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Professionalism and the primary Physical Education specialist teacher in

Queensland state primary schools

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Statement of Original Authorship

The work contained in this thesis has not been previously submitted to meet requirements for an award at this or any other higher education institution. To the best of my knowledge and belief, this thesis contains no material previously published or written by another person except where due reference is made.

Signature:

Date: 05/02/2018

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Abstract

What is meant by professionalism, and specifically what is meant by teacher professionalism has generated numerous studies, but research into the role and actions of primary Physical Education (PE) specialist teachers has, so far, been limited.

To address these limitations, this research study adopted a phenomenological approach to investigate how five primary PE specialist teachers in Queensland state schools – at different teacher career stages – defined, perceived, and enacted professionalism. The discourses of managerial and democratic teacher professionalism (Sachs, 2003) were examined, and provided a reference point for discussion. Interpretative Phenomenological Analysis (IPA), a research methodology that is concerned with exploring lived experiences, was used to address the research questions. Semi-structured interviews were conducted with the five participants and analysed. As IPA is informed by hermeneutics, the theory of interpretation, the researcher interrogated and interpreted the data that resulted from the interviews. Through the analysis two super-ordinate themes: *Professionalism as a personal responsibility* and *Physical Education as the other* were identified. Supporting these two super-ordinate themes were subordinate themes which were interrelated. The super-ordinate and subordinate themes indicated that the professionalism defined, perceived and enacted by primary PE specialist teachers was managerial in nature. The research found that a more aspirational enactment of professionalism requires making opportunities available for primary PE specialist teachers to meet, discuss different types of professionalism, and collaborate to create and share knowledge.

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Chapter 1 Introduction

My story

I was a late starter as a primary Physical Education (PE) specialist teacher. On the second last day of the school year in 2008 I received a transfer from a position in a metropolitan high school in Brisbane to the position of primary PE specialist teacher at a primary school. I was 49 years old. While I was happy to receive a transfer that was closer to where I lived, I was apprehensive about teaching primary school-aged children, particularly the youngest ones in Prep level.

My pre-service training had prepared me for teaching in a primary school and I had spent some time as an educational advisor working with primary PE specialist teachers. However, this was many years ago, and for the last 17 years all of my teaching employment had been in a secondary school setting. The majority of my teaching had been Health and Physical Education although I had taught Junior, Senior and Communication English, and for the last four years in secondary I had worked in a Special Education Unit.

Coinciding with my transfer were movements around the issue of teaching as a profession, both at a national and state level. Teaching Australia (the then national body for the teaching profession) had formulated a set of National Professional Standards for Advanced Teaching and School Leadership. These standards were intended to be aspirational and demonstrate to the wider community that teachers were skilled, dedicated professionals. Education Queensland and the registration authority, the Queensland College of Teachers had also developed standards, and it seemed that teachers were being bombarded with expectations of their performance in and out of the classroom.

Due to my position in a Queensland professional teacher association I was invited to discuss the formulation of standards for different career stages in teaching by the recently formed Australian Institute for Teaching and School Leadership (which had replaced Teaching Australia). This discussion caused me to question the purpose of teacher standards and their role in promoting teacher professionalism. It seemed teacher professionalism was an element that was measurable, potentially narrowing, and that teachers had little input into what constituted teacher professionalism, how it was seen, and how it was enacted.

I wanted to bring together the lived experience of being a primary PE specialist teacher in a Queensland school with the phenomenon of how professionalism was perceived and enacted. My perception and enactment of professionalism as a secondary teacher now teaching in a primary school could be similar to or different from the perception and enactment of professionalism by other primary PE specialists. The perception and enactment of professionalism framed the research questions.

Research questions

The overarching research question was: How does the primary Physical Education (PE) specialist teacher define, perceive and enact professionalism? The three research questions that underpinned the investigation were:

- Where are primary PE specialist teachers located in the contested area of teacher professionalism?
- What does professionalism mean to the primary PE specialist teacher, and how do they demonstrate it? (How do they define and enact professionalism?)
- Does the perception of professionalism by primary PE specialist teachers affect how they operate in the school setting?

These questions were informed by the literature review, an autoethnographic account by the researcher, and phenomenological research methods.

Clarification of terms

There is common slippage in terminology between Health and Physical Education (HPE), Physical Education (PE) and Health Education (HE).   In Queensland, HPE is the key learning area, but PE is more commonly taught by primary Physical Education (PE) school specialists in Queensland state schools. This paper positions HPE and PE as crossover terms. The term physical education is used for the subject in state primary schools in this study.

The teaching of Health Education in Queensland schools is generally seen as the responsibility of the generalist (classroom) primary teacher, but there are primary PE specialist teachers in Queensland state schools who also teach Health Education. In this research study, the terms generalist primary teacher and classroom teacher are

synonymous. Participants in this study used the term classroom teacher to denote the primary generalist teacher. In Queensland, the term Prep (P) is used for the Foundation Year as this is how it is referred to in the Australian curriculum. The Foundation Year is the first year of formal schooling in Australia.

PE specialist teachers in primary schools construct, implement, and evaluate programs focussed on physical activity. Dinan-Thompson (2009, p.xxiii) defined physical education as "education of the physical, through the physical and about the physical. It may include skill acquisition, education for leisure, health and fitness, holistic development, socialisation and enjoyment".

Teacher professionalism is associated with, but different from, teacher professional identity. Teacher professional identity has been described by Beijaard, Verloop, and Vermunt (2000) as "how they (teachers) perceive themselves as teachers and what factors contribute to these perceptions" (p.749). An orthodox view of professional identity describes it as:

> …a set of externally ascribed attributes that are used to differentiate one group from another. Professional identity thus is a set of attributes that are imposed upon the teaching profession either by outsiders or members of the teaching fraternity itself. The generation and application of standards for teachers could be one influence on professional identity. Teacher professional identity is continually re-established and negotiated, is influenced by social, cultural and political factors and is shaped by competing discourses of teacher professionalism. (Sachs, 2010, p.153)

Dowling (2006) also saw teacher professionalism as informing teacher professional identity and identified the concerns of researchers that neoliberal forms of professionalism

could promote an "an egoistic professional identity…at the expense of the learning community (Dowling, 2006, p.250).

This study used the concept of professionalism promulgated as "a site of struggle" (Sachs, 2003, p.6) where:

> it is teachers themselves in concert with various stakeholders who must make the intellectual, political and social running when it comes to the strategies to enhance the work of teachers and the perception of the importance and status of teachers within the wide community. (Sachs, 2003, p.6)

Thus, different meanings of teacher professionalism emerged from the research process. In Chapter 2 concepts of teacher professionalism are examined and discussed.

The focus of the overarching research question was on the words and actions that demonstrated how the primary PE specialist teacher defined, perceived, and enacted professionalism. According to Evans (2008), "…professionalism should not be a hypothetical or idealised concept, it should be perceived as a reality – a real entity. Yet it is only an entity if it is operational" (p.10). This means professionalism is enacted; a concept of professionalism described by Evans (2008) as "professional practice as observed, perceived and interpreted by any observer – from outside or within the relevant professional group, and including those doing the *enacting*" (p.13). This definition aligns with this study, which examined the lived experience of both the researcher and selected primary PE specialist teachers in Queensland state schools.

Significance

This study is significant because it examined how the perception and enactment of professionalism impacted on the role of the PE specialist teacher in primary schools, and

on support structures. The fundamental right to access physical education was declared in the United Nations Educational, Scientific and Cultural Organisation (UNESCO) *International Charter on Physical Education and Sport* in 1978. The same organisation claimed in 2015 that "the provision of physical education is in decline across all world regions" (United Nations Educational, Scientific and Cultural Organisation, [UNESCO], 2015, p.6) and that, in terms of teacher education, supply and development; "particular focus must be placed on those responsible for physical education in primary/elementary schools" (UNESCO, 2015, p.50). The importance of physical education in the Australian primary school curriculum and the challenges of time tabling, meeting individual students' needs and issues regarding who should teach the subject have been identified nationally (Turner, 2015).

With the implementation of the Australian Curriculum - Health and Physical Education (AC: HPE) being addressed by states and territories, the role and operation of the primary PE specialist teacher is under scrutiny. Therefore, it was timely that the meaning and enactment of professionalism by primary PE specialist teachers in Queensland was investigated. Queensland has had specialist PE teachers in state primary schools for many years and arguments have been made by other Australian states to adopt a similar model, that being where the majority of state primary school students have access to a PE specialist teacher.

The findings and implications of this study are not confined to Queensland, and have relevance nationally and internationally. The national implications relate to the employment and operation of PE specialist teachers in Australian primary schools, and the international implications relate to how principles are put into action in different national contexts using the benchmarks of *Quality Physical Education* (UNESCO, 2015).

When the initial research for this study began in 2009, the then Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) had agreed to the prioritisation of the subject HPE within phase 3 of the National Curriculum, and it was given the status of a core learning area, taught from the Preparatory Year (Prep) through to Year 10. The AC: HPE was endorsed by The Council of Australian Governments in September 2015.

Limitations

This research is limited by the number of subjects involved in professional self-narratives, five in total, and the fact that four of the five subjects are Department of Education and Training (DET), Queensland employees. However, the small scale of the research allowed experiences to be captured, and discussion generated, in a way that can be applied to a larger research cohort. While the literature review examined overseas and national research, the collection of information from subjects took place in Queensland and provided a Queensland experience. However, this research has relevance to other states and territories, and internationally, as teacher professionalism can be viewed both as a universal and a contextual concept.

As the researcher is a primary PE specialist teacher who collected data on the lived experience of being a PE specialist teacher in a primary school setting, researcher bias could influence the analysis and discussion of the research. Giles (2009) stated that: "the phenomenological research approach calls for the researcher to make explicit his or her own pre-assumptions as phenomenological researchers are dynamically engaged with the 'text' of other people's experiences of a phenomenon, while at the same time their own historicity remains in front of them" (p.3). The researcher has acknowledged the

relationship between the text of the participants in the study and her own biography, and has identified her assumptions in Chapter 3.

Summary

There is limited research on how primary PE specialist teachers in Queensland schools, and internationally, enact professionalism. Teacher professionalism is a site of struggle and what constitutes teacher professionalism is a disputed area. This study drew on relevant literature to determine a meaning for teacher professionalism, which enabled the researcher to investigate how it is defined, perceived and enacted by primary PE specialist teachers in Queensland schools.

The research study employed three inter-related approaches; a theoretical grounding through a literature review, an autoethnographic account, and phenomenological research to investigate the research questions.

Chapter structure

The chapters in this paper are structured to reflect the previously mentioned approaches. Chapter 2, the Literature Review, provides a background for the research by referring to studies on teacher professionalism, historical perspectives of physical education in Queensland state primary schools, curriculum development, and subject status. Chapter 3 presents a rationale for using a phenomenological approach to investigate the research questions. It gives an examination of the philosophical basis of phenomenology to support the use of Interpretative Phenomenological Analysis (IPA) as the chosen methodology for this research study. Chapter 4 presents the lived experiences of five participants who have taught as primary PE specialist teachers in Queensland, and their perception and enactment of professionalism. The participants' interview responses

are analysed, and super-ordinate and subordinate themes are identified in this chapter. In Chapter 5 the phenomenon of the enactment of professionalism by primary PE specialist teachers in Queensland state schools is discussed with reference to the Chapter 4 analysis and the Chapter 2 literature review.

Chapter 2 Literature Review

This chapter identifies relevant studies and provides an empirical grounding for the research. It is divided into four sections which inform the research questions. The sections are as follows: an examination of what constitutes teacher professionalism, a historical perspective of physical education in Queensland state primary schools, curriculum development with reference to the Australian Curriculum – Health and Physical Education (AC: HPE), and the status of physical education nationally and internationally. Resources which informed this chapter came from the Department of Education and Training, Queensland archives and Australian and international studies on teacher professionalism and physical education. Each section highlights developments, tensions and gaps that influenced the study.

Teacher professionalism

An understanding of what constitutes teacher professionalism was critical to this study. However, teacher professionalism is a contested area with no clear and unambiguous definition of the term. Consensus on a meaning has not been achieved by teacher associations, employing authorities, or academics (Bloomfield, 2006; Sachs, 2003). Briztman (1991) described the concept of teacher professionalism as "a struggle for voice and discursive practices amid a cacophony of past and present voices, lived experiences and available practices" (p.8). To arrive at a definition appropriate for this study it is necessary to consider a host of different voices.

A 2016 report on teacher professionalism by the Organization for Economic Cooperation and Development (OECD) using the 2013 *Teaching and Learning International Survey* (TALIS), defined teacher professionalism as "the knowledge, skills,

and practices that teachers must have in order to be effective educators" (Organisation for Economic Cooperation and Development, [OECD] 2016). Teacher professionalism was conceptualised as having three domains: a knowledge base, autonomy, and peer networks. The knowledge base encompassed both content and pedagogical knowledge and could be described as comprising both knowledge of the subject and knowledge of the learner.

The Australian Professional Standards for Teachers (APST) (Queensland College of Teachers, 2011) were developed earlier than the OECD report. The APST, while not employing the term teacher professionalism, have three domains which are called domains of teaching. These domains: professional knowledge, professional practice, and professional engagement align with the knowledge base, autonomy, and peer networks of teacher professionalism as conceptualised by the OECD. The APST are the current standards used by the Queensland College of Teachers (QCT) in 2017, and have been adopted from the Australian Institute for Teaching and School Leadership (AITSL) national standards. The standards "outline what teachers know and should be able to do" (Queensland College of Teachers [QCT], 2011, p.4) and thus can be seen as demonstrating teacher professionalism as an entity that is operationalised (Evans, 2008). The three domains of teaching are organised over four career stages, as shown in following table:

Domains	Graduate Career Stage	Proficient Career Stage	Highly Accomplished Career Stage	Lead Career Stage
Professional Knowledge	Demonstrates knowledge	Applies knowledge	Supports colleagues using current knowledge	Evaluates and improves knowledge content
Professional Practice	Demonstrates strategies	Establishes and maintains strategies	Supports colleagues	Leads colleagues
Professional Engagement	Seeks and applies feedback	Undertakes programs	Engages with colleagues to evaluate programs	Leads professional networks

Table 1: Domains of teaching and career stages (adapted from APST, QCT, 2011)

The table represents a continuum where "progression through the stages describes a growing understanding, applied with increasing sophistication across a broader and more complex range of situations" (QCT, 2011, p.6). It would appear from this table that the definition, perception and enactment of teacher professionalism could change over a teacher's career. This had implications for this study, and these themes are further discussed and developed in Chapter 3.

There is a voice which defines teacher professionalism as a list of attributes displayed by exemplary practitioners. The National Association for Sport and Physical Education (NASPE) – an association of the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) – provided a guidance document, the *Physical Education Teacher Evaluation Tool* (2007) which has 12 attributes for professionalism (see Appendix D). These attributes included adherence to standards, participation in professional organisations, and the modelling of appropriate appearance and behaviour. The toolkit reads as a checklist of attributes and behaviours to be ticked off in succession, rather than giving a holistic picture of professionalism.

In contrast, McCulloch, Hensby, and Knight (2000) understood teacher professionalism as a form of ideology, providing teachers with some autonomy of action while also acknowledging controls over them. It is dynamic and must be located in "relation to changing historical, political and social contexts" (McCulloch, Hensby, & Knight 2000, p.14). This reflects Sachs' (2003) understanding of teacher professionalism as a site of struggle.

In Chapter 1 of this study the concept of teacher professionalism as an entity was presented by Evans (2008), whose personal definition of teacher professionalism is a:

> professionality-influenced practice that is consistent with commonly-held consensual delineations of a specific profession and that both contributes to and reflects perceptions of the profession's purpose and status and the specific nature, range and levels of service provided by, and expertise prevalent within, the profession, as well as the general ethical code underpinning this practice. (p.13)

This definition contains elements of professional knowledge and professional practice, and also specifically identifies an ethical code. The APST have a standard in the

Professional Engagement domain on meeting professional ethics and responsibilities. It could be debated that a continuum in ethical behaviour is not feasible as teachers would be expected to work ethically at all times. Enacting professionalism could be informed by a code of ethics that is both personal and one that is corporate. The QCT produced a Code of Ethics which linked identified values of integrity, dignity, responsibility, respect, justice, and care to teacher professionalism and gave examples of how they could be demonstrated (QCT, 2008). Ethical practice, as a fundamental component of enacting teacher professionalism, has also been identified by Sockett (1993), Carr (2000), and Sachs (2003). While teachers in Queensland state schools undergo training in a Code of Conduct it is generally as a passive recipient of corporate ethics, rather than actively engaging in discussion about the ethical aspects of teacher professionalism.

Teachers' understanding of professionalism

There have been limited studies on how teachers in primary school view professionalism. Tichenor and Tichenor (2005, p.89) asked: "What does it mean to be a professional and exhibit professionalism?" and conducted focus group interviews with practicing teachers in four elementary schools in the United States (US) to answer the question. They grouped teachers' comments into five categories based on Sockett's (1993) conception of teacher professionalism. The five categories were character, commitment to change and continuous improvement, subject knowledge, pedagogical knowledge, and relationships beyond the classroom (Tichenor & Tichenor, 2005). Their findings suggested "that teachers believe there are qualities and characteristics of teachers that separate 'professionals' from others. In other words, they do not believe all teachers exhibit the behaviours and characteristics of being a professional" (Tichenor & Tichenor, 2005, p.94). The qualities identified in the study were resilience, friendliness, being caring, flexibility, confidence and being aware that they were a role model for students. From these findings

Tichenor and Tichenor (2005) determined that the professionalism of all teachers should be addressed, and that the concept of professionalism be communicated to a wider audience.

Kramer (2003) contended that the most critical elements of teacher professionalism can be classified into three categories: attitude, behaviour, and communication. This classification of professionalism into categories contains elements of the OECD and the APST. Kramer (2003) elaborated on these categories, identifying having a positive attitude and risk taking as elements of attitude, content knowledge and role modelling as elements of behaviour, and collaboration and participation in learning communities as aspects of communication.

The meaning of teacher professionalism for this study

From the disparate voices debating teacher professionalism it was necessary to select a workable meaning for the term to provide a reference point for the research. This study recognised teacher professionalism as an entity (Evans, 2008) and adopted the view of Sachs (2003) that "teacher professionalism as a concept or as a political project is not static but, rather, that new forms of teacher professionalism are emerging in response to changing social, economic and political conditions" (p. 6). Recognising teacher professionalism as a dynamic entity acknowledges that its enactment is influenced by external conditions and that enactments of professionalism have outcomes.

Sachs (2003) identified two concepts of teacher professionalism; old and new, and two contrasting but not necessarily exclusionary discourses of teacher professionalism; managerial and democratic. It is these two discourses; managerial and democratic, that have informed this paper. As Sachs (2003, p.24) stated: "These discourses set the limits of what can be said, thought and done with respect to debates and initiatives which are designed to enhance the political project of teacher professionalism nationally across both

state and independent schooling sectors." An explanation of both discourses took into account the social and cultural factors that contributed to their position in Australian educational settings. Demonstrating the symbiotic relationship between teacher identity and professionalism, Sachs (2003) identified two differing forms of professional identity; entrepreneurial, where teachers see themselves as efficient and accountable to external regulations and policy and activist where teachers see themselves as agents of change in improving conditions to enhance student learning.

Day (2002) described markers of professionalism associated with the teaching profession as having a knowledge base and service ethic, having an individual and collective teacher identity and having control over classroom practice. He argued that reforms based on a neoliberalist agenda had eroded these markers and therefore affected teacher identity and their enactment of professionalism. He also described professionalism and teacher identity as acknowledging moral purposes and ethical codes and teachers' perception of teaching as both a craft and a scientific endeavour.

In 21st century Australia, managerial professionalism has been identified as the dominant discourse of teacher professionalism operating in and outside schools (Sachs, 2003). Managerial professionalism arose from the public-sector reforms of the 1980s and 1990s (including those which occurred in Queensland) and was based on "the application of market theory and private sector management principles, procedures and structures to the public sector" (Sachs, 2003, p. 20). The rationale behind the adoption of this theory and principles was that their application would result in a more efficient, better quality and more accountable education system. Managerial teacher professionalism could be seen as a manifestation of the principles and operation of business systems in the education sector. This manifestation was based on a policy model of neoliberalism where public sector control was replaced by private sector control. Davies and Bansel (2007) elaborated on

this policy as a feature of neoliberalism, stating: "Through discourses of inevitability and globalisation, and through the technology of choice, responsibilized individuals have been persuaded to willingly take over responsibility for areas of care that were previously the responsibility of government" (p. 251).

Neoliberalism had become a dominant discourse in education during the final decades of the 20th century. Stevenson and Gilliland (2016, p.9) stated: "The spread of neoliberalism continues at an alarming rate, so that the famous Finnish education expert Pasi Sahlberg likens it to a virus, calling it GERM: the Global Education Reform Movement." Davies and Bansel (2007) were also highly critical of the effect of neoliberalism on education in Australia and New Zealand, noting that: "Neoliberalism - withdraws value from the social good. Economic productivity is seen to come not from government investment in education, but from transforming education into a product that can be bought and sold like anything else" (p.254).

The influence of neoliberalism on teacher professionalism can be seen in three factors that shape it in Western education; performance cultures, increased accountability, and the establishment and use of standards (Sachs 2012). Sachs (2012) differentiated between regulatory and developmental standards, with the former being concerned with the measurement of performance through standardised testing and the latter concerned with improvements in teacher performance and student learning outcomes. With reference to the relationship between teacher quality and standards for teachers, Mockler observed:

This has involved the development of professional standards for teachers and the use of these standards to attempt to "raise the quality" of members of the teaching profession ... regulatory and measurement-oriented performance cultures, often

operationalised in the application of professional teaching standards, have had a damaging effect on teacher autonomy and professional identity. (2013, p.37)

The Preamble to the APST stated each descriptor was subjected to "an extensive validation process involving almost 6,000 teachers (that) ensured that each descriptor was shaped by the profession" (QCT, 2011, p.2). Therefore, it would follow that teachers in Queensland schools would be familiar with, and have ownership of, these standards. A report commissioned to identify an awareness of the standards by Australian teachers found a high awareness and knowledge of the standards with a key finding that "an average of 61% of teachers, school leaders and teacher educators … reported use of the Standards (*sic)* in their practice" (Australian Institute for Teaching and School Leadership [AITSL], 2014, p.9). It was also found that self-reflection and discussion with colleagues were the most commonly reported uses of the standards. The standards were conceived as behaviours that would be embedded in daily practice (AITSL, 2014) and thus could be described as enactments of professionalism.

An indication of the performance culture identified by Mockler (2013) is the corporatisation of education systems and schools. This is exemplified in schools where principals became managers and teachers were responsible for achieving corporate goals which they were unlikely to have set. According to Robertson (2005):

The shadow of the private sector is being cast over all aspects of school reform, from how we think about learners and learning to how schools should be governed and financed: from who produces curriculum to who (or what) delivers it; from whether public education is viewed as a remarkable accomplishment or an anachronistic failure. (p. 116)

Curriculum production and delivery is related to the enactment of professionalism with the possible consequence that the more distant the teacher is from production, the less identification and ownership they will have in implementation. Brooker and Penney (2009) argued that HPE teachers need to be more active in curriculum reform if the subject HPE is to secure a position as a mandated and valued curriculum area. The engagement of primary PE specialist teachers with curriculum reform will be discussed later in this chapter.

With the application of standards, increased accountability and performance cultures shaping education in Australia, the PE specialist teacher in the primary school is operating in an environment that supports managerial professionalism. Williams and Macdonald (2015) described the institutional context in which both primary PE specialist teachers and secondary HPE teachers operate in Queensland as neoliberal. They identified two categories of privatisation affecting schools; exogenous and endogenous. Exogenous privatisation was where private companies offered programmes in schools and endogenous was where public service behaviour became more like that of a private business. Primary PE specialist teachers could be described as providers of an increasingly marginalised product; the subject physical education. They may operate as managerial professionals, service deliverers and skills facilitators or they could be seen as irrelevant in the education market. With flexibility in the implementation of the AC: HPE "it is possible that PE specialist teacher in the primary school may become an 'endangered species'" (Brooks & Dinan-Thompson, 2013, p.236). The agenda of *Advancing education: An action plan for education in Queensland* (Queensland Government, 2015) reflected a perspective with a focus on academic subjects with its claim to "position schools to more effectively support students to develop the knowledge, skills and qualities they need to be job-ready for the future, building on the essentials of literacy and numeracy" (Queensland Government,

2015). Ravitch (2010) maintained that a focus on high stakes testing of literacy and numeracy contributed to the dropping of physical education classes in schools in the US. The Global Financial Crisis is also blamed for the laying off of elementary PE teachers in some states in the US (Schneider, Konukman, & Stier Jr, 2010), an example of a link between economic circumstances and priorities in education.

Managerial professionalism operates in an age identified by Hargreaves (1999) as post-professionalism. This age is characterised by "a struggle between forces intent on deprofessionalising teaching and others who wish to redefine teacher professionalism in more positive ways that are flexible, far-reaching and integrated in nature" (p. 14). A more positive way of defining or enacting teacher professionalism is democratic professionalism; described by Sachs (2003) as "encouraging inclusivity, collaboration, being proactive and taking an enquiry oriented approach" (p.16). Traditionally, teacher professionalism tended to be characterised by exclusive membership through the acquisition of specific knowledge. Democratic professionalism seeks to "demystify professional work and build alliances between teachers and excluded constituencies of students, parts and members of the community…" (Sachs, 2003, p.27). This demystification can occur through teachers sharing knowledge in their communities and initiating collaborative action. To address the issue of exclusivity, Hargreaves and Shirley (2009) suggested teachers move out of their confines, both physical and intellectual, to make connections with others in order to serve a common good. The 'Fourth Way' of educational reform, as explained by Hargreaves and Shirley (2009), shares commonalities with democratic professionalism. The Fourth Way is "defined by inspiration, innovation, social justice and sustainability" (Hargreaves & Shirley, 2009, p. 29). Both democratic professionalism and the Fourth Way endorse professionally shared targets relative to bureaucratically imposed ones, and both believe the move towards a more democratic way

of operating must come from teachers and educational leaders. It is through the enactment of democratic professionalism that teachers can contribute to educational and social outcomes.

Teachers in Australia may or may not identify with how enacting professionalism aligns with a statement in the *Melbourne Declaration on Educational Goals for Young Australians* (a paper that expresses future directions and aspirations for Australian schooling as agreed upon by Australian education ministers). The statement says: "Improving educational outcomes for all young Australians is central to the nation's social and economic prosperity and will position young people to live fulfilling, productive and responsible lives" (Ministerial Council for Education, Early Childhood Development and Youth Affairs, [MCEECDYA], 2008, p.7). Teachers could see their subject area, and the learning in it, contributing to individual growth and fulfilment, while economic prosperity could be seen as a political and collective goal, rather than an educational and individual one. The familiarity of teachers in Queensland with the 2008 *Melbourne Declaration on Educational Goals for Young Australians*, and whether it has had influence on their enactment of professionalism is difficult to determine.

A summary of managerial and democratic professionalism is represented in Figure 1, where Sachs (2012, p.10) presented four types of teacher professionalism which reinforce different kinds of Continuing Professional Development (CPD). To aid with understanding the researcher has labelled each section from 1 to 4.

Functional Development

1.	2.
• Accountability and control by Government • Upgrading of skills • Passive recipient of knowledge • Teacher as technician CONTROLLED PROFESSIONALISM *Organisational or Managerial Professionalism*	• Compliance with Government change agenda • Modify existing practices • Transmission of knowledge • Teacher as craft worker COMPLIANT PROFESSIONALISM *Occupational or Democratic Professionalism*
3.	4.
• Procedurally driven professional renewal • Rethink and renew practices • Proscribed collaborative learning networks • Teacher as reflective learner COLLABORATIVE PROFESSIONALISM	• Transformative practices • Knowledge creative and productive of new knowledge • Practitioner enquiry - teacher as researcher ACTIVIST PROFESSIONALISM

Attitudinal
Development

Figure 1 Types of CPD and Professionalism (adapted from Sachs, 2012, p. 10)

There are two axes in the figure; the horizontal axis shows the different discourses of

teacher professionalism and the vertical axis shows different developments. The

developments are based on the work of Evans (2008), where functional development is

based on performance and attitudinal development is concerned with individual motivation

and practice. These two developments are symbiotic. As Evans (2008, p.33) states: "an

ideally constituted professional development incorporates both attitudinal and functional

development, since either without the other is unsatisfactory". One distinction between

managerial and democratic professionalism is the level of engagement teachers have with

knowledge creation. In managerial professionalism, the teacher is a passive recipient of knowledge, whereas, in democratic professionalism they are active creators of knowledge. A passive recipient may enact professionalism but their enactment is directed by regulations and systemic controls. The enactment of democratic professionalism would see the teacher taking responsibility for their professional development and acting individually and collectively to challenge "taken-for-granted aspects of their practice" (Sachs, 2003, p.15). The descriptions of the different types of professionalism in each section provide a reference for analysis and discussion in Chapters 4 and 5.

Professional learning for teachers of physical education, rather than professionalism, has been a focus for studies internationally (Armour, 2010; Dowling, 2006; Keay 2005, 2006; Macdonald et al, 2008). The location of the primary PE specialist in the discourse of managerial professionalism has received scant attention in researched studies. A study undertaken in the 1970s described the professional location of the teacher of physical education in the English primary school system as "survival in a marginal role" where people operate in an organisational setting in "a role peripheral to the main functionings of the institution" (Hendry, 1975, p. 465). This peripheral location could be historical in nature and linked the status of the subject physical education in the primary school.

A summary of teacher professionalism

Teacher professionalism has different meanings to different individuals and groups. To some it is a collection of attributes, to others an ideology guiding practice. For the purpose of this study it is seen as an entity; it can be observed, perceived and interpreted. The two dominant discourses of teacher professionalism in Australia as identified by Sachs (2003) are managerial professionalism and democratic professionalism. Managerial

professionalism is exclusive, systems driven, employs external regulation in the form of

standards, and drives a reform agenda with the teacher as a passive participant.

Democratic professionalism is inclusive, driven by the teaching profession, employs

activism, and creates transformative practices. Managerial and democratic professionalism

both operate in an environment of designated standards, teacher accountability and a

performance culture. This environment supports and perpetuates managerial

professionalism. There have been limited studies on how managerial and democratic

discourses of teacher professionalism are enacted by primary PE specialist teachers.

A historical perspective of physical education in Queensland state primary schools

A historical perspective illustrates how physical education in Queensland state primary

schools has been influenced by curriculum, systemic and social developments. Queensland

has employed specialist primary PE teachers in primary schools for over 60 years, which

makes it unique among Australian states and territories. In other states and territories, the

teaching of physical education is generally the responsibility of the classroom teacher. This

situation can be understood through an examination of the Australian education system and

historical developments which influenced the teaching of physical education in Queensland.

