Influences on Curriculum Value Orientations of Physical Education Teachers and Implications for the Profession

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Abstract

Curriculum value orientations are considered important as they influence the manner in which teachers implement the curriculum and undertake their teaching of physical education.

The purpose of this study was to investigate what has influenced the development of curriculum value orientations of teachers of physical education in secondary schools and to consider the implications of these value orientations for curriculum implementation, and consider the influences for teacher development, and in-service professional development. The research utilised an existing inventory to establish the value orientations of nineteen secondary school physical education teachers. Interviews were then conducted to collect data from six of the teachers who formed two groups of three with different value orientations. Interview data was analysed using the process of constant comparison.

Analysis revealed that influences which have impacted on the formation of these teachers' value orientations can be classified within the categories of life experiences before teacher education, influences during teacher education, influences in the school setting and reflective practice. Findings indicate that secondary school physical education teachers have different value orientations and a range of factors has shaped their value orientations. These include teacher philosophy, teacher education, professional development, life experiences, curriculum, colleagues, schools and reflective practice.

The discussion investigates how and to what extent these influences have shaped teachers' different value orientations. The value orientations and their implications for curriculum implementation are discussed and then the influences themselves are

considered. Finally, in view of the influences, the implications for teacher education and in-service professional development are discussed.

Teachers in this study enter teacher education with a sense of what it means to be a physical education teacher based on their own experiences in life, school and sport in particular. The way in which they interpret these experiences leads to different beliefs. These beliefs lead to the development of a value orientation, which in turn influences the way in which teachers make curriculum decisions, plan, implement and deliver their physical education programmes.

This research indicates the extent to which life experiences, teacher education, and professional development impacts on value orientation is variable, but in order to create a change in value orientations, a key component is the development of critical reflection as a well established and ongoing habit. The study suggests that having an understanding of and an awareness of value orientations will enable teachers to consider their beliefs and the influences on these, and to make informed decisions about curriculum and practice.

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Chapter One - Introduction

Background to the Issue

Curriculum value orientations are considered important as they influence the manner in which teachers implement the curriculum and undertake their teaching of physical education. Curriculum value orientations, sometimes referred to as curriculum perspectives, can be described as the set of beliefs or a philosophical position that a teacher has.

Value orientations represent educators' belief systems about what is taught, how it is taught, and to what extent the content is learned. Eisner (1992) (inEnnis & Chen, 1995) reports that value orientations describe educational belief systems that influence curricular decision-making. They form the rationales that determine, in part, how practical educational decisions are made. According to Ennis (1992) value orientations represent educational perspectives that influence the teachers' relative emphasis on the learner, the context, and the body of knowledge.

Investigating and gaining understanding of the influences on physical education teachers' beliefs and curriculum value orientations has considerable relevance to teaching and learning of physical education. Recognising that curriculum value orientations impact on many aspects of teaching, an understanding of what influences the development of these value orientations is an important step to understanding the needs of physical education teachers in terms of their personal and professional development throughout their careers.

Ennis (1996) stated that clarifying teachers' value orientations should be considered an appropriate initial step in curriculum innovation and change. In physical education, the curriculum change process began with the development of Unit Standards in 1994, and in 2001 the *Health and Physical Education in the New Zealand Curriculum* (1999) was first implemented. According to Carr (1986), in many ways teachers are better prepared for

their profession than ever before, "yet the profession remains conformist in many ways. Unlike previous eras, conformity is not now assured through domination by imposed curricula or rigid systems of inspection and control. It is now a far more insidious and subtle matter...which demands that schools and teachers live up to 'standards' shaped in a culture and society whose own predilections for conformity are the product of a time when great consensus could be assumed about social and educational values" (Carr & Kemmis, 1986). Understanding of the impact and nature of the influences on the development of teachers' value orientation has the potential to provide useful knowledge for the profession at this time of change.

Teachers of physical education are influenced throughout their careers by a range of factors. This forms their value orientation. In implementing the *Health and Physical Education in the New Zealand Curriculum* (1999) it is evident that certain value orientations may encourage teachers to emphasise certain aspects of the curriculum more than others. Therefore, for successful curriculum implementation, a greater understanding of the nature of the influences on the formation of a value orientation would be beneficial.

The desire to investigate and understand influences on curriculum value orientations of physical education teachers in the hope that this understanding may provide some guidance for teacher education and professional development, is supported by a statement by Carr (1986) who suggests: "the outcome of critical research is not just the formulation of informed practical judgement, but theoretical accounts which provide a basis for analysing systematically distorted decisions and practices, and suggesting the kinds of social and educational action by which these distortions may be removed."

Purpose of this Study

The aim of this research is to ascertain the manner in which influences have impacted on the development of curriculum value orientations of teachers of physical education in secondary schools, consider the implications of value orientations for curriculum implementation, and the implications of the influences on these for teacher education, and in-service professional development.

Research Questions

1. What are the influences on the development of curriculum value orientations of secondary physical education teachers? (This question will establish the range of influences.)

2. How, and to what extent, have these influences shaped teachers' different value orientations?

3. What are the implications of the value orientations for curriculum implementation?

4. Considering the influences, what are the implications for pre-service teacher education and in-service professional development for teachers?

Theoretical Framework

Three perspectives form the basis of educational and social research. These are the empirical (positivist), interpretive and critical perspectives (Bain & Jewett, 1987; Carr & Kemmis, 1986; W. J. Smyth, 1987). This study was guided primarily from the interpretive framework and a critical approach has also informed the research. Therefore the study could be best described as having a change-focused interpretive approach.

According to Sparkes (1996) the interpretive perspective or paradigm provides for an interpretation of the world where meaning is constructed through the individual. The purpose of interpretive research is to clarify how interpretations and understandings are formulated, implemented and given meaning in lived situations (Radnor, 2001). Research and social inquiry from this perspective is informed by a concern to understand the social world and the nature of the social world in terms of experiences. It is interested in people, what they are, how they behave and socially interact. In the social world, people have their own intentions, their feelings and emotions, impacted by each other as well as the context in which they live (Radnor, 2001; Sparkes, 1996).

Within the interpretivist approach there is a focus on the world of shared, social constructions of meaning and knowledge. It is this concern with the collective generation of meaning as shaped by the conventions of language and other social processes that informs this study. The interpretive paradigm allows the researcher to explore a research problem and to formulate a description of human experience.

All research is in some way interpretive, and is guided by a set of beliefs and feelings about the world and how it should be understood and studied. The interpretive approach informs teachers about the nature, consequences and contexts of past actions and suggests that practitioners use their judgment on how to act (Carr & Kemmis, 1986; Denzin & Lincoln, 1998). The subjects are approached by the researcher as equal partners, as the interpretive researcher's task is to make sense of their world, to understand it, to see what meaning is shaped by those subjects (Denzin & Lincoln, 1994; Radnor, 2001).

A range of research traditions and methodologies can be found within the interpretive paradigm. Within a critical-interpretive approach, reality as taken as socially constructed, and knowledge is seen as being context-specific and value laden (Anderson, 1989a; (Sparkes, 1996). Within interpretive design and critical theory, the investigator and the investigation are interactively linked, and the methodology requires a dialogue between the investigator and the subjects. The values of the investigator inevitably influence the inquiry, and thus findings are value mediated (Denzin & Lincoln, 1998).

While this research seeks to understand influences on teachers value orientations, it also seeks to consider the implications arising from these for the profession.

Chapter Two - Review of the Literature

Introduction

The literature review provides an overview of this material and is presented in sections. The first section seeks to identify the range of influences on teacher beliefs. This is followed by a consideration of the literature in regard to socialisation in a range of pertinent settings. Reflective practice and critical reflection followed by professional development are considered as influences on teacher beliefs along with an exploration into how beliefs and practices may be changed. The literature review then explores how beliefs link to behaviours as well as research and literature relating to curriculum value orientations. This includes definitions of curriculum orientations, their role, how they are ascertained and a section on curriculum value orientations as they relate to physical educators.

Influences on Teacher Beliefs

Teachers play an active role in the formation of their own beliefs, attitudes and behaviours through the process of socialisation and as a result of a range of influences. According to Templin (1989) there are three primary phases of socialisation of teachers:

1. recruitment into teaching;
2. professional preparation;
3. influence of the school setting and related agencies.

Within each of these phases, there is a range of factors that influence the beliefs of physical education teachers. These influences may be major or minimal, the nature of the influence may be positive or at times negative. Influences include:

- experiences pre-teacher education;

- teacher education courses and the professional preparation (pre-service);
- content knowledge;
- teacher educators;
- teaching practice in schools;
- associate teachers in schools;
- reflective practice during teacher education and throughout the career;
- the ability to learn from others;
- the new school environment;
- schools;
- peers;
- professional development and in-service education

(Calderhead, 1991; Carlgren, Handal, & Vaage, 1994; Connelly & Clandinin, 1988; McGee, 1997; Templin & Schempp, 1989).

In accepting Templin's suggestion, that socialisation occurs throughout a number of stages of a teachers life and career, it is worth investigating what the process of socialisation involves, as well as considering it as an influence on teacher beliefs before and during teaching.

Socialisation

"Socialisation is the process whereby people learn to conform to social norms, a process that makes possible an enduring society and the transmission of its culture between generations" (Abercrombie, Hill, & Turner, 2000). As a process, socialisation is complex and dynamic and involves pressure to change from various directions as individuals assume roles and learn and attempt to influence the role expectations within a given social setting. It is a process in which an individual is taught and learns what behaviours and perspectives are customary and desirable within a professional role (Templin & Schempp, 1989).

Clearly people are influenced throughout their lives by the process of socialisation, into the variety of roles that each individual has within their lives. Primary socialisation occurs in the early years and is associated with the foundation for all other future learning. In primary socialisation, survival skills including motor skills and language skills are developed, along with the understanding of gestures and symbols (Templin & Schempp, 1989).

Anticipatory socialisation differs from primary socialisation in that it involves the learning and practicing of roles we anticipate playing in the future. This could include becoming a teacher. According to Chalfant (1991), anticipatory socialisation is a powerful learning process in which adults are used as role models. As an example of this, Chalfant suggests future teachers rehearse the role of the teacher when they are involved in working with peers in group situations.

Adult socialisation occurs as people move into new stages of their lives and face new challenges and experiences. Adult socialisation builds on and modifies primary socialisation and is an ongoing process (Chalfant & LaBeff, 1991).

