Development Opportunities

The participants in this study have maintained their orientation toward teaching and recognize that their role as teachers is to foster safe and inclusive PE settings where students feel supported, comfortable, and confident in their PE classes. While they have shown the ability to identify inequities in PE settings, they candidly admit not feeling knowledgeable, comfortable, or prepared enough to address and respond to these inequities or integrate socially just pedagogies and perspectives in their teaching. They are aware of what topics they may need to do more research to familiarize themselves with. The participants appear to be responsive to the advocacy for social justice in education through their interest and desire to continue researching, speaking with colleagues for advice, and independently seeking out further professional development opportunities and online resources to acquire additional information on how to bring social justice into their PE classes and more effectively respond to inequities.

Participants who had attended professional development conferences described these opportunities as a chance to learn from PE practitioners from across the country who share similar progressive ideologies and a drive for change in PE. Conferences have demonstrated to participants how "phys ed could take off and where it could be inclusive and where it could be growing up" [Sarah, I3, 0:02:31]. For example, Sarah learned how to use bodily movement and expression activities to engage diverse learners in PE settings who are not oriented toward sport-focused physical activities. The participants also described conferences as a means through which they could acquire new knowledge that they did not acquire in their PHETE programming since not all of their courses were related to teaching PE, as well as innovative practices they did not learn in their student teaching field experiences through their co-operating teachers and the departments they were placed within.

The participants' intentions to seek continued professional development opportunities continue to be personal efforts as their schools do not invest in the advancement of knowledge for

all school staff apart from the professional development sessions offered in school. Some schools prefer not to put resources into early-career teachers who do not hold a permanent teaching position, which is similarly indicative of their social positioning within schools. Julia shared that her school has told teachers, "only one of you can go…meanwhile, in the public system, they'll pay for your flight, they'll pay for your accommodation, part of your meals, and the conference like it's nobody's business" [I2, 0:56:32]. In place of supporting their attendance at professional development conferences, early-career teachers believed it would be beneficial if in-service professional development days offered by their schools were centered around social justice and provided to teachers in the whole school. As Amy suggested,

> I think it would be great, like maybe more of our like professional development days that we get like you know it, it could come up there and maybe as like school wide 'cause all these social justice issues apply to all the different subjects and just being a teacher, it applies to you. [I2, 1:11:42]

The early-career teachers were cautious not to entirely fault their PHETE program for what they had not been adequately prepared for when met with the reality of teaching in schools. They acknowledged that their student teaching field experiences and early years in the profession as a time during their occupational socialization when they are continuously learning from experienced teaching colleagues, but they cannot rely on these alone. They acknowledged it as their personal responsibility to conduct their own research to continue learning about social justice topics so that they may reflect their understanding in their teaching and their interactions with students.

> I feel so unequipped to bring up these topics, and I think it is individually on me too that I should take the time. I think teachers should constantly be educating themselves, and I think I should maybe, you know, read the news more or like just learn more about topics that can come up so that I would be prepared if it were to even, you know, like maybe a student might bring something up and then I could feel comfortable talking about it. [Amy, I2, 0:54:57]

Chapter 7: Discussion

This exploration into the occupational socialization of four Canadian female PE teachers has drawn attention to their experiences enacting social justice pedagogies in PE settings upon their transition into schools. In particular, new findings from this study have served to understand how early-career PE teachers experience their organizational socialization and how it influences their ability to utilize, implement, and negotiate the tensions and realities of enacting social justice in PE settings. Grounding this qualitative research in occupational socialization theory considered the influences of early life experiences, teacher education programs, and the interactions with key stakeholders in education have on the work of early-career PE teachers. The thematic analysis of interview data has shown that enacting social justice pedagogies during these early years has been complicated by the degree of support early-career PE teachers receive, their social positioning within schools, and their preparedness and ability to implement social justice pedagogies in practice. While participants demonstrated their ability to identify inequities and injustice in their schools, they did not feel knowledgeable or adequately prepared to use the knowledge they acquired in their PHETE programming to address these problems in practice.

Social justice has found a voice in contemporary PE programs in schools and has placed demands on PHETE programs to prepare PSTs to engage with health-related topics and PE from a socially critical perspective (Philpot, 2015; Tinning, 2012). As pointed out in the introduction of this thesis, critical pedagogies have served as a response to this demand. These critical pedagogies have sought to change the social, political, and economic conditions that marginalize students in schools by providing PSTs with new perspectives and increasing their awareness of equity and inclusion. The aim is that adopting socially critical perspectives enables them to challenge the status quo by changing their teaching practices as they enter schools.

Critical pedagogies, informed by critical theories, in PHETE programs have been critiqued for their assumptions that empowerment at the personal level will lead to more democratic and equitable societies through education. Advocates of critical theories suggest that critical pedagogies and the technocratic teaching of skills are incompatible, "either/or" choices" (Tinning, 1991, p. 10), and this remains problematic when PSTs are expected to leave PHETE programs and translate the knowledge they have acquired into the *act* of teaching. None of the esteemed critical theorists that provided the foundation that critical pedagogies and critically oriented PHETE programs are based upon have identified *how* educators are to move their socially critical

perspectives into practice (Tinning, 2019b). PE cannot claim to be the solution to bring about broad social change. As Tinning (2019a) suggests, there is no evidence that the well-intentioned advocacy for critical pedagogies in PE classes has influenced social transformation simply due to heightened critical consciousness. He also stated that “PETE cannot ‘fix’ the social major problems. But it can, and definitely should, help prospective HPE teachers to ‘see’ major social problems and the role that their own agency might play in working for change” (Tinning, 2019b, p. 8) and along with Philpot (2015), wondered how prepared PSTs might be to take action in schools. The experiences shared by Sarah, Amy, Julia, and Taylor have provided an insight into this wondering.