An overview of education in Australia

In Australia, a federal government does not have constitutional power to pass laws

on education, and the states and territories are responsible for the operation, administration,

funding and regulation of state /public schools. Each state or jurisdiction has state and

private- based employing authorities and a registration body for teachers. In Queensland,

the state-based employing authority is the Department of Education and Training (DET)

and the registration body for all teachers is the Queensland College of Teachers (QCT).

However, the Federal Government assists with the funding of non-government schools and supplementary funding for state/public schools. The Federal Government has a Department of Education and Training which is responsible for national policies and programs (Australian Government, 2016). This arrangement has created tensions between state and federal governments and contributes to both generalist and specialist teachers being responsible for teaching physical education in Australian primary schools. The employment of primary PE specialist teachers is a school-based decision in most jurisdictions other than Queensland state schooling.

Queensland -the 19th and 20th centuries

The first school in Queensland was established at Toolburra near Warwick in 1850 and was financed by the government of New South Wales. In 1859 Queensland became a separate colony from New South Wales and school facilities for primary aged children in Queensland were organised under the *Education Act* of 1860 where a Board of General Education was given the authority to establish and administer primary schools. Free, secular and compulsory education in Queensland state schools was provided under the 1875 *Education Act* and responsibility for primary education was given to a Minister of Education and the Department of Public Instruction. The curriculum comprised reading, writing, arithmetic, object lessons, drill and gymnastics, vocal music, sewing and needlework, geography, history, English grammar and elementary mechanics (Department of Education and Training [DET]: Library Services, 2013). Logan and Clarke (1984, p.3) stated that: "The basis of the colonial curriculum was the 3Rs. In addition, object lessons ('show and tell' lessons), drill and gymnastics and vocal music were supposed to be taught, but in practice these relatively new subjects were often ignored or poorly taught."

The drill and gymnastic subjects were reflected the Western European approach to physical education, where drill activities were based on military training with prescribed movements undertaken simultaneously by large groups of students. Drill and gymnastic activities were aimed at improving and maintaining physical fitness necessary for the defence of the nation (Tainton, Peckham, & Hacker, 1984). Kirk (2004) described systems of rational gymnastics adopted by schools by the end of the 19th century as "regulative and normative practices aimed at schooling the docile body" (p. 54 -55). The teachers of drill and gymnastics conducted set activities that were to be rigidly adhered to. They issued explicit instructions to ensure student compliance.

A new syllabus was introduced in Queensland in 1905 "emphasising activity learning, practical work, correlation of subjects, and greater relevance to the daily lives of students. In the new scheme, the 'whole child' was the focus of education" (DET: Library Services, 2013). This syllabus had little impact on physical education as the military discourse continued as the dominant discourse through World War 1 and up until the early 1930s. This discourse was evident in Queensland when 16 teachers were appointed as physical training instructors in 1926 (unpublished paper, DET Archives, n.d.). The focus of their teaching was on physiological improvements to body systems.

The primary syllabus underwent revision in 1930 and the structure of Queensland state schools changed with Grades 1 to 7 replacing Grades 1 to 6. During the 1930s the focus shifted from regulated and formal drill sessions to teaching games and sports, and participation in dance and swimming. The philosophical shift that occurred in the 1930s with a more holistic view of education resulted in the Queensland syllabus adopting the English model of education through the body (physical education) rather than education of the body (physical training) (Tainton, Peckham, & Hacker, 1984).

The *National Fitness Act* of 1941 was instrumental in establishing the teaching of physical education as a profession, as noted by Kirk (2004), who said "the genesis of specialist physical education in Queensland lay in this Act" (p. 92). It was during World War II that teachers who had completed a Diploma in Physical Education attended a School of Instruction at Ascot State School, Brisbane, with the aim of giving practising teachers an "appreciation of the methods of (physical education) which would be put into operation in Queensland primary schools" (Director General's Report, 1943, p. 7). The purpose in holding a School of Instruction was to select a nucleus of a physical education staff who would then conduct their own Schools of Instruction for classroom teachers in metropolitan and country schools. The Director General's Report of 1943 required teachers to conduct physical education activities commensurate with a child's age and development in a happy, recreational atmosphere (Queensland Government, 1944). This reflected a philosophy of individual development through movement, and movement as a medium for the development of personal and social skills.

The Queensland physical education program of 1947 included physical training exercises, folk dancing, swimming, games, gymnastics, national games and athletics, and was described as "varied and attractive" (Queensland Government, 1948, p.5). This physical education curriculum was designed to prepare students to contribute to society as healthy, productive and well-adjusted citizens, similar to the aims of the *Melbourne Declaration on Educational Goals for Young Australians* (MCEECYDA, 2008). Pringle (2010) argued that dominant justifications for the inclusion of physical education in the curriculum are based on social outcomes rather than pleasure in movement. The concept of pleasure within physical education has been examined historically. Gerdin (2016) stated that: "The importance of recognising pleasures in PE has been acknowledged for a long time" (p. 71). He linked discourses of pleasure in boys' participation in physical education

to games-playing, teacher personality, and concepts of fitness and health. The identification of teacher personality as an influence on pleasure could have implications for the enactment of teacher professionalism.

The inclusion of national games (sports such as cricket, Australian Rules Football and netball) in the post-World War II period was to foster team spirit and cooperation. By the end of the World War II games-playing (based on major team sports) "was firmly lodged at the heart of this notion of physical education" (Kirk, 2004, p.60).

In 1952, a prescriptive syllabus containing detailed lesson plans was introduced (Tainton, Peckham, & Hacker, 1984) and in 1960 PE specialist teachers were appointed to primary schools to conduct programs for students. The primary PE specialist teacher worked with the classroom teacher in delivering the physical education program. Aquatic skills were identified as an important element of the physical education curriculum, and many swimming pools were built in Queensland schools in the 1960s and 1970s. Camping programs were also established and facilities were built to accommodate students for residential school camps (Tainton, Peckham & Hacker, 1984).

Paradoxically, a discourse of individual development operated with a prescriptive syllabus and same-age classes in Queensland schools. Kirk (2004) identified the focus of school physical education programs between the 1940s and the 1970s as being "...teaching methods of individualised skill and fitness development ...(and) concern for children's enjoyment of physical activities and the development of positive attitudes and lifelong participation" (p. 61). At the end of the 1970s there was a ratio of one PE specialist teacher to 1000 primary school students. It was in this decade that a number of advisory teachers for HPE in Queensland were appointed (Tainton, Peckham, & Hacker, 1984).

A three-year Diploma course was offered by Kelvin Grove Teachers' College for both primary and secondary teachers of physical education in 1972, and in 1974 the University of Queensland initiated a four-year degree in Human Movement Studies (Kirk, 2014). In 1972 the new syllabus for HPE; *Health and Physical Education for Primary Schools: Curriculum Guide* (Department of Education Queensland, 1972) was introduced (Tainton, Peckham, & Hacker, 1984). In the late 1970s a series of books: *Physical Education for primary schools* (Department of Education Queensland, 1977) was published. These books examined different elements of the physical education curriculum, such as swimming, gymnastics and minor games, and were designed as resources for both primary classroom and PE specialist teachers.

The syllabus supported the practice of classroom teachers working closely with the primary PE specialist teacher in planning and delivering the physical education program. This relationship was strengthened when Daily Physical Education (ACHPER Australia, 2015) was introduced. The 15/30 Program (15 minutes of fitness activities and 30 minutes of skill development each day) was introduced with a trial in 1980 and an uptake of 50 schools in 1982 (Tainton, Peckham, & Hacker, 1984). This program became the responsibility of the classroom teacher with the primary PE specialist teacher taking on more of an advisory role. Health Education also became a priority with the implementation of the Health Education Curriculum Project which developed materials for a sequential health program for Years 1 to 7 (Allan, 1983). These materials were for use by classroom teachers, as the focus for the primary PE specialist teacher continued to be on physical activity. In 1980 the Alcohol and Drugs Program Unit was established "marking the beginning of a new era in the provision of alcohol and drug education in Queensland state schools" (Mammino, 1993, p.vii). Both primary PE specialist teachers and secondary school HPE teachers were involved in the provision of alcohol and drug education in

Queensland schools at this time. A survey undertaken in 1983 about the role of the primary PE specialist teacher indicated a disconnect between the ascribed role (given as a resource person for the classroom teacher in the Department of Education's *Handbook of information and administration procedures for primary schools*) and the actual role of lesson provider (Tainton, 1983).

The introduction of neoliberalism

The year 1987 was a historically significant year for education in Queensland. The Department of Education launched a series of documents entitled, *Meeting the Challenge* which recommended a corporate style of management be adopted (DET: Library Services, 2013). A review of the role, operations and management of the Department of Education, Queensland by the Public-Sector Management Commission was undertaken. At the same time, an integrated Year Prep to Year 10 (P-10) curriculum was being developed (DET: Library Services 2013). These events were significant because the adoption of a business model of education contributed to the neoliberalist concept of education as a commodity.

As a result of the review, the Physical Education Branch of the Department of Education (which had operated since 1944) was terminated in 1992. In the same year a Senate Inquiry was held into Physical and Sport Education in Australian schools to assess the quantity and quality of programs and instruction. This inquiry was indicative of what Kirk (2009) called a "crisis of meaning" (p. 5) rather than a national crisis, with fragmentations between discourses occurring in an attempt to define HPE. These discourses included fitness, diet and exercise, and sport skills. The evidence gathered by the Senate Standing Committee led to 40 recommendations, one of which was: "That the Commonwealth, through the Australian Education Council, consult with the States and Territories to ensure that they provide greater education support for teachers responsible

for physical education" (Senate Standing Committee on Environment, Recreation and the Arts, 1992, p.7). This recommendation coincided with the closure of the Physical Education Branch in the Department of Education, Queensland.

In 1992 the Wiltshire Review commenced, with the aim to conduct a wide-ranging review of Queensland curriculum content and how it was managed. Arising from the Wiltshire review was the report *Shaping the Future* (1994) which focussed on addressing numeracy and literacy skill acquisition and establishing standards for assessment. In the period 1994 to 1995 two new curriculum bodies were established; the Queensland Curriculum Council and the Queensland School Curriculum Office (QSCO) (Education Queensland, 2014). Developments in the years 1994 and 1995 impacted on primary PE specialist teachers in Queensland schools. After a five-year campaign by the Queensland Teacher's Union (QTU) classroom and specialist teachers in primary school were awarded non-contact time (Queensland Teachers' Union [QTU], 2012). Non-contact time, as defined by the Queensland Teachers' Union (2012, p.1), "is time during rostered duty hours in which a teacher has no contact with students". The award also describes non-contact time as preparation and correction time, indicating that this time was for teachers to work individually on lessons and assessment tasks. To enable the classroom teacher to utilise this time they would no longer attend class physical education lessons. As the recommendation of the QTU (2012) was that non-contact time blocks be an hour in duration, the pressure was on administrators to timetable specialist lessons together. For example, a physical education lesson would precede a music lesson to make an hour of time available to the classroom teacher. While this arrangement allowed the classroom teacher to plan, prepare and assess work it placed the primary PE specialist teacher and other specialist teachers in new roles, namely that of non-contact time facilitator. Non-contact time may have impacted on the role and status of the primary PE specialist teacher

in a negative way, resigning the subject to classroom teacher relief, but it may also have allowed the continued operation of the PE specialist teacher in the primary school setting.

In 1997, 20 years after the last syllabus implementation, a new syllabus for HPE was trialled in 100 schools. Towards the end of the century a paper was produced to promote discussion about the nature and purpose of education through a state-wide consultation process. The paper was entitled *Queensland State Education: 2010 - The next decade: A discussion about the future of Queensland state schools* (Education Queensland, 1997). This paper aimed to give long-term direction for schools and systems, and invited discussion to assist in shaping this direction. Issues identified through consultation included student welfare, school-community partnerships, the enrolment share for Queensland state schools, and the production of a simpler curriculum framework (Education Queensland, 1997). It is debatable as to whether the goal of this project to give direction to school and systems was achieved, as impetus for a national curriculum for Australian schools was building. The 1989 *Hobart Declaration on Schooling* initiated the development of a national curriculum, and National Statements and Profiles for such a curriculum were produced in 1993 but were not adopted by all Australian states and territories (Dinan-Thompson, 2009). This meant that it would be the 21st century before a national curriculum would be created for Australian schools and teachers.

Queensland -the 21st century

The National Education Agreement of 2009 (Australian Curriculum and Reporting Authority, [ACARA], 2009) drew commitment from Australian states and territories for a national curriculum. The place of HPE as a learning area in this curriculum is examined in the section on curriculum development, and the relationship between curriculum construction and teacher professionalism elaborated.

In 2003, a pilot program of Professional Standards for Teachers was completed (Department of Education, Queensland, 2003). This development laid the foundations for state and national teacher standards. A guide for aligning curriculum, assessment and reporting was established in 2005 with the Queensland Curriculum, Assessment and Reporting (QCAR) Framework. A component of the QCAR Framework was the Essential Learnings which "identify what should be taught and what is important for students to have opportunities to know and be able to do" (Queensland Studies Authority [QSA], 2007, p.1). The Essential Learnings were constructed to inform curriculum planning so that schools could generate a school-based curriculum for eight Key Learning Areas, one of which was HPE. There is limited information on how schools used the Essential Learnings to create their school-based curriculum.

The introduction of NAPLAN

There have been changes to Year levels in Queensland schools in the 2000s: in 2007, a Preparatory (Prep) Year was introduced, and in 2015 Year 7 was moved to secondary school. In 2008 Years 3, 5, 7 and 9 students in Queensland state schools were involved in the first National Assessment Program Literacy and Numeracy (NAPLAN) tests. NAPLAN testing has taken place every year since its inception and it has attracted criticism from educational bodies for narrowing the curriculum and impacting on learning areas such as HPE and the Arts (Reid, 2010; Riek, 2013; Thompson, & Harbaugh, 2013).

In an article by Evans (2013, p.12) in the *Australian Educator*, the music director of the Victorian Opera, Richard Gill called NAPLAN "a national disgrace" and went on to say: "The money that's being spent on that could be used to teach teachers how to teach music or to get music into schools in a serious way." In the same article, Shane Pill from Finders University described the effect of NAPLAN on physical education, stating that:

"We've had feedback and there is anecdotal evidence, particularly in regard to primary schools, that PE is one of the subjects that is marginalised in an effort to maximise the time spent getting ready for NAPLAN testing." Donnelly (2015) concurred with Pill:

> (A second concern), as a result of schools being publicly ranked in terms of performance, is that some schools are spending so much time preparing for NAPLAN tests that time is lost to other equally important activities such as music, art and physical education. (Donnelly, 2015, p.12)

The effect of NAPLAN testing on the primary school curriculum was one area investigated by Dulfer, Polesel, and Rice (2012). They found that NAPLAN testing impacted negatively on the curriculum time for physical education.

Another curriculum review was held in 2009, with Professor Geoff Masters from the Australian Council of Educational Research, examining the curriculum in Queensland primary schools and the educational standards of Queensland primary school students. The review was requested by the then Premier of Queensland, Anna Bligh, in response to the results of Queensland students in NAPLAN and the 2007 *Trends in International Mathematics and Science Study* (TIMSS) (Masters, 2009). The purpose of the review was to raise achievement standards in literacy, numeracy and science in Queensland primary schools. The *Masters Review* made five recommendations. Three of these recommendations are relevant to this paper, and are as follows:

- Recommendation 1. That all aspiring primary teachers be required to demonstrate through test performances, as a condition of registration, that they meet threshold levels of knowledge about the teaching of literacy, numeracy and science and have sound levels of content knowledge in these areas.

- Recommendation 2. That the Queensland Government introduces a new structure and program of advanced professional learning in literacy, numeracy and science for primary school teachers.

- Recommendation 3. That additional funding be made available for the advanced training and employment of a number of "specialist" literacy, numeracy and science teachers to work in schools (and/or district offices) most in need of support.

  (Masters, 2009, p. 66, p.70, p.72).

The recommendations from the *Masters Review* reflect a narrow perspective of education with their focus on skill acquisition in literacy and numeracy, and with science added as an additional area of focus. While the review promoted "increased support for the professional work of teachers" (Masters, 2009, p.xvi), this support was directed at the teaching of literacy, numeracy and science. This approach could be seen to be a segmented rather than a holistic way of educating primary school children. HPE was referenced in the review report but not acknowledged in any recommendation. The focus on student performance in the designated areas of literacy, numeracy and science reinforced principles of corporate management.

These principles promote managerial practices which "involve the assertion of rank by superiors to achieve cost-effective and efficient economic outcomes" (Hardy, 2009, p.74). Educational reform based on the economic principles of the free market continues to influence the structure of the curriculum as can be seen in *Advancing education- an action plan for education in Queensland* (Queensland Government, 2015), where the foreword states: "Building a knowledge-based economy is important in creating jobs for all Queenslanders and we must invest in our young people." The contribution of HPE to the

knowledge-based economy and its potential as an investment (a term used in finance) is not identified in the plan.

Coinciding with the *Masters Review*, and a development from the 2008 *Melbourne Declaration on Educational Goals for Young Australians*, was the construction of a national (now termed Australian) curriculum. The curriculum would take a phase-by-phase approach, with the subjects English, mathematics, science and history for years Prep to Year 10 to be developed in Phase 1 (2008-2010), geography, languages, and the arts to be developed in Phase 2 (2010-2012) and health and physical education, information and communication technology, design and technology, economics, business, civics and citizenship to be developed in Phase 3 (2011-2013). (Note: It is ACARA convention to use lower case for subjects other than English). This phase-by-phase development could be construed as exemplifying a hierarchy of subjects with the most valued being in Phase 1.

In 2011, the Department of Education and Training, Queensland, initiated the Curriculum into the Classroom (C2C) project to support state school teachers to implement the Australian Curriculum (AC). The project was designed to provide teachers with digital resources which could be adapted to suit their context (DET, 2015). C2C resources in HPE for primary classroom and primary PE specialist teachers were produced by a writing team of primary PE specialist teachers, secondary HPE teachers and teachers of Home Economics and Science. The resources were organised as units for the two strands of the AC: HPE: Personal, social and community health, and Movement and physical activity. The C2C resources could be seen as enhancing teacher professionalism by producing resources which support the AC: HPE, or compromising teacher professionalism by being perceived as prescriptive and narrowing teacher knowledge and skills. Engagement with

the C2C resources by Queensland primary PE specialist teachers is difficult to gauge due to a lack of published research.

As the research for this study occurred during a time when the Australian Curriculum was being developed, examining the evolution of HPE in this curriculum assisted in identifying the possible influences on the definitions, perceptions and enactments of teacher professionalism.

Curriculum development

"The professionalism of teachers and their control over the curriculum are often assumed to be closely linked to each other" (Helsby & McCullough, 1996, p. 56). This view is shared by Luke, Weir, and Woods (2008) who were tasked with developing a set of principles to guide a P- 12 syllabus framework for Queensland. They stated that "the technical form of the curriculum – the formal definitions, categories and taxonomies of the syllabus – have direct and indirect impacts upon teacher professionalism and student outcomes" (Luke, Weir, & Woods, 2008, p.1). How the implementation of the AC: HPE has progressed in Queensland gives background to this study.

In 2009 *The Shape of the Australian Curriculum* was approved by the Council of Commonwealth and State and Territory Education Ministers (National Curriculum Board, 2009). This paper was based on the 2008 *Melbourne Declaration on Educational Goals for Young Australians* which stated that students "have the knowledge, skills, understanding and values to establish and maintain healthy, satisfying lives" and that a national curriculum "will include a strong focus on literacy and numeracy skills. It will also enable students to build social and emotional intelligence, and nurture student wellbeing through health and physical education in particular" (MCEECDYA, 2008, p.13). The HPE

learning area was endorsed as a core learning requirement for all students in each year

from Prep-10 by MCEECDYA in 2010. In 2011, the project of writing a HPE curriculum

began. A national forum was held in December of that year and a *Draft Shape Paper* was

produced in 2012. Writing of the curriculum commenced in August 2012 with both

primary PE specialist teachers and secondary HPE teachers comprising the writing team.

Consultation on the draft curriculum occurred in 2013. Achievement standards that

described the knowledge, understanding and skills students should demonstrate at the

completion of band levels (Prep, Years 1-2, 3-4, 5-6, 7-8, 9-10) were validated in 2013 and

it was envisaged that implementation would begin in 2014. The process of writing the AC:

HPE had involved wide consultation and resulted in the determination of five propositions

which provided a philosophical underpinning for understanding and implementing the HPE

learning area (ACARA, 2012). The five propositions were: a focus on educative purposes,

taking a strengths-based approach, valuing movement, developing health literacy, and

including an inquiry approach (ACARA: Health and Physical Education, 2015). Further,

referring to earlier studies by Luke et al. (2008), it should be noted that an understanding of

what is meant by these propositions would be necessary to inform teacher professionalism.

The implementation of the AC: HPE did not proceed smoothly. A change in the

Federal Government in 2013 resulted in a review of the Australian curriculum to make it

"easier to manage, particularly for primary schools" (ACARA, Sept, 2015, p.1). The

Review of the Australian Curriculum Final Report was conducted by Professor Ken

Wiltshire and Dr Kevin Donnelly, and made recommendations related to curriculum

content. The review delayed the implementation of the curriculum in Queensland schools

and a directive was sent from the QTU in 2015 to "halt implementation (including

familiarisation) of any new learning areas of the Australian Curriculum until further notice

is withdrawn" (QTU, 2015) extending full implementation of HPE in Queensland state

schools to 2020. Another curriculum review, specific to Queensland, was instigated by the Queensland Minister for Education in 2016 with a brief to reduce curriculum content (Queensland Curriculum & Assessment Authority, 2016). The reduction in content was particularly a concern of primary schools. These reviews, which have affected implementation, have made it difficult for primary PE specialist teachers in Queensland schools to progress the implementation of the AC: HPE. Indeed, the review of relevant literature has demonstrated that there has not been an organised approach to engage Queensland primary PE specialist teachers with the AC: HPE. This is endorsed by Mertens (2017, p.13), who stated that "when the Australian Curriculum was introduced in Queensland, there was no systemic approach to professional development to support teachers".

Professional development has been provided by professional teacher associations, and the Queensland Curriculum & Assessment Authority (QCAA) has published explanatory documents related to assessment of the Achievement standards (Queensland Curriculum & Assessment Authority [QCAA], 2015). Further, there is anecdotal evidence from professional associations that an understanding of the Australian Curriculum for some teachers in Queensland state primary schools has come only from the C2C resources.

The implementation of the AC: HPE presented primary PE specialist teachers with opportunities to enactment professionalism. There were opportunities to interrogate the processes involved in its development and engage with the five propositions that underpin its content and implementation. Dinan-Thompson (2009, p xix) used the term being "curriculum literate" to describe this interrogation. Engagement with investigating and interrogating these processes means seeing curriculum as more than a body of knowledge, with the teacher as a vector of knowledge transmission. Being curriculum literate requires an awareness of what socio-cultural influences inform the curriculum and the identification

of which knowledge is valued. Participating in curriculum discourse leads to "increased awareness of what it is to be a teacher" (Dinan-Thompson, 2009, p. xix). Asking the question: What is it to be a primary PE specialist teacher? and relating it to curriculum implementation could inform the enactment of professionalism.

The status of physical education

Status is a consideration in the enactment of professionalism, because it concerns perceptions of the value and worth of different subject areas and therefore affects how the teacher of a subject is seen by others. The status of physical education was evidenced in its struggle for recognition as reflected in the time allocation, provision of resources, reporting and systemic priorities accorded to physical education in primary schools. As noted by Gore, Ladwig, Amosa, and Griffiths (2008):

> Status has long been an issue for physical education (PE) as it has struggled for recognition in relation to other school subjects. PE's questionable status relates primarily to perceptions of what counts as legitimate knowledge, worthy of a place in the school curriculum. (p.1)

In 1978 UNESCO afforded physical education the status of a fundamental right guaranteed within education systems. Thirty- seven years later in 2015 UNESCO produced a guide for policy makers called *Quality Physical Education*. The status of physical education in school curriculums remained an issue. The Guide advised:

> Governments should be responsible for ensuring physical education is accorded the same status as other subjects, in order to promote its importance to head teachers, teachers of other subjects, parents, and the wider community, and to alleviate the

current disconnect between government and practitioner priorities. (UNESCO, 2015, p.60)

However, a fundamental right does not necessarily confer status in terms of rank and relative value. Curriculum values certain bodies of knowledge over others as it involves a process of selecting, legitimating and evaluating (Dinan-Thompson, 2009). In Australia "... Health and Physical Education remains marginalised, overlooked and/or excluded from education debate..." (Penney, Emmel, & Hetherington, 2008, p. 2). The state and status of physical education in an international context has been reviewed by Hardman and Marshall (2000) who described it as "suffering from decreasing curriculum time, budgetary controls with inadequate financial, material and personnel resources, has low subject status and esteem and is being ever more marginalised and undervalued by authorities" (p. 223). This situation is also seen in the US where Barney and Deutsch (2009) stated: "Even though physical education is an academic discipline, it has not been given the respect it deserves in the school setting and among the general public" (p.114).

The reference to physical education as an academic discipline offers an explanation as to the low status of physical education. Lang (2016) in advocating for increased opportunities for physical activity in Queensland schools stated that "… in senior schooling, the focus firms on academics and anyone who chooses PE as a subject is pegged as a dimwit" (p.22). This perception of physical education as being a non-academic subject is addressed by Shilling (2004) who disputed the idea of physical education being perceived as inferior to other subjects and identified its universality. Shilling (2004) stated: "The study of physical education has traditionally been a low-status subject within sociology, yet there is little justification for this as all education involves a physical education of the body" (p. xx). Shilling (2004) exposed the mind/body or Cartesian

dualism that has dominated Western thinking and sees the body as inferior to the mind.

This dualism resulted in knowledge in school settings being "compartmentalised as

important 'conceptual' subjects (e.g. maths) and less important subjects using the body

(e.g. PE)" (Hunter, 2006, p. 125). Even within the subject at a secondary school level in

Queensland schools there has been a 'theory' and 'prac' delineation of lessons supporting a

mind-body separation. Dodd (2008) contends that the mind/body dualism privileges the

mental over the physical and thus affects the status of physical education in schools.

Mind/body dualism could be aligned with the phases in the construction of the Australian

Curriculum which, while asserting that all Key Learning Areas (KLAs) are equal, had

traditional academic subjects as its Phase 1 choices (English, mathematics, science and

history) with specified learning time allocated in the curriculum. HPE remained a Phase 3

learning area but is a core P-10 area alongside Phase 1 subjects. The designation of HPE

as a core subject suggests it is valued. While the Australian Curriculum focuses on Years

P-10, physical education in Queensland primary schools involves Years Prep to six. The

status of the subject in this setting is, as Hunter (2006, p.580) said, ambivalent: "Numerous

case studies illustrate the ambivalent space in which physical education is located by

definition, quality, quantity and status in the elementary curriculum." UNESCO (2015)

advised government action was necessary to strengthen advocacy for physical education

and raise the status of physical education. "Such efforts should also take in to account

motivation levels among some teachers as a result of being afforded a lower status than

that of other teachers" (UNESCO, 2015, p. 60). The link between status and motivation in

the teaching of physical education has not been explored greatly in research.

Status of a subject implies a hierarchical order in a curriculum. When writing about

English schools in the 1970s, Hendry (1975) described a prestige curriculum, similar to a

pyramid in structure. Modern Language and Sixth Form Mathematics teachers were

positioned at the top of the pyramid, the secondary modern teacher somewhat below them, then lower yet, the specialist teacher, with the PE specialist teacher ranked the lowest of the specialists just above the lowest group, infant school teachers. Robinson (2009) stated that policymakers in taking control of the curriculum "reinforce the old hierarchy of subjects" (p. 235). A hierarchy of subjects exists today where subjects that are perceived to contribute to economic wealth and productivity are valued more than others (Macdonald & Penney, 2009; Reid, 2009).

As identified in the UNESCO *Quality Physical Education* document, the status of the subject may influence the status of the practitioner, and this has been an ongoing issue. In 1967 recommendations to improve the status and conditions for PE specialist teachers arose from the Seventh Biennial Conference of the Australian Physical Education Association (Australian Physical Education Association, 1968). Similar recommendations to improve the status of the subject were made in the 1992 Senate Standing Committee's investigation and report on Physical and Sport Education. The Crawford Report on *The Future of Sport in Australia* (2009) indicated in its assessment and findings, with reference to the Australian curriculum, that "there is a high risk that physical education will not be given appropriate priority while it is part of a broader key learning area (Health and Physical Education)" (p. 122). All three reports, undertaken over five decades came to virtually the same findings and recommendations about the place and status of physical education in the curriculum structures in Australian schools.

Research conducted by Morgan and Bourke (2008) indicated that primary classroom teachers had only moderate confidence in their ability to teach physical education. This has implications for classroom teachers conducting physical education lessons in Australian primary schools. Curry (2013) argued for the placement of specialist primary PE teachers in New South Wales public schools (the equivalent of state schools in Queensland) to

provide all children with opportunities to participate in physical education lessons and address the situation where these lessons are neglected.

Classroom teachers' lack of confidence in teaching physical education and possible subsequent abandonment of lessons reinforced the low status of physical education in primary schools. The review of literature demonstrates that there may be a vicious circle where the low status of the subject can compromise the perception of the primary PE specialist teacher and affect their enactment of professionalism; if a teacher perceives that they are not seen as a professional why should they attempt to act as a professional? Democratic professionalism, with its qualities of inclusivity, collaboration, being proactive and taking an enquiry oriented approach, could offer primary PE specialist teachers a means to address the factors that contribute to the low status of physical education.

Summary

Physical education has been subject to economic, social and political discourses. From its military discourse beginnings as drill and fitness instruction through to its position in producing healthy citizens, it has adopted and adapted different arguments as to its place in the curriculum. The subject itself has adopted different rationales to support its inclusion in the curriculum. As Dodd (2008) concludes: "Physical education has become a chameleon, changing to meet a variety of educational emphases driven by a variety of society and political demands" (p.36). The primary PE specialist teacher too has been a chameleon, moving through officer/instructor in the military discourse, the games master/mistress in the games playing/social development discourse, to the teacher advisor roles of the 1980s. In the *Network Newsletter* produced by DET (2009) the role of the primary PE specialist teacher was described by a collection of verbs: "plan, teach, assess,

collect, judge, report and, in the area of Health, advocate" (p.2). This mechanical description of the role limits the professional disposition.

The existing climate in education has embedded managerial professionalism as the dominant discourse in teacher professionalism. This form of teacher professionalism has removed the teachers' professional voice and handed over control to those outside the teaching profession, while promoting what Thrupp (2009) called "the politics of blame" and "discourses of false salvation" (p.6). These conditions, which are fed by those in political power, identified teacher quality as the major influence on student educational outcomes (Hattie, 2003, 2005; OECD, 2005) while failing to acknowledge teacher voice or encourage democratic professionalism. Pope (2014) identified an acceptance of the managerial practices entrenched by neoliberalism in teachers of HPE in New Zealand schools as a form resigned passivity. The situation appears to be similar in Australia.