Socialisation in the teaching context represents people as active agents in determining their own behavioural destiny. The socialisation combines interactions and interplay between individuals, societal influences as well as the institutions into which people are being socialised (Templin & Schempp, 1989). Dewar (in Templin & Schempp, 1989) states in reference to the teaching context; "becoming socialized involves more that learning the appropriate scripts, it is an active process whereby individuals negotiate not only what they learn but how they interpret what is necessary to be a successfully socialized teacher" (p.3).

Socialisation prior to Recruitment into Teaching and Teacher Education

It is noted by Lawson (in Curtner-Smith, 1999) that "all kinds of socialisation initially influence people to enter the field of physical education and are later responsible for their perceptions and actions as teacher educators and teachers" (p4). The socialisation that would include life experiences prior to entering teacher education is likely to shape physical education teachers' perspectives and practices.

The background experiences and the expectations that individuals have on entry to their teacher education are influential. Calderhead (1997) stated that student teachers held clear ideas about how teachers interact with children and their images of themselves as teachers were often based on their personal experiences as pupils themselves. Past experiences of schooling and the images the student teachers have of themselves as teachers influences their beliefs about themselves. Many teachers wanted to teach from a relatively young age. They wanted to teach and work with young people and as they had all enjoyed, been at least reasonably good at, and had spent a considerable amount of their time playing sport (Sikes, 1988).

Life experiences that influence prior to teacher education, including the way in which teachers' use physical activity in their own lives, are reflected in their decisions to teach and their approach to teaching physical education (George & Kirk, 1988). They suggest that having an approach that reflects healthism, individualism and/or recreationalism works against the use of physical education for educational ends. These ideologies reduce relevant and essential understanding about physical activity, personal identity, well-being and society. Opportunities to learn in, through and about physical activity/movement from other approaches could lead to quite different understanding.

These potential teachers, Sikes (1988) further suggests, have often spent much time as members of sports teams and certainly they have spent many years as students of physical education. Not only has the socialisation process been influential throughout this time but this can be identified as the beginning of the apprenticeship-of-observation.

Influences during Pre-service Teacher Education

Young (1989) suggests that a teacher's initial academic training will tend to influence the curriculum perspective/value orientation he/she adopts. As teachers become more knowledgeable about subject content and are better trained in pedagogy, they become more competent to teach and to make decisions about what and how they should teach (in Musgrave, 1985).

When student teachers begin their teacher training they have already gathered a great deal of information about teaching. This is problematic in that as Lortie (in Zeichner & Tabachnich, 1991) suggests, "what students learn about teaching, then, is intuitive and imitative rather than explicit and analytical; it is based on individual personalities rather than pedagogical principles" (p.61). The professional orientation of the teacher is shaped by the past experiences as a student in a school. The experiences within education as well as other life experiences forms the basis for teachers' practical theories (Zeichner & Liston, 1996). Zeichner further suggests the amount of influence that this experience might have differs greatly from person to person but there remains the possibility that these experiences will shape how teachers approach and construe their teaching. However, by teachers and teacher educators recognising that these influences exist, a reflective approach to teaching can be fostered to encourage teachers to consider the influences on their beliefs, and reject past practices that may be unhelpful or mismatched with current philosophy. In support of this, McEvoy (1986) (in Templin & Schempp, 1989) suggests that "by helping our students to become aware of their own former experiences we (teacher educators) can provide them with that perception of practice that is so often necessary to validate the theory we teach" (p.37).

In teacher education, student teachers have expectations about programmes, course content and curriculum, role training, their teachers/lecturers and about their lives as student teachers in a school setting. When there is congruence between students and lecturers/professors socialisation is supported, and when expectations differ, socialisation is impeded (Templin & Schempp, 1989).

According to Johnston (1992) (in Carlgren et al., 1994) knowledge is built on both personal and professional experience and it influences and guides practice in teaching. Knowledge gained through experiences both prior to and during teacher education is influential in both the planning and practice of teaching as well as in reflecting and making sense of previously made decisions.

Teaching Practice in Schools, and Associate Teachers

Contacts with teachers in school, as well as with teacher educators, are influential for potential teachers of physical education. Lortie (1975) (in Templin & Schempp, 1989) described this socialisation period as apprenticeship of observation. The apprenticeship of observation has a traceable influence on the future decisions, practices, and the ideologies of a teacher.

The associate teacher in school has the opportunity to guide a student teacher to become more reflective about their teaching. While one is the mentor and is guiding the other, a collaborative team relationship needs to form in order for a relationship that encourages reflection to develop. The associate teacher guides the reflection from issues of daily survival to areas of pedagogical concern and can encourage the student teacher to retain and develop the ability to question and change their beliefs and practice when necessary. The relationship with between the student teacher and the associate is an important feature in how effectively the student learns from the experience in a school. The associate appears to have most influence when they were both supportive and constructively critical while offering guidance (Biggs & Moore, 1993; Calderhead & Shorrock, 1997; Tabachnich & Zeichner, 1991).

During the time the student teacher is in school on teaching practice, significant influence can occur. These influences include the perspectives of the teaching associate, the support from the teacher training institution, the match or mismatch of the trainee's earlier experiences, the training and what is experienced in the school, and the amount of

reflection the trainee teacher undertakes about their experiences in the school (Templin & Schempp, 1989).

In support, Calderhead (1997) suggests the associate teacher, in their mentor role, can be significant in the development of the student teacher and their beliefs about teaching and curriculum. The associate or mentor can influence in a number of ways, including by example, by coaching, by providing practice-focussed discussion, by structuring the context, by giving emotional support, and by devising learning experiences.

Teaching practice in schools requires student teachers to shift their own focus from learner to teacher. Calderhead (1991) suggests that in learning to teach, students are exposed to new types of learning that are different from those that students have typically engaged in during their experiences in tertiary education. He sees one of the reasons that learning to teach is difficult and challenging for many student teachers is that it requires learning processes that are quite different to those they have commonly experienced. According to Calderhead (1997) there are five types of learning experiences commonly associated with becoming a teacher. These are knowledge accumulation, the learning of information vital to the task of teaching, performance learning, practical problem solving, learning about relationships, and the processes of assimilation. While there are multiple influences on the student teachers and the development of their beliefs at each of these types of learning experiences, it is during assimilation that teachers constantly draw upon their beliefs, values, strategies and information learned. Calderhead (1997) comments that student teachers need support to develop the aspects of professional learning, as they often find themselves juggling different images of themselves and teachers, as they come to understand teaching and themselves as teachers.

Influences and Socialisation Experiences in the School Setting

The New Teacher

Curtner-Smith (1999) suggests that when teachers of physical education are employed in a school they will often adopt the practices that exist in their new school. New teachers, and teachers with less experience in particular, will assimilate into the existing system and culture without disruption. Thus the learning that occurs through the early teaching experience becomes influential, and can be relatively unexamined by the new teacher. Curtner-Smith (1999) further states that "neophyte teachers need to be mentored and protected from conservative elements within their schools which, left unchecked, may lead to their recently acquired perspectives and practices being washed out" (p.18).

Change over Time

According to Curtner-Smith (1999), teachers' beliefs and practices are influenced by the contexts in which they work. As many of these influences impact at different times in a teacher's career, it follows that the beliefs and curriculum value orientation of a teacher can change over time. However, Curtner-Smith (1999) also suggests that many teachers are likely to adapt curriculum to their value orientation rather than develop their curriculum value orientation into one consistent with any curriculum change. In a period of curriculum change in England, teachers recreated and adapted the new curriculum so that it was congruent with their existing perspectives and ideology. Supporting the influence that professional development could have, Curtner-Smith (1999) suggested more powerful and intensive forms of in-service training were needed.

According to Tinning (1993), teachers operate on the basis of their own 'theories-of-action', influenced by both theoretical and practical knowledge. These theories-of-action are "a set of constructs, beliefs, and principles on which the practitioners base decisions and actions" (p199). McCutcheon (1985) (in Tinning et al., 1993) suggests that these

theories-of-action are the product of experience, intuition, reflection, and to a lesser degree, the theories of the theorists.

Handal and Lauvas (1987) (in Zeichner & Liston, 1996) identify three elements that influence teachers' practical theories and beliefs. These are personal experiences, transmitted knowledge, and core values. However, in contrast to this, there is evidence from Rosenholtz (1989) (in Zeichner & Liston, 1996) who suggests that once teaching in a school the influence of the school, or institution in which they work, has a greater influence on teacher beliefs than experiences and values.

Tradition in teaching and in particular tradition in schools can be a major influence on teacher beliefs and practice. "Traditions can be thought of as the highly specific and taken-for-granted meanings and practices which exist within any particular social setting...and exert a powerful force on the limits of teachers' possible actions" (Louden, 1991).

Reflective Practice and Critical Reflection

It is acknowledged that the field of literature on reflective practice and critical reflection is extensive. For the purposes of this literature review, literature relating to reflective practice and critical reflection as an influence on teachers' beliefs is the primary concern.

Reflective practice as a concept or process recognises that a wealth of expertise lies in the practice of teachers themselves, and according to Calderhead (1993) the process of understanding one's own beliefs and practices must start from reflecting on oneself. The understanding and examination of beliefs will allow teachers to understand the influences acting on their practice and to value reflection as an influential tool. Reflective practice enables teachers to seek assumptions, examine ideologies critically and to consider the value base of their own practice and the way in which they may have been influenced. Reflection aims to improve practice and the understanding of it by reflecting on and

systematically inquiring into current practice (Brookfield, 1995; Calderhead & Gates, 1993).

Nespor (1987) suggests that shaping teachers beliefs involves teachers' becoming reflexive and self-conscious of their beliefs. The first step appears to be the development of awareness of current beliefs. Teacher beliefs change with time and the teaching circumstances they are in. Through reflection it is possible for teachers to recognise values and theories they hold implicitly, but that the beliefs may be shaped by the reflection and also shape the nature of the reflection. Reflection as an influence on teachers' beliefs is further supported by Day (1987) who suggests a teachers' reflection framework is a decisive factor in his/her overall development, and by Pollard and Tan (1991) (in McGee, 1997) who showed in their work how curriculum decisions can be linked to teachers' reflective practice.