Participants in this study have demonstrated that an early-career teacher’s ability to identify inequities needs to be met with solutions to respond and consideration for the ways the socializing forces around them impact their ability to enact social justice pedagogies in the context of their practice. Critically oriented PHETE programs have tried to equip PSTs with the knowledge to identify inequities in educational settings and society; however, these theoretical conceptions of social justice are insufficient to drive action. Such practical solutions that early-career PE teachers seek describe a need for certainty. This certainty has also been critiqued for suggesting that a perfect or proper response with determined outcomes exists amid the complexity and uncertainty of their teaching contexts (Tinning, 2002). After all, PSTs eventually enter schools as early-career teachers and work alongside students who are biological and social beings with experiences that the certainty of academic science-based knowledge cannot understand, resolve or fully prepare teachers to confront (Tinning, 2004, 2012). Critical pedagogies that aim to equip students with new ways of thinking from a socially critical perspective problematize knowledge in PE, but fail to provide answers, practical ways forward, in dealing with such problems. Seeking this kind of certainty in traditional ways of teaching has been described as an “unfulfilling professional orientation” by Tinning (2002, p. 235); however, the early-career PE teachers in this study need certainty of some degree in order to feel confident in carrying out the ambitions of a critically oriented PHETE program.

Tinning (2012) also suggested that PSTs need to be engaged in identifying inequities, promoting social justice and being empowered to enact change by ensuring that there is what he described as an “emotional commitment” (p. 224) to the critical perspective through a modest critical pedagogy (Tinning, 2002). Some early-career PE teachers in this study demonstrated that

they were receptive to topics from within the critical perspective that they had a personal or emotional connection to, like gender and sexuality. Their individual experiences as females gave them a stronger disposition to challenge the status quo as they felt comfortable addressing these topics in their teaching practice (Tinning, 2019b). Their receptivity to the critical perspective enabled them to identify or consider social justice matters in PE, but did not translate into a similar enthusiasm for responding in the same way as they did to those issues they had personal experience with. For topics that were less familiar to them on a personal level, they did not feel knowledgeable, prepared, or comfortable enough to take *action* in addressing injustice or sharing socially critical perspectives in their classes. Even if socially critical issues are meaningful to early-career teachers, if they hold an emotional commitment to the critical perspective, and if socially critical topics are included in the curriculums of their PE programs, “more powerful forces come into play” (Tinning, 2019a, p. 98). Their experiences of confronting inequities and injustices in their practices revealed that several powerful socialization factors have impacted their ability to teach in socially just ways. The experiences shared by the participants in this study have shown that the transition into the workplace for early-career PE teachers is not straightforward. The unique setting and conditions of a PE teacher’s work include a range of concerns such as the low status of PE in schools and the marginalization of PE teachers. PE as a subject area has been positioned as unimportant with a lesser educative potential compared to other academic areas in schools. As Wright and Richards (2022) observed, PE has gravitated to “different foci in a struggle for relevance…respect and equal footing with other subject areas in the curriculum” (p. 5). Early-career PE teachers in this study observed PE as reduced to a space where students play games, a space taken over by more important school events, and a space where the merit of their work is questioned. These findings draw similarities to the experiences of PE teachers described in the study conducted by Richards et al. (2018), who also perceived the marginalization of PE in similar ways. Early-career PE teachers, like the participants in this study, have felt disappointment and frustration with the lack of respect they have received from colleagues and parents who viewed PE differently than other subject areas (O’Sullivan, 1989). Shared experiences of marginality simply for being a PE teacher align with Lux and McCullick’s (2011) assertion that it “seems difficult to separate the marginality of subject matter from the marginality of the individual teaching it” (p. 369).

As Macdonald (1995) stated, the occupational socialization of PE teachers is complex as it reflects the influences placed on a teachers' socialization including, society, educational

institutions, and the influences of working "with and within sports" (p. 129). Consequently, the problem for these early-career PE teachers lies in that they do not complete their PHETE programs and enter the teaching profession in a vacuum, isolated from their teaching context. They enter schools located in different communities, with diverse learners and stakeholders who hold varied perspectives and values. They may or may not share the same socially critical views around social justice that early-career PE teachers have acquired in their PHETE programming (Sirna et al., 2008; Tinning, 2019b). These teachers are learning to navigate the education system in a new role, no longer PSTs or student teachers. They turn to these stakeholders for support and guidance as they establish their instructional practices, classroom management, and responses to behaviours when faced with the reality of teaching in schools. If early-career PE teachers are expected to openly address a range of social justice topics according to current trends in education, academic research, and broader society, they will require the support of the members of the school system to achieve these goals. Those advising early-career teachers to address socially critical topics, social justice, and diversity in their classes must consider that early-career teachers are entering into social contexts that may foster or reject their intentions, and attempts, to enact social justice pedagogies in their classes. Early-career PE teachers have vocalized their need for administrators who *have their backs* when parents may question controversial topics such as sexuality and gender; participants in this study cited parental feedback as being an inhibitor to addressing social justice in their classrooms. They need to be supported by a school system that embraces social justice pedagogies by welcoming critical discussions and making space for students and physical activities that have been under-represented in PE settings.