As teacher professionalism is a dynamic concept, the primary PE specialist teacher has the opportunity to become engaged with what constitutes professionalism in their practice. The implementation of the AC: HPE presented primary PE specialist teachers with opportunities to enactment professionalism. There were opportunities to interrogate the processes involved in its development and engage with the five propositions that underpin its content and implementation. Dinan-Thompson (2009, p xix) used the term being "curriculum literate" to describe this interrogation. Participating in curriculum discourse leads to "increased awareness of what it is to be a teacher" (Dinan-Thompson, 2009, p. xix). Asking the question: What is it to be a primary PE specialist teacher? and relating it to curriculum implementation could inform the enactment of professionalism

.McCulloch et al (2000) stated that "the politics of professionalism are partly about government actions that affect teaching but are also about the ways in which teachers choose to respond and choose to publicly depict themselves" (p.18). There is a need for

research that investigates the responses and contributions that have been made by primary PE specialist teachers to these "politics of professionalism".

The strands of teacher professionalism, historical perspectives, curriculum development and the status of physical education interweave to create a backdrop and setting for the enactment of professionalism by primary PE specialist teachers in Queensland. The issue of how professionalism is enacted by primary PE specialist teachers is of national and international importance because it impacts on the implementation of the AC: HPE in Queensland and other jurisdictions, and because of the priority given to the teaching of physical education in primary/elementary schools by UNESCO. Professionalism is linked to curriculum, pedagogy, research, collaboration and community relationships.

The literature and discourses analysed in this chapter were utilised to frame the research questions and inform the methodology to capture the lived experience of primary PE specialist teachers and their professionalism.

Chapter 3   A phenomenological approach to research

This chapter presents a background and rationale for adopting a phenomenological approach to investigate the research questions. It examines the philosophical basis of phenomenology and the relevance and advantage of using Interpretative Phenomenological Analysis (IPA) as a way of investigating the lived experience of primary PE specialist teachers in Queensland schools. Research design and methods, appropriate to this methodology, are also discussed.

Qualitative research and phenomenology

The field of qualitative research encompasses many different approaches. Pope (2006) described the definition of qualitative research as "elusive" and characterised qualitative research as "a process to obtain an in-depth understanding of the meanings and descriptions of situations presented by people" (p. 21). Denzin and Lincoln (2000) stated that "qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings of people bring to them" (p. 3). Phenomenology has qualitative research status because of its use of language to describe phenomena and its "focus on what individuals' experience, not why or how" (Pope, 2006, p.28). In this study, qualitative research was the most appropriate method to address the research questions because it gives attention to lived experience. A quantitative research approach using questionnaires could lead to hypothesis testing and gather superficial, rather than, rich data. This is not to discount this approach entirely, as further research on the enactment of professionalism by primary PE specialist teachers using mixed methods may create different or similar insights on the phenomena. Employing a qualitative

method to answer the research questions in this study is preferred because it provides

insight and can lead to unexpected outcomes. As Griffith (2009) states:

> qualitative approaches are particularly useful when the topic of the research is
>
> complex, novel or under-researched as it leaves the results open to the possibility of
>
> unexpected findings, rather than predicting an expected outcome as is often the
>
> case in quantitative research. (p.33)

Qualitative research can be more engaging for the reader than presenting a

confirmed hypothesis or statistical analysis and it could encourage people to examine their

perceptions, beliefs and practices. A qualitative approach enables better connections and

understandings as: "Qualitative research provides insight into another person's reality. A

qualitative research study provides the reader not with generalisations but with tools for

reflection" (Munroe-Chandler, 2005, p.4).

The topic investigated in this study could be described as both novel and under-

researched. The literature review (Chapter 2) identified a lack of research in how

professionalism was defined, perceived and enacted by PE specialist teachers in primary

schools, not only in Australia but internationally. The phenomenon of professionalism

was explored through the lived experiences of primary PE specialist teachers.

Phenomenology as a method of inquiry

Phenomenology is both a philosophy and a method of inquiry. The 'phenomena' of

phenomenology is how objects and events are perceived and understood through

experiencing them. Pope (2006) has described it as "adopting a chameleon status as it has

often labelled a philosophy, a methodology, a paradigm and even a qualitative method" (p.

27). As both a philosophy and an inquiry, it centres human experience as a way of

understanding the world. The concept of the life-world; the "individual's inner world of consciousness and experience" (Johnson & Christensen, 2008, p. 395) is universally applied to all types of phenomenological investigation.

The founder of modern phenomenology was the German philosopher Edmund Husserl (Byrne, 2001). Husserl (1970) argued that scientific examination of objects and events did not account for the human experience of those objects and events; describing lived experience as fundamental to understanding. The foundational question of phenomenology is: "What is the meaning, structure and essence of the lived experience of this phenomenon by an individual or many individuals?" (Johnson & Christensen, 2008, p.395). Husserl (1927, 1970) identified *intentionality;* the way an experience is directed toward an object as central to phenomenological study. He developed the idea of *epoche* where the researcher brackets assumptions, personal knowledge and experience to identify core elements of human experience. Through bracketing (suspending taken-for-granted knowledge), and by following a series of reductions where different lenses are applied, the inquirer is lead "away from the distractions and misdirection of their own assumptions and preconceptions, and back towards the essence of the experience of a given phenomena" (Smith, Flowers & Larkin, 2009, p.14). Reduction is a phenomenological technique where the researcher puts aside subjective feelings which could lead to in one-sided understandings of a phenomenon. Essence or commonality of experience is what the inquirer is hoping to find. Burch (1990) said phenomenological research seeks to "discover an underlying truth ordinarily concealed or distorted in that realm, a truth in terms of which the essential meaning of the practical has itself to be determined" (p. 2). Truth, in this study, is seen as contextual; it applies to the enactment of professionalism by primary PE specialist teachers in Queensland and may, or may not, have application to other contexts.

Extending, but also diverging, from the work of Husserl, Heidegger developed the concept of *intersubjectivity* (Smith et al., 2009). Heidegger (1927) moved away from what he saw as Husserl's abstract use of phenomenology to one grounded in the real world of people and relationships. *Intersubjectivity* refers to how our lived experience is always in relation to something, and meanings of experience are made through interpretation. Thus, Heidegger's phenomenology takes a hermeneutic approach.

> Hermeneutic phenomenology is consequently the study of *experience* together with its *meanings*. Like hermeneutics, this type of phenomenology is open to revision and reinterpretation: it is about an openness to meaning and to possible experiences. Hermeneutic phenomenology, in short, is as much a disposition and attitude as it is a distinct method or program for inquiry. (Friesen, Henriksson, & Savei, 2012, p.1)

Gadamer (2012) argued that interpretations of language involve a fusion of horizons between the researcher and the text where: "From the familiar to the foreign all interpretations are derived from a basic level of understanding or pre-judgement" (p. 291). The researcher brings their lived experience to the text and the text influences the researcher through words and phrases that resonate and through new insights. This process is a hermeneutic circle which "runs along the text like a *rhythm,* open to my anticipation, my pre-conceptions, prejudices and judgements" (Regan, 2012, p.292).

This is represented in Figure 2, as follows:
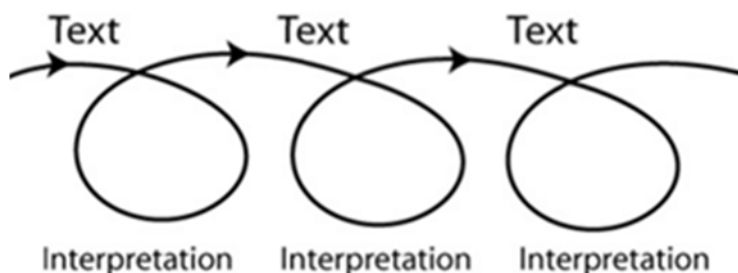
Figure 2 The hermeneutic circle (Murphy, 1992, p.20)

The use of a hermeneutic circle is supported by Smith et al. (2009) in IPA because "it describes the process of interpretation very effectively and speaks to a dynamic, non-linear way of thinking" (p. 28). The researcher is looking for meaning, that which is familiar, and new possibilities which are alien. In practice, this involves the researcher examining the relationship between the part and the whole at a number of levels. The part informs the whole and the whole informs the part, with the researcher moving back and forth engaging with the text at word, sentence, extract, complete interview, research and personal experience level. In this study, a hermeneutic circle and double hermeneutic circle was employed during the analysis stage. In a double hermeneutic circle, the researcher is making meaning of the participant making meaning of the phenomenon.

The phenomenological approach taken in this study considered the work of the philosopher and phenomenologist, Merleau-Ponty. Like Heidegger, he was concerned with interpreting essences, but unlike Heidegger he focussed on the embodied rather than the general nature of our experiences and relationships. Merleau-Ponty (1962) saw humans' relationship to the world as *body-subject;* "the body no longer conceived as an object in the world but as our means of communication with it" (Merleau-Ponty, 1962, p.106). He believed that our embodiment meant we perceived others from our own position. Smith (2009) noted that "while we can observe and experience empathy for

another, ultimately, we can never share entirely the other's experience, because their experience belongs to their own embodied position in the world" (Smith et al., 2009, p.19). This belief is reflected in this study where the researcher shared experiences with the study participants while recognising their lived experience is particular to them. Research into the lived experience may bring forth participants' actions, emotions, embodiment and issues about identity

The suitability of phenomenology

As Byrne (2001) said: "It is incumbent upon researchers to seek methods that fit with the philosophy and methodology of the research questions and to choose methods congruent with the research topic and assumptions" (p.2). Phenomenology aims to describe and interpret lived experience; it provides a method of a way of capturing the lived experience and *essences* of being a specialist PE teacher in a state primary school in Queensland. The employment of phenomenology as a method of inquiry is well suited to the research question: "How does the primary PE specialist define, perceive and enact professionalism?" because professionalism is an entity that is operationalised through lived experience.

Professionalism is a complex phenomenon that is owned (or not) by individual teachers rather than being an abstract and unobtainable entity. A phenomenological approach to the research question allows for difference, as Lester (1999) notes:

Epistemologically, phenomenological approaches are based in a paradigm of personal knowledge and subjectivity, and emphasise the importance of personal perspective and interpretation. As such they are powerful for understanding subjective experience, gaining insights into people's motivations and actions, and

cutting through the clutter of taken-for-granted assumptions and conventional wisdom. (p.1)

Phenomenology also gives voice to those not often heard. It has been employed in research with individuals and communities marginalised by location, illness, economic circumstances or sexual preference. Marginalisation has been a theme identified in investigating the status of PE teachers (Hardman & Marshall, 2000; Hendry, 1975; Kougioumtzis, Patriksson, & Stråhlman, 2011; Macdonald, 1999; Penney, Emmel, & Hetherington, 2008; Shilling; 2004). A phenomenological approach can give an interpretive account where "we must accord attention to multiple realities and socially constructed meanings that mark the many and varied social contexts associated with physical education" (Pope, 2006, p.31). Phenomenology provides a means for gaining access to other's stories, experiences and perceptions. Through the sharing of these understandings new knowledge can emerge and lead to change and transformation.

Phenomenology and physical education

The phenomenological philosopher Merleau-Ponty has been a point of reference for research in physical education (Connolly & Lathrop, 1997; Sparkes, 1992; Stolz, 2013, 2014; Thorburn, 2008). His concept of embodiment; experiencing the world through our body, has been applied in the field of Sports Science. The phenomenological perspective of Merleau-Ponty has relevance for this area:

For the in-depth narrative portrayal of our corporeally- grounded experiences of sport and physical activity, Merleau-Ponty's form of existential phenomenology is particularly well-suited given his interest in embodied consciousness, perception,

intentionality, and the ways in which we experience lived spatio-temporality. (Allen-Collinson, 2013, p.45)

Studies employing Merleau-Ponty's phenomenology in physical education, sport and physical activity have largely focussed on student performers and athletes (Araki, Kodani, Gupta, & Gill, 2013; Kerry & Armour, 2000; Martinkova & Parry 2013, Perrin-Wallqvist, & Carlsson, 2011) and not on the work of PE teachers. This is evidenced in the work of Stolz (2013) who argued for a change in the way teachers think about physical education to embrace embodiment:

It (Physical Education) is a necessary part of the curriculum because it is the whole person- not just the mind- that goes to school. The thinking, feeling and acting facets of a person are combined to give a person an experience of what it is to be a moving being that goes further than other forms of education that have a particular focus on propositional forms of knowledge. In essence, physical education is vital to a meaningful curriculum because the primacy of perception illuminates that the basis for our cognition is through bodily experience. (Stolz, 2013, p.1)

In addressing how physical education can offer students undertaking senior studies a rich learning environment, Thorburn (2007), like Stolz, advocated a Merleau-Pontian phenomenological approach where students' lived experience should be recognised as creating knowledge. He stated that in the advanced (senior) physical education curriculum "PE is being studied but only occasionally experienced" (Thorburn, 2007, p.179). There is potential in applying phenomenology as a method of inquiry into the types of knowledge valued by teachers of physical education.

Which phenomenology?

There are a variety of phenomenological research approaches which reflect the emphases and foci of phenomenological philosophers. While Husserl advocated bracketing to bring objectivity to inquiry, Heidegger "acknowledged that gender, culture, history and related life experiences prohibit an objective viewpoint yet enable people to experience shared practices and common meanings" (Byrne, 2001, p. 2). Merleau-Ponty saw the body as informing our way of knowing and of interacting with others and objects.

The issue of bracketing was considered for this study, as the researcher had been immersed in the world of being a primary PE specialist in a Queensland school, and objectivity was not possible or desirable. However, Litchman (2006) said that the idea of bracketing is too simplistic and that the researcher should make their ideas explicit, as the mere task of writing locates the researcher in the research. Therefore, Heidegger's definition of phenomenology as "a way to interpret experiences of shared meanings and practices embedded in specific context" (Byrne, 2001, p. 2) was employed in this study. While the research examined professionalism, it is the enactment of this professionalism that is the focus. Enactment requires "a person's engagement in the cultural and physical world" (Smith et al., p. 198). A methodology that encompasses both perspectives can be found in IPA.

Interpretative phenomenological analysis

IPA is grounded in the philosophical underpinnings of the existential philosophers Husserl, Heidegger, Merleau-Ponty, and Sartre (Smith et al., 2009). IPA "seeks to explore participants' personal lived experiences" and "is phenomenological in its concern for individual perceptions" (Finlay, 2009, p.8). It focuses on an interpretive and real-world

position rather than a descriptive or transcendental one and recognises that "people are physical and psychological entities" (Smith et al., 2009, p. 34) who perform actions and make sense of their experiences. It applies hermeneutics to interpret experiences and make meaning of activities. IPA differs from other phenomenological methods by recognising that the researcher plays a central role and therefore bracketing their experience and assumptions is not possible.

IPA has been used principally in the field of Health Psychology and in investigating the lived experiences of people with medical conditions and illnesses (Smith et al., 2009). Brocki and Wearden, (2010) suggested a reason of the use of IPA in health research is that it allows people to satisfy "an innate need to learn about the lives and experiences of others" (p.89). This characteristic of IPA that sees the lives of others as informing one's own life has applications to studying the lives of primary PE specialist teachers in Queensland state primary schools. The literature review identified the status of physical education and the neoliberalist discourse in education as key issues that could be explored through the use of IPA. Using IPA gives the potential to create stories with which primary PE specialist teachers can identify, and the sharing of stories may initiate change.

There are few studies that use IPA as a methodology to study physical education. Borisov and Reid (2010) applied IPA to the phenomenon of students with intellectual disabilities acting as tutors in physical education lessons. Hill, Claypool, Kowalski, and Kinzel (2014) used IPA to examine physical activity (as distinct from physical education) as a means to build resilience throughout adolescence in young women. The limited number of studies is surprising as "IPA is concerned with the detailed examination of human lived [embodied] experience" (Smith et al., 2009, p. 32).

In this study, the researcher followed the process of IPA in committing to an idiographic approach. Idiography is identified as a major influence on IPA (Smith et al., 2009). As distinct from making generalisations for a population or identifying a universal law (a nomothetic approach to research), idiography has a focus on the individual and particular, so a phenomenon can be understood from the viewpoint of the lived experience of a particular person. The phenomenon or phenomena is/are examined in detail, as an idiographic approach demands a deep analysis. Thus IPA "utilises small, purposively-selected and carefully-situated samples" (Smith et al., 2009, p.29) and analyses of these samples is undertaken by employing a thorough process. For this study, this does not mean that idiographic accounts abjured generalisations as "IPA researchers do not deny the importance and relevance of group and population studies, nor is IPA opposed to making more general claims; it does so only through a careful step-by step approach" (Cassidy, Reynolds, Naylor, & DeSouza, 2011, p. 267). Through engaging with the accounts of individual lived experience, a reader can position themselves as the subject and contemplate how they would feel and react in the situation. The relationship between the particular and the general is explained by Smith et al., as follows:

…how at the deepest level we share a great deal with a person whose personal circumstances may, at face value seem entirely separate and different from our own. Thus in some ways the detail of the individual also brings us closer to significant aspects of the general. (2009, p.32)

This study examined the lived experience of five participants whose context is being a primary PE specialist teacher in Queensland schools. The analysis of their lived experiences could have implication for other primary PE specialist teachers.

The advantages and disadvantages of IPA

The researcher in this study is a primary PE specialist teacher. IPA acknowledges that the researcher has a dual role being like and unlike the participants. Husserl used the term *reduction* to signify a specific shift in attitude that can be employed by the researcher in a variety of contexts (Smith et al., 2009). In Husserl's reduction process, different lenses are applied to experiences with the intention of leading the researcher "away from the distraction and misdirection of their own assumptions and preconceptions, and back towards the essence of their experience of a given phenomenon" (Smith et al., 2009, p.14). Husserl was interested in describing what was essential to the phenomenon; what made it what it was. By suspending (or bracketing) taken-for granted knowledge and assumptions the researcher has a shift in attitude. The concept of reduction through bracketing is seen as cyclical in IPA. Researcher subjectivity is seen as necessary for interpretation (Smith, 2004), while researcher preconceptions are influenced through the research and engagement with the text. The phenomenological researcher Finlay (2009) recognised that researchers need to bring a "critical self-awareness of their own subjectivity, vested interests, predilections and assumptions and to be conscious of how these might impact on the research process and findings" (p.12). The researcher in this study had insider status which allowed access to participants and the opportunity to demonstrate sensitivity to context when conducting interviews. Sensitivity to context is one of four principles identified by Yardley (2000) in assessing the quality of qualitative research and is demonstrated through the initial stages of IPA, in the interviewing process and in the analysis.

The voices of the participants should be present in verbatim extracts so that readers can make judgements about the interpretations made by the researcher. IPA provides a

method for these voices to be heard. Its idiographic approach enables a focus on the particular; in this case the perception and enactment of teacher professionalism by primary PE specialist teachers in Queensland state schools. Its use of the hermeneutic circle in the interpretation of interview data allows phenomena to appear. The researcher's presence is explicit and researcher assumptions are stated below, to foreground the analysis in Chapter 4.

The researcher's assumptions

From her lived experience of being a primary PE specialist teacher the researcher held assumptions about how primary PE specialist teachers could perceive professionalism. As a researcher in IPA these assumptions are declared and known as a lens to the interpretive analysis, but at the same time open to critique and new possibilities. These assumptions were made prior to interviewing participants.
The assumptions were:

- The participants would not be familiar with the term democratic professionalism;

- There would be differences among the participants' viewpoints regarding how physical education was timetabled in their school;

- All participants would demonstrate a commitment to the subject physical education;

- Participants would have an interest and involvement in sport;

- Non-contact time will be identified as an issue.

These assumptions were critical to the process of analysis in IPA because the researcher's biography informed the application of a hermeneutic circle where "the 'whole' is the researcher's ongoing biography, the 'part' is the encounter with a new

participant" (Smith et al., 2009, p.35). The assumptions inform a double hermeneutic circle where "the researcher is making sense of the participant, who is making sense of *x*" (Smith et al., 2009, p.35). Fade (2004) also saw researcher assumptions as critical: "The researcher's beliefs are not seen as biases to be eliminated but rather as being necessary for making sense of the experiences of other individuals" (p.684). In an article that described insights on the processes of using IPA, Callary, Rathwell, and Young (2015) identified a process of bracketing in biases which is explained as follows: "We did not want to suspend our biases from the research (bracketing out biases), as IPA includes an interpretative element. Instead we wanted to understand how our taken-for-granted assumptions about the topic might inform our approaches (bracketing in biases)" (p. 66). This was the approach undertaken by the researcher in this study.

Revisiting the research questions

From the literature review and the research context the following research questions were derived.

How does the primary physical education specialist (PE specialist) teacher define, perceive and enact professionalism? and the three research sub-questions that underpin it;

1. Where are primary school PE specialist teachers located in the contested area of teacher professionalism?

2. What does professionalism mean to the primary PE specialist teacher and how do they demonstrate it? (How do they define and enact professionalism?)

3. Does the perception of professionalism by the primary PE specialist teachers affect how they operate in the school setting?

Research design and methods

This section outlines the process and method of research for this study. Methods have been selected to align with IPA – to capture the lived experience of the participants in the study. Methods of autoethnography and interview have been chosen for this phenomenological research on how primary specialist PE teachers in Queensland state schools define, perceive and enact professionalism.

Autoethnography as a research method

Prior to conducting interviews the researcher composed an autoethnographic account on being a specialist PE teacher in a Queensland state primary school. This account positioned the researcher as being both out and in of the study of the lived experience of the participants. Out because each lived experience is unique and in because phenomenology aspires to find an essence or commonality of experience. As a primary PE specialist teacher, the researcher could identify with the cultural practices of Queensland state schools; the timetabling of lessons, the linkage of non-contact time to specialist lessons and the isolation of being the only PE specialist teacher at a school. The researcher was aware that it was necessary to declare her assumptions based on her lived experience and conduct interviews where her voice did not dominate that of the participants. The description of autoethnography given in this study aims to background the IPA research method employed.

As a research method autoethnography "entails the scientist or practitioner performing narrative analysis pertaining to himself or herself as intimately related to a particular phenomenon" (McIlveen, 2008, p. 15). A phenomenon may be "an emotion, relationship, program, organisation or a culture" (Pope, 2006, p.28). The phenomenon

investigated in this study is the lived experience of being a primary PE specialist teacher. Autoethnography is defined as:

> …an autobiographical genre of writing and research that displays multiple layers of consciousness, connecting the personal to the cultural. Back and forth autoethnographers gaze, first through an ethnographic wide-angle lens, focusing outward on social and cultural aspects of their personal experience; then, they look inward, exposing a vulnerable self that is moved by and may move through, refract, and resist cultural interpretations. (Ellis & Bochner, 2000, p.739)

The connection of the personal to the cultural is essential in this study. The enactment of professionalism is personal, but this enactment takes place in a culture or cultures which have certain understandings about the meaning of professionalism.

 In the fields of health, social science, and education autoethnography has been used to analyse personal experience and understand its relationship to cultural experience (Ellis, Adams, & Bochner, 2011). This analysis has been applied to enhance pedagogy in physical education where autoethnography has enabled teachers to "gain a better understanding of themselves, each other, education, and the things they need to know in order to change practice and become more effective" (Armour, 2001, p.19).

Autoethnography, as a research method for teachers of physical education, is supported by Sparkes (2000, 2002, 2004), and Goh and Hannah (2008) who acknowledge Hopper, Madill, Bratseth, Cameron, Coble, and Nimmon, (2008), in stating that autoethnography "could allow more voices to be heard, broaden our understanding of social reality, and to make research on health, sport, recreation, and physical education accessible to more people" (p.67). As a form of self-study, autoethnography is historically "derived from concepts and notions of reflective practice" (Brown, 2011, p.21).

Reflective practice is an integral part of IPA. Smith et al (2009) recognised different layers of reflection including a formal, phenomenological layer; deliberate, controlled reflection.

The reflective practice embedded in autoethnography provides a method to critique the culture in operation; and further, Muncey (2010) states: "an autoethnographic account should attempt to subvert a dominant discourse" (p.31). This activist nature of autoethnography is supported by Macdonald and Tinning (2003) who argued for teachers to "embrace reflective practice as political action" (p.98). The insights and considerations generated by this study may have the potential to agitate for change in the enactment of professionalism by primary PE specialist teachers, not only in Queensland but in other locations.

The advantages and disadvantages of autoethnography

Autoethnography has been criticised for self–indulgence, lack of scientific rigour, or focusing on emotions rather than analysis, and for not collecting sufficient data from field studies and community or cultural groups (Atkinson, 1997; Coffey, 1999; Delamont, 2009; Fine, 2003; Hooks, 1994; Keller, 1995). These accusations have been challenged by Sparkes (2002), Ellis, Adams, and Bochner (2011), Holman Jones, 2005 and Mendez (2013). Researchers who use autoethnography acknowledge that it is untenable to remove the researcher from the research and celebrate, rather than criticise, its subjectivity (Custer 2014; Ellis, Adams, & Bochner 2011). To the charge of self-indulgence Sparkes (2002) answered that such charges invoke "a reductive practice that asserts the autobiographical to be only about the self of the writer and no one or nothing else" (p.92). As all writers operate in contexts where they interact with others and are influenced by their own and others' experiences the autoethnographic researcher has a responsibility to identify and

analyse their contexts and relationships. Mykhalovskiy (1996), stated that "to write individual experience is, at the same time, to write social experience" (p.141).

Dualisms such as self/other, inner/outer, and individual/group are collapsed in autoethnography, which rejects such binary divisions. This collapsing of dualisms may be achieved in writing a personal narrative where the researcher is immersed in the culture. This immersion can "enable his or her voice to be heard, and thus provide him or her with a transition from being an outsider to an insider in the research" (Mendez, 2013). This is particularly important in this study because the researcher had initially identified as an outsider prior to taking on the role of primary PE specialist teacher, as the majority of her teaching experience had been in secondary schools.

Another advantage is that the personal narrative employed in writing autoethnography can be more accessible and engaging for readers. In telling their stories researchers ask readers to connect with their experiences. The reader may empathise with the researcher and identify similar issues. This may lead to a reflection on these issues and to questioning beliefs and assumptions which could be an initial step in implementing change. As Holman Jones (2005) stated: "Autoethnographers view research and writing as socially-just acts; rather than a preoccupation with accuracy, the goal is to produce analytical, accessible texts that change us and the world we live in for the better" (p.764).

Autoethnography is an appropriate method for this study because it placed the researcher in the culture being investigated and created a platform for the application of IPA. It focused on lived experiences rather than gathering data from rigid instruments and collective feedback. It allowed for a deep engagement with a phenomenon:

Thus, the richness of autoethnography is in those realities that emerge from the interaction between the self and its own experiences that reflect the cultural and

social context in which those events took place. It is through this representation that understanding of a particular phenomenon is accomplished. (Mendez, 2013, p. 284)

As well as locating the researcher in a particular culture, autoethnography invites readers to enter into that culture. Sparkes (2002) distinguished between passive and active readership and between 'writerly' and 'readerly' texts. Sparkes says of readerly texts that "little space is available for readers to make their own textual connections between the stories and the images presented" while writerly text "calls on readers to engage with the text and to bring to the reading their experiences" (Sparkes, 2002, p. 96). This study intertwined the researcher's lived experience as a primary PE specialist teacher to other teachers of physical education to encourage reflection and inquiry and aimed to connect the personal to the cultural in the examination of her enactment of teacher professionalism.

Interviews as a research method

Interviews are a preferred method of gathering information in qualitative research because they involve social interaction between the researcher and the participants, are flexible, and allow for sensitivity to context; a principle for assessing the quality of qualitative research (Fontana & Frey, 2005; Kvale, 1996; Smith et al., 2009, Yardley, 2000).

Qualitative research generally uses three types of interviews; structured, semi-structured, and unstructured (Gill, Stewart, Treasure, & Chadwick, 2008). IPA promotes the use of semi-structured interviews because they offer opportunities "which will invite participants to offer a rich, detailed, first-person account of their experiences" (Smith et al., 2009, p.56). In this study, semi-structured interviews were used to examine and analyse the lived experience of professionalism of five people at different career stages in the teaching of physical education in Queensland state schools.

Using semi-structured interviews to collect information from participants

Semi-structured one-to-one interviews provide a space where "the researcher and the participant to engage in a dialogue in real time" (Pietkiewicz & Smith, 2014 p.10). This dialogue enabled the participants to talk about their lived experience of the phenomena.

An interview schedule containing sample questions was prepared and can be found in Appendix C. While the semi-structured interview technique allowed for spontaneous responses and encouraged the participants to talk about individual concerns an interview schedule is important in IPA because it enabled the researcher to "think explicitly about what we expect the interview to cover" (Smith et al., 2009. p.57).

Interview procedures

Participants were contacted by email to arrange a time and location for the interview. Ethical considerations meant that interviews could not be conducted in school settings, so a location suggested by the participant was selected. These locations included the home settings, coffee shops, and a public area in a tertiary institute. Interviews were recorded using a digital voice recorder and were dated, stored and coded with the interviewees' permission. Interviews were generally one hour in length.

The interview began with the researcher asking participants about the choices they made to become a primary PE specialist teacher. A criticism of purposive sampling (which is recognised in the section; *The advantages and disadvantages of purposive sampling*) concerned researcher bias, and this criticism can be extended to the conduct of the interview. The researcher was aware that "the sensitive and meditative manner that underscores phenomenological research calls for the researcher to make public their own

prejudices" (Giles, 2009, p. 5) and that "phenomenologists, in contrast to positivists, believe that the researcher cannot be detached from his/her own presuppositions and the researcher should not pretend otherwise" (Groenewald, 2004, p. 7). The beliefs and prejudices of the researcher were made explicit in the research. An Information sheet, Informed Consent Form and information on the Interview Structure can be found in Appendices A, B and C.

Participants in the study- using purposive sampling

It can be argued that all sampling in qualitative research is purposeful as it requires the deep exploration of phenomena related to the human condition. This notion is supported by Patton (1990) and Sandelowski (1995) and explored by Coyne (1997). As its name implies, purposive sampling has a purpose which is linked to the research questions and objectives:

> To say you will engage in purposive sampling signifies that you see about with
> whom, where and how to do your research. Two things are implicit in that
> statement. First is that the way that your sample has to be tied to your objectives.
> Second is an implication that follows from the first, i.e., that there is no one "best"
> sampling strategy because which is "best" will depend on the context in which you
> are working and the nature of your research objective(s). (Palys, 2008, p.697)

Unlike gathering data from anonymously completed questionnaires with large samples, purposive sampling:

> is much more interested in case study analysis – why particular people (or groups)
> feel particular ways, the processes by which these attitudes are constructed and the
> role they play in dynamic processes within the organization or group. Embedded in

this is the idea that who a person is and where that person is located within a group is important, unlike other forms of research where people are viewed as essentially interchangeable. (Palys, 2008, p.697)

The purpose of this study was to investigate the research question: How does the primary PE specialist teacher perceive and enact professionalism? To investigate the question the researcher was responsible for the selection of the sample, the method of obtaining information and the setting in which the information was collected.