Similarly, Brookfield (1995) suggests that by becoming critically reflective teachers are more likely to take informed actions. He suggests that critical reflection is influential in encouraging teachers to create democratic classrooms, and create conditions under which each person is respected, valued, and heard. Reflective teachers work from a position of informed commitment as critical reflection influences teachers to develop a rationale for practice, avoid self-blame if the students are not learning, and be grounded emotionally. The critically reflective habit is connected to teachers' morale in powerful ways and helps enliven classrooms and increase democratic trust.

In their study, Tsangaridou and O'Sullivan (1997) found that for teachers to reflect on an issue, that issue needed to be part of the teacher's belief system. Tsangaridou and O'Sullivan's study indicated that macro-reflection, which is the type of reflection that informs teachers' practices over time, was influential in changing classroom practice and the teachers' professional development. Ideas and beliefs, professional theories and values about teaching are modified, reframed and changed as new information becomes available and circumstances change. They concluded that reflective practice is a key to looking at and changing a teacher's value orientation.

In reflection-in-action, according to Schon (1987), the rethinking of some part of our knowing-in-action leads us to on-the-spot experimenting and further thinking that affects what we do in the situation at hand. Schon further commented that in studies designed to increase reflectiveness, "those who felt overloaded to the point of having no time for reflection may have adopted a passive stance" (p.342). Reflection can be technical, practical and /or critical. Each in turn will influence teachers' beliefs in different ways, to different extents (Carlgren et al., 1994).

There is a distinction between teaching that is reflective and that which is technically focused. Zeichner (1996) remind us that not all thinking about teaching constitutes reflective teaching. They suggest that if a teacher never questions the goals and values that guide his or her work, the context in which he or she teachers, or never examines his or her assumptions, then this individual is not engaged in reflective teaching. In order to be reflective on practice in would seem to be essential that teachers establish and maintain a broad vision about teaching and education and not just look inwardly at their own practice. Zeichner (1996) in discussing the role of reflection on beliefs in teaching suggest that practice is more likely to be influenced if teachers focus internally on their practice as well as externally on social conditions.

According to Connelly (1988) it is possible through reflection to reconstruct, to rebuild a narrative that "remakes" the taken-for-granted, habitual ways we all have of responding to our curriculum situations (p.39). Reflection is often seen as an individual undertaking. In teacher training there is a risk that the conception of reflection becomes expert driven and imposed on the student teacher, so that what is reflected upon is determined for them. This can silence pre-service teachers and strengthen their dependence on experts. "No matter how hard we work in pre-service settings, it is clear that some kind of significant support must be given into the first years of teaching" (Bullough Jr & Gitlin, 1991 (p.52)).

Russell (in Calderhead & Gates, 1993), suggests that often the school culture can work against the development of reflective practice and therefore reduce any influence of reflection. The reflective stance toward professional practice needs to be nurtured and supported, and teachers need to be encouraged to act upon new understandings they may have gained through reflection-in-action. Russell further suggests that the school culture at times persuades teachers that "new and improved knowledge is gained from external sources and 'experts' rather than from personal experience."

Professional Development and Inservice Education

Both in-service education and professional development opportunities that are designed to provide knowledge and skills for teachers and their work have the potential to influence teachers in some way.

According to the Education Review Office (ERO) (2000), professional development can be described as "any activity that develops an individual's skills, knowledge, expertise and other characteristics as a teacher. This includes personal study and reflection as well as formal courses. In-service education or training refers more specifically to identifiable learning activities in which practicing teachers participate" (p.3). The ERO suggests that in-service training is designed to focus on activities that are intended to increase the skills and capabilities of teachers in a defined area. The emphasis of in-service teacher education may focus on professional practice or programmes with the aim of positive change to existing practice.

Two categories for in-service programmes in physical education were suggested by Locke (1984) in (Templin & Schempp, 1989). These were on-site staff and programme development and off-site staff and programme development. On-site programmes, according to Doolittle, (Doolittle & Schwager, 1989), are often top-down in terms of the selection of goals and process and the decisions about who the in-service programmes are for. They add that supervision and evaluation of teachers is a very common form of

teacher development, but that it has little influence on changing teacher practice and beliefs.

In discussing on-site in-service, Doolittle (1989) report that this is usually in the form of full day workshops. Programmes vary from school to school and may or may not include time to address the specific needs of subject areas. Often these day programmes are for whole school initiatives or school wide changes in common concerns such as assessment, technology and behaviour management. These days provide opportunities for teachers to be influenced by colleagues outside of their subject area. This can be a beneficial process for all, as it provides an avenue for considering education issues from other perspectives, and it is often through this type of discussion that beliefs and philosophy can be challenged and influenced (Doolittle & Schwager, 1989). Day (1987) supports this as a possibility by suggesting that opportunities for the growth of clarity and awareness of one's own thinking and behaviour must therefore be built in to course structures. By building these opportunities into in-service training, Day (1987) suggests that this process would enable unchallenged thinking and practices to be confronted by individuals, and enable decisions concerning change to be taken by these individuals.

Off-site professional development includes graduate course work, short courses on areas of interest, conferences, reading and workshops. Some of these can be national initiatives, such as those for curriculum implementation and assessment procedures and are therefore top-down, but many of the in-service opportunities in the off-site category are bottom-up and entered into by choice. According to Doolittle (1989) these have little influence on teachers in the long term. There is limited influence on the socialisation that occurs within the school. "Teachers can change what they do in response to organised in-service activities, although this may or may not occur" (Doolittle & Schwager, 1989). This suggests that the influences of these opportunities are somewhat 'hit and miss'. Motivation of the teacher to develop and to change will have an impact on whether or not the experience has influence on beliefs and change.

Doolittle and Schwager (1989) further suggest there are some factors that increase the likelihood of influence from in-service education and these include the recognition of

teachers as adult learners, ownership, collegiality, practicality, support from school administration and change over time. Day (1987) suggests that providers of in-service work have a responsibility to ensure not only that teachers have regular opportunities for self-evaluation but also that the moral and intellectual support is provided during this process. Opportunities for private and public reflection, confrontation of thinking and practice and support need be provided by planners, and implemented through peer groups. Day (1987) reports that the work of teachers does not begin and end with in-service courses and that teachers' thinking is often at an intuitive level and support is needed to engage in deliberative inquiry which may lead to decisions about change.

In discussing both in-service and professional development opportunities, the Education Review Office (2000) outlines some key issues from research. They report that attempts to promote teacher development through 'quick fix' strategies have limited success in promoting change, and that there need to be links between theory and practice, thereby providing professional development that has relevant theoretical underpinning. The Education Review Office (ERO) further reports that attempts to assist teachers to develop their conceptual understanding and connect this with their practice have been successfully achieved through the use of techniques such as critical reflection and case methods. "Transfer of learning from professional development is more likely to occur when in-service courses are school based, facilitated by experienced and supportive teacher trainers, and are within a school culture where collaboration and collegiality are the norm" (2000 p.16).

Changing Beliefs and Practices

The idea of creating change in teachers' beliefs and practices is simplified by Fullan (1991) (in McGee, 1997, p.290) who suggests that "educational change depends on what teachers do and think - it's as simple as that." He sees teachers as being in the position to shape what happens with students in classrooms and how curriculum plans are interpreted.

According to the ERO (2000), professional development is unlikely to impact on the work of teachers unless they are able to re-examine their beliefs about teaching and learning and develop consistent strategies. George (1988) states that to implement change and innovation in education, the teacher plays a key role in the success or failure of new initiatives. The teacher is potentially an agent of social transformation through the educational process. This is supported by Nespor (1987) who adds that changing or shaping teachers' beliefs would mean helping teachers become reflexive and self-conscious of their beliefs. The first step to change appears to be the development of awareness of current beliefs.

Creating change at school level includes more than the individual teacher acting alone. There are a number of factors that will influence the teacher's ability to consider and create change. These include: support from and involvement with colleagues, sufficient time and resources allocated at the school level to support change and leadership issues, openness to new ideas, willingness to share ideas, collegiality, collaboration, effective communication, shared power relations and preparedness to take risks. Factors inhibiting change include cynicism about any suggestions for change and new ideas, professional 'experts' who think they have nothing new to learn, lack of commitment to teaching, and conservative views (Ramsay, 1990 (in McGee, 1997) p.291; (Education Review Office, 2000).

In support, the Education Review Office sees collaboration and collegiality as key factors in the transfer of learning from professional development and the role of this learning in change. Change and innovation are more likely to occur when in-service courses create collegiality and collaboration, such as when course are school based, facilitated by experienced and supportive teacher trainers, and are within a school culture where this is the norm.

Collegiality is further mentioned by Nias (1987) as a factor in creating change. Groups that are characterised by commitment to a common task, equal power relations, a willingness to consider and modify differences in perspective and practice, offer

understanding and encouragement of pedagogical change. The difficulty is often is that it is up to individual teachers, administrators, heads and teacher educators to create and foster these contexts. This difficulty is recognised by Ornstein (1998) who states that "participants in the curriculum must accept and strive for changes in value orientations if change is to occur. If teachers do not adjust their value domains any changes enacted are most likely to be short-lived" (p.300).

Ruddock (in Calderhead, 1988) suggests that if we are interested in curriculum change, then we need to find structures and resources to help teachers to re-examine their purposes, in order to feel more in control of their professional purposes and direction. Ownership then is a good basis for professional development and learning. Smyth (in Calderhead, 1988) suggests that altered conceptions can arise from sorting out one's values, beliefs and abilities in the light of curriculum change. Reflection in this way gives the teacher a clearer sense of the way in which the past shapes and informs possibilities for action in the present.

If a key component to change is becoming more reflective, what is needed to be a reflective teacher? According to Dewey (in Calderhead, 1988), three attitudes are crucial. These are open-mindedness, responsibility, and wholeheartedness.

Open-mindedness allows one to listen to and consider all alternatives. Reflective teachers are constantly asking themselves why they are doing what they are doing. Responsibility involves going beyond that question and considering what is working, why, and for whom, and creating the change as a result of that thinking. Through wholeheartedness a teacher continually strives to understand their own teaching and the way in which it impacts on students.

Beliefs to Actions and Behaviours

Our perspective on teaching and learning and our curriculum value orientation is formed from our beliefs. The mix of beliefs, attitudes and values that the individual holds

informs the way in which teachers plan, teach and regard the curriculum (Shields & Bredemeier, 1995). Pratt (2002) supports this by stating that perspectives are "a unique blend of beliefs, intentions and actions" (p.1). In accepting that curriculum value orientations are formed from beliefs, it is worth briefly considering the literature around beliefs.