These results are consistent with findings in studies that suggested establishing relationships with administrators, colleagues, and parents can help teachers advocate for the meaningful work that they do in PE and their contributions to the school community to achieve legitimacy and reduce marginality (Gaudreault et al., 2018; Lux & McCullick, 2011; O’Sullivan, 1989; Stroot & Ko, 2006). Lux and McCullick (2011) offered building relationships with non-school personnel (i.e., parents and students), pursuing resources to improve PE program quality and status in schools, bonding with a paraprofessional, and fostering relationships with colleagues who share similar perspectives as practical solutions to navigate the structure of schools. The early-career teachers in this study drew upon the ways they have been supported by their PE colleagues and colleagues outside of the PE department in learning the roles and responsibilities of being an

in-service teacher. They relied on colleagues for reinforcement and counsel, and aligned with those who shared similar opinions to share their disappointments and frustrations and receive support, just like the veteran PE teacher interviewed by Lux and McCullick (2011) did. However, participants in this study were not consistently able to build relationships with parents; parents neglected them during parent-teacher interviews. My participants feared negative feedback and needed administrators to step in to support their practice, rather than being supported by the parents like what seemed to be the case with the veteran teacher.

The experiences of these early-career PE teachers support the notion that early-career teachers do not have the social capital to change existing school structures (Williams & Williamson, 1998), nor do they have the power to become "front-line actors" in advocating and mobilizing to act for social change (Tinning, 2019b, p. 8). The marginalization and perceived lack of prestige for PE produce a challenge for early-career PE teachers' transition into the workplace. They are faced with negotiating the values of their PHETE program, advocacy for implementing social justice pedagogies, and a school system that does not regard PE and PE teachers with the legitimacy or respect that was anticipated. On top of marginalization for being a PE teacher, my female participants also experienced instances of gender inequality in the workplace, as did female pre-service teachers in Sirna et al. (2008) who were the targets of teasing and jokes. The authors wondered what these experiences would mean for beginning PE teachers. Participants in this study experienced what Sparkes et al. (1993) referred to as dual dimensions of marginality involving PE as a marginal subject and the marginalization of females as an underrepresented group in PE settings where masculinity is prioritized. This brings about complex questions surrounding how early-career PE teachers, particularly those who are female, are to enact social justice pedagogies when they themselves exist within dual dimensions of marginality.

To transcend these organizational barriers and enable early-career PE teachers to put their social justice knowledge into practice, the PE subject area needs to be regarded as a space where discussions and actions that address equity, diversity, and inclusion belong. PE must also be seen as a space where social justice can and should be integrated into teaching and learning. While early-career PE teachers have experienced support from their colleagues, the innovative practices and socially critical perspectives they have acquired over time in their PHETE programming, professional development, and personal research have not always been enthusiastically received.

Sarah, Amy, Julia, and Taylor articulated workplace factors that they were not prepared to confront, which impacted their ability to implement social justice pedagogies. Like early-career teachers in other studies (Smyth, 1995; Solmon et al., 1993), my participants experienced reality shock (Veenman, 1984) as they transitioned into schools and found that they did not feel prepared by their PHETE program to address multiple aspects of teaching, including social justice. Their teaching situations, roles, and responsibilities were significantly different from their field experiences. Like the beginning teachers in Smyth's (1995) study, they were also unprepared to confront the social and political forces that affected their work. My participants quickly realized that their colleagues did not hold the same socially critical perspectives that they had learned in their PHETE programming. At times, they were empowered to advocate for and teach about social justice issues when they felt knowledgeable and comfortable. During others, their attempts to implement innovative practices had been met with resistance from custodial colleagues because these perspectives and practices conflicted with traditional norms of practice observed in the school setting (Stroot & Ko, 2006). My participants varied in how they responded to the devaluation of PE and resistance to innovation and socially critical perspectives. While some of my participants felt comfortable and willing to defend their perspectives and practices, others did not feel they were in the position to fight for enacting social justice pedagogies and brining socially critical topics to their PE classes.

To cope with the reality shock they experienced when faced with factors that inhibited their ability to teach in socially just ways, these early-career PE teachers exercised strategic compliance (Lacey, 1977) by adhering to their reservations and setting aside their innovative practices and perspectives, adjusting their behaviour to comply to their teaching contexts (Smyth, 1995). In some instances, they even kept quiet as they implemented more innovative practices to avoid scrutiny from colleagues who taught in more traditional ways. They settled for silence, and often times adopting elements of the status quo in PE. They described waiting to be comfortable in a secure position before feeling capable of implementing innovative practices and sharing socially critical perspectives with their students, even though they admitted to having learned more effective teaching practices in their PHETE programs. For these teachers, strategically complying was an act of survival to ease their transition into the profession and allow them to succeed in their teaching (Stroot & Ko, 2006). While more rare, in some situations, early-career teachers in this study appeared to exercise strategic redefinition (Lacey, 1977). They felt confident voicing their

opinions when they had strong feelings about the situations they encountered in their teaching. This occurred when they believed that refusing to teach in more socially just ways or refusing to adopt more progressive views had immediate negative consequences for their students. However, likely indicative of their lack of power within schools, their advocacy was not always met with a desired response from their administrators or colleagues.