Creswell (2013) stated: "It is essential that all participants have experience of the phenomenon being studied" (p. 155), and Oliver (2006) advised researchers to make decisions about "the individual participants who would be most likely to contribute appropriate data, both in terms of relevance and depth" (p. 244). Researcher responsibility for the sample selection can be seen both as a strength and as a weakness, and there are both advantages and disadvantages in this method of sample selection.

The advantages and disadvantages of purposive sampling

Purposive sampling has the advantage of focussing the research on a select group of participants with experience in a particular area (Groenwald, 2004; Patton, 1990, 2002). This sampling method does not aim to make generalisations about populations but is used to explore the complexities of the sample studied. As a non-probability sampling method, it allows a researcher to test theories on whether problems or issues exist for certain groups. It provides a convenient and inexpensive method of gathering information. Purposive sampling is sometimes confused with convenience sampling where participant selection is based on ease of access to the researcher. While both purposeful and convenience sampling are non-probability methods, purposive sampling is based on

investigating the research question(s). This study could have used convenience sampling by selecting primary PE specialist teachers who were members of the district school sport committee or part of a cluster school arrangement. However, such a selection, from a small geographical area may not be justified as being able to sufficiently address the research question.

The disadvantages of purposive sampling deserve discussion as findings can be disputed or disregarded on the accusation of researcher bias. However, the researcher can justify the use of purposive sampling by outlining the theoretical, analytical or logical basis for their sample selection. A justification of participant selection in this study is provided in Table 2 (p. 69).

Participant selection

Participants in this study were chosen because they had a connection to the teaching of physical education in Queensland state primary schools as a specialist PE teacher. Four of the five participants had taught in Queensland state primary schools while the pre-service teaching participant had undertaken practicum in both state and private schools.

Five participants from different career stages were chosen. The rationale for this was to discover if the number of years of teaching experience and the changes to the role of the PE specialist teacher over time influenced the perception and enactment of professionalism. Table 1 (p. 11) showed the different career stages in the APST and participant selection reflected these stages. The career stage of a participant could be a factor in the definition, perception and enactment of professionalism. The gender of the participants was not a consideration in the study. The participants matched the following levels of experience:

- pre-service (before graduation);

- approximately five years teaching experience;

- approximately 10 years teaching experience;

- over 20 years teaching experience;

- experience as a primary PE specialist teacher but now in another position.

The number of participants in a sample has been a contentious issue in both qualitative and quantitative research. IPA methodology insists on small sample sizes (from one to six) as the "issue is quality, not quantity and given the complexity of most human phenomena, IPA studies usually benefit from a concentrated focus in a small number of cases" (Smith et al., 2009, p.51). Another feature of sampling in IPA studies is the homogenous nature of the sample selected. Having a homogenous sample is a preferred way to investigate the research question(s) and provides a more practical approach to the selection and interviewing of participants. IPA is a pragmatic research method which employs logic in selecting samples. Smith et al. (2009) compare it with ethnographers conducting research in a particular community; the research examines that community in detail but does not make claims to other communities or cultures. The selection of participants for this study was consistent with IPA's positioning of having a purposive, fairly homogenous sample "for whom the research question will be meaningful" (Smith et al., 2009, p.49).

Justification of the sample selection can be made through the application of seven principles of purposive sampling for both quantitative and qualitative research (Kemper, Stringfield, & Teddlie 2003). These principles and their relationship to this study are presented in Table 2.

Principle	Application to this study
the sampling strategy should stem logically from the conceptual framework as well as the research questions being addressed by the study	the participants in the sample were selected on the basis they could provide informed data on the phenomenon
the sample should be able to generate a thorough database on the type of phenomenon under study	the participant sample had common characteristics applicable to generating a database that could be used for further research.
the sample should at least allow the possibility of drawing clear inferences and credible explanations from the data	the rationale of selecting participants at different career stages allowed for this principle
the sampling strategy must be ethical	the sampling strategy followed both university and employer authority ethical guidelines
the sampling plan should be feasible	sampling and interviewing were convenient for both researchers and participants
the sampling plan should allow the researcher to transfer/generalize the conclusions of the study to other settings or populations	a similar plan for participant selection could be used in different locations in Queensland
the sampling scheme should be as efficient as practical	the scheme was efficient in that the time taken to select and locate participants was not of long duration

Table 2 Principles of purposive sampling (Adapted from Kemper, Stringfield, & Teddlie, 2003)

The participants were selected by the researcher through professional association and personal contacts, and guided by levels of experience criteria. The researcher had worked in the same regional town, though not at the same school, as one of the participants many years previously, and knew another participant through a shared interest and participation in triathlon. The other three participants were contacted through professional development events conducted by the professional teacher association for HPE teachers in Queensland, and the Australian Council for Health, Physical Education and Recreation, Queensland (ACHPER QLD).

The participants

A short biography of each participant and their career stage is provided. Pseudonyms replace their actual names. The name and the experience of the participant will appear in Chapter 4 and written in italics when verbatim extracts are provided.

Ian: Primary PE specialist teacher for 5 years

Ian graduated as a classroom teacher with a physical education specialisation. Although his first position at a school was as a PE specialist teacher on a contract he became a classroom teacher after that. In 2008, he was offered the choice of a classroom or PE specialist position. He chose the specialist placement and has taught primary physical education at a number of schools. His current position, in a large primary school located in the outer Brisbane suburbs, is the first time he has been based at one school as a full-time (five days a week) PE specialist teacher.

Tammy: Primary PE specialist teacher for 10 years

Tammy teaches in a metropolitan Preparatory year to Year 12 state school. She began a business course at Griffith University but transferred to a Bachelor of Education (Primary) with a specialist area of physical education. She has been teaching for 10 years, beginning her career as a classroom teacher. After one year of classroom teaching she chose to accept a primary PE specialist teacher position in North Queensland, teaching at different primary schools. Tammy has taught at a school in an Aboriginal community, and in schools in the Northern Territory. This is her fifth year at her current school.

Helen: Primary PE specialist teacher for 20 years

Helen teaches at a Brisbane primary school. She qualified as a physical education teacher at the then Kelvin Grove Teachers' College (now the Queensland University of Technology) and holds a postgraduate diploma in Educational Studies from the University of Queensland. She started her career as a secondary HPE teacher, but has been teaching primary physical education since 1991.

Karen: Deputy Primary PE specialist teacher for 17 Years

Karen works as a Deputy Principal at a large metropolitan state school with a culturally diverse student population. She began her teaching career as a secondary HPE teacher but changed to primary PE. She spent 17 years as a primary physical education specialist teacher. As an HPE key learning area regional coordinator she contributed to the development of the national curriculum in 1995 and then took on a principal position in a small school in western Queensland. Karen spent 10 years in administrative positions in regional Queensland before returning to Brisbane as a Deputy Principal. She has calculated that she has taught at 36 schools.

Tom: Pre-service teacher

Tom is a fourth-year student at a south-east Queensland University studying a Bachelor of Education specialising in HPE. After he left school he spent some months plumbing but decided that teaching HPE would utilise his passion for sport.

Ethics

Ethical approval for this study was sought and granted from James Cook University and the Department of Education Training and Employment, Queensland (now the Department of Education and Training, Queensland). All participation in this study was

voluntary and participants were advised that they could withdraw at any time. They were made aware of the aims of the study and given information about publication of material associated with the study. All participants signed a Consent Form prior to their interview. The welfare of the participants was paramount and participants were de-identified through the use of pseudonyms and through not identifying school or work locations.

Data analysis

The processes of analysis in IPA have been described as "balancing acts" which have to be managed by the researcher (Larkin, 2006, p.116). The balancing acts require the researcher to move between description and interpretation, selecting the most appropriate strategy:

> The strategies chosen will depend upon the commitments and interests of the researcher, the research question in hand, and the more general requirement for a coherent analysis. Our point here is that the analyst has the opportunity to draw from a wide repertoire of analytic strategies, and that these may be informed by prior experience and knowledge, psychological theory, or previous research, provided that they can be related back to a phenomenological account of the kind described above. (Larkin, Watts, & Clifton, 2006, p.116)

In this study, the researcher's interest and background in teaching physical education allowed access to the lifeworlds of the participants. The term lifeworlds refers to a concept initially developed by the philosopher Edmund Husserl and means how a person experiences the world as lived prior to reflection (Zelić, 2008). Merleau-Ponty (1945) took Husserl's concept of the lifeworld and interpreted it as the concrete world of immediate experience: "a world full of familiar natural and cultural objects, of other people, the world

in which I act" (as cited in Edie, 1964, p.xvi). It is Merleau-Ponty's interpretation of lifeworld that was used in this study.

In IPA, sense is made of these lifeworlds through applying hermeneutics; the theory of interpretation. The hermeneutic circle acknowledges that there is a fore-structure where the researcher brings their understandings and preconceptions to a text (in this study the researcher's assumptions have been declared). Fore-structures are influenced by the interpretation of the phenomenon and therefore a circle of influences exists which the researcher should recognise in the analytical process. The researcher needs to "be aware of one's own bias, so that the text can present itself in all its otherness and thus assert its own truth against one's own fore-meanings" (Gadamer, 1990, p.269). Autoethnography was used as a method by the researcher to explore her relationship to place and space as a primary PE specialist teacher, and additionally she had understandings and preconceptions about the enactment of professionalism by primary PE specialist teachers. The researcher's history as a teacher of physical education in both secondary and primary schools in Queensland influenced her perspective on how professionalism was defined and enacted by teachers of physical education.

Steps in the analysis process

While IPA does not prescribe an exclusive method for analysis it does have a set of common processes for researchers to follow where they move from the particular to the shared, and from the descriptive to the interpretative (Smith et al., 2009). The processes undertaken in this study are explained as follows:

- The audio- recorded interview was listened to on the day of the recording and cross referenced with written notes;

- The interview was transcribed verbatim by an outside agency and checked for accuracy by the researcher;

- Reading and re-reading of the transcript occurred in conjunction with listening to the audio- recording;

- Initial noting of descriptive, linguistic and conceptual comments was made through a line-by-line analysis;

- Emergent themes were identified by application of the hermeneutic circle;

- Connections across emergent themes were organised as a way to develop a super-ordinate theme;

- The researcher returned to the transcription and audio as a process of using a hermeneutic circle (This process in shown in Figure 2 p.51);

- Patterns across cases were identified through cross-case analysis and organised as a graphic (see Figure 3 Super-ordinate themes and sub-ordinate themes p. 137).

This process does not demand that the researcher bracket their lived experience when undertaking analysis. Smith et al (2009) saw bracketing as being only partially achieved in IPA. As the researcher worked through the analysis process her lived experience would permeate the transcriptions in terms of making meaning of the participants' lived experience.

Through the process outlined autoethnographic accounts were created with participants. These accounts provided data for analysis to produce emergent themes. Emergent themes are "a basic building block of inductive approaches to qualitative social science research and are derived from the lifeworlds of research participants through the process of coding" (Williams, 2008, p.248). Smith et al. (2009, p.92) endorse the use of the hermeneutic circle to create emergent themes which they say: "are usually expressed as phrases which speak to the psychological

essence of the piece and contain enough particularity to be grounded and enough abstraction to be conceptual." The next step for the researcher was to map how the emergent themes fitted together.

To arrive at super-ordinate and subordinate themes the researcher followed the advice given by Smith et al. (2009) where emergent themes were written separately on slips of paper and moved around a floor area to explore how they related to one another. From this process clusters of emergent themes were organised; these were the subordinate themes. A higher level of organisation had the subordinate themes placed under two super-ordinate themes.

While Smith et al. (2009, pp. 96-99) encourage innovation they also suggest a number of strategies that researchers can use to assist them in connecting emergent themes. These strategies are reproduced below, with a brief description:

- Abstraction (putting like with like and naming them as a cluster);

- Subsumption (emergent theme acquires a super-ordinate theme status by bringing together related themes);

- Polarisation (oppositional relationships between themes);

- Contextualisation (attending to temporal, cultural and narrative elements);

- Numeration (frequency of themes);

- Function (purpose of language used by participant).

The researcher applied all these strategies in differing degrees in the analysis. In this study, the research methods of autoethnography and IPA coalesced in analysis. As noted by Smith et al., (2009):

At each stage, the analysis does indeed take you further away from the participant and includes more of you. However, 'the you' is closely involved with the lived experience of the participant - and the resulting analysis will be a product of both of your collaborative efforts. (pp.91-92).

These collaborative efforts result in the creation of super-ordinate themes.

Super-ordinate themes

A super-ordinate theme is a construct which usually applies to each participant within a corpus but which can manifest in different ways within the cases. Finlay (2009) distinguished IPA as a phenomenological method where researchers "explicitly seek out idiographic meanings in an attempt to understand the individual which may or may not offer general insights" (p.9). A principle of IPA is to treat each participant's account as individual, and this is achieved through putting to one side the emergent themes of each transcript before analysing the next. In this study, once all transcripts were analysed for super-ordinate themes information, commonalities were identified to ascertain whether there were patterns across each case. In Chapter 4 super-ordinate themes from each case are used as organisers where quotes and information from participants were nested.

IPA provides a process which could be criticised as being prescriptive. However, the repertoire of strategies provided to the researcher ensures flexibility in the examination and analysis of the data. In fact, Smith et al., (2009, p.80) "encourage IPA researchers to be innovative in the way they approach it (conducting an analysis)". This freedom can lead to insights and considerations that may not arise from other research methods.

Summary

The combination of autoethnography and IPA as research methodologies in investigating issues in physical education is uncommon. Both approaches were discussed by Sparkes and Smith (2014) as qualitative research methods in sport, exercise and health fields, and McIlveen (2008) employed both these approaches in investigating career counselling. There are limited studies that employ both research methods in the examination of teacher professionalism by teachers of physical education. This study used an innovative approach and recognised the benefits of combining autoethnography and IPA as a way to examine and explicate the enactment of professionalism by primary PE specialist teachers in Queensland state schools.

IPA was the qualitative research approach taken in this study because it acknowledged the lived experience of the researcher in investigating phenomena. This method dovetailed with autoethnography because autoethnography "entails the scientist or practitioner performing narrative analysis pertaining to himself or herself as intimately related to a particular phenomenon" (McIlveen, 2008, p.15). In this study, the researchers' experience as a primary PE specialist teacher informed, rather than prejudiced, the data through the process of a hermeneutic circle where encounters with participants impacted on the researcher's beliefs and preconceptions.

The idiographic approach of IPA meant a deep analysis of phenomena was possible. For this study five participants at different career stages were interviewed and their interviews were analysed following a structured process. This process resulted in the identification of super-ordinate and subordinate themes which illuminated the enactment of

professionalism by primary PE specialist teachers in Queensland state schools. These

themes are identified and explored in Chapter 4.

Chapter 4   Themes about professionalism in primary physical education

This chapter presents the lived experiences of primary PE specialist teachers and their perception and enactment of professionalism. It identifies the super-ordinate and subordinate themes that resulted from the data analysis process outlined in Chapter 3 and offers an interpretation of these themes. Smith et al., (2009) ascertain that the writing up of IPA analysis or results is:

> By far the most important section in an IPA write up. It is where you show your reader what you have found…you must present your results in a full narrative account which is comprehensible, systematic and persuasive to that reader who is coming to your study for the first time. (pp.108-109).

The super-ordinate themes and the subordinate themes (exemplifying the super-ordinate themes) are used as organisers with transcript extracts from participants given to support the subordinate theme as described below:

> if the researcher wants to study a group of individuals, he or she moves between important themes generated in the analysis and exemplifies them with individual narratives (how particular individuals tell their stories), comparing and contrasting them (i.e., showing similarities and differences). (Pietkiewicz & Smith, 2014, p. 8)

Researcher assumptions outlined in Chapter 3 cannot be ignored in the data analysis process, as they were entwined in the themes. The assumptions act as a gateway, allowing the researcher to move in and out of the research. Four of the five assumptions could be said to relate to organisational issues impacting on the day to day lived experience of the primary PE specialist teacher. These researcher assumptions of timetabling, teacher

commitment, involvement in sport and non-contact time arose from her experience as a primary PE specialist teacher. The assumption that the participants would know little about democratic professionalism is one that the researcher had to be aware of in both the interviews and the IPA analysis. This assumption could lead to the researcher adopting a superior position (possibly a moral high ground) when compiling, analysing and presenting the data. The researcher endeavoured to use both a "hermeneutics of empathy" and a "hermeneutics of questioning" as described by Smith et al (2009, p.36) where the researcher stands in the participants shoes (empathy) but also alongside them (questioning).

The super-ordinate and subordinate themes identified in the analytic process are outlined as follows.

Super-ordinate themes

Two super-ordinate themes emerged from the cross-case analysis. The two super-ordinate themes were: *Professionalism as a personal responsibility* and *Physical Education as the other*. The subordinate themes under the super-ordinate themes give examples that support the super-ordinate themes.

Professionalism as a personal responsibility

- *individual attributes;*

- *seeking currency;*

- *the primary PE specialist teacher as role model.*

Physical Education as the other

- *perception of the subject by others (administration, classroom teachers, students, parents);*

- *the blurring of sport and physical education;*

- *the relationship of physical education, non-contact time and professionalism;*

- *the impact of performance and performativity.*

Identification and analysis of the subordinate themes

This study followed a typical structure of an IPA study. In this chapter, the identified themes are described and exemplified with verbatim quotes from the participants in italics. The researcher provided an analysis so that:

The final paper thus includes both the participant's account of his or her experience in his or her own words, and interpretative commentary of the researcher. The narrative account may engage several levels of interpretation, from low-level interpretation of data to a highly detailed, interpretative and theoretical level, which may generate new insights. (Pietkiewicz & Smith, 2014, p.13)

The themes generated from these interpretations will be discussed in Chapter 5 following the accepted practice of IPA as outlined by Pietkiewicz and Smith (2014) "which relates the identified themes to existing literature. Reflection on the research can be included here, as well as comments on implications of the study, its limitation, and ideas for future development" (p.13). While the super-ordinate and subordinate themes are presented through separate headings they are interrelated and their relationships to one another will be explored further in Chapter 5.

Professionalism as a personal responsibility- individual attributes

All five participants viewed professionalism as a collection of personal attributes and the responsibility of the individual. Professionalism was earned, not conferred, through having the position of PE specialist teacher at a primary school. This is a view shared by other people in the profession:

… just because you work in the HPE profession doesn't automatically qualify you as a professional, nor does membership of an association. You have to earn your stripes and be judged. It's a very personal as well as a public thing. (Emmel, 2010, p. 9)

The same opinion is promulgated by Beare (2000) who stated: "Professionalism is a status conferred by the public rather than the occupational group itself. It is a status that comes from being earned and deserved" (p. 172). The participants identified strongly with the personal over the collective.

Being knowledgeable about the subject and keeping informed about curriculum development were seen as necessary for the enactment of professionalism. Karen identified knowledge and the application of that knowledge as demonstrating professionalism:

Karen (Deputy Principal): In the phys. ed. setting I think it's to do with them understanding their subject matter, understanding what the curriculum is being developed and where they're supposed to be going with it.

While Karen saw content knowledge as essential to enacting professionalism she did not elaborate on how the primary PE specialist teacher was given direction on implementing the curriculum; "where they're supposed to be going with it."

Ian had been transferred from a primary circuit involving travelling to different schools each week. His current position was his first full-time placement as a primary PE

specialist teacher at one school. He listed the personal attributes of communication skills, adaptability, punctuality and enthusiasm in giving his understanding of what is meant by professionalism. Tammy added leadership qualities to the list:

Tammy (10 years' experience): I think they need to have leadership qualities because we are; most of the time we're one person at a school and you really need to give direction to the program and be able to communicate with admin and the teachers and just show them where you feel the program needs to go and what needs to be done.

Tammy, like Karen, identified the implementation of the curriculum; "you really need to give direction to the program" as essential to enacting professionalism and an individual responsibility. Tom, who was undertaking a university degree to prepare him for teaching in both primary and secondary schools, saw knowledge and behaviour management as important:

Tom (pre-service teacher): I think being able to, well first of all having an idea on what you're teaching and actually knowing. Maybe teaching cues so that if you're teaching shot-put or something, you actually know the correct technique and approach that lesson with confidence in knowing what you're talking about. I think that is very important. In terms of behaviour management again, being able to run a class where everyone is engaged and participating and there aren't kids doing their own thing and talking while you're trying to speak. I think it's very important to have that control over the group and to also create activities that are not only engaging but challenging; sort of adjusting certain activities for the higher achievers.

Tom's perception of professionalism has a strong element of "doing" which supports Evan's (2008) definition of enacted professionalism. His concluding sentence

endorsed enthusiasm as a professional attribute (also identified by Ian) and added the skill of differentiation to the attributes of professionalism. Differentiation was also identified by Deputy Principal, Karen who commented it was not professional "to teach to the middle".

The perception of professionalism as a personal attribute reflected the participants' view that there is particular knowledge and certain virtues that teachers require. The identification of personal attributes as elements of professionalism is more closely aligned to teacher identity than teacher professionalism, as discussed in Chapter 1. The participants demonstrated differences in the acquisition and valuing of knowledge specific to physical education:

Ian (5 years' experience): ... being a PE and teaching sport you've got to have a bit of fitness and knowledge back behind you, so that you can see that they know what you're doing and lead a healthy lifestyle.

Karen (Deputy Principal): Yes, as a teacher. Yes, as a teacher I think I was fairly strong on what I... I knew I wanted to teach the kids. They didn't have too much in the line of syllabuses in those days. We had a variety of skills that you knew you had to teach. Well, I suppose we did have old syllabuses, but a lot of my knowledge, from what I had to teach kids, came from experiencing what they needed. Watching them, being able to see if they could run, jump, throw, hop, skip and all of that sort of stuff. I suppose that... but I had a, a pretty solid grounding in teaching of physical skills at [a Queensland Tertiary Institute] and that's, because that's all I did, that and science.

Ian did not specify the content of the knowledge required for teaching physical education but he did indicate that this knowledge results in actions that can be perceived by others as the performer being knowledgeable. Karen's knowledge came from her experiences and observations. Rovegno (2003) identified four conceptions of teacher knowledge: practical knowledge, personal knowledge, teacher knowledge as complex, and teacher knowledge as situated. Practical knowledge is knowledge that is "oriented towards actions helping students learn, teaching and managing large groups of students, reacting to unpredictable situations…" (Rovegno, 2003, p. 295).   Personal knowledge is informed by experience and values while knowledge that is complex and situated recognises socio-cultural and environmental influences. Participants in this study appeared to construct their knowledge of teaching physical education around the concepts of practical and personal knowledge, rather than teacher knowledge as complex and teacher knowledge as situated.

Tammy described having knowledge about physical education as distinct from having knowledge in other subject areas. She commented that classroom teachers did not have this specialised knowledge because they perceived it as not useful to them:

Tammy (10 years' experience): …they're not really willing to learn it because I think they think that it's not their area and they don't have to teach stuff like that.

Tom spoke about levels of knowing in physical education:
It (physical education) is fundamental in developing motor skills…you create your lessons and your units (with) a lot of problem based learning going on. I think it can be a lot deeper.

All participants identified knowledge about the teaching of movement skills as necessary to the role of primary PE specialist teacher. Ian's Prep to Year 3 program was

focused on hand/eye coordination skills. Karen commented that primary PE specialist teachers enacted professionalism by "actually teaching the kids skills". Helen believed the movement skills acquired in physical education were transferable to other situations:

> *Helen (20 years' experience): An example is, teaching them skills in phys. ed. then being able to interact with them in a lunch break, for example, and play a game of something, a modified game of something.*

She also identified knowledge about the student as informing her teaching and enactment of professionalism. This knowledge was obtained informally from classroom teachers:

> *Helen (20 years' experience): What I share with them is over a coffee at lunch break is just information about kids, not so much about what you're teaching. It's information about this child and how do you deal with that behaviour?*

The teacher knowledge that informs the participants' enactment of professionalism as a primary PE specialist teacher could be described as being practical (using Rovegno's classifications). This knowledge enables teachers to perform their perceived role and deal with different situations.

The philosophical field of epistemology is concerned with the theory of knowledge and has been defined in the area of physical education as "what you believe knowledge and truth are" (Dinan-Thompson, 2009, p.90). The beliefs of the participants concerning knowledge and truth about what it is to be a primary PE specialist related to their day-to-day actions of teaching physical skills. They did not appear to further examine this knowledge, nor use it to inform how professionalism could be enacted in different ways.

Related to beliefs about knowledge and truth is the concept of virtue as an aspect of teacher professionalism. This concept has been explored in a number of studies (Cooke &

Carr, 2014; Cruikshank & Haelfe, 2001; Kramer, 2003; Sockett ,1993; Tichenor & Tichenor, 2006). Cooke and Carr (2014) explored the relationship between virtue, character and practical deliberation in teaching. Virtue is defined as a quality that is morally good, and cannot be separated from teacher practice: "teachers require a range of (moral) virtues of character, such as honesty, self-control, patience, fairness or firmness, in order to do their job well" (Cooke & Carr, 2014, p.94). Virtues are viewed as personal, rather than collective, attributes.

Two of the participants identified the need to go beyond their teaching role as a way of contributing to professionalism and "doing their job well". Ian spoke of what he did to demonstrate he was a member of the teaching team, as follows:

Ian (5 years' experience): And it's also just getting involved in the extracurricular. I take sport, discos, Christmas concerts, just getting in and showing the staff that you help out. Even helping the grounds man pack up after those concerts... that you show that you're just willing to sort of get your hand, do the dirty work that is not really my area but show you're willing to help out.

Tammy spoke about "going the extra mile" in her reporting and the extra duties she carried out:

Tammy (10 years' experience): I have done four regional sport coaching positions and a couple of district sport coaching positions or managing positions and it takes up a lot of your time. I don't think that teachers realise how much you do outside of school and how much you give, yeah. Sometimes I am running things before school in my lunch time, just trying to get the kids active. Teachers are so busy that they don't have the time to sort of assist, even though they might love what you're doing.

While Ian saw his involvement as contributing to the greater good of his school, Tammy had chosen to take on coaching roles inside and outside the school setting. Ian described enacted professionalism through *showing* others. While coaching sport may appear to be part of the role of being a primary PE specialist teacher, Tammy described taking on positions outside her school as an added responsibility. She spoke of other teachers not being aware of her responsibilities as a district and regional coach. It could be that these other activities were more public and recognisable to hierarchical observation, but were also perceived by other teachers as added roles which did not contribute to the academic success of students.

Ian and Tammy's enactment of professionalism involved taking on extra roles and could be seen as a virtue of service. Gewirtz, Mahony, Hextall and Cribb (2009) stated that: "Idealistic conceptions of professionalism emphasise the special nature of professional workers, in particular their specialist expertise, and the associated ethical virtues of trustworthiness, collegiality and service" (p.3). The moral virtues of honesty, self-control, patience and fairness were not identified by any participants as contributing to the enactment of professionalism.

None of the participants identified activism as an attribute of professionalism. When asked if they were familiar with the terms; "managerial professionalism", "democratic professionalism" or "activist professionalism" all participants replied they were not. This supported the assumption of the researcher that primary PE specialist teachers would not be familiar with these terms. However, participants could demonstrate characteristics of both managerial and democratic professionalism, such as being a passive recipient of knowledge (managerial) or instigating research to inform their practice (activist). From the researcher's experience, the terms managerial professionalism and activist professionalism are not heard frequently at professional development events, and are not used in

Departmental correspondence in Queensland. Democratic professionalism promotes collaboration and collective action, while the participants perceived professionalism as the attributes and actions of an individual. When asked if primary PE specialist teachers as a collective group were regarded as professionals Helen indicated that primary PE specialist teachers and classroom teachers had different perspectives:

Helen (20 years' experience): Okay, I think they are by their own, by other phys. eds, but I don't know that they are by other teaching colleagues who, just your classroom teachers. I don't know that we're viewed in that light. I sometimes believe that we're looking at as, well obviously babysitters because we provide non-contact time and I don't know that they view what we do with the children as being, you know fantastic. I'm not sure.

This individualistic perception of professionalism as enacted by the primary PE specialist teacher could be seen as being a barrier to enacting democratic professionalism which demands inclusiveness and collaboration. Evans (2008) identified tensions between individual and collective professionalism and arrived at an understanding of professionalism that encompassed both the "amalgam of multiple *professionalities"* (p.9). Thus, individual perceptions and viewpoints regarding professionalism are gathered together in a collective notion.

As mentioned in the introduction to this subordinate theme, occupying the position of primary PE specialist teacher did not immediately make a person a professional – that was something that had to be earned through demonstrated hard work and establishing relationships with others. Working hard as an individual is exemplified in the *Queensland State Schools Strategy 2016-2020* (DET, 2016, p.1) where teachers are directed to "monitor performance to drive improvement" while the NASPE Physical Education

Evaluation Tool identified being collegial and interacting appropriately with staff, parents and school volunteers as a component of professionalism. These characteristics could be seen as being about self, rather than being activist.

Professionalism as a personal responsibility- seeking currency

Seeking currency reinforced the super-ordinate theme of *Professionalism as a personal responsibility* as it referred to the teachers' knowledge and immersion in the "now" of physical education. This immersion was seen as a personal responsibility by the participants. "Specialised PE teachers are confident and passionate about PE and continue to stay informed of new trends as they only need to focus on this one speciality area" (Curry, 2011, p 1). However, whether being a specialist makes it easier to gain and apply new knowledge is debatable. From the stories of the primary PE specialist teachers they seek and require currency to confirm their professionalism, but the lack of relevant opportunities denies them this component of professionalism and reinforces the scarcity of relevant CPD.

Ian, who had started his career as a generalist teacher, would agree with Curry's view that teaching one, rather than multiple subjects, makes remaining up-to-date easier:

Ian (5 years' experience): I don't think I could go back in the classroom. I think that's one of my, just having the master. Being one, mastering one subject. I find it a lot easier and then you can just put all your energy into it rather than having to be an expert in English and all the subjects in there, all the strands in math, now history has come in, science has come in.

I find that when I did classroom I just wasn't. I did so much in my first couple of years. I was still getting my feet as a teacher. I don't think I had the confidence to

teach it probably as well as what I should, so I just find having the master in the PE,

the one area, even though there's different sports in PE, it's a lot easier than all

the...

Ian found teaching the specialist area of physical education in the primary school easier

than the subject mastery demands of the classroom teacher but he identified difficulties in

accessing professional development specific to physical education. When asked if

professional development was offered he answered:

Ian (5years experience): In a regard, yes. Not through the department. I go through

the PE conference.

Interviewer: Through the professional association?

Ian: Professional association, yes.

Interviewer: Do you think that's a problem, the fact that the department doesn't

offer professional development?

Ian: I don't know if it's a problem or if they're focused for the majority because

when you look at the whole teaching staff in the state, PE teachers... I'm the only PE

teacher. There are 27 classroom teachers. Based on that number I'm the minority

and I can see why they're catering more for the majority. It would be nice to have

more.