A belief can be defined simply as an idea that is thought to be true. Beliefs always contain a cognitive element, the idea to be held true, and the idea may be held in such a way that it is influential in terms of prescribing action. Beliefs have cognitive, affective and behavioural components. Through learning and gaining knowledge we construct our experienced world. Based on knowledge and our values, our beliefs influence our actions and behaviours (Shields & Bredemeier, 1995).

According to Rokeach (1968) (in Shields & Bredemeier, 1995) there are three different types of belief, and similarly Biggs (1993), suggests that the knowledge that is gained through learning can be divided into three groupings. The similarities and association between these highlights the links between knowledge and beliefs.

Where Rokeach (1968) defines descriptive, or existential beliefs, as those that can be evaluated and designated as true or false, Biggs (1993) describes declarative knowledge, or 'knowing that', as knowledge about facts and theoretical explanations. Procedural knowledge, or 'knowing how', is knowledge that informs an action. Similarly, evaluative beliefs, as defined by Rokeach, are those that contain a positive or negative judgement about the object of belief, where the knowledge informs the judgement and action.

Biggs' (1993) third area of knowledge involves both declarative and procedural knowledge and also involves metacognition, the "knowing when and why", and is termed conditional knowledge. Prescriptive beliefs, according to Rokeach, reflect a judgement of desirability towards some means or end of action.

Clearly, knowledge informs beliefs and beliefs in turn inform action. Actions or behaviour are also influenced by attitudes and values, which have a cognitive dimension but are even more affective in character. They are dispositions or tendencies to make evaluative judgements concerning objects or events (Eagley and Himmelfarb (1978) (in Shields & Bredemeier, 1995). Values are seen as subsets of prescriptive beliefs. Values have cognitive, affective and behavioural components. A value also leads to action when it is strong and activated (Shields & Bredemeier, 1995).

Value Orientations

Value orientations, according to Ennis, Ross and Chen (1992), are "belief structures or philosophical positions that can be defined operationally in educational settings. They influence the teachers' emphasis on the learner, the context and the body of knowledge". Value orientations guide teachers' curriculum decision making and encourage a teacher to chose particular aspects of the curriculum to highlight or downplay and will influence the way in which the curriculum is delivered. This can be seen as the teacher's perspective on teaching. Pratt (2002) defines perspectives on teaching as "an inter-related set of beliefs and intentions that gives direction and justification to our actions". Perspectives or value orientations provide the lens through which teachers view teaching and learning. Teachers may hold similar values and similar beliefs, but their perspectives or value orientations may vary considerably. For example, teachers may have similar beliefs about the importance of critical reflection, and the use of higher-level questioning, but as Pratt (2002) suggests, the way questions are asked, and the way in which teachers listen and respond when students answer those questions, may vary considerably across perspectives.

The importance of making value explicit in curriculum work of any nature is now generally acknowledged. The classification of value orientations in physical education most frequently includes the following five orientations:

- discipline mastery;
- learning process;
- self-actualisation;
- ecological integration;
- social responsibility

(Ennis & Chen, 1993; Ennis & Zhu, 1991; Jewett, 1994).

Discipline mastery involves a traditional approach to curriculum development where content is of utmost importance. This approach is also known as academic discipline. Educators who place high value on discipline mastery assert that mastery of the most important subject matter is the key to schooling. Teachers of physical education with this value orientation as their priority, focus on performance proficiency in sport and an understanding of performance related knowledge.

Learning process or social efficiency value orientation highlights the fact that how one learns is as important as what is learned. It is about the learning of skills and understanding learning principles in order to apply these in learning new knowledge and skills. Therefore, learning how to learn is central to the content of physical education.

Self-actualisation (or learner centred) value orientation suggests the curriculum should be directed towards the individual learner. Curriculum should centre on the student and be delivered in a way that builds self-esteem and an enjoyment in learning. The individual student is responsible for identifying his or her own goals, for developing personal uniqueness, and for guiding personal learning. Individual excellence takes a top priority and the student has autonomy and self-direction via individual responsibility.

Ecological integration value orientation emphasises a holistic approach. A balanced curriculum can consider the needs of the learner, subject matter, educational context and social concerns. Students are encouraged to search for personal meaning through participation in a range of physical activities, to master movement knowledge and to be sensitive to the environment.

Social responsibility value orientation places the needs of society over individual needs. Social problems are addressed and the curriculum will contribute to social change. Physical activity and sport are recognised as vehicles to assist students to learn to consider their individual needs within the needs of society as a whole. The over-riding curriculum goal is to encourage students to become socially responsible.

Ennis (1995) suggests that this social value orientation can be conceptualised within several ideological perspectives, including social reconstruction and social responsibility, as students are encouraged to become aware of inequities and to develop strategies to reform the school and society as well as to interact positively with others.

The Role of Curriculum Value Orientations

Value orientations influence the teachers' emphasis on the learner, the context and the body of knowledge along with curriculum decision-making, goals for student learning, and academic and behavioural expectations for success (Catherine D Ennis et al., 1992). The value orientation develops from beliefs. Beliefs form values and these in turn create action or behaviour. It is these actions or behaviours that will encourage a teacher to chose particular aspects of the curriculum to highlight or downplay and will influence the way in which the curriculum is delivered. Actions reflect the curriculum value orientation of the teacher. These curriculum value orientations are belief structures or philosophical positions that can be defined operationally in educational settings (Ennis, 1992).

Smith (1991) states that it is from beliefs that teachers choose the models or approaches that they will use in their teaching, and that beliefs play an important part in any decision-making. These beliefs are used for curriculum decisions and a categorising system for a teacher's perception. Connelly (Bullough Jr & Gitlin, 1991) supports these ideas saying that our beliefs and value orientations, as teachers, will guide both the present and future practice of teachers.

The development of curriculum and decisions about what and how to teach, according to McGee (1997), involves resolving:

- what should schools be trying to teach students?
- why should they do so?
- what are the best arrangements we can make to give children the best chances to learn?
- how do we know that students have learned what we hoped they would?

Teachers' curriculum value orientations will have impact on the resolution of these questions, with their practice in turn reflecting these beliefs.

A relationship between the content and the learner will be reflected through the value orientation. In a study in 1990, Ennis, Mueller and Hooper (in Jewett, 1994) found that the willingness of teachers to incorporate certain strategies in their lesson planning was mediated by their value orientation. In a 1992 report Ennis (in Jewett, 1994) concludes that "value orientations influence decisions related to course content selection and implementation". Curriculum value orientations guide teachers both in their planning and their practice.

Young (1989) suggests that a teacher's initial academic training will tend to influence the curriculum perspective/value orientation he/she adopts (Musgrave, 1985). Musgrave also suggests that as teachers become more knowledgeable about subject content and are better trained in pedagogy they become more competent to teach as well as more desirous of making decisions about what and how they should teach.

The importance of making value explicit in curriculum work is acknowledged by Jewett (1994). Curriculum activities are planned for a set of desired student learning experiences and will be consistent with particular value orientations. The curriculum value orientation of a teacher can be linked to their educational philosophy and categorised in a manner similar to the five curriculum value orientations used to describe

the value orientations of physical education teachers. While the terminology and classification of value orientations varies at times, the classification of value orientations in physical education includes disciplinary mastery, self-actualisation, social responsibility, learning process, and ecological integration (Ennis & Chen, 1993; Ennis & Zhu, 1991).

The implications of the role of value orientations according to Nespor (1987) are that a teacher will have certain expectations of students, will choose particular teaching models and make decisions about what he/she will teach based on their particular set of beliefs and value orientation. The practical significance of educational value orientations lies in their potential predictive role in curriculum and staff development. If we are interested in why teachers plan and teach in a particular way, then Nespor suggests we need to take more notice of their goals and their subjective interpretations of classroom practice.

Ascertaining Curriculum Value Orientations

Ennis (1988) developed the Value Orientation Inventory (VOI) to examine physical education teachers' value profiles. This VOI is specific to physical education, in that it utilises terminology and refers to content that is specific to physical education. The VOI allows the opportunity to examine the relative value that physical education teachers place on the five value orientations. Results of research using the VOI (Catherine D Ennis et al., 1992; Ennis & Zhu, 1991) found that physical educators have strong value priorities and can identify curricular goals that are consistent with their beliefs. The VOI was revised in 1988 and is suitable for use in school settings. The VOI enables teachers to describe and understand their value profiles and it provides a rationale for teachers' curricular and instructional decisions documented in schools.

Curriculum Value Orientations of Physical Educators

According to Ennis (1994b) curriculum decisions are often dominated by efforts to assist the students learn social and cognitive skills that lead to a positive future. Ennis found that in the past social goals had been used as process goals but now those goals were valued products of the physical education curriculum. Ennis (1994a) further found that teachers of physical education placed a high priority on at least one of the value orientations. Content decisions and implementation decisions also were generally in line with the priority orientation.

In research into value orientations of physical education teachers, it was found that the discipline mastery was no longer the dominant orientation and that teachers' beliefs varied across the orientations. However, it was found that while Discipline Mastery and Learning Process teachers conveyed their goals and expectations clearly to the students, the Social Reconstruction teachers did not (Ennis, Ross, & Chen, 1992; Ennis & Zhu, 1991).

Cothran (1998) found that the focus of the physical education teacher, no matter what their value orientation was, had learning outcomes that included social responsibility and the desire to have fun as their focus. Further, they suggest that while teachers of physical education are represented across the range of value orientations, it was common for teachers to have a mix of two or more value orientations in their approach.

Considering the influences on teacher beliefs and therefore on curriculum value orientation, this research will focus on the extent to which influences have impacted on the development of curriculum value orientations of teachers of physical education in New Zealand secondary schools. Consideration of the implications of the value orientations for teacher education, and of the influences in-service professional development will also be included.

Summary of Literature

Teachers' perspectives on teaching and learning and their curriculum value orientations are formed from beliefs. Value orientations guide teachers' curriculum decision making and will guide the way in which the curriculum is delivered. A range of influences impact on teacher beliefs including socialisation, which influence teachers throughout life, both before and during their teaching career.

The literature that relates to value orientations in a specifically New Zealand context is minimal, but international research on curriculum value orientations of teachers and the influences on these value orientations demonstrates relevance of these to teaching physical education in New Zealand.