Though reality shock has been said to increase the likelihood of washout (Blankenship & Colem, 2009), despite the pressures faced from colleagues, parents, and the realities of the workplace like other beginning teachers (Curtner-Smith, 1997; Williams & Williamson, 1998), the early-career teachers in this study maintained their innovative intentions. They did not, at least in their short tenure of teaching, abandon practices and perspectives, especially those which they showed a personal connection or emotional commitment. This finding provides additional evidence to support Williams and Williamson's (1998) argument that strategic compliance is the most common response to socialization among early-career teachers who are often not empowered to challenge the practices of their experienced colleagues. Therefore, how might PHETE programs ensure that the socially critical perspectives and innovative practices PSTs have acquired during their professional socialization do not become washed-out before they have the capital to strategically redefine their teaching situations?

During these first five years as early-career PE teachers, it is difficult to determine if the innovative practices and socially critical perspectives participants acquired in their PHETE programs were in fact washed out by their organizational socialization experiences, given that each of them still share a commitment to inclusion and responding to inequities in PE settings. They have maintained their intention to bring innovative practices to their school's PE departments and classes and expressed a desire to further their theoretical and practical knowledge of social justice issues. Their perspective is that PE, as a subject area, is growing to be more inclusive with teachers becoming more willing to uptake and implement socially just pedagogies; they also noted there is still a long way to go until the aims of providing a truly equitable, inclusive, and culturally responsive PE to students. It is unclear whether an appropriate time to enact social justice pedagogies will ever come or if these early-career PE teachers will continue to compromise innovative practices and socially critical perspectives further into their careers (Stroot & Ko, 2006). Longitudinal studies would be needed to see how long this commitment to social justice might last if not supported by the school, administration, and colleagues.

While lesson planning skills, sport, and health-related concept knowledge acquired in PHETE programming are vital to have as a PE teacher, participants emphasized the role of social emotional learning in addressing social justice. Furthermore, an early-career teachers' practice is made effective through their ability to connect with and represent their students in PE.

> Content is obviously extremely important, but I personally feel like *social emotional learning takes priority*. As long as the kids are active it doesn't matter that you're doing a warm-up, a main activity, or a cool-down. If they're active, they're active. Beyond that, you need to make sure that they're kind humans, that they communicate well because even if you're just shooting content out there and you're getting them active, but you're not actually having conversations with your students, they're not going to come out better well-rounded individuals… especially with [PHETE programs], it's like you have to do this kind of lesson plan, you have to do this kind of lesson plan, so you're thinking so much about a lesson plan and then you forget that you're teaching children…they're humans and you're human. [Julia, I3, 0:11:30]

The perspectives shared by early-career PE teachers in this study demonstrated the need for a humanistic approach to teaching students in PE settings. This need strongly aligns with the goals of pedagogical models like Hellison's (2011) Teaching Personal and Social Responsibility (TPSR), which sought to connect with and influence the lives of underserved youth (R. Richards & Shiver, 2020). It has been considered an effective tool for promoting social and emotional learning in PE and across school settings (Dyson et al., 2021). Social and emotional learning outcomes, like social awareness, involve taking on new perspectives, respecting others, and appreciating diversity (Dyson et al., 2021). The concern for students' social and emotional well-being and responsible behaviours inside and outside the gymnasium (R. Richards & Shiver, 2020) could be seen as akin to what an inclusive and socially just PE space might look like. However, while TPSR may be more focused on a students' individual responsibility for their behaviours in PE settings and transfer to other areas of their lives, socially just PE spaces would be more focused around a personal responsibility to actively engage in creating more equitable and diverse spaces; perhaps a stronger focus on shifting the system as opposed to individual behaviour. While the primary objective as physical educators may be to promote motor development and physical activity, prioritizing social emotional learning that considers and responds to the well-being and

diverse lived experiences of students inside and outside of PE classes is needed to successfully reach academic goals.

Perspectives like this contrast with those shared by Lund and van der Mars (2022), who problematized making social and emotional learning "a primary domain in PE programs" as some disagree with PE "trying to be everything to everyone" (p. 5). I would argue that if a focus on trying to be everything to everyone is focused around inclusivity, that perhaps this is precisely what our focus should be. Providing an inclusive and socially just PE is an undoubtedly important and necessary aim of physical educators, perhaps in the context of this study and the literature on critical pedagogies, PE may be the vessel today for advocating and resolving social justice issues at the societal level; it does not seem any further fetched than being expected to solve obesity and emotional stress trends in the past, in addition to its responsibility for achieving student development across physical, social, cognitive, and emotional domains (Lund & van der Mars, 2022).

As my participants' experiences have illustrated, PE has indeed been influenced by existing social justice issues in society. Their PE classes have not been the cause, however they may have played a role in reinforcing or challenging such problems. This further supports the stance that inequities are (re)produced (Philpot, 2016b) in PE settings due to the nature of the subject area that puts appearance, ability, identity, and health visually at the forefront; challenging the notion that PE is only concerned with sports. While it remains necessary to maintain an optimistic outlook toward the possibility that critical pedagogies in PHETE will elicit a shift in thinking and practice in PE settings (Tinning, 2002), perhaps physical educators have a more realistic potential to lead change within their classrooms and gymnasiums. Rather than bringing about broad social change, they may be concerned with creating more inclusive experiences and equitable outcomes for students who have been marginalized or excluded in traditional PE settings, facilitating more positive associations with sport and physical activity.

Participants in this study shared their understandings of what social justice in PE settings means to them, what enacting social justice pedagogies looks like or has the potential to look like in their individual teaching contexts, and what challenges they face in implementing their understandings into practice. As these participants adjust to their new roles as PE teachers, they are exploring who they are as teachers and are growing more consistent in their practice. At the same time, they are learning to navigate their position as new teachers in relation to their

experienced colleagues and the position of their subject area in schools. They recognize that in some ways, they have lacked the practical knowledge and skills to respond to injustice and integrate diverse perspectives into their lessons that differ from the dominant discourses of PE that continue to exclude and marginalize students who do not fit within it.