The participants in this study recognised the importance of continuing professional

development but expressed concerns about access and relevance. Karen supported Ian's

view about the provision of current and relevant information and professional development

for primary PE specialist teachers:

> *Karen (Deputy Principal): Also, making sure they keep up-to-date. In this day and age, I'm telling you now that the schools don't provide that up to date knowledge.*

All participants were aware of the development of a national curriculum in HPE and there were different degrees of engagement with curriculum documents.

Helen identified a situation where professional development on the AC: HPE was not provided at her schools. She sought support and currency through her initiative of contacting others:

> *Helen (20 years' experience): …when you're a phys. ed. in a primary by yourself, you sometimes wonder, "What am I doing? Am I doing what I should be doing?" and I've even rung phys. eds. at other schools to say, "What are you doing? Can you just flick us an email of what… what are you doing this year? Can I look at your programs? I'll flick you what I'm doing", to feel like, 'Okay, yup, I'm on the right track. Yes, I'm doing what I'm supposed to be doing'.*

Ian said that being "willing to keep learning" was a personal attribute that demonstrated professionalism. All participants were aware there was a professional association for PE specialist teachers: ACHPER QLD, and Ian, Helen, and Tammy had attended ACHPER QLD professional development events. Karen commented on the lack of professional development opportunities for contemporary primary PE specialist teachers:

> *Karen (Deputy Principal): I think the professionalism or the status of physical education teaching was at its heart in the early 90s when we had a phys. ed. branch that was based in central office, which was staffed to develop resources for us and then also to introduce the phys. ed. teachers to the resources and there were people*

out in the regions who came and supported you and came and watched you and

provided professional development. I don't think we called it that in those days. They

provided programs.

Karen referred to the Physical Education Branch of the then Department of Education, Queensland (identified in Chapter 2) which ceased to operate in 1992. This branch produced teaching resources for primary PE specialist teachers and, while based in Brisbane, supported regional officers who assisted both primary and secondary teachers of physical education in regional areas. The demise of this branch could be seen as negatively impacting on professionalism, as no alternative way of supporting teachers of physical education was implemented. Helen commented on the relevancy of professional development offered to primary PE specialist teachers:

Helen (20 years' experience): With professional development, you know, getting up a number of hours, well there's so many things that are available but most of them are completely irrelevant to phys. ed., so every week I sit in a staff meeting and the only time of year that that staff meeting is meaningful to me is when there's an athletics carnival coming up or a cross country or an event that I'm involved with.

Helen spoke of "getting up a number of hours". This is a reference to teacher registration in Queensland. Teachers are required to undertake 20 hours of Continuing Professional Development (CPD) to maintain registration (conditions associated with this are elaborated upon in Chapter 5). Systemic priorities have influenced the professional development offered to Queensland state school teachers, and access has been problematic for primary PE specialist teachers.

Tammy suggested that finding time to meet with other primary PE specialist teachers was important:

Tammy (10 years' experience): I do think networking is very important but that seems to be happening less and less with the pressures that are put on everyone.

Karen also identified limited opportunities for networking and obtaining relevant information:

Karen (Deputy Principal): Yeah, the professional development and up-to-date knowledge particularly in physical education area. A phys. ed. teacher has to go out and access it themselves. That's why I call that professionalism in terms of them as teachers. Our teachers tend to go out to look for stuff of their own but I don't find very much.

Tammy's observation on the reduction in opportunities to network and Karen's comments on accessing professional development suggest a struggle for professional credibility and recognition. .

Professionalism as a personal responsibility- the primary PE specialist teacher as role model

Three of the participants, Ian, Helen and Karen, described the primary PE specialist teacher as a role model. For Helen and Ian being a role model was indicative of professionalism:

Helen (20 years' experience): Always demanding a high standard of performance and high expectations for behaviour etc. from children, maintaining a professional

relationship with them, in that you are setting a standard for them, you're a role

model. Not only how you act but how you dress, how you are organised... you have

things going all the time.

Ian (5 years' experience): We've got to dress the part and I suppose being a PE and

teaching sport you've got to have a bit of fitness and knowledge back behind you, so

that you can see that they know what you're doing and lead a healthy lifestyle.

Ian and Helen identified the appearance of the primary PE specialist teacher as

contributing to their professionalism. This appearance related to their dress-code, not their

body type. The "cult of slenderness" has been highlighted as an issue for teachers of

physical education (Tinning & Glasby, 2002). Gard and Wright (2001) refer to "the cult of

slenderness" when arguing that teachers of physical education should contest obesity

discourses, stating that: "… it may be better for physical educators to say nothing about

obesity, exercise and health, rather than singing the praises of slimness and vigorous

exercise and condemning the evils of fat and 'sedentary' life" (p.547). The participants

commented on dress codes and fitness knowledge without specifically identifying an

"athletic" or "sporty" body type as a necessary for being a role model.

In discussing physical education programs in primary schools, two participants, Ian

and Helen, raised the issue of childhood obesity:

Ian (5 years' experience): the kids who need the extra help and they're usually the

ones who are dragging the chain, who don't want to be there and with all the

obesity it's... so I do a focus on, I'm trying to get every kid making it out, because I

know not everyone's going to be, have the skills. If we make it inclusive to get the

kids who need the help to, willing to participate, that's how I focus at the lower rather than the more elite.

Helen (20 years' experience) Well, I hope it continues just for the… I mean, the situation of childhood obesity as it is and it's increasingly getting worse. One in four kids apparently. It would be sad to say that kids are not going to get any physical activity at school and it should be on a day to day basis.

Ian saw a link between lacking movement skills and obesity, and adjusted his teaching to address this perceived link, whereas Helen viewed the issue as relating to lack of time in the school curriculum. Both indicated they had an advocacy role in promoting physical activity and a healthy diet and should demonstrate health-enhancing practices.

Being fit was also necessary to perform the job:

Ian (5 years' experience): It is a physically demanding job. That's why I try to look after myself and keep a high level of fitness to be able to cope with it.

Karen too identified that being physically active was important in teaching physical education and motivating students:

Karen (Deputy Principal): Primary physical education teachers, they just generally love being physically active.

All participants indicated they were active and valued physical activity. Helen had chosen to become a physical education teacher through her enjoyment of competitive swimming. Karen had an interest in sport coaching and sport medicine, Tammy had enjoyed an active childhood and valued sport, and Tom said he had a passion for sport.

There is no doubt that there is a generally accepted notion that people who choose to become physical education teachers value physical activity and participate in different sports. The focus on team sports and games in the Queensland primary school physical education curriculum over the last 70 years means that the participants would have been involved in games and sport in their primary schooling years.

While Ian, Helen and Karen specifically mentioned role modelling of behaviours, the other participants indicated that the physical education teacher had influence. Tom said his secondary school HPE teacher influenced his career choice. According to Karen, the primary PE specialist teacher was not only a model for students but for teachers in the days when the classroom teacher attended the PE lesson:

> *Karen (Deputy Principal): I, as a teacher, I was modelling all the time how to teach skills. I don't think our phys. ed. teachers get to do that anymore. They don't model how to teach skills. They're not under a scrutiny like originally.*

Karen expressed concern that the primary PE specialist teacher no longer models the teaching of movement skills to other teachers. The teaching of movement skills to students was very important to Karen who saw it as a necessary enactment of professionalism where the primary PE specialist teacher was "accountable for actually teaching the kids skills". She commented that "the general classroom teachers really don't have much idea how to teach physical skills, the newer ones don't, but the older ones may". As Karen had taught primary physical education in the days when the classroom teacher attended the lesson and replicated it later, she had witnessed, over time, a deskilling of classroom teachers in the teaching of movement skills. She used the word scrutiny with its implication of inspection and examination when describing the operation of the primary PE specialist teacher. It could be argued that being under scrutiny could improve the

performance of the primary PE specialist teacher. This argument will be examined under

the subordinate theme: *The impact of performance and performativity.*

The concept of respect is associated with being a role model. Himberg (2009)

identified respect as the link between being a role model and professionalism. Tammy

nominated respect as an indicator of professionalism:

> *Tammy (10 years' experience): Professionalism I suppose is the respect that you*
>
> *have for yourself but also respect that others have for you and what you do.*

Tammy used the word respect seven times in her interview. She spoke of respect as being

demonstrated by principals letting her make decisions and as something that should be

shown towards the physical education and health education subjects. She commented that

she wanted both subjects to; "definitely to be respected more from an administrative level".

Tammy identified the last-minute timetabling of physical education in schools as a

demonstration of a lack of respect for the subject.

Respect for oneself could be construed as respecting one's body by staying fit and as

the personal attribute of maintaining one's integrity. It could be argued that a teacher of

physical education demonstrates integrity by being physically active and promoting regular

participation in physical activity to others. Thus, the primary PE specialist teacher may

send a health message to others which may be subtle or explicit.

Having a preferred body type as an extension of appearance was not recognised as an

issue by the participants. However, Helen spoke of an incident in which her body was

viewed as machine- like:

Helen (20 years' experience): Anyway, before the beginning of last, fourth term last year, the principal at one of my schools, the one where I teach the swimming said to me, "Are you alright to do the seven lessons in a row with the swimming Helen or do you need a break in there?" and he must have seen the look on my face because I said, "No, I do need a break", I nearly said a name then. "I do need a break after two hours", and I explained why and that was the perception you know. That you'd be alright to go and stand in a pool for three and a half hours with no break in the sun. "You'll be alright, won't you?" And then come back to school and teach on the oval in the afternoon.

While the principal's perception of Helen's physical ability to work without a break is not related to her being a role model it may make her different from other teachers. The primary PE specialist teacher as a role model could be differentiated from the classroom teacher as a role model. This could be through the perception that the primary PE specialist teacher is expected to embody and exemplify physical fitness. If they do not match this image, it is possible that their professionalism could be questioned. This could make them different from teachers of other subjects and this possible difference is examined in the super-ordinate theme: *Physical Education as the other.*

Physical Education as the other- perception of the subject by others

When asked about whether he would prefer to be a generalist or specialist PE teacher after graduation, Tom answered that he saw himself as a specialist PE teacher:

Interviewer: So, you see yourself being a specialist in the area and not being a generalist teacher?

Tom (pre-service teacher): Yeah definitely. Obviously, that's where my passion lies. I don't have a problem with being a generalist teacher. I think that it would be

enjoyable but I think physical education can be undermined a little bit. It may be

seen as more of a social thing.

...people can see it a little bit differently.

When Tom talks about how people see physical education, he is talking about perception. Perception can be defined as:

A common way of defining perception is 'how we see things'. However, perception is a process involving not only the senses but also complex underlying mechanisms. Perception, which is mediated through the interconnectedness of mind and body, is an individual's access to experience and interpretation in the world. (Munhall, 2008, p. 607)

Merleau-Ponty (1962), argued that one's perceptions of others developed from one's own embodied perspective. Therefore, the perception of how others (such as members of administration and generalist teachers) see the subject physical education and the primary PE specialist teacher will be through the lens of the participant's experience. This presented complexities in investigating how professionalism is perceived, both by the primary PE specialist teacher and by others working with them.

The super-ordinate theme *Physical Education as the other* encompasses how the subject and its practitioners are perceived as different - different and apart from other subjects and teachers. The title of "specialist teacher" may assist in the perception of "other". The use of the terms the Other and otherness can be found in human geography, anthropology, sociology, philosophy and literature. The terms have different interpretations in phenomenology which contributed to the complexity of this subordinate theme. For Husserl, the Other was perceived through one's own experience and would always be

unknowable; "irreducibly other" (Drummond, 2008, p.66). Merleau-Ponty held a similar view to Husserl: "My perception of 'other' always developed from my own embodied perspective" (cited in Smith et al., 2009, p.19). These conceptions of the other have been criticised as lacking empathy and a responsibility for the other that could lead to transcendence (Levinas, as cited in Bergo, 2015.)

In this study, the super-ordinate theme *Physical Education as the other* is best represented by the description of otherness given by de Beauvoir (1949), who stated that: "Otherness is a fundamental category of human thought" (Ritchie & Ronald, 2001, p.256). De Beauvoir referred to differences between men and women and argued that "man's experience is central and absolute, woman's is perceived as inessential, alien, negative" (as cited in Makaryk, 1993, p.620). She identified an imbalance of power between men and women where women "instead of reciprocally classifying men as alien submit to men's view of them as Other" (cited in Makaryk, 1993, p.620). This imbalance of power between male and female and the construction of identity has been a focus for research into girls' participation in physical education (Flintoff & Scraton, 2005; Penney, 2002; Wright 2002). Feminist theory examines the production and reproduction of power relations and this has applications to curriculum construction and practices in schools. The status of physical education, as discussed in Chapter 2, could be seen as indicative of a male/female power relationship where it is perceived as inferior to other subject areas.

Participants identified that primary PE specialist teachers were different in terms of dress and operation:

> Ian (5 years' experience): … I mean, we're different to other teachers.

> Helen (20 years' experience): …parents regard us differently from the classroom teachers.

Tammy commented on the timetabling of physical education in primary schools as a position of "othering, reflecting an imbalance of power in time allocation:

> *Tammy (10 years' experience): It just seems to be something there that is tagged onto the others.*

Timetabling is one issue that makes explicit positioning of physical education and other subjects in the primary school setting. There was a lack of consistency in the time allocation and staffing given to physical education lessons across the participants' schools. Ian gave information on the timetabling in his school:

> *Ian (5 years' experience): …the preps to year threes get half an hour at least a week and fours to sevens come an hour a fortnight so it equals out to 30 minutes a week.*

After teaching on a circuit Ian enjoyed being full-time at one school. Karen's school had an arrangement that was uncommon for Queensland state primary schools. There were two full-time primary physical education teachers who taught together and Year Prep (Foundation) to Year Five had two physical education classes a week. The Prep Year also participated in an outdoor program conducted by the classroom teacher. Years 6 and 7 physical education lessons were affected by the Languages Other Than English (LOTE) subject and time-tabling was worked around this subject. The arrangement at Karen's school was made possible by her position as a Deputy Principal and could be seen as an attempt to address subject imbalances in the primary school curriculum.

Tammy taught in a Year Prep to Year 12 school with two other HPE teachers. She was responsible for the primary physical education program while the other two teachers taught HPE to Year 8 through to Year 12 classes. This variation in lesson time and staffing allocation in Queensland state primary schools showed inconsistencies and could affect

student learning as well as highlighting the open interpretation of the curriculum and how to enact it.

Ian, Helen and Tammy commented on how the principal affected the perceptions of classroom teachers about the professionalism of the PE specialist teachers:

Ian (5 years' experience): Definitely, I think it flows right down from the top and they see how you're treated.

Helen (20 years' experience): I think it comes from the top more than anything and if your principal sees you as valuable and that sort of thing, then I think it filters down through the staff.

Tammy (10 years' experience): The person I am working under now really values PE and came from that sort of teaching area too. It's been great in that respect but I've worked with principals that know nothing about sport and PE and have let me sort of take reins, which has been good. Also on the other hand I worked for admin that don't really respect it and sort of felt at the bottom of the food chain as far as the subject area goes.

Tammy's comments illustrate the contradictory nature of the perceptions of others with regard to the demonstration of professionalism. On one hand Tammy valued the autonomy that came with not being acknowledged, while on the other hand she felt devalued by it.

The comments by these three participants identified the school principal as an influence on the perception of the primary PE specialist teacher. Tammy could see advantages and disadvantages in working with a principal who appeared indifferent about physical education in the primary school. Indifference could result in increased autonomy for the primary PE specialist teacher but it could also result in lack of respect and low

status for the subject and the teacher. Helen had been in a situation where she taught at two schools where the principals had different attitudes towards her. One supported her and offered practical assistance such as putting up nets for lunch-time volleyball games. While Helen appreciated this assistance, it may not be perceived by others as acknowledging her professionalism. The other principal had little knowledge of her program or the activities she conducted outside lesson time. Karen, as a Deputy Principal and with a background as a primary PE specialist teacher, was very supportive of the subject and the teachers. It was through her initiative that the school employed two primary PE specialists and she also offered practical help by running the interschool sport program, a responsibility that was often given to the PE specialist teacher.

Participants were asked about student's perception of physical education lessons.

Ian commented:

> *Ian (5 years' experience): I find generally most kids are… it makes it a lot easier that they're actually motivated, they enjoy the… particularly the running around, getting active.*

Helen saw physical education as giving opportunities for success to students who did not excel in the academic areas:

> *Helen (20 years' experience): Oh yeah, I was just going to say, I've had incidents where these kids who are struggling academically and who are behaviour problems probably because they are struggling academically, come to phys. ed. and sometimes are the better performers. When I mention this to class teachers and say, "Oh, gee, so and so…" "Wow, really? I didn't know he could do", and I point out that this is an area where they do achieve and many of the non-academics are fantastic at their physical sort of things.*

It could be argued that Helen's comment reinforces a dichotomy between academic and non-academic subjects and thus contributes to the perception of physical education having a low status. The primary PE specialist teacher may encourage this perception of physical education through making comparisons with other school subjects and categorising students as academic or non-academic. Helen's feedback gave classroom teachers information about students' achievements of which the teachers were previously unaware. This indicated a disconnection between what occurs in physical education lessons and what occurs in the classroom. It signals that physical education operates separately from other subject areas.

Ian identified enjoyment and Helen identified success as factors in making judgements about how physical education was perceived by students. With reference to how the primary PE specialist teacher is perceived by other teachers, Karen identified engagement as an indicator of perception:

Karen (Deputy Principal): I think they're judged on their ability to really engage with kids at our school, so that's pretty good.

Karen's assessment that the engagement of students in physical education lessons at her school is good indicated that she has observed these lessons. She also shared observations about the teaching of physical skills by the primary PE specialist teachers at her school. Engagement was demonstrated through student participation and this participation could be interpreted differently by different observers.

Tammy remarked that her coaching role enabled her to engage with students who valued physical activity (as separate from the students attending physical education lessons):

Tammy (10 years' experience): We're faced with a lot of kids that aren't active in their own time and PE is a struggle for them. They don't value it and spend a lot of their spare time inactive. The battle seems to get more difficult each year, so I just love that sort of contact with kids.

Tammy found student enjoyment and success (factors identified by Ian and Helen) more evident in students as athletes and sports performers than in students as members of a physical education class. She observed that lack of physical activity outside the physical education lessons affected participation and engagement in physical education lessons. Tom observed that the age of students was a factor in their engagement in physical education lessons:

Interviewer: How do the students regard physical education?

Tom (pre-service teacher): I have found that when I taught Year Eight, they weren't as positive as the younger grades. They were probably a little bit, I don't know. They're going through that age where it's not cool to do hurdles or something like that. The preps and younger years just really loved it. It was pretty positive however when teaching discus, obviously there are those strict safety measures that have to be in place.

Tom attributed the lack of interest in participating in a physical education lesson that involved hurdling to the students' age. Another reason for this lack of interest could be lesson content and repetition. Students appeared to be more positive about discus which supports the content argument. There is a relationship with this theme to the conceptions of teacher knowledge in the subordinate theme *Professionalism as a personal responsibility - individual attributes.* The selection of lesson content could reflect Rovegno's (2003) conception of teacher knowledge; practical knowledge, personal

knowledge, teacher knowledge as complex and teacher knowledge as situated. What is taught, as well as how it is taught, affects how the teacher is perceived.

Participants commented on the perception parents of primary students had about physical education and the primary PE specialist teacher. Ian communicated with parents through the school newsletter. Helen spoke of occasions where the parents of Prep Year children observed her lesson when they stayed to watch after taking their children to school, and allowed their children to leave the lesson if the child said they were tired. This affected Helen's lessons:

Helen (20 years' experience): Now, it got to the point where these parents coming to my classes unannounced and without saying anything to me disrupted them terribly, so I had to go to the teacher and say, 'Look, do you mind speaking to them? I don't mind them coming but they don't say anything to me. They walk in and they ignore me and it's like, "Okay, so do I ignore them too?"'

It was just… it's a strange thing and that's how I dealt with it. I had to go through the teacher to speak to them because they didn't speak to me. Odd.

Helen felt uncomfortable with the situation where parents were giving consent to their children to not participate in the physical education lesson. She experienced difficulty in communicating to the parents and felt she could not address them during the lesson. Helen was asked if this behaviour was specific to the physical education subject and if parents would behave differently in a classroom setting:

Helen (20 years' experience): So yes, there's this totally different thing that… they'd never walk into the classroom unannounced, would they? I wouldn't just stand at the door and walk in and sit down but they do it in PE.

Helen's lived experience of having her lessons disrupted by parents reinforced to her that physical education was different, and that the primary PE specialist teacher was treated differently from the classroom teacher.

Karen thought that communication between the primary PE specialist teacher and parents demonstrated professionalism. She believed that primary PE specialist teachers had a duty to report on student attainment of physical skills:

Karen (Deputy Principal): They make sure that they can report on every child in the… particularly, well physical education in the skills area, and are able to talk to parents and actually call parents up if they see that a child has got some sort of physical issue that they could help somewhere along.

Of the participants, Karen was the only one to identify this diagnostic role of the primary PE specialist teacher. As indicated previously, Karen viewed the teaching of physical skills and their acquisition by students as essential for the enactment of professionalism by primary PE specialist teachers. Other participants did not comment on this role and did not give examples of contacting parents because of concerns about student performance.

Another occasion where Helen had experienced different treatment from others (school administration and members of the Parents and Citizens Association) was when her

covered teaching area was reduced considerably in size by the installation of a stage. Her

reaction was not to be confrontational or to complain but to modify the way she taught:

Helen (20 years' experience): Even that teaching space was then, so cut down, but,

again, was it my fault? Did I not go and say, "Hey, why is this being put in?" No, I

didn't. I just worked around it. I adjusted lessons. I adjusted what I was doing, to fit

in with what they thought was right. Again, do you speak up? Do you say, "This is my

area. It's important. I don't want it cut down."

I didn't even know the plans were going to be in place to put this stage there. I come

back from a holiday break and here's a wooden stage, so, yeah, an indication of the

lack of importance placed on teaching space for phys.ed.

The lack of consultation with Helen and her acceptance of the situation is an example

of physical education being, an 'other', which according to Helen, is lesser than other

subjects and school events. Helen's adaptability (an identified individual attribute of

professionalism) and her choice to not agitate for change may signify an imbalance of

power in the school setting. Complaining about the installation of the stage which impacted

on her teaching may not have affected a positive outcome for Helen. She could have

chosen to be the wronged party; *was it my fault?* but instead chose another way of dealing

with the situation. As a primary PE specialist teacher with over 20 years of teaching Helen

may have felt resigned to this imbalance because of previous experiences.

Tammy received more acknowledgement from parents in her role as coach than she

did from her role as teacher:

Tammy (10 years' experience): That's a funny one because I do a lot of coaching

and that sort of thing outside of school within the district and also the region. Those

parents have really valued what I've done and the time and expertise that we've

given to their children. Parents at school, yeah, I guess it's quite mixed. I mean we

had parent teacher interviews and I think I had two interviews out of four classes in

the secondary school. I don't know whether that means they don't value them or they

just see me as doing a good job and leaving me alone.

Having few teacher interviews is viewed ambiguously by Tammy. She was unsure if it is a sign of low status for the physical education subject or an endorsement of her teaching. The parental approval she received for her coaching role is certain, while there is uncertainty about parental perceptions of her role as a teacher of physical education.

While he was on practicum Tom witnessed communication between the primary PE specialist teacher through a nexus of specialist, classroom (generalist) teachers, and parents:

Tom (pre-service teacher): No. I mean yeah it is; most of the stuff I think goes

through the actual classroom teacher with the parents. I saw my mentor teacher pass

things forward to the generalist teacher to pass onto the parents. There was a lot of

communication that way but there was still interaction with parents. Everyone knew

who the phys. ed. teacher was and they all sort of got along.

Having an intermediary communicate about student attainment in physical education has advantages and disadvantage. The advantages are that the classroom teacher knows the student well and information about the student in physical education lessons assists the classroom teacher in having a more holistic view of the student's achievements. It also gives information about the physical education program to the classroom teacher. The disadvantage is less explicit communication about the physical education program and how

the student is involved in the program. There is limited research on how parents of primary-aged students perceive physical education and perceive the role of the primary PE specialist teacher. Riek (2013) asked parents at a Queensland state primary school to rate subjects in the Australian Curriculum based on importance. HPE rated sixth out of nine, with English and maths as the most important. Ian, through the school newsletter and Karen, through the school reporting system indicated that making information about the physical education program available to parents through different communication channels was a way of enacting professionalism and a means of advocating for the subject.

As mentioned previously, perception comes from an individual perspective. The participants made sense of others' perceptions from their own experience. Teaching physical education in Queensland primary schools could be considered both a private and public act. Private, in that the primary PE teacher works alone, separated from other teachers, and public in that the teaching space for physical education is often open to view from others. The performance aspect of enacting professionalism will also be examined in the subordinate theme *Physical Education as the other- The impact of performance and performativity.*

Physical Education as the other -the blurring of sport and physical education

The blurring of sport and physical education was evident in the interviews with all participants. Paradoxically, the blurring diminished some perceptions of professionalism while enhancing others. In Helen's experience, the ability to coach sport did not raise the status of the primary PE specialist teacher role:

Helen (20 years' experience): If your principal sees you as this person that can just provide non-contact time, can coach sport, can do this, that and other but really isn't that important, then I think that attitude is taken on by the whole community.

Helen's observation was that the primary PE specialist teacher is perceived as a provider of non-contact time and to coach sport, which has limited value with school leaders and community members.

On the other hand, Tammy felt valued as a coach, and coaching sport enabled her to enact professionalism:

Tammy (10 years' experience) …I have taken on managing positions, coaching positions and yeah, I guess I love that sort of opportunity with kids that really want to strive and do well and represent at a high level.

Providing opportunities for students to achieve at a high level in sport was important to Tammy who had considered a move from being a primary PE specialist teacher to a role in sports management:

Tammy (10 years' experience): I am not interested in going into an administrative level. I'd like to get into Metro North Sport or Queensland School Sport or that sort of thing eventually.

The fulfilment Tammy received from being a coach and manager had made her reflect on her teaching position and possible career changes. The career pathways for primary PE specialist teachers are limited. They common pathway is to move to the classroom and then seek promotion to an administrative position. Alternatively, they could move to a secondary school and advance to a Head of Department position. Paid positions, as distinct from voluntary positions, in sports administration are few in Queensland state

schools. There are five central office positions including the manager in Queensland School Sport, and limited positions in educational regions (DET, Queensland, 2016).

Unlike Tammy, Tom was not interested in moving to a sports administration position:

> *Tom (pre-service teacher): Yeah, I definitely think in the education system, there are a lot …of different avenues that you can take. I sort of; I was really shocked when I saw the Director of Sport. He's just a lot of computer work and I didn't expect that.*

> *Interviewer: He was managing competitive sport, was he?*

> *Tom (pre-service teacher): He was Director of Sport at this school that I was at. There was just a lot of computer work whereas I didn't really expect that. I was thinking eventually I'd like to definitely progress to being a Head of Department.*

The idea of working at a computer rather than teaching physical education did not appeal to Tom, supporting the perception that being involved in sport, even in a managerial position, is an active job.

All participants had coached sport and had personal experience as sport participants. As stated in the *Professionalism as a personal responsibility- the PE teacher as role model* section, Helen, Tammy, and Tom had chosen to become physical education teachers because of the enjoyment they had received from their participation in sport, while Karen was interested in learning about sports coaching and sports medicine. Dowling (2006) quoted research findings that demonstrated a link between physical education teachers' identity and a love of sport and physical activity. The participants' knowledge and competence in sport may be valued by school administrators and classroom teachers, or may reinforce the otherness of the primary PE specialist teacher as an athletic performer

rather than a teacher. Karen remarked on this perception of the physical education teachers by others:

> *Karen (Deputy Principal): They (people) think they've got to be involved in every sport…proficient at every sport.*

This perception of the primary PE specialist teacher as a sporting all-rounder has a connection to the primary PE teacher as a role model for an active lifestyle. The researcher had often been referred to as the sport teacher in her career, in both secondary and primary schools, and sport as a synonym for physical education was discussed with the participants. The blurring of sport with physical education was evident when talking with Ian about assessment and reporting:

> *Interviewer: Do teachers or parents ask you about any assessment procedures or results or reports now?…*
>
> *Ian (5 years' experience): I've only had about once in my teaching career, and that was all to do with the sports, so…*
>
> *Interviewer: Yes, I've …from my perspective too, I had a couple of queries and it seems they regard physical education as sport and if their child is involved in sport outside the curriculum than that should be reflected in the result they get. That may not be necessarily so given whatever element or unit you study. Is that what you're saying?*
>
> *Ian: Yes.*

Ian and the researcher had both had experiences where parents had questioned their child's results in the physical education subject because their child had achieved highly in a specific sport. There appeared to be a belief that high level performance in one sport or

physical activity area would translate to high level performance in other sports or physical activities in the school physical education program. Sport and physical education had become one.

Another example of the blurring of sport and physical education was given by Karen when discussing professional development opportunities for primary PE specialist teachers. Karen was asked where the primary PE specialist teacher could find opportunities to access up-to-date knowledge other than from the professional association ACHPER QLD:

> *Karen (Deputy Principal): Yes, ACHPER and the sport and rec. people, because most of the time they go out looking for better ways to teach skills, physical skills, so they look at the coaching side of things or through ACHPER.*

The subordinate theme *Professionalism as a personal responsibility- seeking currency* examined professional development for primary PE specialist teachers and identified a lack of opportunities for these specialists. Karen commented that sporting organisations filled a void by providing information and strategies for teaching specific sports skills. Ian had made use of these organisations. When asked if he met often with other primary PE specialist teachers he answered:

> *Ian (5 years' experience): On a semi regular, mainly at sport meetings, so it's not really formal. You don't really get a chance to network too much. I meet with a lot of the sporting co reps to try to get their people into the school.*

Ian saw a place for sports development officers in supporting his physical education program. Many sports have their development officers contact schools and offer programs, some cost the school nothing and others have a fee. The use of external providers in the

physical education program has been investigated by Williams, Hay, and Macdonald (2011), Williams and Macdonald (2015) and Powell (2015) and concerns have been raised that programs provided by external providers could replace the physical education program. Pope (2014, p.) called the use of corporate providers to teach aspects of the HPE curriculum as "pay to play" and stated such practices had a presence in New Zealand.

Helen supplemented her professional development by attending sports coaching workshops:

> *Helen (20 years' experience): I'd go and do coaching courses which were free of charge and provided you with another eight hours or so of professional development hours.*

The situation where Helen attended sports coaching courses to make up the hours required for teacher registration reinforced sport as a dominant area in teaching physical education and reinforced the blurring between teaching and coaching.

While many primary PE specialist teachers coach interschool sport teams in Queensland state schools, classroom teachers are also involved as coaches.