Reflective practice and critical reflection are recognised as influences on teacher beliefs and teachers' curriculum value orientation along with life experiences prior to teacher education, teacher education itself, the school setting and professional development.

The influences on teachers' value orientations are such that the way in which physical education programmes are developed and delivered have the potential to distinctly focus on different goals depending on the value orientation of the teachers.

Chapter Three – Research Methodology

This section presents the research design, sample and setting, data collection, data analysis, rigor and ethical considerations for this study.

Research Design

The interpretive paradigm is informed by a concern to understand the social world and the nature of this in terms of experiences. Interpretivists argue there are multiple realities and meaning is constructed through the individual, and that the mind of the individual plays a defining role in the construction of these. Social reality is the interpretation of the meaning we create (Sparkes, 1996).

Interviewing provides a way of generating data about the social world by asking people to talk about aspects of their lives. For interviewers in the interactionist tradition, subjects construct not just narratives, but social worlds (Silverman, 1998). According to Denzin (1994), interviewing is one of the most powerful ways we try to understand our fellow human beings and can be used to understand the perspective of an individual or a group. It can aim to uncover beliefs, values, perspectives, motivations and how all these things develop or change over time or from situation to situation. These perceptions and meanings are viewed against that backdrop of the people's overall worldview and culture. The primary issue then is to generate data that gives an authentic insight into people's experiences (Crotty, 1998; Silverman, 1998).

This research utilises the qualitative research method and through interviewing gathers accounts of teachers' personal views of what they perceive and identify as having influenced their own beliefs.

Denzin (1994) reminds us that qualitative research has no value-free or bias-free design. I accept that my experiences and beliefs as a teacher of physical education influence my

role as a researcher. All research, Denzin (1994) suggests, is interpretive, guided by a set of beliefs and feelings about the world and how it should be understood and studied.

Sample and Setting

Twenty-five teachers in twenty-three secondary schools in the Canterbury region were invited by mail to be participants in the research and asked to complete phase one, the completion of the Value Orientation Inventory Short Form (VOI-SF). The twenty-three schools were a mix of co-educational and single-sex schools and the sample included private, state and integrated schools, situated in both city and rural environments.

The teachers within those schools were chosen randomly by me from lists of physical education teachers within those schools, giving a mix of twelve females and thirteen males. The twenty-five teachers had a range of years of experience, from one to thirty years teaching experience. The majority of the teachers had graduated either from Otago University with a physical education qualification, or from the Christchurch College of Education with a B Ed (specialising in physical education).

Permission to involve teachers was sought from the principals of the schools involved. Three school principals chose to not have a teacher from their school involved in the research due to workload demands on their staff and two teachers indicated they would not be involved due to similar difficulties.

Nineteen teachers returned their consent and the VOI-SF, and after analysis, six teachers were purposively chosen and asked to complete phase two, the interview. This selection was based on the teachers' curriculum value orientation as shown in the results of the questionnaire, as the research required two groups with different value orientation. Of these six teachers three were male and three females. Their schools included state single-sex, private single-sex, and co-educational in urban and rural settings. All six of these teachers agreed to make themselves available for the interview phase of the research.

Data Collection

The data collection consisted of two phases: the completion of the VOI-SF, and the interviews.

The first phase of data collection was completed in order to provide the curriculum value orientation of the group of teachers so that the selection of teachers with specific orientations could be made for phase two, the interviews.

Before my final decision to utilise the questionnaire (VOI-SF) to collect data, I asked three colleagues to complete the questionnaire. As the VOI-SF had not to my knowledge previously been used in New Zealand, I aimed to ensure there were no ambiguities in terms of language or layout. Careful scrutiny by these colleagues and myself satisfied me that the VOI-SF was applicable to New Zealand teachers.

My interviewing and field note-taking skills were practiced and refined through a trial process of two practice interviews with teachers not involved in the research. This enabled me to refine my interview structure, questions and technique.

The VOI-SF Questionnaire

Data was collected from secondary physical education teachers using the Value Orientation Inventory Short Form (VOI-SF) as developed by Chen (1997). The VOI-SF was developed from the Values Orientation Inventory 2, devised by Ennis (1993) and is internationally validated.

The VOI-SF consists of 50 statements organised into 10 five-statement sets. Each statement in a set represents one value orientation. In testing, teachers read and consider all five statements in a set, then rank the five statements using a different number on a 5-point scale to indicate their value priority. The VOI-SF is a forced-choice questionnaire, which has been utilised in a number of studies.

The VOI-SF was mailed to each teacher, along with an additional page asking them to list and rank up to six influences on their beliefs as teachers of physical education. These were completed in their own time and mailed back to me.

Interviews

Interview participants had earlier been informed in writing about the purpose and process of the study and had given their written consent. In order to confirm this I began each of the six interviews by reiterating the purpose and the process of the study and gave the participant the opportunity to ask any questions. Semi-structured interviews were utilised to gather data about what each participant felt had been influences on them as teachers and how these influences had impacted on their beliefs and practice.

Interviews were conducted in locations preferred by the participants. These included schools, offices, libraries and empty classrooms. In all locations, privacy was ensured in order to encourage open conversation and to maintain confidentiality.

In planning the interview I recognised that my approach was informed by my own beliefs, knowledge and experiences, but attempted to not allow this to interfere with the intent of understanding teachers' accounts of the influences on their beliefs about physical education. Neumann (1991) suggests that researchers conducting field research and interviews need to "empty their minds of preconceptions and focus". For me this meant placing my focus on the participant and presenting myself as interested, open, and non-judgmental. Semi-structured interviews were used to allow each participant to describe their thoughts in their own language and from their individual perspective.

Radnor (2001) suggests that in interviewing, respondents are approached as equal partners, as the interpretive researcher's task is to make sense of their world, to understand it, to see what meaning those subjects imbue. Before beginning the interview I spent time with each participant in relaxed and general conversation about school and about physical education. This gave both the participant and myself the opportunity to

develop a conversation relationship, and build rapport with one another, leading to a better interview. It also allowed me to "earn the trust of the participants, and establish a level of intimacy with the participants so they were willing to share information freely" with me as the researcher (Morse, 1994). By forming a conversation relationship with the participants, there was also an intention to reduce the possibility of researcher control in the data collection. Radnor (2001) supports the need for conversational interviewing but accepts that total removal of any control or focus is not desirable by suggesting "the research interview is a conversation, not completely free-flowing, but focused by me, as researcher, on content that is oriented around the research brief" (p.59).

I began each interview with a very general question (e.g. Tell me about why you chose to be a physical education teacher). This allowed the participant to relax and talk freely, and lead into other planned questions as well as providing the platform for further open-ended questions. This also gave the participant time to "organise his or her head by being asked other general questions" (Lincoln & Guba, 1985).

During the interview, I attempted to provide ample opportunity for the participants to give accounts of their experiences and thoughts, and elicited further information and clarification from them with a range of open-ended questions. Active listening was used to create an atmosphere that encouraged the participant to talk freely and be clearly understood. This allowed me to involve myself in the conversation by asking questions to clarify meaning in the participant's responses, which in turn produced rich data.

The interview continued with pre-determined open-ended questions, (see appendix 5). The semi-structured nature of the interview meant that many questions evolved from the responses, and in order to maintain conversation flow, the order of the pre-planned interview questions was not strictly adhered to.

The pre-planned questions provided a guide for the interview rather that a strict regime to be followed. Coverage of the questions was important for consistency across all six

interviews, and this had to be balanced against the need to be flexible within each interview.

When the interview reached the point when all areas relating to the questions in my interview guide had been covered I summarised and invited the participants to make any extra comments. These additional comments often proved to be very valuable, as participants added to previous comments or added new thoughts. When the participants indicated they had nothing further to add, and I had nothing more to ask, the interview was terminated. I then thanked the participant for his or her contribution.

As soon as possible after each interview, I read and added to my field notes and checked the sound quality of the audiotape before sending it to an external transcriber. On one occasion the back-up tape was deemed better quality. When the transcriber had completed all six transcripts, teachers were given the opportunity to view their own transcript, make any further comments and provide respondent validation.

Field Notes

Field notes were completed as soon as possible after each interview. I recorded my thoughts, feelings and reactions to the interview process each time, and noted anything that I thought would enhance the next interview. I noted anything that I thought stood out, or that might need to be considered when the data was analysed. This included some pertinent comments participants made after the tape had been turned off and we continued chatting as we left the interview venue. Field notes allowed me to recall moments and detail of the interview by mentally recreating the interview process. This also added valuable insight into making modifications to improve the next interview.

Data Analysis

Data analysis also occurred in two phases. When teachers returned the VOI-SF questionnaires, a list of the influences all teachers had identified was compiled and analysis of the teachers' curriculum value orientation was completed. The second phase involved the analysis of the interview transcripts.

The VOI-SF data was analysed in order to identify six teachers for the interview process. Data from the nineteen participants was analysed and a total for each of the five value orientations (discipline mastery, learning process, self-actualisation, ecological integration, self-responsibility) for each participant was calculated. Two combined totals for each participant were calculated, one for DM and LP, and one for EI/SR. Previous studies (Ennis & Chen, 1993; Catherine D. Ennis et al., 1992; Ennis & Zhu, 1991) suggest that teachers often place a priority on more than one category. This led to a pattern of relationship whereby links have been consistently observed between the subject-orientated values of DM and LP, and between the learner/social oriented value found in SA, EI and SR. This guided me in my decision to group the categories.

Means and standard deviations for the DM/LP total and the EI/SR total were calculated and the three teachers who had the highest score in each category, therefore the greatest standard deviation, were selected for the interview.

While considerable statistical analysis could have been applied to the data, I chose to identify participants through descriptive statistics only.

The list of influences on their beliefs about physical education generated by the teachers was compared to the list compiled after consulting the literature and a complete list was made. In the interview process, after teachers had discussed the influences they had identified for themselves, this list was shown to see if there were other factors that they recognised as being influential that they wished to discuss.

The process of data analysis is a synthetic one, in which constructions have emerged from interactions and been reconstructed into meaningful wholes. Data analysis in

qualitative research is an ongoing process and is process of induction, not reduction (Lincoln & Guba, 1985; Mertens, 1998). Categories emerge from the data and offer an interpretive description of the experience.