Approaching this research through the lens of occupational socialization supported the perspectives shared by Wright and Richards (2022) that acknowledged the reality of practice in PE. To participants in this study, their reality included a lack of support from their administrators, low status and marginalization, and a lack of practical knowledge to bring social justice into their PE classes when required, if at all. Reflecting on their experiences of reality shock upon entering the profession and confronting the socialization factors that impact their work, there were several competing demands placed upon them that affect their ability to carry out the aspirations of a critically oriented PHETE program. With such little amount of time often spent with students in PE, (twice every two weeks for some), and PE not being a required course in later stages of high school, how significant can teachers of PE really be in addressing social justice on a scale beyond the inequities that occur in the classroom? Given my participants experiences it may not be reasonable, and may even be irresponsible, to place the weight of confronting norms of practice in traditional PE settings on early-career PE teachers. Particularly when they are often isolated and do not have the power, social capital, or support in these spaces to be agents in changing the structure of schools, as critically oriented PHETE programs may suggest.

The question that PHETE programs and PHETE educators should consider remains: how might early-career PE teachers be expected to respond to injustices and teach in socially just ways if they are not taught *how* to put their understandings into practice? As Tinning (2002) reminds readers, “Of course advocacy for critical pedagogy, however passionate and forthright, is one thing. Actually implementing it is another” (p. 292). The theoretical nature of critical theories and varied conceptualizations of social justice that do not provide solutions to the perceived problems in PE and society more broadly have made it difficult for early-career PE teachers to teach in ways that differ from the norms of practice in PE. Suppose the goals of a critical-oriented PHETE program remain, might PHETE programs consider teaching PSTs what they can do to change their practice to practically implement social justice pedagogies into their classes? Would it be realistic to assume that an altered critical consciousness would provide PSTs with the answers to these questions? As strategic compliance responses suggest, early-career teachers may even regress to

teaching in ways they were exposed to as students during their acculturation or conform to norms of practice already in place in their PE departments as a consequence of not being told what they can and should do differently. Therefore, what are early-career PE teachers expected to be responsible for as an outcome of critical pedagogies in PHETE? Hence, the implications for preparing PSTs are trifold and consider theoretical knowledge, practical applications, and negotiating the tensions and realities of working in schools. The experiences of these four early-career PE teachers have broached questions and recommendations around shifts needed in PHETE to prepare PSTs to participate in socially just and culturally responsive teaching as they transition into schools.

Chapter 8: Conclusions

Gaining the psychomotor, cognitive and affective knowledge and skills surrounding PE is undoubtedly essential for the preparation of PSTs. However, if early-career PE teachers are expected to bring new innovative practices and socially critical perspectives into their PE classes to act as agents of change in their schools, PHETE programs should also prepare future teachers with the knowledge and skills to confront the workplace factors that challenge their ability to teach in socially just ways. They need to be prepared to survive within the school context that has shown to not always be receptive to advocating for and about social justice in the same way that they and their PHETE programs try to do (Stroot & Ko, 2006). Without this preparation, early-career PE teachers may not feel prepared to enact social justice pedagogies amid the complex realities of teaching in schools. Exploring the challenges early-career PE teachers have faced has provided insight into how PHETE programs and schools can improve the teaching and learning conditions of beginning teachers. Although the early-career teachers in this study collectively valued inclusion, their experiences indicated that they were not prepared to overcome the social and political factors that impact their work to *consistently* and *successfully* implement their social justice knowledge into PE practice.

To enable PSTs to think critically about diverse experiences in PE settings, the results from this study support the recommendations of R. Richards et al. (2013) that PHETE programs should provide PSTs with the opportunity to examine and share their acculturation experiences and subjective warrants, and how these experiences have shaped their assumptions about teaching PE, as seen when engaging PSTs in transformative pedagogies like autobiographical narrative inquiry (Hennig et al., 2022; Hennig et al., 2020). This would allow PSTs to inquire into their own experiences in PE settings and compare them alongside dominant and non-dominant narratives of PE, which will shape how they intend to approach teaching in schools. While this kind of reflection did not appear to have been impactful for early-career PE teachers in this study during the current phase of their occupational socialization, it ignited their critical awareness and ability to understand diverse PE experiences. Having said this, these reflexive strategies alone did not give them a deep enough understanding to implement social justice pedagogies, suggesting that PHETE educators need to consider using other strategies.

Implications for PHETE Programs

The findings from this research add to this recommendation by suggesting that PHETE programs consider providing PSTs with experience sharing opportunities as they complete their student teaching field experiences. Experience sharing opportunities in relational spaces would allow PSTs to connect and openly discuss the diverse teaching contexts and situations they have encountered during their field experiences with their peers and PHETE educators. It could expose them to situations they did not experience in their student teaching - but those that their peers did, which they may encounter in the future. These discussions can surround how PSTs responded in these situations, how their peers responded in similar cases, and how they might respond should they re-encounter the issue. Experience sharing opportunities may equip them with feedback and practical solutions to address inequities they have faced in the PE setting among students, and in some cases, for them as teachers in a marginalized subject area. Therefore, this may potentially reduce the reality shock they experience as they transition into schools as early-career PE teachers. This suggestion provided by participants was also one of the several suggestions made by R. Richards et al. (2013) to prepare PSTs for the realities of teaching in schools, and should be carried over into the school setting where beginning PE teachers could continue to discuss, share and reflect on the complex social justice issues that arise within their daily practice.