> *Tammy (10years experience): Yeah and on that subject of interschool sport, we are relying on classroom teachers to coach teams. It's becoming more and more frustrating. It is extra time and I think it's an expectation that they need to be able to assist as they do on carnival days and that sort of thing and take on that responsibility teaching kids the skills and the games.*
>
> *Interviewer: And you find that teachers nowadays don't have the knowledge and the skills?*

Tammy: Yeah and they're not really willing to learn it because I think they think that it's not their area and they don't have to teach stuff like that.

Tammy expressed her frustration that classroom teachers did not see coaching as part of their role. The perception that the teaching of skills is the responsibility of another contributes to the othering of physical education. Three of the five participants spoke about teacher absence at sports carnivals. This phenomenon will be examined in the subordinate theme *Physical education as the other – the impact of performance and performativity.*

Physical Education as the other -the relationship between physical education, non-contact time and professionalism

The issue of non-contact time and its relationship to physical education was identified by four of the five participants. Helen and Karen made comments in reference to the relationship between non-contact time in Queensland state schools and the timetabling of physical education:

Helen (20 years' experience): …it became something other than providing, educating the kids, it became seen as a means of them having a break. It lost its importance as an entity on its own.

Karen (Deputy Principal): I really think that's deteriorated to the point where some of our other teachers have forgotten that they are, that phys. ed. teachers are teachers.

The relationship which links specialist lessons to the provision of non-contact time for classroom teachers has implications for the enactment of professionalism. As discussed in Chapter 2, one hour of non-contact time per week, provided for preparation

and correction, was awarded to Queensland primary teachers in 1994, after a five-year campaign by the Queensland Teachers Union (QTU). In 1996 a second hour of non-contact time was awarded. A submission made to the Industrial Relations Commission by the QTU argued that for non-contact time to be used effectively by classroom teachers it should be an hour in duration. This was achieved by timetabling one specialist lesson after another.

Prior to 1995, the classroom teacher was required to attend the physical education class so that they could repeat the lesson later in the week. With the introduction of two hours of non-contact time the classroom teacher no longer attended the physical education lesson. Of the participants, only Helen and Karen had taught physical education when the classroom teacher attended the lesson. Helen reflected on her experience:

Helen (20 years' experience): Well, they'd come along to your lesson. They'd watch what you were doing and you'd often provide information about how they could do a follow up lesson and most of them did. They saw it as important, they wanted to know how they could teach it and it became an important subject area for them as well...

[After 1995 – researcher insert] it became something other than providing, educating the kids, it became seen as a means of them having a break. It lost its importance as an entity on its own.

Helen's observation of how the segregation of the classroom teacher through the introduction of non-contact time affected the perception of the subject was supported by Karen. In describing the operation of the physical education program in her school she commented:

Karen (Deputy Principal): I think the teachers perceive it as non-contact time, but I keep reminding them that it is a subject that is being taught by two teachers whose job is to teach and not to just babysit.

Karen noted that teaching in isolation contributed to this perception. Ian, who had not experienced teaching with the classroom teacher in attendance, commented on whether teaching in isolation affected professionalism:

Ian (5 years' experience): Yes and no... I feel a bit stressed if there are other people watching, so that suits me fine.

I suppose it could because a lot of the teachers, with the whole non-contact time in primary school, they just think it's there and that's their time off. You sometimes feel like that's all you're there for, to give classroom teachers time off.

Ian identified the perception of classroom teachers of the primary PE specialist teacher as a provider of non-contact time. This perception was also identified by Tammy.

Tammy (10 years' experience): I think a lot of them see PE as being important but I think more so that we're a provider for non-contact for them. I think number one; they more so are concerned about whether they're getting non-contact and not really what program we're providing. It's a bit of a touchy point sometimes I think, in the PE primary sector.

Tammy stated that non-contact time was "a touchy point" with primary PE specialist teachers. Helen and Karen had used the term "babysit" when describing non-contact time and the perception of primary PE specialist teachers by classroom teachers. The terms "babysit" and "babysitter" could be viewed as pejorative. They imply supervision with no educational or learning outcomes. A babysitter enacting professionalism could be

described as 'keeping their charges safe and busy'. Perceptions of primary PE specialist teachers enacting professionalism may be held with classroom teachers, where an ignorance or 'not my job' attitude may constrain possibilities. While the linking of non-contact time to the physical education lesson could be seen to be deleterious to both the subject and the primary PE specialist teacher it does create space for the subject in the school timetable. Thus, as identified in the literature review, non-contact time is a 'double-edged sword'. For example, the provision of non-contact time to classroom teachers enabled Karen to employ two primary PE specialist teachers:

Karen (Deputy Principal): We engineered it … we have to provide non-contact time for teachers. We believe that we could best use that non-contact time with the extra full-time equivalents with a subject area. We already had two music teachers at the school and one phys. ed. teacher. They thought that there should have been a bit more equity, in terms of those extra subjects, those other key learning areas.

The school's got a very big music program and physically it wasn't as demanding. So as part of building up the physical skills of the kids, we decided that it was a good option to have two full time phys. ed. teachers. It provides… it's easy to provide non-contact time then, across two hours a week for teachers, when you've got 45 staff.

Karen indicated that is easier to manipulate non-contact time if you are in a larger school with more staff. The decision to have two full-time primary PE specialist teachers was championed by Karen, who had a primary PE specialist teacher background and who was committed to the teaching of physical skills to students. This was a school-based decision not a systemic one. The inconsistencies in staffing for physical education are elaborated upon under the subordinate theme *Physical Education as the other- perception*

of the subject by others. Disparities in lesson allocation, lesson time and staffing across Queensland primary schools raise concerns about the entitlement of students accessing physical education learning experiences.

Physical Education as the other – the impact of performance and performativity

Concepts of performance and performativity were identified in this theme. A distinction arose from the analysis of the data concerning the meanings of performance and performativity. Although the terms performance and performativity seldom appeared in the transcripts of interviews the situations described and the comments made by the participants exemplified these terms.

Performance

The meaning of performance pertinent to this study is given by Crossman (2016) and is based on Goffman's 1959 work, *The presentation of self in everyday life*.

> Goffman uses the term "performance" to refer to all the activity of an individual in front of a particular set of observers, or audience. Through this performance, the individual, or actor, gives meaning to themselves, to others, and to their situation. These performances deliver impressions to others and information is exchanged to confirm identity. The actor may or may not be aware of their performance or have an objective of their performance, however the audience is always attributing meaning it and to the actor. (Crossman, 2016)

The "activity of an individual in front of an audience" could describe the primary PE specialist teacher instructing students. The participants indicated most of their teaching

was done in isolation. The exception was Karen's school where there were two primary

PE specialist teachers. She described how they worked together:

> *Karen (Deputy Principal): They team teach. They team teach a lot. They also do*
>
> *things like, they back each other up. If one has got to go on camp, the other one will*
>
> *stay at school and teach that persons" classes. They'll teach double classes, so they*
>
> *work very, very closely together, and they assess together. They work at their*
>
> *curriculum together. They both go to the meetings together to make sure that they're*
>
> *on target with what the school is wanting from them.*

This situation is not common in Queensland state primary schools. Generally, there

is one primary PE specialist teacher at one school or across a number of schools. Having a

partner to work with appeared to offer support and the opportunity to collaborate.

Participants indicated that opportunities for collaboration were limited in the subordinate

theme: *Professionalism as a personal responsibility- seeking currency.*

 Helen identified how a primary PE specialist teacher could perform for a public audience:

> *Helen (20 years' experience): Yes, I remember even back, early days at university or*
>
> *college as it was then, how we were told that you are the first person that a passer-by*
>
> *sees because you're out on the oval. You are the first person that parents see as they*
>
> *enter the school grounds to pick up their children...*

Participants did not comment about modifying their performance for a public

audience although they did identify the school athletics and swimming carnivals as

occasions for public performance. Ian brought up the topic of being valued and the issue

of teacher absenteeism at carnivals when questioned about what he would change about

physical education in Queensland schools:

Ian (5 years' experience): Probably the valuing … because I still feel a bit undervalued sometimes, even at carnivals you don't. Some people say it went well, others just, you can see It's a strain on them.

I've known from my direct supervisor that over the last couple of years, classroom teachers have a higher level of absenteeism coming in on those carnival days, whether there's legitimate reasons, but that's just one thing you don't think they value. They just see it as a carnival. They're out of their routine. They'd rather have the day off so that sort of gives you the impression; well they aren't really supporting the PE.

Ian viewed school carnivals as opportunities for other staff to support him both as the primary PE specialist teacher and as the carnival organiser. He perceived teacher absenteeism on carnival days as a sign that the subject physical education was not valued. The situation, however, was not unique to Ian's school. Both Helen and Tammy identified teacher absenteeism on carnival days as something they had experienced:

Helen (20 years' experience): At one of the schools that I… the school that I'm not at anymore, what I noticed was and other people would notice it to. We'd have a swimming carnival, for example. All the supply teachers would walk in and you'd be thinking, "What's wrong?"

The number of teachers that suddenly were sick on a day where they had to be out of their classroom was phenomenal. Not only that, you'd have your cross country. Again, you'd have at least four to five supply teachers coming to replace teachers who'd taken the day off. Now, I'm talking about a staff of 13 teachers.

Now, that's almost half and I'm not just saying it because it happened once. It happened all the time. So, yeah, teachers see sports carnivals or phys. ed. activities as being completely out of, "Oh, no. I can't do that. I'm not qualified to do that. I don't want to do that", and they'd pull the pin. They wouldn't be there. It was so noticeable.

Tammy reiterated:

> *Tammy (10 years' experience): Yeah. It's a bit of an inconvenience, the carnivals to them.*

School sporting carnivals provide primary PE specialist teachers with opportunities to perform and enact professionalism. Teacher absenteeism from school carnivals sends a message about what is valued, and such messages may influence the enactment of professionalism by primary PE specialist teachers.

The participants did not identify a relationship between having another adult present in the lesson (whether their presence was to interact or to observe) and the enactment of professionalism. This supports Karen's observation that primary PE specialist teachers are not under the same sort of scrutiny they were when the classroom teacher attended their lesson.

Performativity

Performativity is related to performance but in the context of a specific culture. This concept of performativity is supported by the data collected in this research study.

This study defines performativity as:

a technology, a culture and a mode of regulation that employs judgements, comparisons and displays as means of incentive, control, attrition and change – based on rewards and sanctions (both material and symbolic). The performances (of individual subjects or organizations) serve as measures of productivity or output, or displays of 'quality', or 'moments' of promotion or inspection. (Ball, 2003, p. 216)

In line with the concept of performativity drawn from the data, Sachs (2012) identified the imposition of teacher standards as an issue affecting teacher professionalism. The APST can be seen as a measure of performativity.

When participants were asked about their knowledge of the APST, only Ian indicated an understanding of their purpose and organisation. Ian identified as being at a career stage between Proficient and Highly Accomplished and responded to a question on what was needed to make the transition to the Highly Accomplished stage:

Ian (5 years' experience): Just expanding my knowledge base I guess and a bit more experience to deal with different things.

Ian did not elaborate on how he would expand his knowledge base, which could suggest a limited knowledge of the APST, but also suggests limitations in the provision of professional development for primary PE specialist teachers. There is a tension between standards as a measure of enacting professionalism and standards as a guide to personal improvement. When asked about the career path for primary PE specialist teachers and attaining a lead stage Ian said he associated the lead stage with administration:

Ian (5 years' experience): Because particularly with the lead, I see that as more of an admin sort of thing. I lead in PE, in the program but … it's not so much a leadership thing.

Ian's comments were interesting because he associated the career stage Lead with aspiring

to a position in Administration, and did not associate his performance with leadership.

Tammy identified leadership as an individual attribute that is necessary for professionalism

to be enacted. Ian saw himself as leading the physical education program but doing so in

isolation. The descriptions under the Lead Career Stage in the APTS have many references

to leading colleagues, and how this is realised by the primary PE specialist teacher could

be difficult to document and evaluate.

The APST could be seen as enabling the enactment of professionalism by

articulating how it can be demonstrated, or comprising professionalism by restricting

teacher autonomy and narrowing professional identity as stated by Mockler (2013) and

examined in Chapter 2 of this paper. The limited engagement with the standards by

participants in this study may indicate that they perceive them as irrelevant to their

enactment of professionalism.

A mode of regulation operating in Queensland primary schools that was identified by

participants was the National Assessment Plan Literacy and Numeracy (NAPLAN). Over

the duration of this study NAPLAN testing was conducted in Years 3, 5 and 7 in

Queensland schools and involved the testing of four areas; reading, writing, language

conventions, and numeracy. Four of the five participants referred directly to NAPLAN in

their interviews while Tammy referred to numeracy and literacy testing. Participants

spoke about the impact of NAPLAN on their programs particularly with reference to *Smart

Moves* (DET, 2012) an initiative introduced in 2007 to increase participation in physical

activity by Queensland state school students. *Smart Moves* was a physical activity

program designed to be taken by classroom teachers and often coordinated by the primary

PE specialist teacher. Helen gave one reason for the termination of *Smart Moves* in a school where she taught:

> *Helen (20 years' experience): Results from Smart Moves don't get posted on websites for parents to read, whereas NAPLAN results do and the inaccuracy of what is being posted on these websites is just astounding, and other tests that they're doing. What is it they think they're testing? Okay, so no. Smart Moves and that, that's not published.*

Helen identified the valuing of literacy and numeracy results over those of that could indicate participation in physical activity. NAPLAN information on government and non-government schools appears on the *My School* website, and is represented in graphs, numbers, bands, student gains and has comparisons with performance in similar schools. The website describes *My School* as "a resource for parents, educators and the community to give readily accessible information about each of Australia's just over 10,000 schools and campuses" (ACARA, 2016). Helen's comment raised the issue of communication to relevant audiences; how parents are given information on their child's participation and performance in physical education.

Tom commented on a failed implementation of *Smart Moves*:

> *Tom (pre-service): Yes, I know that one school I was at, they tried to introduce Smart Moves. It came and went pretty quickly as apparently there wasn't any time for it. There was probably more English and maths to do; numeracy and literacy.*

Karen was asked what factors influenced the implementation of *Smart Moves* at her school:

Karen (Deputy Principal): Well, it's not even a lack of confidence. It's a lack of time. They're pressured to do literacy and numeracy and NAPLAN.

Not only did NAPLAN affect the implementation and continuation of *Smart Moves*, it had an influence on Tom's practicum:

Tom (pre-service teacher): It was only a three-week placement. One week was on camp and three (days) of the next week was NAPLAN. I didn't have much time to meet my teaching requirements. I sort of just ran around the school trying to teach whatever lesson I could. I ended up teaching music lessons. I got to interact with the music staff specialist.

Tom's description of desperately trying to meet his teaching requirements for practicum suggests lack of commitment to the subject physical education, and has unintended consequences for pre-service teachers. Tammy saw this in the provision of professional development:

Tammy (10 years' experience): I think we are undervalued there because when it comes to pupil free days and that sort of thing and they're focused on numeracy, literacy and that sort of thing, that's curriculum area. We're a curriculum area. We should be able to have those networking opportunities, more so this year than any other year. We're just getting shut down and we're sitting in on these professional elements which aren't directly related to our teaching area.

Tammy identified literacy and numeracy as curriculum areas. They are general capabilities not learning areas in the Australian Curriculum. Tammy's comment was indicative of an artificial separation of literacy and numeracy skills and subject areas that have s been created through the focus on high stakes, census testing of students as

exemplified by NAPLAN. Literacy and numeracy skills are seen as General Capabilities in the Australian Curriculum and are present in all learning areas. In a discussion about the future of primary PE specialists operating in Queensland schools Karen noted how the focus on literacy and numeracy had impacted on curriculum learning areas:

> *Karen (Deputy Principal): I know what some principals will say, because some of them are saying it already. "You halve your time for the other key learning areas. You're going to do literacy and numeracy. We've got pull our NAPLAN results up.*

As a Deputy Principal, Karen had a perspective on the entire curriculum in her school and also had insights into the world of school administrators. Her observation was that improving NAPLAN results is the priority for some school principals.

Ian responded to a question about NAPLAN affecting physical education as a subject in the primary school:

> *Ian (5 years' experience): I think it's one of those things that if there was more focus, I mean there's a big focus on NAPLAN now. If they put even more focus than I think PE would be one of the things at the top of the list to lose out, particularly regarding interschool sport.*

This comment from Ian demonstrated concerns with NAPLAN affecting the curriculum learning area of HPE and the blurring of sport and physical education. Physical education and interschool sport could be perceived as low value and expendable and could be replaced with NAPLAN test preparation.

None of the participants indicated how they incorporated literacy and numeracy in their lessons and they appeared to accept NAPLAN testing as an inevitable component of teaching in Queensland. Tammy saw literacy as a separate entity, not as an element in

teaching physical education in the primary school and recalled a time when she was removed from teaching physical education lessons; "I was actually doing literacy there for a little while."

It could be possible that there is a lack of acknowledgement that literacy and numeracy skills can be taught and developed during physical education and that physical activity provides a medium for learning these skills. Although there are programs in Queensland schools which encourage teachers to use physical activity as a medium for teaching literacy and numeracy skills (such as iAIM and Maths Minds) the perception is that physical education is solely about the physical. This perception reinforced the mind/body dualism examined in Chapter 2.

Helen saw physical education as an antidote to NAPLAN where students were judged on literacy and numeracy results. She said that the students were missing out on enriching activities and that the testing *reinforces what they know about themselves*, especially students who struggled academically. For Helen, physical education provided students with opportunities to achieve:

> *Helen (20 years' experience) …they come to Phys. Ed, and it's a breath of fresh air, literally and figuratively. They achieve, they do well and they run, you know, there's no pressure.*

Helen differentiated between being inside and outside, failing and achieving, and high stress and low stress in her comment. These could be seen as dualisms that emphasise physical education as the other, however it could be argued that it is legitimate to provide students with a space that is different to their classroom space. Being the other does not necessarily mean being the lesser. *There's no pressure* also implies a lack of substance in

teaching physical education, which may contribute to the perception that is a subject of less value.

Recognising that literacy and numeracy are embedded in physical education and that physical education also provides a space for students to unwind from testing may seem contradictory. However, both notions could be used in advocating for the subject. The literacy and numeracy skills taught and developed in physical education appear to be quarantined from classroom teachers and administration. Though sharing information and practice the primary PE specialist teacher could demonstrate how they support learnings in the classroom.

Summary and reflection on the researcher's assumptions

This chapter described how super-ordinate and sub-ordinate themes emerged from the data. The super-ordinate and subordinate themes gave insights into the ways in which primary PE specialist teachers defined, perceived and enacted professionalism. An interpretive commentary was given by the researcher to link the participants' experiences and perceptions to the themes. The super-ordinate themes of *Professionalism as a personal responsibility* and *Physical Education as the other* are connected to one another through their subordinate themes. The subordinate themes intertwine, their relationships are mutual.

In Chapter 3 the researcher stated her assumptions prior to conducting semi-structured interviews. These assumptions were:

- The participants would not be familiar with the term democratic professionalism;
- There would be differences among the participants with regard to how physical education was timetabled in their school;

- All participants would demonstrate a commitment to the subject physical education;

- Participants would have an interest and involvement in sport;

- Non-contact time will be identified as an issue.

All these assumptions were evidenced in the findings and it could be argued that this is an indication of bias. The researcher maintains that the representation of assumptions in the findings showed similarities between the lived experience of the researcher as a primary PE specialist teacher and the lived experience of the participants. This foregrounding assisted the researcher in making sense of the participant, who is making sense of professionalism as per the double hermeneutic circle described in Chapter 3.

While the researcher's assumptions were evidenced, there were sets of data that were surprising and contradictory. Smith et al., (2009) stated that; "a well wrought IPA study will show both convergence and divergence" (p.166). There was convergence in the perception of professionalism as being enacted personally and not collectively. The identification of individual attributes surprised the researcher. The participants appeared to see themselves as professionals but did not identify a shared professionalism specific to teachers of physical education. There was divergence in how the role of coach and the blurring of sport and physical education supported the enactment of professionalism.

The description of professionalism by the participants could be said to be reflect the top two sections of Controlled and Compliant professionalism in Figure 1 (p.22). This description struck the researcher as an "old-fashioned" view of professionalism with service as a virtue. The researcher was also surprised that other virtues and the moral dimensions of enacting professionalism were not identified as essential to a teaching role, given the personal description of professionalism by the participants.

Another surprise to the researcher was that the participants did not indicate in their interviews what it is to be a physical education teacher in a deep way that demonstrated an epistemology of the subject. This could be due to deficiencies in the interview questions and technique where they were not specifically asked to give a philosophy of physical education, but none of the participants spoke about how their beliefs about physical education underpinned their practice. The researcher was not surprised by the lack of engagement with the APST demonstrated by the participants. While the standards had been published prior to this research study, there appeared to be little promotion of them by employing authorities.

The research data indicated that there is an otherness to physical education and its practitioners, but this otherness was reinforced by the practitioners themselves. Participants saw themselves as role models who exemplified a fit and healthy lifestyle as distinct from other teachers, and spoke about the subject being different in content and intent from other subjects.

In Chapter 5 the complexities, similarities and contradictions of the themes are discussed.

Chapter 5 Discussion

This chapter draws on the analysis of the themes identified in Chapter 4 to discuss the phenomenon of the enactment of professionalism by primary PE specialist teachers in Queensland state primary schools. It refers to studies and information given in Chapter 2 and other literature sources, and relates the discussion to the interpretative analysis in Chapter 4. This process follows the IPA practice of relating the themes to existing literature. Each subordinate theme under the super-ordinate themes outlined in the previous chapter is discussed, and their relationship with each other examined, to demonstrate their interdependence as represented in Figure 3. Each yellow, orange and red block represents the subordinate themes, with the blue blocks showing the super-ordinate themes intertwined in defining, perceiving, and enacting professionalism in the primary PE specialist teacher contexts. As with the game Jenga, the blocks support one another and removal of one block could result in the collapse of the whole structure. Thus, the themes support, and are dependent on each other, and the subordinate themes provide a foundation for a super-ordinate theme. For participants in this study, the Jenga blocks would appear to balance differently, however the representation here (p. 137) is to gain insight into collective analysis of teacher professionalism.

The Jenga blocks present an organised representation of the themes which could be incongruous with the richness and messiness of the participants' lived experience and could also conceal the researcher's assumptions. The researcher can identify with the subordinate theme seeking currency, and all the themes under the super-ordinate theme; Physical Education as the other but struggles with the concept of professionalism as a collection of personal attributes and the primary PE specialist teacher as role model. This is discussed in the section; Relationships between themes.

Professionalism as a personal responsibility

- *Individual attributes*
- *Seeking currency*
- *The primary PE specialist teacher as role model*

Physical education as the other

- *Perception of the subject by others*
- *The blurring of sport and physical education*
- *The relationship of physical education, non-contact time, and professionalism*
- *The impact of performance and performativity*
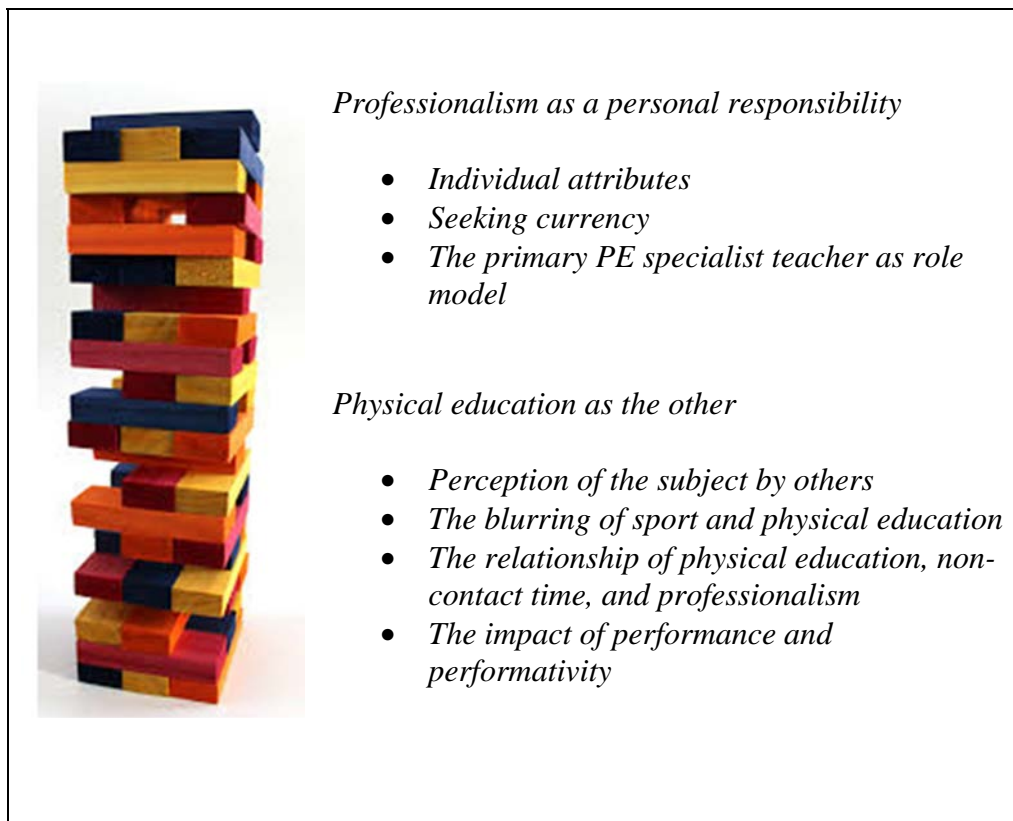
(Turning it home, 2014, retrieved from http://www.turningithome.com/2014/01/diy-colorful-jenga-blocks.html)

Figure 3 Relationship of super-ordinate and subordinate themes.

Professionalism as a personal responsibility – individual attributes

The enactment of professionalism by primary PE specialist teachers in Queensland was through the demonstration of individual attributes. These attributes included content knowledge, enthusiasm, and communication skills. The attributes can be found in the domains of teacher professionalism as conceptualised by the OECD and the APST, and discussed in Chapter 2. The three domains can be seen as knowledge, practice, and engagement.

Attributes specific to being a teacher of physical education were identified by Carney and Howells (2008) who gave what they call a "simplistic way to understand the attributes of a primary physical education specialist" in an English context (p. iii). They identified three domains including (1) sound knowledge and understanding of education in the primary phase, (2) specific knowledge of physical education content and pedagogy, (3) an ability and willingness to share good practice, advocate for physical education and be an agent for change. The knowledge domain of the OECD and the APST are seen in Carney and Howells' domains (1) and (2). While the participants identified being knowledgeable as an attribute of professionalism, only Karen and Helen directly mentioned knowledge of the learner as important in enacting professionalism.

Another study specific to HPE and in an Australian context was conducted by Lynch in 2013. He undertook a survey of 376 primary school principals from a cross-section of Australian Government schools (state and territory) to discover their perceptions of a University Preservice Teacher Education course where a graduate teacher is qualified as a generalist primary classroom teacher and as an HPE specialist. In Lynch's (2013) study principals at small, medium and large schools were asked to comment on the key attributes of a good HPE teacher. According to the findings from the medium and large sized schools, the top three attributes in were:

1. HPE curriculum knowledge and developing appropriate pedagogy;

2. Planning/ assessment and flexibility;

3. Rapport /communication and management skills.

The other attributes in descending order were enthusiasm, being a good teacher, empathy and support, knowledge of a variety of physical activities, being engaging and fun, and

being fit and athletic (Lynch, 2013, p.22, p.29). The principals' responses were similar to those of the participants in this study who identified knowledge, adaptability, and enthusiasm as attributes that demonstrate professionalism. Emmel (2010) produced a list of personal attributes for people in the HPE field that described "a good professional" (p.9). These attributes included being a thinker and scholar, enthusing others, having a propensity to share, being committed to personal growth, and through appreciating personal responsibility, having a 'good shepherd' mentality. The good shepherd mentality could be seen as a virtue where a person is responsible for oneself and for others in ones' care.

A table has been constructed to illustrate the similarities and differences in attributes of professionalism related to teachers of HPE in Australia and England, and to elementary teachers in the Unites States.

Participants in this study Primary PE specialist teachers in Queensland state schools	Carney and Howells HPE teachers in England (2008)	Lynch (2013) Australian Primary School Principals	Emmel The HPE profession in Australia (2010)	Tichenor and Tichenor, (2006) elementary teachers in the US
Content knowledge	Knowledge of physical education content relating to primary school children	Content knowledge	Being a thinker and scholar	Content and pedagogical knowledge
Currency – keeping up to date			Personal growth	Staying current in the field
Adaptability		Flexibility		Flexibility
Communication skills	Sharing knowledge	Communication skills	A propensity to share	
Enthusiasm		Enthusiasm	Enthusiasm	Enthusiasm
Punctuality				
			Appreciating personal responsibility	Personal virtues (patience, determination, courage)
			Being a thinker and scholar	Reflective
	Sound knowledge of the learner in the primary phase of schooling			

Table 3 Attributes that support professionalism

The attributes of professionalism identified by the participants in this study, the principals in Lynch's study and the elementary school teachers in the Tichenor and Tichenor study reflect the Controlled and Compliant Professionalism sections in Figure 1. (p.22). The elements of passive recipient of knowledge, teacher as technician and teacher as craft worker could be seen in the attributes of content knowledge, flexibility and enthusiasm. Carney and Howells identified sharing knowledge as an attribute which could be seen as an

element of Collaborative Professionalism whereas Emmel identified attributes related to

Activist Professionalism; being a thinker and scholar and personal growth. The difference

in attributes will be further discussed under the heading; Responses to research questions.

Two attributes will be examined in detail. They are content knowledge and moral agency

as seen as appreciating personal responsibility and personal virtues. These two attributes

were selected because content knowledge was identified by all in the table whereas moral

agency was only seen in attributes identified by Emmel (2010) and Tichenor and Tichenor

(2006).

Content knowledge

Content knowledge was identified in all the studies, indicative of the importance of

specialist knowledge in the enactment of professionalism:

> …qualified physical education teachers practising in schools are in general
>
> agreement in identifying content knowledge as the most important knowledge when
>
> it comes to the teaching of the subject … (Tindall & Enright, 2013, p. 109)

Having a knowledge base was a marker of professionalism as identified by Day (2002)

in Chapter 2. The content knowledge specific to physical education is what differentiates

the primary PE specialist teacher from other teachers while the attributes of punctuality,

enthusiasm and communication skills are common to many (if not all) professions. In

Chapter 4 the researcher indicated surprise that participants did not elaborate on a

philosophy of teaching physical education other than identifying the importance of

teaching movement skills. The participants did not give a deep epistemology of practice

(which is concerned with what constitutes knowledge in physical education), nor did they

identify moral dimensions of professionalism. As indicated in Chapter 4, this could be due

to the questions posed in the interview; however there appeared to be little evidence of interrogation of content knowledge in physical education by the participants. The creation of new knowledge and taking on the role of researcher, necessary for democratic professionalism as indicated in Figure 1p. 22, were not identified by participants as connected to content knowledge.