The process of constant comparison developed by Glaser and Strauss (1967) guided data analysis in this study. Constant comparison is concerned with the inductive generation and suggestion of categories, with comparison of all data collected. Data is coded into categories of analysis as they emerge or as the data fits an existing category. By comparing the categories, as the data is analysed categories become grouped or split into more categories (Glaser & Strauss, 1968). The process of constant comparison stimulates thought that leads to both descriptive and explanatory categories emerging in the data analysis (Lincoln & Guba, 1985).

Once an overview of data has been gained, the analysis process covers the two main tasks of data analysis in interpretive description, "identification of themes within coding categories" and identification of themes across categories (Knafl & Webster, 1988). Inherent in this process are two analytical procedures which are basic to the coding process, making of comparisons and asking questions. These procedures help give the concepts their precision and specificity (Strauss & Corbin, 1990).

To begin the data analysis process in this study I read each transcript so that I obtained a sense of the whole. Following this, I began to identify and code sections of information from each transcript by reading all transcripts again. Sections of information that related to the research questions were coded, as well as sections that stood out to me when I read them. I was able to provide appropriate labels for a number of sections through comparing similarities and differences between the sections of information. Thus categories began to emerge.

As I analysed each subsequent transcript, I compared the information and the categories across the transcripts, noting similarities and differences again, coding and labeling. As categories emerged, I then looked at the information within that category, which allowed

me to clarify the category, and at time create a new, or sub-category. Thus categories are flexible and are modified as further data analysis occurs (Mertens, 1998). This process enabled me to develop a clearer understanding of each category and the relationship between the categories.

Verification of categories was made by having a colleague consider my interpretation of the data and this led to some further development of the categories and sub-categories. In many cases the categories of influence were clear, and it was the relationships between these and the impact of the influences that required ongoing comparison.

Understanding of the individual teacher's accounts became more pronounced as the process of analysis continued and provided an interpretive description of the influences on their beliefs as well as the extent of the impact.

Trustworthiness

In fieldwork essential aspects of the field change, such as contextual differences, participants, and researchers and so Neumann (1991) suggests that fieldwork research is virtually impossible to replicate. As interpreters of the world, researchers cannot step outside their own experience to obtain an observer-independent account of what is experienced. It is always possible for there to be different, equally valid accounts from different perspectives. However, reliability and validity are both important issues on field research, as in any form of research and attention must be given to trustworthiness in the research process (Huberman & Miles, 2002; Silverman, 2001).

Lincoln (1985) suggested, for trustworthiness in naturalistic inquiry, that credibility, transferability, dependability, confirmability are suitable criteria.

Credibility

According to Lincoln (1985), a qualitative study is credible when it presents an interpretation or description of an experience in such a manner that persons having that experience would recognise their experience in the description.

A threat to credibility in this study was the possibility of researcher bias through preconceived ideas. As Denscombe (1998) suggests, the researcher needs to recognise self as a potential influence in the research. Any preconceived ideas the researcher may have about the area of study, or researcher-participant closeness, can impact on the credibility of the study. This was minimized by an awareness of this, along with reflexive journaling and constant self-review throughout the research process. My thesis supervisors also reviewed the ongoing research process. Having data categories and my understanding of the data cross-checked by a colleague added to the credibility.

Transferability

Transferability is the qualitative parallel to external validity. It refers to the degree to which you can generalise the results to other situations (Mertens, 1998). "Thick description", the careful and extensive description of time, place, and context given in this study provides readers with the ability to consider whether any conclusions drawn are a possibility. I have attended to transferability by providing detail of both process and data that will allow the findings of the study to be seen as fitting with the data from which they are derived.

Dependability

Dependability is identified as the qualitative parallel to reliability. A dependability audit can attest to the quality and appropriateness of the inquiry process. As Kvale (1996) suggests, reliability pertains to the consistency of the research findings, and reliability is important throughout the process of interviewing, transcribing and analysing. The

research process in this study has been explicitly outlined, the research problem has been placed in context through the literature review. By reflecting on and examining the research process as it proceeded, dependability has been achieved. Field notes and reflexive notes provide information about my decision making and reasoning throughout the study.

Confirmability

Auditing and tracking can establish confirmability. Data can be tracked to its source, and the interpretations can be seen to be coherent with the data. Guba and Lincoln (1985) (in Mertens, 1998) suggest that when data can be tracked to the original source and the process of synthesising the data to reach conclusions can be confirmed, confirmability has been established. Procedures used to support confirmability have been previously outlined.

Ethical Considerations

The ethical considerations for this study were such that several procedures were used to protect the rights of the participants involved in the study.

The proposal was approved by the Christchurch College of Education Ethics Approval Sub-Committee of the Research Committee. Permission to approach participants in secondary schools was sought from Principals in the schools through a letter of approach. Teachers invited to take part in the study received written explanation of the purpose of the study and research design, thus ensuring their right to informed consent. Teachers were made aware at this stage that their involvement could include both the VOI-SF questionnaire as well as the interview.

Written consent to participate in the study was obtained from each participant at the time they completed the questionnaire, which was prior to the interview. The participant information letter accompanied the written consent form. When the six teachers were

selected for the interview, they received further detail regarding the interview, and reminders of previous information. Together these letters and consent forms contained the following components:

- An explanation of the purpose of the study, the length of time anticipated completing the VOI-SF, the length and format of the interview including audiotaping procedures
- An assurance of confidentiality, and steps taken to protect the anonymity of the participants
- A statement about the subject matter of the VOI-SF questionnaire and the interview
- An offer to answer any questions the participants may have regarding the study
- A statement indicating that the participant is free to refuse to answer any question without consequence
- A statement indicating that the participant is free to have the audiotape turned off an any stage, or have material erased from the tape
- A statement indicating that the participant is free to withdraw from the study at any time without consequence
- A statement indicating that the participants may convey any concerns they may have regarding their rights or treatment as research subjects to the Secretary of the Ethical Clearance Committee, Christchurch College of Education
- A statement indicating that the participants will hopefully contribute to the understanding of the influences on teachers' value orientations and the implications of this for the profession.

The confidentiality and anonymity of the participants and their schools was protected by identifying them with a code number on all transcripts, audio-tapes, and in the research report. I was the only person who knew both the code numbers, identities and schools of the participants.

In the interviews, participants were permitted to use the names of schools, and individuals when giving their accounts, but confidentiality of these schools and teachers

was protected by the removal of these names in the research report. Audiotapes, transcripts and all details of participants were kept in a locked filing cabinet in my office.

Summary of Methodology

In this section the research design has been presented, the process of theoretical sampling, recruitment of participants, and sample were discussed. A description of the sample and setting was provided, along with a description of methods of data collection, including the VOI-SF questionnaire as well as the interview, data analysis, and constant comparative analysis. A discussion of trustworthiness in this study has specifically addressed credibility, transferability, dependability and confirmability. Finally, the ethical considerations that ensured the rights of participants in this study were outlined.

Chapter Four - Findings

The six participants interviewed for this study were physical education teachers in six secondary schools in Christchurch. Following the initial stage of research where teachers curriculum value orientations were ascertained using the Value Orientation Inventory, three teachers with a value orientation of Discipline Mastery / Learning Process (DM/LP) and three with a value orientation of Ecological Integration / Social Responsibility (EI/SR) were selected for interview, as discussed in Data Analysis section of the methodology.

All six participants could readily identify aspects of their own education, work and life experiences that have influenced their beliefs about physical education in some way. Prior to the interview, all participants had identified for themselves five of the influences on their beliefs and in the interviews were able to expand on these, their philosophy and their beliefs around their practice as teachers of physical education.

Influences

Teachers from the **DM/LP** group identified the following influences.

Teacher A: 1. Own experiences in sport and recreation;
2. academic/professional training (teacher education);
3. professional development;
4. current societal needs and demands;
5. family experiences.

Teacher B: 1. Curriculum;
2. colleagues;
3. professional development, literature and conferences;
4. own life experiences, family needs and experiences;

          5. community and parent expectations.

Teacher C: 1. Teaching experience;

               2. experience as a participant in sport and physical education;

               3. curriculum;

               4. societal needs, lifestyle studies in NZ;

               5. colleagues.

Teachers from the **EI/SR** group identified the following influences:

Teacher D: 1. Heads of Department;

               2. colleagues;

               3. curriculum;

               4. society, needs;

               5. teacher education.

Teacher E: 1. Christian faith;

               2. life experiences;

               3. own PE teacher at school;

               4. experience working with young people;

               5. own participation in sport and in physical education.

Teacher F: 1. Previous employment experiences;

               2. teacher education;

               3. associate teachers on section;

               4. colleagues;

               5. reflecting.

The influences identified suggested commonalities between the groups and some of these remained through the interview process. For other influences, the way in which the influence was manifested or considered by the participant differed.

The findings explore a range of influences and provide a means to identify how the beliefs of the two groups (DM/LP and EI/SR) have been influenced before and throughout their teaching careers. The influences explored are teacher philosophy, teacher education, professional development, life experiences, curriculum, colleagues, school philosophy, reflective practice, and societal influences.

Teacher Philosophy

All six teachers identified aspects of their personal philosophy of teaching and were able then to discuss some of the influential factors in the development of this. Clearly there were underlying similarities, but the way in which teachers from the two groups saw this philosophy operationalised differed.

DM/LP

>"My job is to teach students to do things, how to do things." (Teacher A)

>"All kids should have something in the PE programme that they can identify with and thinks is cool and have a good time and be successful at, so I think that what I teach has been influenced by this as I have got older." (Teacher B)

The teachers from the EI/SR also made a greater number of unsolicited statements that made reference to their actual philosophy.

>"I try to inspire them to value education. I think that is a role that we all have. Some teachers see themselves merely as a teacher of that subject, but you know

my view has always been that you are a teacher of a person and you have a responsibility to encourage that person to develop as broadly as you possibly can." (Teacher D)

"I just want to try and make a difference there, try and make kids aware that they may not be successful in a traditional sense of the word in the school, but they still have gifts and abilities that they can contribute positively to society, to try and make them aware of their own worth and their own positive contribution." (Teacher F)

"In the bigger scheme of life what is important is that we relate well to others, that we can get on-side, that we can contribute. It is not what marks you are getting, it is how well you live with those around you, what contribution you can make, that you are just a good person and treating others well and try to live a good life in whatever sense that is." (Teacher F)

It was apparent that some teachers had a very broad view of their role as a teacher when reflecting on their philosophy.