Having said this, there is a need to move beyond theoretical conversations. As was articulated by early-career PE teachers in this study, and in response to the criticisms surrounding critical theories, PSTs need to be provided with practical responses and solutions that complement their social justice knowledge should they encounter social justice issues in their field experiences and upon entering the profession.

> Go beyond just discussing social justice…bring up something that might have happened in the school and then ask us to actively find solutions on how to address that situation. Not necessarily just having discussions. Having discussions is very important too, but if it was purposefully integrated into the curriculum and said, "Hey, we're going to talk about these social justice issues today. We'll have a discussion time, but I want to hit these things that could happen in schools, and I want you guys to think of different solutions, and then we'll discuss what might be the best or what might not be or how to best approach those things". I think that that might be valuable. [Taylor, I3, 00:19:39]

PHETE programs need to be both explicit and intentional in articulating what teaching for and about social justice is, and what this type of teaching is expected to look like in PE settings. To enhance PSTs' understanding of social justice and how social inequities are (re)produced in the PE setting, PSTs can be asked to read and engage with case studies and case-based scenarios that expose them to diverse student and teacher experiences in PE settings (R. Richards et al., 2013). Topics may include cases related to inequities on the basis of race, gender and sexuality, ability, socioeconomic status, behaviour management and experiences of isolation and marginality as early-career PE teachers. In this way, PHETE programs may support PST's knowledge of different social justice issues with an added understanding of *how* to teach in more socially just ways; move beyond surface-level conceptualizations of inclusion based only on ability. While it may be impossible for even the highest quality PHETE programs to provide *all* of the knowledge and skills necessary for early-career PE teachers to be successful in their teaching given the various contexts they experience when they enter schools (Stroot & Ko, 2006), these suggestions may help build the confidence PST's seek in taking on the responsibility of addressing social justice issues in PE settings.

Implications for Schools

The experiences shared by early-career PE teachers in this study also have practical implications for schools. For early-career PE teachers in this study, a consistent response from administrators that aligns with a shared value for social justice in the classroom would create a whole-school environment that actively responds to and does not tolerate exclusion, prejudice, or discrimination. After all, fostering inclusive and socially just educational environments is not only the responsibility of PE teachers. If PHETE programs aim to equip PSTs with the knowledge and skills to teach about social justice, respond to injustice and implement socially just pedagogies, the experiences of these early-career PE teachers pose questions about the effectiveness of placing the weight of social justice on PSTs and early-career PE teachers without including more experienced teachers in the conversation. Involving all teachers in ongoing professional development opportunities would provide them with the theoretical knowledge to support their understanding of social justice, the practical knowledge to guide them in implementing social justice pedagogies, and serve as spaces to keep these conversations ongoing. This could potentially foster a whole school value commitment to social justice and reflect the advocacy found in PHETE programs. I question, however, where safe, comfortable spaces may exist for early-career PE

teachers to have conversations around advocating for and teaching about social justice in PE settings as they transition into schools, especially when they are often the only physical educator in their school or the only early-career teacher in their department and are faced with a lack of support or colleagues who do not value social justice pedagogies in PE.

Directions for Future Research

Further studies may be conducted with more early-career PE teachers to broaden the understanding of how early-career physical teachers understand and implement teaching for and about social justice as they enter schools. Observational studies within these schools would be helpful to gain a contextual understanding of the PE settings each participant teaches in. Each school has a different socio-cultural nuance; thus, observations would be beneficial in understanding the variety of factors that contribute to how early-career PE teachers experience teaching for and about social justice issues. It would also be interesting to include males in the sample of participants to explore how their experiences are similar and different from female experiences. Longitudinal studies may allow a follow-up with early-career PE teachers once they have taught beyond the years of being considered an early-career teacher and are comfortable and stable in their teaching role and instructional methods. This might provide insight into what happens to their social justice knowledge and socially critical perspectives as they move through different phases of their careers. Are they able to strategically redefine their teaching situations, or did their strategic compliance, ultimately leading to a washout of the socially critical perspectives and innovative practices acquired in PHETE programs? Future research concerned with the occupational socialization of PE teachers and social justice in PE may also be interested in the experiences of veteran PE teachers. Studies could explore how veterans have experienced teaching for and about social justice in their PE classes amid the current advocacy for embracing socially critical perspectives and using more socially just pedagogies in PE settings. Perhaps studies including veteran PE teachers may even be conducted to understand how veteran teachers, who have experienced other social shifts in the past that influenced the teaching and learning in schools, are handling the current shifts focused around social justice and inclusion. A better understanding of these experienced perspectives may provide valuable insight into helping to prepare PSTs to work alongside veteran teachers.

This exploration into the organizational socialization of early-career PE teachers has provided an in-depth understanding of how 4 participants have used the knowledge and skills

surrounding social justice that they acquired in PHETE upon their entry into schools. It has provided an insight into their needs to be able to successfully translate their knowledge into practice when faced with the realities of teaching in schools. It has also brought about many questions surrounding just how much we can really ask early career PE teachers to do. I believe that the continued interest in what happens after early-career PE teachers have entered schools continue to provide the necessary, missing, information needed to better prepare PSTs to confront the several competing tensions and demands placed upon them that challenges their ability to teach PE in more socially just ways.