Hartley and Whitehead (2006) identified an epistemology of practice as contributing to teacher professionalism, stating that: "Teacher professionalism has to be rooted in a coherent and justified account of the following four elements: (1) an ideal of service, (2) an epistemology of practice, (3) the professional community, and (4) a code of ethics" (p.157). The epistemology of practice "describes the forms of knowledge and modes of knowing that inform or animate our actions" (van Manen, 2011). This is evident in Rovegno's (2003) four conceptions of teacher knowledge: practical knowledge, personal knowledge, teacher knowledge as complex, and as situated. Keay and Lloyd (2011) recognised professional knowledge (the particular knowledge pertinent to a profession) as a trait of professionalism and identified four types of professional knowledge: expert, craft, pedagogical, and political. The content knowledge referred to in Table 3 (p.136) can be said to reflect expert (specialised), craft (practical) and pedagogical (process) knowledge.

The content primary PE specialist teachers choose to teach can indicate what knowledge they value, as "teachers' approaches to teaching content to learners says a good deal about their own answers to basic epistemological questions" ("Teacher professionalism", n.d., p.5). Participants in this study indicated that they valued content related to the acquisition of movement skills. They perceived the teaching of these skills as making them different from the classroom teacher who taught other content areas. It could be argued that there is a narrowness of content knowledge when it is related only to movement skills.

There were similarities and differences in the content of the programs taught by the participants, with some content dictated by access and use of facilities such as school swimming pools. There appeared to be little interrogation of program content by the participants, and a lack of questioning about what constituted valued knowledge in primary school physical education. This is related to curriculum literacy (Dinan-Thompson, 2009), where primary PE specialist teachers do not engage in discussion about curriculum development and content. A version of the AC: HPE was available online at the time of participant interviews, and implementation was planned to take place the following year. The delay in implementing AC: HPE in Queensland state schools may have affected the enactment of professionalism by primary PE specialist teachers by slowing the impetus to engage with, and form, an understanding of the new curriculum. For teachers to enact professionalism in the implementation of curriculum certain conditions and processes are required:

> Informed professionalism involves teacher autonomy to interpret the syllabus, with opportunities for local curriculum planning, rich professional resources and development activities, school and classroom-based assessment capacity, and professional capacity to adopt curriculum for teaching and learning of identified equity groups. (Luke et al. 2008, p.2)

It could be argued the conditions and processes described by Luke et al. (2008) were not made available to participants. It could also be argued that interpretation of the syllabus should be initiated by teachers as an enactment of professionalism. The Essential Learnings (QSA, 2007) informed curriculum planning in Queensland state primary schools at the time of this study. C2C resources in HPE had not been produced when the interviews took place and there was uncertainty about resourcing curriculum implementation. There was no indication from participants on whether they had

opportunities for local planning or had accessed professional resources and development activities, nor did they indicate that they had initiated opportunities for planning.

Curriculum is informed by political knowledge, one of the four professional knowledge types identified by Keay and Lloyd (2012). Political knowledge questions the ways in which professional knowledge is constructed and who is responsible for its construction. This type of knowledge is not present in Table 3, nor is it identifiable in the APST. The verbs used in the standards are designed to show a continuum from Graduate to Lead stages and include the words: demonstrate, structure, develop, support, engage, and lead which align more with managerial professionalism (Sachs, 2003, 2012). The verbs associated with democratic professionalism include collaborate, transform, include, research and create (Sachs, 2003). In describing professionalism, the participants used the verbs: interact, understand, work, deliver, maintain, and respect. Only, Tom, the pre-service teacher used the verb create. One teacher in Tichenor and Tichenor's (2006) study commented that "professional teachers are involved in developing and changing policies and rules" (p.93). No participants in this study identified contributions to policy development as a way of enacting professionalism. This could be a reflection on how policy is formulated in Queensland, with little input from practitioners, as evidenced in the Policy instruments framework for the Department of Education and Training, Queensland (DET, 2015).

Further to professional knowledge, Keay and Spence (2012) called for curriculum documents and the language of physical education to be made less complex, stating: "Physical education in primary school must be demystified and teachers must believe they have the generic pedagogical skills, which can be applied with any subject" (p.183). This view is supported by Hiebert, Gallimore, and Stigler (2002) who called for professional knowledge to be made public through collaborations which they see as necessary for

professional development and through which teachers must communicate their knowledge in terms that can be understood. In Chapter 2 the demystifying of professional work was identified as essential to enacting democratic professionalism (Sachs, 2003).

In contrast to content knowledge, moral agency was identified in only two studies in Table 3, although it could be seen as a defining characteristic of teacher professionalism:

> The teacher's moral agency is an inevitable state of being that is revealed whenever the teacher, as a moral person, conducts him or herself in schools with honesty, a sense of fairness, integrity, compassion, patience, respect, impartiality, care, dedication, and other such core virtues. (Campbell, 2008, p. 603)

In Chapter 2 ethical practice and having a moral purpose were identified as a fundamental component of teacher professionalism as understood by Socket (1993), Carr (2000), Day (2002) and Sachs (2003). Sachs (2003) said that "professionalism has both a technical and moral aspect" (p.10). The technical aspect relates to competent performance while the moral aspect acts as a guide to achieve social ends.

Hargreaves and Shirley (2009) identified the virtues of courage, compassion, service, sacrifice, long-term commitment, and perseverance as essential to 21st century schools. Of these virtues only service was seen as an enactment of professionalism, and then only by two participants. Having a service ethic was identified by Day (2002) in Chapter 2 as a marker of teacher professionalism as perceived by teachers. The absence of other virtues such as integrity, courage and compassion as attributes does not mean these are not demonstrated by primary PE specialist teachers in Queensland state primary schools. The participants did not identify moral agency as a component of professionalism and this did not become evident until the data analysis stage. It may be that the moral aspect of enacting professionalism is not an area discussed in depth among teachers of physical

education in Queensland, a focus of their professional development or a term that is used widely in the physical education field.

One influence on the demonstration of attributes by primary PE specialist teachers is physical and professional isolation. The participants identified issues with collaboration because of their physical separation from their colleagues. Classroom teachers seemed unaware of what was happening in the physical education program according to participants' narratives, and as evidenced in the super-ordinate theme *Physical education as the other*. Collaboration requires a starting conversation to create networks and to progress demystification further than sports carnival organisation. To enact democratic professionalism the primary PE specialist teacher could initiate this conversation, as demonstrated by Helen, who shared her teaching experiences and observations with other teachers in an informal setting.

The term public also indicates an audience outside the school setting. In this study two participants indicated that they connected with a wider audience. Ian used the school newsletter to communicate with parents and Tammy connected with parents through her coaching role. These examples demonstrated how the primary PE specialist teacher can share knowledge with a wider audience, as recommended by Tichenor and Tichenor (2005), and discussed in Chapter 2 of this paper. The NASPE Toolkit (2007) says the "teacher shares information, resources and expertise with peers" (p.6) to demonstrate professionalism. The 2016 OECD report identified peer networks as a component of teacher professionalism, while Kramer (2003) stated that communication is a critical element of teacher professionalism.

There is a phenomenology of sharing that, while intended for the field of criminology, has applications to education. In this approach:

> When sharing occurs, people meet over something they agree exists and is worthwhile. Persons then take parts of this shared object into their own experience, but these parts cannot be the same and individual experiences of each part might be wildly different. Sharing thus involves working together through similarity and difference. For instance, we cannot share the same bite of pie, and our experiences of the pie might be different; nevertheless, by sharing the experience we are in a better position to work out a description and explanation of the differences than if we ate entirely different pies. Sharing something is not reducing it to the same. Moreover, the act of sharing transforms both the object shared and the persons involved. While sharing, neither party can claim ownership to the object nor lay full claim to its essence. (Freistadt, 2011, p.37)

In this study, 'the pie' is the lived experience of being a primary PE specialist teacher in a Queensland state primary school. The pie slices are experienced differently but discussion about this difference rarely occurs. The role of the primary PE specialist teacher can be complex and difficult, and affect relationships, particularly if the teacher is isolated from others in their teaching practice. Without opportunities to share experiences transformative practices, necessary for the enactment of democratic professionalism, will be unlikely to occur.

In summary, the participants defined professionalism as the application of individual attributes, including specific content knowledge, and did not identify moral agency as a characteristic of professionalism.

Professionalism as a personal responsibility - seeking currency

The importance of currency in teaching through undertaking relevant professional development was identified by all participants. This subordinate theme relates to the

previous sub-heading *Professionalism as a personal responsibility – individual attributes*,

because seeking currency and building knowledge demonstrated links to personal

capacities. The development of these capacities requires a place for sharing but such a

place was not identified by the participants. Carney and Howells (2008), and Emmel

(2010) valued sharing, but this component of professionalism appeared not to be valued by

participants in this study. Seeking currency as a passive recipient, rather than an active

creator of new knowledge, does not promote democratic professionalism.

Armour, Quennerstedt, Chambers, and Makopolou (2015) identified an assumption

made about CPD that saw teachers as "off the pace" (p.3). This is demonstrated through

CPD identifying a deficit where teachers require information about knowledge that is

created elsewhere. They argued for a framework for Physical Education Continuing

Professional Development (PE-CPD) to be based on the work of Dewey (1963) where the

"active reconstruction of experience leads to new learnings, new actions and new habits"

(Armour et al. 2015, p.9). Dewey (1963) viewed education as having transformative

power, with learning as a process of continual growth, and with the learner as an active

participant in reflecting on and reconstructing their experience. This was recognised by

Emmel (2010) who identified continual growth and being a thinker and scholar as

attributes of professionalism. The teacher as learner has been identified by Armour et al.

(2015) and by other researchers (Armour, 2010; Borko, 2004; Darling-Hammond &

Bransford, 2005). This approach to CPD is supported by a study on one approach to

providing professional development in teaching physical education for classroom teachers

in New Zealand:

… if the goal of a PD programme is to change teaching approaches, it is imperative

that teachers-as-learners should be the central focus. Further research needs to explore

alternative models of PD that are contextually relevant and sustainable and focus on

improved teaching while not neglecting outcomes for students that occur as a result of teacher change. (Petrie &McGee, 2012, p.69)

Armour et al (2015) proposed that for PE-CPD to be effective it should: "(i) recognise the dazzling complexity of the learning process, (ii) understand context and contemporary challenges; (iii) seek to bridge research/theory–practice in innovative ways; and (iv) focus on nurturing the career-long growth of PE teachers" (p.11). Both Petrie and McGee (2008) and Armour et al. (2015) have identified components of CPD that are present in Figure 1 (p.22) with teachers as reflective learners, teachers as researchers, and the creation of new knowledge as examples of Collaborative and Activist Professionalism. The participants indicated difficulty in accessing professional development that was relevant to their context and did not explicitly identify themselves as learners.

Participants identified limited opportunities to seek currency or to meet with other primary PE specialist teachers and share practice, even though collaboration is seen as a method "to improve teacher practice and student learning" (AITSL, 2015, p1.). Peer networks, one of the three domains of teacher professionalism as defined by the OECD in its 2016 report, is an area that requires attention in terms of the development and maintenance of networks for primary PE specialist teachers. The actions of "work with", "support colleagues" and "assist colleagues" are found in the APST standards. Provisions for primary PE specialist teachers in Queensland to achieve these collaborations appear limited.

The Developing Performance Framework (DPF) is an instrument used by DET which "provides … a process, capability documents and online tools to clarify work priorities, discuss career aspirations and plan support and professional development to continue to build your capabilities" (DET, 2015, p.2). Karen, the Deputy Principal,

identified the DPF as being a positive development because it initiated a conversation between the administration and the primary PE specialist teacher. There is potential for the DPF to instigate a dialogue between primary PE specialist teachers and administration which could lead to sharing lived experiences. The DPF requires an audience for reflection and goal setting, allowing the primary PE specialist teacher to move from their isolated position.

Another avenue for sharing is having colleagues observe lessons. AITSL (2015) has provided a list of classroom observation practices that promote sharing and professional development, and the list includes instructional coaching, learning walks, lesson study, peer observation, and videos of practice. Coaching strategies for classroom teachers are currently employed in Queensland state primary schools (DET, 2016). However, Ian, one of the participants in the study, expressed concern at being observed as a teacher, stating that he felt some stress when people were watching him teach. Ian's concern could be a result of the isolation experienced by the primary PE specialist teacher and having limited opportunities to teach with others.

Helen, an experienced primary PE specialist teacher, made contact with other specialists to affirm her teaching practices, as affirmation was not provided in her school setting. Instigating contact suggests enacting democratic professionalism, as identified by Keay and Lloyd (2011) who stated that: "democratic professionalism will encourage teachers to adopt a collaborative and critically reflective approach to professional development" (p.187). CPD can be provided or initiated, both methods can encourage the enactment of democratic professionalism.

CPD for teachers of primary physical education is an issue globally. In the policy paper *Quality Physical Education* (UNESCO, 2015) CPD was identified as a key concern

and recommendations asked for "a clear framework for CPD that sets out the expectation that serving teachers engage in regular CPD opportunities" be developed, and that "a review of current CPD opportunities with a view to enhancing the quality of existing provision in order to encourage take up" be conducted (UNESCO, 2015, p.70).

The expectation in Queensland is that teachers will complete at least 20 hours of CPD per calendar year to renew registration (QCT, 2016). For primary PE specialist teachers that CPD does not need to have a physical education subject focus. The QCT encourages a balance of CPD across the following areas:

- employer directed and supported;

- school supported;

- teacher identified.

The QCT gave examples of professional development activities which are aligned to the APST standards. Two of the activities described were: "Development resulting from active contribution to education system initiatives, pilots, trial and projects" and "Leading school-based curriculum and/or policy development" (QCT, 2012, p.5). This could align with the suggested action of the policy paper *Quality Physical Education* to enhance the quality of existing provision by allowing teachers to contribute to policy decisions.

Participants identified the importance of being up-to-date with curriculum initiatives. but did not identify active contributions to education systems, curriculum and policy as enacting professionalism. It could be argued that this is a passive view of professionalism where primary PE specialist teachers expect professional development to be organised and implemented by others. Creating opportunities for collaboration and sharing may enhance professionalism by encouraging the primary PE specialist teachers to move from a passive

to a more active role in determining the type and content of professional development offerings.

The primary PE specialist teacher as role model

Three participants identified being a role model as a means of enacting professionalism. However, in this research study the role model went beyond displaying the attributes of the subordinate theme *Professionalism as a personal responsibility – individual attributes* to exemplifying a fit and healthy persona. There appeared to be an expectation that all teachers of physical educations should 'look the part'.   Helen and Ian both commented on the way the primary PE specialist teacher dressed, and Ian and Karen mentioned fitness and participation in physical activity as important to the role. The perception of the physical education teacher as modelling a healthy, active lifestyle is supported by Himberg (2009) and NASPE (2010) while there is debate about the influence of physically active people as role models (MacCallum & Beltman, 2002; Spittle, Petering, Kremer, & Spittle, 2012).

Himberg (2009) believed that "being a positive role model means different things to different people, but for physical educators it must include modelling the virtues that are vital to developing and staying with a healthy, active lifestyle" (p.1). NASPE's 2009 policy statement *A Philosophical Position on Physical Activity & Fitness For Physical Activity Professionals,* stated that:

> …participating in regular physical activity at a level sufficient to promote health-related physical fitness is an important behaviour for professionals in all fields of physical activity at all levels, including coaches, K-12 teachers, physical educators and kinesiology faculty members at higher education institutions, and fitness professionals. (NASPE, 2009, p.1)

While NASPE (2009) contended that active physical education teachers can exert a positive influence on physical activity participation by young people, ACHPER Australia (the corresponding body in Australia) does not have a policy statement about participation in physical activity by teachers of physical education.   It is a consideration that a national policy statement on teachers of physical education and their participation in physical activity could feed into "the cult of slenderness" discourse "that allow us to construct those who are overweight as lazy and morally wanting" (Gard & Wright, 2001, p. 546). Neither does the AC:HPE explicitly promote physical activity for physical education teachers other than having a strengths-based approach that supports active choices as one of its five propositions.

Role modelling and professionalism are also linked through the concept of respect (Himberg, 2009). According to Himberg, respect is earned and: "If we are to be respected as a profession, we, the professionals must act professionally" (Himberg, 2009, p.4). She argued that the teachers in the profession do not want to be perceived as hypocrites who "don't buy our own message"; our own message being the importance of the skills, knowledge and dispositions necessary for lifelong physical activity. Ian and Helen, who were both physically active, explicitly promoted the importance of regular physical activity to students and parents and saw this action as part of their role as primary PE specialist teachers. The attributes of being fit (as distinct from being healthy) and having athletic prowess do not appear in Table 3, but could be aligned to enthusiasm, a personal attribute that is identified in the table.

Webb and Quennerstedt (2010) questioned whether teachers of physical education promoted an unrealistic concept of healthy citizenship to students. Being a role model was about "looking good, performing well and being a socially desirable person who embodies

discourses of biomedicine and discourses of sports performance as well as discourses of the young, fit, beautiful body" (Webb & Quennerstedt, 2010, p.797). Participants in this study, while commenting on personal fitness, did not identify age as an issue, and hence it may not be an influencing factor on being a role model. Morimoto (2008) in her paper *Teaching as Transgression: The Autoethnography of a Fat Physical Education Instructor* stated: "The question of who belongs and who can serve as a good role model in sport, PE and recreation is not a purely theoretical one" (p.33). She asked physical education teachers to consider how the fat body is viewed in schools and university departments. She implied that the fat physical education teacher, whether in a school or a university department, could be viewed as less professional than the lean and strong practitioner. Hence Helen's and Ian's comments about primary PE specialist teachers' dress and appearance entrench a view of what constitutes a good role model.

Kramer (2003) identified the categories of attitude, behaviour, and communication in teacher professionalism and stated: "A teacher's actions and influence as a role model can either help or harm others. Just the hint of any impropriety can both ruin a teacher's reputation and leave students disappointed and confused" (p.24). The influence of role models seems to be a contested space, as demonstrated in the research of Spittle et al. (2012). They found inconsistencies in how teachers of physical education were perceived; on one hand as fit, healthy and good role models, and on the other hand portrayed in the media as "unintelligent, unattractive, patronising and sarcastic" (Spittle et al., 2012, p.23).

This portrayal is at odds with the description of a teacher at the Lead stage in the APST domain of Professional Engagement where teachers "model exemplary ethical behaviour and exercise informed judgement in all professional dealings with students, colleagues and the community" (QCT, 2011, p. 19). This standard has evolved from the Graduate standard where teachers "understand and apply the key principles described in

codes of ethics and conduct for the teaching profession" (QCT, 2011, p. 19). This continuum reflects an ongoing professionalism as identified in the APST, and is described by Campbell (2008), who says: "Ethical knowledge, not ethical codes, best captures the essence of professionalism in teaching as it enables teachers to appreciate the complexities of their moral agency" (p.605). Ethical behaviour was not identified as an attribute by the participants in the study and they did not refer to this component of the APST or the Code of Ethics poster (QCT, 2008). Being a role model as a way of enacting professionalism is a topic for further discussion with teachers of physical education.

Physical education as the other – the perception of the subject by others

"O wad some Power the giftie gie us

 To see ourselves as others see us" (Burns 1786).

This quote from Robert Burns *To a louse on seeing one on a lady's bonnet at church,* written more than 200 years ago, is pertinent to the application of IPA in this study. There has been little discussion with teachers of physical education as to how they are seen and how they would like to be seen (Spittle et al., 2012) although their position as role models has been identified (Carney & Howells, 2008; Lumpkin, 2008; Spittle& Spittle 2014).

As described in Chapter 4, the perception of physical education by others is filtered through the lens of the participants' lived experiences. As Munhall (2008) explained: "Individual perception influences opinion, judgment, understanding of a situation or person, meaning of an experience, and how one responds to a situation" (p. 607). The judgements made by the participants about how they and the subject physical education are perceived, are individual, but analysis shows commonalities of being different and apart

from others. Participants suggested that primary physical education is 'othered' through having specific content knowledge, a lack of relevant CPD, being a role model for physical activity and being linked to non-contact time. The perception of difference in this subordinate theme is reiterated in the other subordinate themes in what could be considered a circle of reinforcement.

Bernasconi (2012) saw othering as a strategy employed by human beings to create a distance between them. In the field of anthropology, othering is concerned with power relations and is linked to discrimination based on ethnicity, gender, sexuality, and class (Engelund, 2011). Othering may be seen to be part of the human condition and so ubiquitous as to be unnoticeable. Includegender (2014), a Swedish national resource for gender equality state that the construction of the other "often takes place in everyday situations and is expressed through preconceived opinions and norms concerning other people. This appears to be the case with the perception of primary PE specialist teachers.

In the field of sociology "otherness is central to sociological analyses of how majority and minority identities are constructed. This is because the representation of different groups within any given society is controlled by groups that have greater political power" (Zevallos, 2011). In the subordinate theme *Professionalism as a personal responsibility – individual attributes,* political knowledge was identified as a type of professional knowledge where those with power can determine what knowledge is valued. This selective approach to creating and sharing knowledge influences the perception of certain groups and could apply to the perceptions regarding the participants in this study:

Social identities reflect the way individuals and groups internalise established social categories within their societies, such as their cultural (or ethnic) identities, gender identities, class identities, and so on. These social categories shape our ideas about

who we think we are, how we want to be seen by others, and the groups to which we belong. Ideas of similarity and difference are central to the way in which we achieve a sense of identity and social belonging. (Zevallos, 2011)

This explanation has similarities with the belief expressed by de Beauvior (1952) that labelling and reacting to the other is central to the way that humans think and act. Difference should not be seen as always being problematic. The differences between physical education and other subjects or learning areas are crucial in constructing its identity. It is a subject concerned with human movement and "the acquisition of movement skills and concepts to enable students to participate in a range of physical activities" (ACARA, 2015). It focuses on student development in personal and social skills as well as movement and cognitive skills. The participants identified advantages and disadvantages of difference, they saw physical education as a space where students could experience enjoyment, but also noted a devaluing. There were elements of seeing themselves as reinforcing otherness, but not specifically through making distinctions between physical education and other subjects.

Helen spoke of physical education being "a breath of fresh air" that gave students a space for success and enjoyment. Tom identified his experiences as a student in school physical education classes as being instrumental in his decision to be a HPE teacher. A contrasting perception of the enjoyment aspect of physical education is that it contributes to the subject as being regarded as less important than more supposedly serious subjects, resulting in a subject hierarchy. Such a hierarchy was described as a prestige curriculum by Hendry (1976) in Chapter 2.

Taylor (2012) found that "physical education is perceived by students and teachers to provide positive experiences for students" and "enjoyment in intermediate physical

education was high and students wanted to be involved and engaged in learning" (p.112). Similar findings were identified by Gerdin (2016) who found that boys derived pleasure from participating in physical education lessons and that the teacher's attitude was an important factor in this. Physical education as a space for student enjoyment could be promoted to enhance the status of the subject rather than detract from it.

Physical education as the other- the blurring of sport and physical education

Pope (2011) described the relationship between sport and physical education as "dazed and confused" (p. 280). The historical position has waxed and waned as to whether a central focus of physical education programs is the teaching of sport skills. This was discussed in the historical perspectives section of Chapter 2. The belief in Western European countries and in Australia was that students would develop values and behaviours that promoted good citizenship through participation in sport (McCuaig & Hay, 2009). This confusion continues in the present day despite the proliferation of policy and curriculum documents and discussions among academics and practitioners:

> Clearly, there is a close relationship between physical education and sport, but they are not synonymous. At the most superficial level, the distinction between the term is simply that 'sport' refers to a range of activities and 'physical education' refers to an area of the school curriculum concerned with physical activities and the development of physical competencies. (Bailey, 2005, p. 72)

This distinction was not evident from the interviews with the participants. There was a blurring in their roles, their understanding of curriculum and their enactment of professionalism as teachers and coaches. DET (2013) gave this role description for HPE teachers: "Health and physical education (HPE) teachers provide a range of learning

experiences linked with the Years 1-10 HPE and Senior PE syllabuses. HPE teachers coordinate many sporting co-curricular activities, such as sports day and inter-school sport." In this statement, the responsibility for teaching physical education and coordinating sport falls to the HPE teacher. The primary PE specialist teacher has both roles in many Queensland state schools. This is also the situation in Hong Kong where Primary School Physical Education Teachers (PSPETs) "have to coach sports teams as an additional duty compared with other teachers" (Sum & Dimmock, 2011, p.224). This coaching role gave the Hong Kong teachers the opportunity "to establish themselves as professionals in activities outside of school that gave them more satisfaction" (Sum & Dimmock, 2011, p.241). Participants in this study also identified the coaching role as providing satisfaction. It could be argued that involvement in sport either as a competitor, coach or in an official capacity confers greater status to teachers of physical education in both primary and secondary schools, and potentially to perceived professionalism.

The roles of teacher and coach were seen as complimentary; however, the blurring of sport and physical education can influence the perception of the primary PE specialist teacher by others. This blurring has been complicated by having private providers teaching specialised sport skills in schools. The outsourcing of the HPE curriculum and sport education to commercial operators was identified as a concern by Williams et al., 2011, and discussed in Chapter 4. This outsourcing could be seen as a manifestation of neoliberalist supply and demand market driven actions (Williams et al., 2011; Williams & Macdonald, 2015). It may have the potential to de-professionalise the primary PE specialist teacher by inhibiting their control over components of the physical education program.

This blurring may be ameliorated by the adoption of models and practices which recognise the similarities and differences between sport and physical education. Different models can offer positions on the physical education and sport interface (Murdoch, 1990; Pope, 2011). In *The Substitution Model,* as identified by Pope (2011, p.276), the terms physical education and sport are used interchangeably. Thus, the primary PE specialist teacher can be referred to as the Sports Teacher, a term which participants identified with, but one that may shape their role and as coach rather than an educator. The Substitution model is "often reinforced by wider public perception" (Pope, 2011, p.276). Kay (2008) gave the example of an observer not being able to distinguish between someone coaching tennis and someone teaching tennis. The difference identified was the intent of the person instructing. When the primary PE specialist teacher is observed by others they form an opinion as to the purpose and value of the lesson. The observer's prior experience with physical education and with sport influences their opinion. This conflates the teaching and coaching professional positions.

Both Murdoch (1990) and Pope (2011) argued for teachers of physical education and schools to engage with *The Integration Model* of the physical education and sport interface. In this model, the needs of young people are the central focus. Pope (2011) called for "a rethink of how the integration model can advance an educational approach with mutual benefit for physical education and sport professionals" (p. 282). He promoted a physical education sport symbiosis. This is different from a substitution model, in that sport is taught not as an accepted alternative to physical education but as "one exemplar of culture" to "contribute to a young person's education" (Pope, 2011, p.282). Such a change would require primary PE specialist teachers to reconsider the role of school sport and the sports offered to students; an enactment of democratic professionalism as practitioner enquiry.

The participants in this study did not indicate any familiarity with different models of sport. If an integration model is the preferred model of sport organisation, the perception of others that the physical education teacher is a teacher of sport, may be disrupted. Sport could be perceived as a cultural activity for the school community, rather than for performance, and would involve collaboration and shared responsibility with other teachers and students for its organisation.

Physical education as the other- the relationship between physical education, non-contact time and professionalism

Non-contact time was an issue identified by four of the five participants and discussed by all participants. The relationship between non-contact time and physical education is an under-researched area. Hargreaves (1994) spoke of time as "central to the formation of teachers work" where time is "a fundamental dimension through which teacher's work is constructed and interpreted by themselves, their colleagues and those who administer and supervise them" (p.95). Teacher non-contact time has been colonised for administration purposes, according to Hargreaves (1994). This is demonstrated when non-contact time is directed by administration to certain types of work which are mostly completed individually rather than collaboratively. Certainly, the comments about non-contact time by the participants indicated that it was zealously guarded by teachers for individual rather than collaborative work.

The status of physical education in primary schools can be determined through its organisation and allotment of time. Hargreaves (1994) recognised the relationship between time and status by comparing preparation time allocations between secondary and elementary teachers and between academic and other subjects. Angus, Olney, and Ainley (2007) investigated the use of time in the primary curriculum in Australian schools and

concluded that "… literacy and numeracy continue to dominate the primary school curriculum. There has been very little change in the time allocated since the 1920s, when English and Mathematics together occupied slightly more than half of instructional time" (p.17). In the Australian Curriculum English and mathematics have the greatest time entitlement of the learning areas (QSA, 2011).

An examination of how time is organised in Queensland primary schools would demonstrate the link between physical education and other specialist areas to classroom teachers' non-contact time. The directive from the Department of Education, Training and Employment (DETE) Policy and Procedures Register on Non-contact time – Primary, Special and Early Childhood teachers Version 2, 2012, states that: "Non-contact time can be provided through non-attendance at specialist classes within primary schools such as LOTE, music, physical education and specialist classes within special education." This model of providing non-contact time means that the classroom teacher has limited knowledge about the programs of these subjects. Such a model separates content knowledge and reinforces otherness.

The Teachers' Award - State 2003 Parts 1-11 (QTU Information Sheet, November 2012, p. 1) described non-contact time as "preparation and correction time". In terms of how non-contact time can be used by teachers the QTU policy stated: "The individual teacher shall have the sole right to determine how non-contact time should be utilised, provided the teacher is engaged in professional or related activities." Hence, the non-contact time policy could enhance teacher professionalism by allowing more teacher autonomy over their use of time.

The arrangement where non-contact time is linked to specialist lessons has existed in Queensland state primary schools for nearly 20 years and is entrenched in some schools

where the specialist timetable is called the non-contact timetable. The QTU and DET appear to accept the linking of non-contact time and specialist lessons in the primary school, as there has been little debate or questioning about non-contact arrangements.

A culture of performativity, as described by Ball (2003), has contributed to the perception of non-contact time as one's own preparation and correction time rather than time for collaboration with colleagues. The issue of non-contact time is not exclusive to Queensland. Non-contact time is seen as a way to overcome time and financial constraints in the US context:

> The barrier of limited time during the school day can be overcome through creative scheduling that makes use of every minute of the day in a constructive manner. For example, Miami-Dade County Public Schools is the fourth largest school district in the United States, in a large urban minority-majority community with large budgetary shortfalls and attention in schools being diverted to academic requirements. Yet the district has always had daily physical education in its elementary schools taught by a certified physical education teacher. This is accomplished by scheduling physical education during the classroom teacher's planning time. (Kohl & Cook, 2013, p.245)

The arrangements in Miami- Dade public schools mirror those in Queensland state primary schools. Physical education and other specialist areas such as music and LOTE are scheduled to provide non-contact time for classroom teachers. The statement "scheduling that makes use of every minute of the day in a constructive manner" reflects a neoliberalist perspective of "time is money". The reference in the quote to resources being diverted to academic requirements has similarities to the organisation and valuing of subjects in Australian primary schools as discussed by Angus, Olney, and Ainley (2007).