Teacher Education

Clearly both the process of teacher education and individual teacher educators had influenced the way in which the six teachers viewed their roles as teachers and the way in which they were now choosing to teach. While the teachers had undergone their teacher education at several different institutions, there were some similarities in what they valued. There was a high degree of respect, rapport or connection reported on from those who viewed their teacher education positively. In contrast, those who spoke less enthusiastically of their experiences seemed to suggest a lack of appreciation from teacher educators of them (the student) as an individual, and for their knowledge. Both groups included those who felt positively influenced by their teacher education. Some

teacher's comments suggest some of the most influential experiences within their teacher education were those in teaching practice in a school.

Teacher education and teacher educators

DM/LP

> "Professor Smithells, who was a huge icon if you like in New Zealand education, he was a philosopher in many ways and he had a good influence on me. He understood people. He also was a great believer in the not so great achievers that you have always got in every class and that had a big influence on me." (Teacher A)

> "We were a very arrogant group of very successful young men and women... most of us were very academically able and good at sport. We were full of ourselves really...we were the product of the way society was really, but I don't think that was challenged at all in our course." (Teacher B)

> "My teacher education was a waste of time...we had very good content knowledge and this wasn't acknowledged at all." (Teacher C)

EI/SR

> "They (teacher educators) helped me to see the big picture more or less straight away, they helped me to see the wider picture of education and how physical education linked in ...they gave me a broader perspective of what physical education is all about."

> "I respected their views, I respected the fact that they were prepared to talk to me about things as if I was an equal. It gave me that philosophical underpinning that I think has stood me in good stead for later on." (Teacher D)

"I guess it was the challenges that were put in front of us, or the questions that were asked of us as students, like before the last year of teacher education we weren't asked to think big picture, but in that last year we were asked to question why things were like they were, and became more critical of things that were going on around us and I guess I became less accepting of just traditional practice." (Teacher F)

All teachers had clear views on aspects of their teacher education that had been influential, and it was evident teacher education was a significant influence.

Teaching practice in schools and associate teachers in schools

Clearly the experiences as student teachers on teaching practice provided an influential setting. Some discussion centred on the positives of having student teachers in their current schools, but most reflected on their own experiences as student teachers. Teachers were able to take positives from what they believed to be both negative and positive experiences with associates and in those schools. One teacher suggested there was a need to see both good and poor examples of practice. The EI/SR made more comments about the way in which individual associate teachers influenced them, while the DM/LP group tended more to discuss the functional side of the teaching practice experience.

DM/LP

"I have always, always made a point of having student teachers because although you hopefully teach them more than they teach you, you know you pick up a handout here or your pick up a view..." (Teacher B)

"The best part of my time in teacher education was out on section. Teachers in schools allowed me to 'have a go' and this influenced me as I learned a lot from trial and error, just by experience." (Teacher C)

EI/SR

"The most positive influences were people (associate teachers) that had a real passion for what they were doing and you could sort of see that in their personality and in their enthusiasm for the job...they were very conscientious about what they were doing, plus they were people who tried to engage you just on the general relationship level." (Teacher D)

"I think for me that was the first time I kind of looked at PE and thought oh wow it's great the way he is dealing with the kids and how positive they are and how they get along.... this is what I want to do." (Teacher E)

"I felt really successful as a teacher at that school, because of the success I had with one tough kid." (Teacher F)

"But I think in saying that you need to see both good and poor teachers." (Teacher E)

"...it just clarified for me how much I didn't want to teach like that." (Teacher F)

"I found her (the associate) quite inspirational and she was quite, well really student centred in her teaching." (Teacher F)

Teachers had encountered a range of experiences as students on teaching practice in schools. Clearly some could differentiate between desirable and less desirable practice when they observed it and learn from this. There were suggestions about the value of observing and learning from good practice.

Professional Development

Teachers in both groups identified professional development as an influence. While some had not identified professional development as an influence prior to the interview, some of the teachers alluded to the role they saw it taking in the development of their beliefs, and the way in which they practised their teaching. There appeared to be some differences in the views of what professional development provided, and therefore it influenced respondents in different ways. Professional development was seen by participants to include in-service courses, workshops, conferences, and reading.

DM/LP

"I read a wide variety of things... I read a range of books, as well as journals. I just try to keep up with the type of questions that teachers get asked every day about sport and injuries..." (Teacher A)

"If you go to conference you are relaxed, you are open to ideas and you get time to actually look to see what new equipment is available, and it's a network." (Teacher B)

EI/SR

"In terms of my own personal development I even look at courses outside of physed, things like doing Outward Bound...I have always tried to do something to develop myself personally. A broader education is important to my own personal development." (Teacher D)

"I try and read, I try keep up to date with a broad range of things, not just PE things." (Teacher F)

Changes in practice could be identified with professional development.

"I think the things that will influence me most in my beliefs will be things like the literature and developing a critical perspective of what is going on...this is partly the professional development I have undertaken, as well as understanding what the needs of the students are." (Teacher F)

Clearly at least on teacher felt the need for professional development to provide accurate and usable material.

"I think professional development stuff in terms of NCEA has made me kind of lose faith in education... you are dealing with students lives... I want it to be right but no one knows what is right, that's the thing". (Teacher E)

Both groups of teachers place value on professional development and its possible influences, and the findings suggest that the EI/SR group may have a broader view of the influences professional development can have.

Life Experiences

Clearly there is a huge range of possible influences on any teacher throughout the years as they grow up. Influences will occur in the family, through society, in sport and in the school. All teachers identified a number of influences on their beliefs from their life experiences and while it may be difficult to categorise these in any way, the findings from this study allow the use of certain loose categories.

Experiences growing up

DM/LP

"I was really quite competent at sport and I liked being outside. I like people and here was a job that you could do that you could be with people and that whole

giving service thing, which was a very very strong part our family value that my mother imparted." (Teacher B)

"I did a lot of instructing teaching at the YMCA as a senior boy, took two new gym classes and whatever so by the time I was 18 and left school I had been working as a teacher if you like, and went from there to Otago... I think it (YMCA) influenced me in life... the three sided triangle which the YMCA is all about – mind, spirit and body, yeah, had a huge influence on me." (Teacher A)

"My family and my own values are a huge influence on me, I believe in honesty, integrity etc and these are important in the way I teach. I was really involved in a lot of sport and so I was interested in PE and teaching." (Teacher C)

"Both of my parents were teachers, and I am a people person, I like helping people, I like meeting people and I like personal challenges if you like, so sport had all of that." (Teacher A)

EI/SR

"I had worked in health camps and YMCA's and so forth and I eventually, I think, thought how can we make a difference for these kids.... I thought the only real way is for education and so that made me think that maybe I could have an impact and take up a job in teaching." (Teacher D)

"I just always enjoyed being outdoors and was a very active person myself...I had a fairly rich background of sporting success. I think it helped mould me as a person, helped shape me as a person and therefore you know it did lead me into a career path that was something that I thought was really worthwhile and get something out of it." (Teacher D)

"I come from a Catholic family and that whole idea that it is important to treat others like you would like to be treated and everyone is worthwhile and has something to offer should be treated that way, you know." (Teacher F)

"My parents had pretty high standards and they role modeled high standards in their own lifestyle, and my parents did have a lot of influence on me in that respect I think, striving for excellence." (Teacher D)

"I got positives from teachers and that's why I thought I wanted to become a teacher... and I suppose it was the physical nature of the subject that suits me." (Teacher E)

Experiences as a school student

Teachers reported on a number of positive incidents that they felt were influential, as well as some negative ones.

DM/LP

"Sport and recreation were very positive starts to my maturing as a young man, and then once I left school I remained heavily involved in team sports. Sport was a big part of my after school life if you like and they were always fairly positive experiences so they had an influence on how I taught phys.ed." (Teacher A)

"As a student at school I had coaches and teachers as role models, I rated their expertise and their involvement and commitment. They were positive role models and gave me positive experiences in sport." (Teacher C)

In contrast the same teacher recalled an incident from the physical education class.

"As a school student I had a negative experience and this definitely put me off showing kids up in front of their class." (Teacher C)

EI/SR

"When I was at school we worked with a lot of young kids…so I thought well if that's part of teaching, it's OK. I liked the way we formed relationships with kids in some way you have a small impact on their lives and they kind of look up to you for direction and way so that's cool." (Teacher E)

"I got positives from teachers and that's why I thought I wanted to become a teacher… and I suppose it was the physical nature of the subject that suits me." (Teacher E)

"When I was in third form I was bullied quite badly and that had quite an influence on me, I just really didn't feel like contributing that much and I didn't think that what I had to say was really worthwhile…"(Teacher F)

"We had a teacher who was really just games and classic traditional PE type… as a third former playing games with 4th formers and being mixed up in teams and not passing the ball and he would scream and yell and try and get us fired but it was just scary… so much competition and it wasn't even on the level playing field… I just wasn't enjoying it." (Teacher F)

Experiences as a participant in sport

All participants had been involved in sport as they grew up. Success in sport and a range of skills for life learned in and through sport were mentioned by teachers in both groups. Clearly a number of the teachers had achieved high levels of success. There was a unified sense of belief about the educative value of sport from both groups of teachers.

DM/LP

"I was very success orientated in life...my sports experiences were the same way." (Teacher B)

"I got very involved in my last years at school in rugby. I captained my first XV, did athletics... they (sport and recreation) were very positive starts to my maturing as a young man, and then once I left school and I became – remained heavily involved in team sports." (Teacher A)

"As a young teacher I was involved in a lot of elite sport and I couldn't ever understand why people would want to just participate.... now I can see that there are different reasons and people can just be the best they can be." (Teacher C)

"My own participation in sport has been a real influence on my beliefs, it has given me a positive self belief also." (Teacher C)

EI/SR

"I had a fairly rich background of sport and success." (Teacher D)

"I got involved in sport and things around college to feel like I was worthwhile and had a contribution to make and my confidence grew from there... sport gave me a vehicle to use some of the abilities I had for leadership." (Teacher F)

Experiences with young people, having a family

A number of the teachers had experience (outside of teaching) working with young people or had family of their own before they became teachers. For some these factors were a clear influence in their choice to become teachers. For others the influence was more about the manner in which they now chose to work with and relate to young people.