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Appendices

Appendix A – Interview Script – Adapted from Curtner-Smith et al. (2008)

Interview 1

Background Information (multiple prompts allowed)

1. How old are you?
2. Where were you born?
3. What is your race?
4. What is your gender?
5. What is your ethnic origin?

Acculturation (multiple prompts allowed)

1. Would you describe your parents, guardians, siblings, or any close relatives as being active or inactive in sport or physical activity? Please elaborate.
2. During your own childhood and adolescence, would you describe yourself as active or inactive?
    a. If you were active, in which sports or physical activities did you participate during your childhood and adolescence? At what level did you participate in organized sport?
    b. If you were inactive, what factors or experiences contributed to this decision?
3. Describe your school physical education programs at the elementary, middle, and high school levels.
    a. Describe the delivery and/or availability of extracurricular sport and physical activity at the schools you attended.
    b. Describe your physical education teachers, other teachers, or coaches who worked with you during any school extracurricular sport in which you participated.
4. Describe any coaches who taught or coached you in sport or physical activity outside the school setting during your childhood and adolescence.
5. Describe any participation in sport and physical activity during your years in higher education.
6. Do you currently participate in sport and/or physical activity? If yes, please elaborate.
7. Why did you decide to become a PE teacher?
    a. Were there any significant experiences that attracted you toward pursuing a career in physical education?
    b. Were there any experiences that could have turned you away?

Professional Socialization (multiple prompts allowed)

1. Describe the professors or course instructors who taught you to teach physical education during your teacher education program.
    a. Were they specialized in teacher education or teacher training?
    b. To your knowledge, did any of these professors or course instructors coach university or college sports teams? If yes, please elaborate.
2. During your teacher education program, did you ever complete an autobiographical narrative inquiry? If yes, please elaborate.
3. When you completed your teacher education program, what kind of position were you looking for and what were your goals as a teacher?

Social Justice Education

1. Describe any classes which you took during your teacher education program that taught you about issues related to social justice, diversity, inclusion etc.
2. Describe how you were trained to employ your understanding of social justice. Did you discuss related topics in the classroom? If so, what were they?
3. Were you given written material to read including books, articles, internet sites or example units and lesson plans?
4. Did you get any opportunities to apply your understandings of social justice into practice prior to student teaching (i.e., course-based assignments)? If yes, did professors (lecturers) supervise you and provide feedback?

Early Field Experiences – Student Teaching

1. Describe any field experiences, internships, or teaching practices in which you participated during your teacher education program
2. Were the ideas and practices that you learned during your teacher education program supported by your co-operating teacher and/or other teachers in the department? Were there any that were not supported? Please elaborate.
3. Did you have an opportunity to apply your understandings of social justice during student teaching (teaching practice)? If yes, please elaborate.

Interview 2

General Organizational Socialization (multiple prompts allowed)

1. Describe the school in which you teach.
    a. How many pupils attend the school and what are their backgrounds?
    b. Describe the geographic location and the school community.
2. Are there any other newly qualified physical education teachers or teachers of other subjects employed at your school? If yes, how much contact do you have with them?
3. Have you been assigned an official mentor or do you have an unofficial mentor within the school? If yes, please describe their influence on your teaching.
4. Describe the school's physical education department.
    a. How many teachers are there in the department?
    b. What are their approximate ages?
    c. Approximately how long have they been at the school?
    d. What kind of facilities and equipment do you have?
    e. How many students are in your physical education classes? (class size)
    f. What are the department's main goals? What are their main challenges?
5. Describe your school's physical education curriculum and extracurricular sports program.
    a. Who makes the decisions on what is taught and how content is taught in the physical education department?
    b. How much input have you had on content taught and curriculum models employed? Have your colleagues embraced any new ideas you have brought to the department?
    c. Can you provide examples of times when you were given the agency to exercise your curriculum, and times when you encountered resistance?
6. Describe your feelings and experiences related to your transition into schools as a physical education teacher.
    a. In what ways have you been supported?

    b. In what ways have you encountered difficulty or resistance?

Shaping Experiences Reflection

1. Please share one experience that you stood out to you related to social justice in the PE setting.

Teaching for Social Justice in Physical Education (multiple prompts allowed)

1. What does teaching for social justice in physical education mean to you? How do you see this understanding fitting into physical education?
2. How confident do you feel teaching for social justice in your physical education classes? How successfully you think what was taught about social justice in your teacher education program translates into practice?
3. Have any teachers in your physical education department ever discussed modeling their practices around the principles of social justice before you arrived?
4. Have you attempted to implement your knowledge of social justice, diversity, and inclusion since you have been at the school?
    a. If yes, please elaborate and describe your degree of success.
        i. Were your colleagues interested and supportive?
        ii. Which components of your teacher education did you find most and least helpful in implementing social justice?
        iii. Were there any particular problems you had with implementing social justice?
    b. If not, why? What has stopped you from attempting to implement principles of social justice?
5. What has been your experience understanding and addressing issues such as race, gender, sexuality, inclusion, and body image in your own physical education classes?
6. How do you include students who don't fit into the dominant narrative of PE? How do you adapt your instruction and curriculum to include more students so they can see themselves represented in the physical education space?
7. How does the structure of schools impact your ability to teach PE and to teach for social justice in physical education?
8. Can you think of any moments where you felt marginalized as a student or as a teacher in the PE setting?
9. Which other curriculum models have you employed (e.g., TGFU, TPSR, Sport Education)? How might social justice education "fit" within their design and implementation?