An article by Blane (2004) published by Tes, the world's largest online network of teachers, titled *When the teacher's away we can play* stated that: "Using specialists to take physical education and expressive arts classes is one idea being tried so that primary teachers get their agreed non-contact time while the pupils still cover the curriculum." The title of the article is indicative of the low status of physical education in that physical education is play, and the 'real' teacher is away. The focus of the article appears to be on the provision of non-contact time rather than the value of physical education and expressive arts as curriculum areas.

Sanderson (1995, p. 172) identified the difficulties primary school PE specialist teachers may face in advocating their subject to classroom teachers, noting that "…traditionally PE has not been taken seriously in the primary school. Too often it is regarded as an interruption in the serious business of the school day and little more than playtime". The perception of physical education as playtime may reinforce the link the subject has with non-contact time, as value is applied to the space physical education creates for classroom teachers, rather than the intrinsic worth of the subject.

This has implications for time-tabling. Bokova (2015) the Director- General of UNESCO, stated in the foreword to *Quality Physical Education* that: "…despite the recognized power of physical education, we are seeing a global decline in its delivery" (UNESCO, 2015, p.4). This decline could be related to reductions in time allocation to expand the teaching of more valued subjects.

The discrepancy in time allocation for physical education lessons in Queensland state primary schools was identified by participants in the original research, with a range of time allocations experienced during their teaching careers. There is no policy from DET which specifies how many minutes of physical education primary school students should have per

week. Time allocation is a school decision although recommended time allocations for the AC: HPE were given by the QSA in 2011. In primary school (Years Prep to 6) up to 80 hours a year is allocated, but the advice in the DET document is that this to be a school-based decision. This is not the case for English, mathematics, science or history, all of which have recommended hours as systemic priorities. It also reflects a hierarchical order of subjects; the prestige curriculum as identified by Hendry (1975). Differences in time allocation contribute to the 'othering' of physical education.

To provide up to 80 hours of HPE (which equates to two hours a week) schools will have to manage non-contact time and make decisions about who teaches Health from Prep to Year 6. It is envisaged that system and school-based discussions on the management of non-contact time will take place. The literature review (Chapter 2) and the analysis of participant interviews (Chapter 4) indicated that little direction has been given to schools in the implementation of the AC: HPE.

Many primary school principals have expressed concern that the Australian curriculum is crowded, and have requested reviews of content (Australian Primary Principals Association, 2014).   In response to principals' and teachers' concerns expressed through the QTU in 2015, a core curriculum review was conducted in 2016 by the QCAA. This review recommended that content in English and mathematics be consolidated (this means a reduction in the number of C2C teaching units). This consolidation did not occur for HPE, but there was limited information on the implementation of the subject in both primary and secondary schools (QCAA, 2016). This situation indicates that the linking of physical education to non-contact time in Queensland state schools is most likely to continue.

A connected curriculum

The linking of non-contact time to physical education does not address the issue raised by Keay and Spence (2012) of making curriculum documents and the language of physical education less complex as it delineates the knowledge of the primary PE specialist as distinct from the generalist primary teacher. It does not encourage the generalist primary teacher to engage with the physical education curriculum and the primary PE specialist teacher.

In an issues paper prepared for the then QSA (now QCAA), Nayler (2014) argued for a purposefully connected curriculum. She defined a purposefully connected curriculum as involving "planning for teaching and learning that draws on two or three subjects within a learning area, or two or three learning areas or subjects" (Nayler, 2014, p.3). The connection occurs through conceptual links in the learning areas. There is much opportunity to identify these links through the content descriptions of the learning areas in the Australian Curriculum. Nayler (2014) categorised two types of links; where there are common or overlapping concepts in learning areas and where there are complementary concepts that serve the needs of a specific learning context. A principle of purposely connected curriculum is having a "balance of informed prescription and teacher professional judgement" in curriculum planning (Nayler, 2014, p.3). A purposely connected curriculum could offer a solution to the perceived crowded curriculum. The valuing and status of physical education in primary schools is a factor in curriculum planning:

> The HPE curriculum is not the sole responsibility of the HPE specialist teacher nor should it be a curriculum area that is delivered by external providers. Real change in schools would entail a cultural shift in schools reflected in a change of beliefs as to

who is responsible for teaching HPE curriculum and a change in the valuing of HPE

curriculum by all teaching staff. (McMaster, 2015)

Disruption of the relationship between non-contact time and physical education

could affect the enactment of professionalism by primary PE specialist teachers by

changing perceptions on their role and allowing for the sharing of knowledge. Such

changes in perception and knowledge-sharing could bring about cultural change, as argued

by McMaster (2015).

Physical Education as the other – the impact of performance and performativity

Chapter 4 defined performance as the activity of an individual in front of an

audience, and performativity as a culture of surveillance and accountability (Ball 2003;

Goffman, 1959). The performance of the primary PE specialist teacher was as a teacher, a

sports coach, and as an organiser of carnivals. The audience for these performances

differed. In the physical education lessons, the audience was composed of students. There

were occasions where adults were present to either assist or observe, but the participants

mostly taught in isolation. When a participant acted as a carnival organiser the audience

widened to include parents and other teachers. This provided an opportunity to enact (or

perform) professionalism by demonstrating attributes from Table 3 (p.136) , such as

communication skills and enthusiasm.

The carnival day or days have the potential for the primary PE specialist teacher to

be public and share expert knowledge with others as a demonstration of professionalism.

This sharing, however, could be compromised by the absenteeism of teaching staff from

carnival days – a situation that was identified by participants – and by what is valued on

the day: performance not education.

The word "performance" appeared under the Policy, Strategy and State Schools sections in the DET Organisational Structure (2016). The use of the word performance is ambiguous; performance could be interpreted as aspirational or something that is measured. A definition of performance is not given by DET in the document Developing Performance Framework (2015) though it could be construed as to "keep learning and doing the best job you can" (p.2).

The meaning of performance in the DET statement more closely aligns with the term performativity than with Goffman's (1959) belief that "through performance, the individual, or actor, gives meaning to themselves, to others, and to their situation" (as cited in Crossman, 2016). It is seen as accomplishment or indicators or quality, completeness, and cost, reinforcing a neoliberalist agenda of accountability and efficiency.

Performativity, as a manifestation of neoliberalism, has been pervasive in Western education systems for the last 30 years (Ball, 2003; Clarke, 2013; Davies & Bansel, 2007; Day & Sachs, 2004). The performativity fire has been fuelled by international comparisons of student performance such as the Programme for International Student Assessment (PISA) overseen by the OECD. Published league tables of PISA results have promoted a "policy-as-numbers approach: today the 'global eye' and the 'national eye' govern together through comparison" (Lingard, 2009, p.15).

In the Australian context, the "national eye" providing comparisons between state and territories is the performance of students in NAPLAN. Participants located themselves in an environment of performativity through NAPLAN preparation and testing. NAPLAN impacted on the participants through the management of curriculum time and through the focus on literacy and numeracy in professional development opportunities. NAPLAN has

generated significant debate in the media and in educational settings. The display of

NAPLAN results on the *My School* website has been criticised:

> It doesn't tell us anything about the quality of a school in relation to important aspects
>
> of schooling such as social and cultural outcomes – the key public purposes of
>
> education. If you think that schools should provide a broad and general education,
>
> including the arts, health and physical education, citizenship education and so on, then
>
> this narrow focus is a barrier to the enactment of the Melbourne Goals of Schooling.
>
> Why is it not just as important to assess and report on the ways in which schools are
>
> promoting, say, intercultural understandings or creativity, as it is to report on literacy
>
> and numeracy outcomes? (Reid, 2010, p.18)

Participants identified the impact of NAPLAN testing on the Smart Moves initiative. The

impact of NAPLAN has been addressed by the ACHPER Australia Executive Director

who stated that:

> ACHPER also recognises that educators and schools may be immersed in the
>
> "Literacy and Numeracy" conversation and pressures brought to bear by NAPLAN
>
> and the impact that this may have on decisions in regards to timetabling support for
>
> HPE. Advocacy with principals' associations and federal and state policy makers is
>
> imperative to supporting the delivery of quality HPE and supporting teachers as they
>
> do so. (Turner, 2015)

This advocacy could come from professional teacher associations and teacher unions. The

individual primary PE specialist teacher could find it very difficult to advocate from an

individual perspective. A performativity culture could be perceived as stifling debate and silencing the teacher voice thus disempowering primary PE specialist teachers.

Bourke, Lidstone, and Ryan (2013) identified six ways in which Queensland teachers in both primary and secondary schools and across all sectors enacted their roles in response to the performative agenda operating in schools. These roles and an elaboration of each role are reproduced as follows:

- *Unresisting acceptance:* Regarding performance-related policies and practices as the uncontentious definition of "professionalism" in teaching;
- *Passive resistance:* Choosing to ignore policy documents and other forms of external "pressure";
- *Subtle resistance:* Enacting alternative truths;
- *Overt resistance:* Publically questioning the efficacy of change agendas;
- *Assertive resistance:* Declaring professional confidence and competence in the self as a reflective practitioner, and
- *Aspirational resistance*: Promoting leadership rather than performativity. (Bourke, Lidstone, and Ryan, 2013, p. 12-13)

The participants in this study appeared to adopt the *Unresisting resistance* and *Subtle resistance* roles. Ian was the only participant to express knowledge and acceptance of the APST standards. Helen and Tammy enacted alternative truths; Helen through seeing physical education as an antidote to high pressure testing of students, and Tammy through her involvement in coaching. Karen, while acknowledging that her role as Deputy Principal involved her in NAPLAN administration, was aware of the consequences of high stakes, census testing of students.

Dinan-Thompson and Penney (2015) investigated the assessment practices of primary PE specialist teachers in a regional area in Australia and found that, in the main, these practices were superficial. Primary PE specialist teachers do not have to engage with performativity discourses of census testing. They are peripheral to it and therefore there is little consequential impact on primary physical education which could lessen opportunities for the enactment of professionalism.

Kim and Taggart (2004) conducted a study on teacher's perceptions of physical education classes in an urban Korean primary school. Their findings pointed to a culture where the subject had a low status, pedagogy had not changed for many years, and teachers operated in "silent isolation" (Kim &Taggart, 2004, p. 82). Teachers worked with little reflection on their role, and an acceptance that their environment and school culture would not change. This way of working entrenched a "passive form of professionalism" and "a culture of silence" (Kim & Taggart, 2004, p.70). Karen, the Deputy Principal in this study, made an observation about the passivity of primary PE specialist teachers:

They're very passive. Just taking it saying, "Oh well, that's the way it is now. I'll just keep doing what I was doing". It doesn't make for, this is generalising... it doesn't make for active professionalism, as you would say.

The findings in the study by Bourke et al. (2013) saw some teachers embracing and others rejecting performativity cultures with "pockets of resistance" where teachers chose to "ignore, subvert, oppose, redefine, and construct counter-discourses towards forms of performative professionalism" (p.10). This was also evident in way the participants in this study chose to engage with a performativity discourse in different ways; through limited engagement with the APST and varied responses to NAPLAN testing. There is limited research on how teachers of physical education operate in discourses of performativity in

education. Miniotis (2012) investigated how cultures of performativity influence the professionalism of physical education teachers in England and her findings were similar to those of Bourke et al. (2013) where teachers chose to engage differently in performativity cultures. For some teachers in Minotis' (2012) study the performativity culture provided increased status for the physical education subject and offered opportunities to enact professionalism, while for others the demands of the performativity culture were overwhelming and they disengaged. It could be argued that a discourse that involves accountability and measurement could be used to promote the physical, emotional and social outcomes of physical education. Trost and van der Mars (2010) investigated the impact of increased or decreased physical education time in the curriculum on academic performance, and found evidence that academic achievement was not impeded by increased time for physical education and that regular physical activity was linked to higher levels of academic performance. With developments in neuroscience supporting these findings (Martin, 2010; Medina, 2000; Ratey, 2008) stated that an opportunity could arise to promote the contribution of physical activity to academic achievement, and thus engage in performativity discourses.

A counter argument could be that cultures of performativity, with their focus on literacy and numeracy scores, reinforce the subject hierarchy and mind/body dichotomy that is unhelpful to improving the status of physical education. A situation occurred in the US where "nearly half of school administrators (44 percent) reported cutting significant time from physical education and recess to increase time spent in reading and mathematics since the passage of the *No Child Left Behind Act 2001*" (Kohl & Cook, 2013, p.20). Pope (2014) identified that a focus on literacy and numeracy, as encouraged by a neoliberalist agenda , squeezed subjects such as physical education and music to the periphery of timetabling and planning. This reflects the concerns of Donnelly (2015), Gill (2013), and

Pill (2013) – and as identified in Chapter 2 – regarding the potential impact of NAPLAN on curriculum in Australia.

The mind/body dichotomy was discussed as privileging the cognitive over the physical in Chapter 2. This can be seen in the primary school setting with the difference in time allocation given to the acquisition of skills of numeracy and literacy, and the lesser time given to the acquisition of physical skills. The participants did not identify that they contributed to developing literacy and numeracy skills even though these are General Capabilities in the Australian Curriculum. Producing evidence that literacy and numeracy skills are consolidated and developed in primary school physical education lessons is one way of exploiting cultures of performativity to improve the status of physical education. Research from the US identified the role of physical activity in developing cognitive skills:

> These research findings on cognitive function are interesting because with the increase in the importance of literacy and numeracy as indicators of 'academic achievement', the role of physical activity in the enhancement of these, plus academic function, becomes significantly important. (Hardman, 2010, p.16)

There are programs operating in Queensland schools such as iAIM (Active Minds) and Moving Learning Classrooms that have the intention of increasing the physical activity levels of school students. iAIM "is about developing and sharing innovative and tailored strategies to support schools to regularly implement physical activity in the school day" (iAIM 2015) and Moving Learning Classrooms is concerned with enabling classroom teachers "to teach physical activity and to use movement as a vehicle for other curriculum learning" (ACHPER QLD, 2014). There is an iAIM resource titled Active NAPLAN Strategies. These programs could be seen as supporting programs for physical education by introducing physical activity into primary school classrooms.

In Chapter 2 performance cultures were identified as a manifestation of neoliberalism. These cultures embrace judgements, comparisons, surveillance, and control. As realised by Helen, physical education lessons can offer freedom and self-expression as an antidote to continuous judgements and comparisons. Conversely, such freedoms may further entrench devalued perceptions of professionalism in primary physical education.

Relationships between themes

Figure 3 (p. 137) gave the analogy of Jenga blocks to describe the relationships between the themes where the themes support and are dependent on each other, and the subordinate themes provide a foundation for a super-ordinate theme in circles of reinforcement. The researcher's assumptions are embedded in the structure. The assumptions related to organisation; timetabling, commitment, involvement in sport and non-contact time could be seen to be reinforcing the structure while the assumption about lack of knowledge pertaining to democratic professionalism could be seen as white anting the structure. Representing teacher professionalism in a visual way will always be challenging and no one diagram or picture will capture the richness of teacher's lived experience.

The interrelationships present considerations for future strategies and research relative to the study's research questions. Responses to the research questions and the confirmations, contradictions and new insights identified through the lens of the researcher's assumptions illustrate the interrelationship of themes.

Responses to the research questions

In Chapter 1 an overarching research question and three questions underpinning it were presented. The overarching question was:

How does the primary physical education specialist (PE specialist) teacher define, perceive and enact professionalism?

In answering the overarching question, a synthesis of the research findings is given under the underpinning questions.

1. Where are primary PE specialist teachers located in the contested area of teacher professionalism?

In determining the location of the primary PE specialist teacher in the contested area of teacher professionalism reference is made to Figure 1 (p.22), Types of CPD and Professionalism. The teacher professionalism identified by the primary PE specialist teachers in this study could be said to be located in sections1 and 2. These sections are Controlled Professionalism and Compliant Professionalism. The evidence to support this positioning comes from the research data and its relationship to the descriptors in the sections. In Controlled Professionalism, the teacher is a passive recipient of knowledge and is viewed as a technician. The themes generated in this research study indicate that professionalism is enacted through a collection of attributes which are not proactive in nature, and do not exemplify democratic professionalism. While primary PE specialist teachers have a desire to engage in CPD, their engagement is as passive recipients of knowledge from others, and not as creators of new knowledge. The teacher as technician is demonstrated in the teaching of physical skills as a specialist area with limited involvement from other teachers. Compliant Professionalism was evidenced by the acceptance of a Government change agenda of the AC: HPE with little interrogation or demonstration of curriculum literacy. The teacher as craft worker could be evidenced

through the super-ordinate theme *Physical education as the other* where both the primary

PE specialist teacher and the primary generalist teacher perceive physical education as a

practical subject, as distinct from academic subjects. This reinforces the mind/body

dichotomy.

2. What does professionalism mean to the primary PE specialist teacher and how do they

demonstrate it? (How do they define and enact professionalism?)

The meaning and demonstration of professionalism as identified by the participants in this

study was different from that as experienced by the researcher in her autoethnographic

account.

For the participants, professionalism was defined through the demonstration of

personal attributes including involvement in service, and enacted through the teaching of

movement skills and being a role model for physical activity through appearance and

messages to students and parents.   Having content knowledge specific to physical

education was essential to enacting professionalism. This knowledge was possessed by the

primary PE specialist teacher and it was they who decided who to share it with and what to

share. This owning of specific knowledge reinforced the otherness of physical education.

Professionalism was also demonstrated through keeping up-to-date with curriculum and

issues in physical education, but there were limited opportunities to do this.

Adhering to standards was a way of enacting professionalism but these standards

were personal rather than proscribed from an educational authority, such as the APST.

Coaching school sport was another way to demonstrate professionalism and this

contributed to a blurring of physical education and sport roles. Enactment of

professionalism was individual, rather than collective, and this was reinforced by social,

political and cultural structures.

The researcher, in her autoethnographic account, aspired to enact democratic professionalism but was constrained by timetabling, role designation and cultural practices. She saw professionalism as being enacted collaboratively and leading to changes in knowledge and practice. Her perception of professionalism was of a dynamic entity rather than a set collection of personal attributes.

3. Does the perception of professionalism by the primary PE specialist teacher affect how they operate in the school setting?

The perception of professionalism by primary PE specialist teachers is a complex phenomenon. There are contradictions with perceptions that affect how the subject and the primary PE specialist teacher are seen by themselves and others. The primary PE specialist teacher identified as being apart from others in the school setting by appearance, resourcing and timetabling, but reinforced this apartness through operating separately and making distinctions between academic and non-academic subjects and academic and non-academic students.

The research indicated that a multitude of factors affected the enactment of professionalism by the primary PE specialist teacher in the school setting. One of these factors related to support from school principals. Participants in this research study identified school principals, generalist teachers and parents as having different perspectives on the role and activities of the primary PE specialist teacher.

The researcher's assumptions - confirmations, contradictions and new insights

The researcher's assumptions were formed from her experience as a primary PE specialist teacher in a Queensland state primary school and were detailed in Chapter 3 and Chapter 4. Making these assumptions explicit is advised when using IPA as a research

method because the application of a hermeneutic circle to the analysis is informed by the researcher's biography.

Confirmations

All the researcher's assumptions were confirmed in the research themes. This suggested a commonality in the lived experience of being a primary PE specialist teacher in Queensland state primary schools. The researcher was aware of inconsistencies in timetabling physical education in primary schools because she had been involved in discussions about this issue with other specialist teachers and with ACHPER QLD management committee members. These discussions also indicated that non-contact time would emerge as an issue affecting the enactment of professionalism.

The assumptions that all participants would demonstrate a commitment to the subject physical education and have an interest and involvement in sport could be seen as generally held views about teachers of physical education. That the participants would not be familiar with the term democratic professionalism was an assumption based on the esoteric nature of this term and its absence in documents and resources produced by DET, and its lack of referencing at CPD events. The participants were unfamiliar with the term, and therefore, would be unaware of personal actions that would demonstrate it. From the interview analyses, some participants were enacting democratic professionalism but were unaware of this. Karen, the Deputy Principal, followed inclusive practices and talked about primary PE specialist teachers having active engagement with contemporary practice, both indicative of the enactment of democratic professionalism.

Contradictions

One of the contradictions that emerged from the research study related to the implementation of the AC: HPE. All participants were aware that a new national curriculum was to be implemented in Queensland but they did not specify how this new curriculum would provide opportunities to enact professionalism. The contradiction is whether the AC: HPE emancipates or constrains the enactment of professionalism – is it a key to unlock the door to freedom or a straitjacket? The implementation of the AC: HPE could allow opportunities for curriculum interrogation or it could lead to a paint by numbers approach to teaching physical education as in the Compliant Professionalism described by Sachs in Figure 1 (p.22). The researcher sees the implementation of the AC: HPE as a catalyst to initiate conversations about the enactment of professionalism by teachers of HPE at all levels of schooling. The requirement to have CPD around implementation should result in primary PE specialist teachers meeting in groups or clusters, thus providing a facility for sharing knowledge and practice.

Another contradiction is associated with the APST and whether they encompass the principles of democratic professionalism. Only one participant indicated that they were familiar with the standards yet the standards were written to "guide professional learning, practice and engagement" (QCT, 2011, p.2). The contradiction is similar to the contradiction with the AC: HPE – do these standards enhance or compromise professionalism? Enhancement is possible by clearly articulating what professionalism looks like at different career stages. The compromise is that standards are a manifestation of a neoliberalist education agenda and narrow the enactment of professionalism.

A final contradiction is the contribution primary PE specialist teachers made in reinforcing their otherness. The participants identified how they felt different and apart,

but their perceptions and actions contributed to this. The mind/body or Cartesian dualism elaborated upon in Chapter 2 was evidenced in their identification of academic and non-academic subjects, academic and non-academic students, classroom and specialist teachers, and engaged and non-engaged students in physical education lessons. Hunter (2006) stated that: "Much of the practices within PE support the mind-body separation and act to set the body up as an object…" (p.125). An interrogation of these practices by primary PE specialist teachers could contribute to contesting the otherness of physical education.

New insights

The interrelatedness of the subordinate themes and their relationship to the assumptions gave new insights into how professionalism is enacted by primary PE specialist teachers in Queensland state primary schools. The researcher's assumptions are contained, extended and sometimes challenged in the themes.

This interrelatedness of subordinate themes can be demonstrated by asking the question: If one subordinate theme is altered to enhance the enactment of democratic professionalism, how will this affect the others? For example, if an integration model of sport was adopted (with sport valued as an exemplar of culture rather than for performance), would this change the perception of the primary PE specialist teachers by others? Or, if more CPD opportunities were made available to primary PE specialist teachers, would their perception of professionalism as a collection of personal attributes change?

During the time-period of this research study, the neoliberalist agenda in education has been strengthened, as evidenced in the recent policy documents of DET that emphasise performance and improvement. This development places the primary PE specialist teacher peripheral to the performativity discourse through continued insularity and in an

environment where there is a focus on the teaching of literacy and numeracy skills. An insight gained from this research study is that engagement with the performativity discourse is influenced by personal choice. Minotis (2012), and Dinan-Thompson and Penney (2015) examined this phenomenon in their studies. The passivity of members and potential members of teacher professional associations, as identified in this study, could be attributed to the lack of promotion of democratic professionalism by education systems. More resourcing is required to provide this promotion, but it could be argued that such promotion is contradictory to existing strategies. This is addressed in *Considerations for further research.*

Considerations for future research

Smith et al. (2009) recognised that researchers undertaking phenomenological investigations care about the outcomes of their research, have a commitment to facilitating change, and are willing to reflect upon the consequences of this commitment. The considerations for future research are provided as potential to facilitate change in how primary PE specialist teachers in Queensland schools enact professionalism.

The super-ordinate and subordinate themes that were generated from the research data underpin considerations for future research. The definition and perception of professionalism as a collection of personal attributes by participants indicated that future research should consider addressing this perception and investigating the moral agency associated with teaching and the moral aspect of professionalism, as identified by Sachs (2003). By investigating moral aspects of professionalism, it is possible a more collaborative, reflective, and activist perception of professionalism could be encouraged. A focus for future research could be on how CPD for primary PE specialist teachers addresses different types of professionalism.

There is an argument that the primary PE specialist teacher is narrowing the enactment of professionalism through a lack of collective action. This is an issue for professional teacher associations. Gerwitz, Mahony, Hextall, and Cribb (2009) recognised that "there are many occasions when teachers must organise collectively if they are able to assert their influence" (p.5). They saw collective groups, for example, teacher unions and professional associations playing a central role in this action. The participants in this research study did not identify these groups as assisting them in collective actions. This lack of acknowledgement of collective action, which could reinforce isolation, made it difficult to demonstrate the definition of enacted professionalism given in Chapter 1: "professional practice as observed, perceived and interpreted by any observer – from outside or within the relevant professional group, and including those doing the *enacting*" (Evans, 2008, p.13).

Non-contact time and its influence on enacting professionalism is an area that requires further research. While non-contact time was perceived as negatively influencing the role of the primary PE specialist teacher it did provide a means for the subject physical education to continue to operate in Queensland state primary schools. Research in this area could investigate other models of timetabling and hear from primary generalist teachers about their use and perceptions of non-contact time.

The limitations of this research study were identified by the small number of participants, and their positions as employees of DET Queensland. Further research could employ a different research method from IPA to survey or interview a larger cohort from a range of education sectors on their perceptions of professionalism.

Summary

Adopting a phenomenological approach to investigating the research questions resulted in the identification of super-ordinate and subordinate themes. The subordinate themes that support the super-ordinate themes are interrelated, as represented in the Jenga block analogy. Manipulating one subordinate theme affects other subordinate themes.

The definition, perception, and enactment of professionalism by primary PE specialist teachers suggested that managerial, not democratic professionalism, is the dominant discourse of teacher professionalism in Queensland state primary schools. Defining professionalism as a collection of personal attributes rather than a collaborative endeavour, where new knowledge is created and shared, indicated a view of professionalism that is found in the Controlled Professionalism and Compliant Professionalism sections of Figure 1 (p. 22).

Encouraging primary PE specialist teachers to enact democratic professionalism could bring about beneficial changes to the teaching of physical education, not only in Queensland state primary schools, but primary schools in other Australian jurisdictions, and internationally. Greater collaboration between primary PE specialist teachers and between primary PE specialist teachers and primary generalist teachers could result in the sharing of knowledge and changes in the perception of professionalism by both groups. Recognition of the benefits of enacting democratic professionalism by systems and education authorities could lead to policies which allow greater autonomy for teachers. The examples of democratic professionalism enacted by participants, while limited, shows that there are possibilities to develop and change practice.

Epilogue

My story now

I began with an account of my appointment as a primary PE specialist teacher. I conclude with thoughts on how my research could support the teaching of physical education in primary schools.

My involvement in curriculum writing has enabled me to appreciate what is meant by taking a strengths-based approach (one of the five propositions of the AC: HPE). To me this approach means recognising and utilising the existing strengths and resources that are in the physical education community. In reading over my research findings, I could focus on how the enactment of professionalism by primary PE specialist teachers in this research study is at odds with my perspective of teacher professionalism. Or, I could focus on how the physical education community could work together to enhance professionalism and challenge assumptions about what it is and how to enact it. The second option provides a strengths-based approach.

From my time as a member of ACHPER QLD I note that primary PE specialist teachers in Queensland have a lot of energy, enthusiasm, and a desire to do their job well. These are all strengths-based elements that can be harnessed to enhance the enactment of professionalism. Opportunities need to be created to bring primary PE specialist teachers together to discuss professionalism. My assumption that they would know little about democratic professionalism was accurate. Presenting information on managerial and democratic professionalism, their advantages and how they differ, could be the first step in changing perceptions about professionalism and the relevance it has as a means of

informing practice. Participants in this research study demonstrated aspects of democratic professionalism without realising they were doing so. This indicates that there is potential to transform perceptions and actions. There is the capacity to share and build on these demonstrated aspects.

My immediate future holds possibilities to make my research findings available to the physical education community through ACHPER Australia and ACHPER QLD communication channels. I wish to explore and exploit these possibilities to promote the enactment of democratic professionalism as a way of enhancing the teaching of physical education in primary schools. A more inclusive approach and the adoption of transformative practices, key components of democratic professionalism, would be beneficial to schools, teachers, and students.

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Appendices

Appendix A　　　Information sheet

INFORMATION SHEET

PROJECT TITLE: Professional Insiders/Outsiders: Perceptions of the professionalism of PE specialist teachers in Queensland primary schools.

Introduction

Caroline Brooks is a physical education specialist teacher in a Brisbane Primary school. She is undertaking a Doctor of Education at James Cook University, Cairns campus and has a special interest in how teacher professionalism is defined and enacted. Prior to becoming a primary school Physical education specialist teacher Caroline spent many years in the secondary school setting as a teacher of Health and Physical education and as a teacher working with students with special needs. She sees the role of the primary Physical education specialist teacher as lacking clear direction and subject to outside influences.

You are invited to take part in a research project about how primary PE specialists define, perceive and enact professionalism. The study is being conducted by Caroline Brooks and will contribute towards a Doctor of Education at James Cook University.

If you agree to be involved in the study, you will be invited to be interviewed. The interview, with your consent will be audio-taped, and should take approximately 1 hour of your time. The interview will be conducted at a venue of your choice. The interview will be transcribed and you will be able to read the transcript and drafts of all project reports. You may view reports before publication and negotiate any references to your contribution. The interview will ask you questions about what influenced you to become a physical education teacher and how you feel about teaching physical education in primary schools. You will be asked what you understand by the term teacher professionalism and how this term relates to the teaching of physical education in primary schools.

Taking part in this study is completely voluntary and you can stop taking part in the study at any time without explanation or prejudice. You may also withdraw any unprocessed data from this study.

Your response and contact details will be strictly confidential. The data from this study will be used in research publications and reports to the Department of Education and Training, Queensland. You will not be identified in any way in these publications.

If you have any questions about the study please contact Caroline Brooks or Dr Maree Dinan-Thompson.

Caroline Brooks	Dr Maree DinanThompson
School of Education	School of Education
James Cook University	James Cook University

Phone: Phone: (07)4042 1321

Mobile:

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If you have any concerns regarding the ethical conduct of the study, please contact: Sophie Thompson, Human Ethics and Grants Administrator, Research Office, James Cook University, Townsville, Qld, 4811. Phone: 4781 6575, Sophie.Thompson@jcu.edu.au

Appendix B   Informed Consent Form

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Appendix C Interview Protocol

Date of interview:	06/03/13				
Timeand Place of Interview:					
Interviewer:					
Interviewee:	Content has been removed				
Position of Interviewee:					
Years Teaching:					

Semi-structured Interview Questions

Interviewees will be asked to give a brief biography focussing on the reasons they decided to become a primary PE teacher,

Interviewer: *This research looks at professionalism and where the primary PE specialist is located in the discourse of teacher professionalism. What do you understand by "teacher professionalism"?*

Do you consider yourself a professional? Why or why not?

Do you think primary PE specialists are regarded as professionals (by other teachers, school administrators, parents, employers?)

What factors contribute to primary PE specialists being regarded as professionals?

What factors work against primary PE specialists being regarded as professionals?

hat things would you change if you wanted to promote primary PE specialists teacher professionals?