Effects of the Pandemic on Teaching Physical Education

1. How have the effects of the COVID-19 pandemic impacted the delivery of PE in your school?
2. How has this experience impacted your ability to integrate social justice into your teaching? Do you feel that your teacher education program adequately prepared you to teach PE amid these changes?

Other (multiple prompts allowed)

1. Is there anything else you want to tell me about integrating social justice into teaching PE?

Interview 3

1. Further questions or clarifications related to Interview 1 and Interview 2 responses.
2. Summarize findings from the critical incidence refection completed.
    a. If you had the opportunity to speak with pre-service physical education teachers, what would be important for them to know about the transition into teaching?
    b. What do you think teacher education programs should teach to better prepare teachers for teaching in schools?
    c. How can teacher education programs adapt their practices to engage with and better prepare pre-service physical education teachers to integrate social justice pedagogies into their teaching?

Appendix B – Shaping Experiences Reflection – Adapted from R. Philpot et al. (2020)

Shaping Experiences Reflection

Occupational socialization is a branch of socialization theory that has guided studies exploring how PE teachers assimilate into their teaching careers. It includes all the kinds of socialization that influence a person to enter the field and are responsible for their perceptions and actions as educators such as early experiences with family, peers, teachers/coaches, school, and sport; teacher education and student teaching; and experiences in the workplace as a new teacher.

Think of 3-5 critical moments related to social justice and PE that you experienced during your teaching, and how they have been monumental. Use the table below to record brief notes of each incident or experience. Use the following questions to guide your reflection:

1. What happened?
2. Why did it happen?
3. What did you do?
4. What was the outcome?
5. What may have led to a more desirable outcome?

Complete by Interview 2. You will be asked to choose one experience to discuss how it shaped you as a physical educator. We will revisit these experiences in the final interview.

Shaping Experience 1				
Incident	Social Justice Issues	Teacher Actions	Student Actions	Outcomes
Shaping Experience 2				
Incident	Social Justice Issues	Teacher Actions	Student Actions	Outcomes
Shaping Experience 3				
Incident	Social Justice Issues	Teacher Actions	Student Actions	Outcomes
Shaping Experience 4				
Incident	Social Justice Issues	Teacher Actions	Student Actions	Outcomes
Shaping Experience 5				
Incident	Social Justice Issues	Teacher Actions	Student Actions	Outcomes

Appendix C – Letter of Informed Consent

Dear Teacher,

This is to invite you to participate in a study entitled *Early-Career Physical Education Teacher Socialization: Negotiating the Tension and Realities of Teaching for Social Justice* which is being conducted by Vanessa Da Fonte, in the department of Kinesiology and Physical Education at McGill University with funding from the Social Sciences and Humanities Research Council of Canada (SSHRC). The purpose of this research is to explore the experiences of early-career physical education teachers as they enter schools after having completed a teacher education program. It seeks to understand what happens to knowledge related to social justice acquired in teacher education programming as they transition into schools.

Your involvement in the study will entail participation in three semi-structured interviews in which you will be asked to meet three separate times. Each interview will last approximately 1-2 hours. During these interviews, if you consent, the conversations will be audio recorded. If COVID-19 restrictions are still in place, virtual interviews will be conducted remotely through Zoom. Interviews will be audio recorded only. You can keep the camera function off if you choose.

With your consent, I would like to audio-record the interview to ensure accurate transcription and analysis. If consent is denied, interview data will be collected by hand-written field text.

You consent to audio-recorded conversations Yes_____ No_____

Your participation is voluntary. You may choose to withdraw at any time or refuse to answer any question if you don't want to. If you choose to withdraw during or right after the study, all information obtained up until that point will be destroyed unless you specify otherwise at the time of withdrawal. Once data has been combined for publication, it may not be possible to withdraw your data in its entirety. We can only remove your dataset from further analysis and from use in future publications. Once data is anonymized, data cannot be withdrawn.

Your name will never be revealed in written or oral presentations. All identifiable information and interview data will only be accessible to Vanessa Da Fonte (Principal Investigator), Dr. Jordan Koch (Supervisor) and Dr. Lee Schaefer (Co-Supervisor). Identifiable information, audio recordings, and interview transcription data will be kept under secure conditions. Each file will be password-protected and stored on the principal investigator's password protected computer. Identifiable data will be coded, with an identification key kept separate from the data set. Data will be discarded in accordance with the 7-year data retention requirements at McGill University.

You will receive $5.00 for participation in the first interview, $10.00 for participation in the second interview, and $15.00 for participation in the third interview for a total of up to $30.00. If you choose to withdraw from the study, you will be compensated for the interviews in which you participated. Whether you participated in all three interviews or choose to withdraw from the study, you will be compensated for the interviews you did do and the amount will be reflected on an electronic gift card made out to a store location of your choice.

You may contact Vanessa Da Fonte at vanessa.dafonte@mail.mcgill.ca or Dr. Jordan Koch at jordan.koch@mcgill.ca if you have any questions about the study.

If you have any questions or concerns about your rights or welfare as a participant in this research study, please contact the Manager, Research Ethics at 514-398-6831 or lynda.mcneil@mcgill.ca.

Please sign below if you have read the above information and consent to participate in the study. Agreeing to participate in this study does not waive any of your rights or release the researchers from their responsibilities. To ensure the study is being conducted properly, authorized individuals, such as a member of the Research Ethics Board, may have access to your information. A copy of this consent form will be given to you and the researcher will keep a copy. Please save/print a copy of the consent form for your records.

Participant's signature____________________________

Participant's printed name ________________________

Date ____