DM/LP

"When you have children of your own you can no longer view the children that you teach as being sort of like flat identities, they are no longer single faceted... I think having my own children has made me be kinder and be more tolerant as a teacher and taught me to think before I open my mouth." (Teacher B)

"The more you experience as a person, the less black and white things are and the more you are able to understand the kids that you teach." (Teacher B)

"The kids (your own) are with you as they grow up and they learn the right values." (Teacher A)

EI/SR

"I think it helped mould me as a person ...what I had learnt from my own experience in dealing with people and young people." (Teacher D)

"My own lifestyle needs and how to create a balance for my own family is important to me now." (Teacher D)

"My first year out of school was really challenging, I went and did a Recreation course and it was a whole range of different people and different cultures...sport and rec. is such a valuable way for people to grow in confidence and become aware of ourselves and how we work with other people." (Teacher E)

Experiences as a Teacher during Career

Many of the influences on the teachers during their career can be found within the findings sections on professional development, curriculum, reflection, and colleagues. However, there were some other life experiences or expressions of recognition of their own development that have been influential in the changes in a teachers beliefs during the time in which they had been teaching that are worthy of mention.

Some thoughts discussed indicated a development of ideas and beliefs that have come as a result of experience in the profession over time.

DM/LP

> "I think that the more experienced you are the more you have an ability to understand the kids in your class and at the end of the day what's really important." (Teacher B)

> "I couldn't ever understand why people would want to just participate – now I can see that there are different reasons and people can just be the best they can be." (Teacher C)

> "I think the new curriculum came along at a significant time in my career in that I was semi-bored with what I was doing...working with the curriculum offered me an opportunity...it was something sort of intellectual that I could get my teeth into." (Teacher B)

EI/SR

> "In some aspects like 3rd and 4th for PE, people have been trying to justify it and having lots of assessments, and I know there is probably a place for them, but now I think why do we need to be like every other subject, we are almost doing it

for the hell of it...I want the students to have value added to their experiences."
(Teacher E)

"I think I have more or less over time solidified what I believe is right, but I still get challenged on it at times. Over time, my philosophy has developed and become more well thought out. But that doesn't mean that in another 10 years time if I am still teaching that I might digress onto a slightly different tangent, but I doubt I would." (Teacher D)

Experiences and influences in any person's life will be many and varied and the six teachers are no exception to this. All teachers are aware of many of these influences and were able to reflect on the impact of some of these influences.

Curriculum

Clearly teachers view the curriculum as an influence on them and on what and how they teach. There were different views on the curriculum and the way in which it serves physical education from their perspective. Comments around the philosophy indicated differences in acceptance of this. Some teachers embraced the philosophy and others appeared to be less convinced. The relevance and importance of some content was discussed and this showed some differences in the way this was viewed.

Philosophy of curriculum

DM/LP

"The whole philosophy behind the new curriculum just opens physical education out from being pure physical skills and a bit of a health emphasis to using physical education to meet the needs of wellbeing I guess and using physical activity to promote wellbeing. It (the curriculum) sort of fits in with a wider perspective of the kids lives as well, that the kids' who are not physically really

good can still see – with the new curriculum I think they have got a better ability to see the benefits of physical activity and well-being." (Teacher B)

"My job is to teach boys to do things, how to do things... I haven't enthusiastically embraced all of the new curriculum, but I am professional enough to realise it has got to be done ... so I am not a great one of having kids sit down and write about their feelings or write about where you might access a recreation facility from or whatever, but I think we cover a fairly broad range of activities." (Teacher A)

"I have moved from teaching mostly strand B to teach explicitly around strand C. I see the use of learning skills for life, and a chance to influence students for their lives, to be active participants as important..." (Teacher C)

EI/SR

"When I saw the curriculum come out was that it was reflective in a lot of ways of what I had already been trying to do in physical education and so from that point of view I felt that it did look at the big picture... it did look at personal social development as being important." (Teacher D)

"I do sometimes feel that it has become a little bit left wing and...a lot of intangible things that are trying to be taught are extremely difficult to teach teenagers...whenever you try to teach attitudes and values... but then there is a definite link there to social skills and personal development." (Teacher D)

"In terms of the curriculum it put a light on the situation...it was something you could do to get everybody involved and still be active. I suppose the biggest things I value about the curriculum is the relationships with others and movement, they are the two most important things." (Teacher E)

Curriculum Content and Delivery

DM/LP

> "It made my preparation really focused and having to re-write everything, all that challenge...it was also easier than the new teachers because we had the knowledge base....it was just a matter of re-packaging it and extending it." (Teacher B)

> "I still want kids to understand what energy systems are and principles of training are and whatever so it has got to be covered...the appreciation of being aerobically fit, how you become anaerobically fit..." (Teacher A)

> Knowledge around fitness, looking after the body is important. Students need to know how to keep themselves fit, safe, injury free and so on." (Teacher C)

> "NCEA is really important for PE as it puts us on the map." (Teacher C)

EI/SR

> "It is all about that holistic approach and not worrying about being purely physically able." (Teacher E)

> "There is learning to be had in the bigger picture stuff like how to work individually, how to work well in groups, how to communicate ideas with others, how to strategise, how to support people who are struggling and those types of things, there is content knowledge to be learnt but this learning is more important to me." (Teacher F)

"I have made changes in the programme content, teaching methods and so my beliefs have had a huge influence on how I have done that." (Teacher F)

It was very apparent that teachers had a range of views of the curriculum. The EI/SR all indicated their support for the curriculum and indicated a match with their personal philosophy of teaching.

Colleagues

Teachers from both groups reported on the benefits and influences of discussing practice and issues with colleagues. For many this was a way of firming their own ideas and philosophy and enjoying having this questioned. The sharing of ideas was mentioned often and clearly provides a way in which teachers are influenced. Heads of Departments and other colleagues provide role models for younger teachers, and the younger teachers in the group specifically viewed more experienced teachers and teachers in 'higher positions' as potential future influences on them.

DM/LP

"As a group we tend to talk about philosophical things about PE as well as the nitty gritty things and so you keep that high profile of what you believe in. You have got people with good minds who are questioning you about why you are saying that... you have contact with people who you look up to and you respect." (Teacher B)

"I had an amazing HOD, she was really enthusiastic, very involved and a real positive role model for me." (Teacher C)

"With colleagues, we discuss a lot, we learn from each other, talk about how we might teach something, and why." (Teacher C)

EI/SR

"When you get feedback from your colleagues it reinforces you know your idea of enjoyment or otherwise of what you are doing...I think that is very encouraging and helps you to enjoy what you are doing." (Teacher D)

"A lot of us discuss the little things that we have done, we talk about it, try things and it is like 'oh I would like to try that', 'oh I read about this', 'I will have to try it' and you say 'I don't know about that one'... just sharing views.... But it's good, I enjoy it, it's fun. I think that's influenced me...makes me want to get out there and try some of the things they are doing. Otherwise I find it hard to have time to look at stuff in that way... but there are people I can talk to about it and get ideas off, and then try and transfer it yourself." (Teacher E)

"Talking with teachers in a higher position, like HOD's, will still have some influence on me." (Teacher E)

"I get a lot from talking to colleagues, talking to people at other schools about what they are doing." (Teacher F)

Informal collaboration and communication with colleagues are aspects that all six teachers spoke of as an influence. For some, this was also utilised as a method of reflection and planning.

Philosophy of School and Department and Community

Teachers clearly found the philosophy of the school at odds with their own at times. There were subtle ways in which this showed as an influence for these teachers. Those that were part of a department with a clear, shared philosophy felt this was a positive influence on them personally and professionally.

DM/LP

"A school I was previously in saw the school as a real community base, and that sport was a way that you held families together and held groups of kids together and so it was positive and very supportive of the physical education programme...but partly the community expected school PE to promote high levels of physical activity, so that the kids could go off and join the local rugby clubs." (Teacher B)

"In this community they want sports programmes, if things change they don't want to know, they want the community to be the way it was when they were at school." (Teacher B)

" The school does have an elite programme and I am happy to have input and help organise but I see my main role as the middle of the road pupil if you like...but with a school like ours profile is quite important." (Teacher A)

EI/SR

"When you start in a new school you are really bound by the fact that you have applied for a job in a school that has a particular belief and therefore you are responsible to pass on that belief to the students, but at the same time while you are there it is an evolvement process, so then you have an impact or an opportunity to express your ideas." (Teacher D)

When Teacher D was asked if it was possible for an individual to lose their own philosophy in a new school if the beliefs were different, the reply was:

"Yes I think that can happen. It would depend on the individual and how strong willed they were, but we are always being influenced by everyone around us, not just our school and over time we do change... some things remain as core beliefs

but other values and things are changed in time by everyone including the school. Also, I do think that you need to adapt according to the school and the school's philosophy and background." (Teacher D)

"When I started the school environment was pretty negative but I found safety in the PE department because there wasn't a lot of support elsewhere. When I arrived at the PE department at this school [name deleted] there was a real cool environment and you could have that openness with each other and you could go in there and say, 'I have just had the worst lesson ever' and the HOD is standing right there and saying 'don't worry about it, I have too'…" (Teacher E)

"I think you can only do so much in your department and hold really high expectations and want this and that to happen and just focus purely on it… people say build from the bottom up but I don't believe you can do that in a school." (Teacher E)

"I guess an influence is the pressures and the expectations of education and of the school environment, so the way I develop as a teacher can be so determined by the environment of my school." (Teacher F)

"I am lucky that the school where I am now supports my philosophy, obviously it's school wide which is very much focused on each student achieving their best… I find the PE department really supportive and the new curriculum has been implemented well and my colleagues pretty much have a similar philosophy." (Teacher F)

Reflective Practice

Reflecting on practice is a key aspect of development as a teacher. Teacher training institutions encourage their students to become reflective practitioners, and to utilise reflection as a tool in their ongoing development as a teacher.

DM/LP

"I reflect more on what I do because I have got other people to talk to on a philosophical level...I keep asking myself why I am doing something because somebody else is asking why. I think 'oh I could do that or no I wouldn't do that' and it may be that you actually reject what they have said in the end but it has made you think about why you reject it and why you are doing what you are doing." (Teacher B)

"I am continually re-evaluating where I am trying to go and if I am I doing the right thing and what needs to be done." (Teacher A)

EI/SR

"I looked at all the teachers that I saw teaching and the heads of departments and so forth, I looked at them fairly critically...so everything that they did I was sort of thinking 'is this a good way to do it, or is there a better way to do it?' " (Teacher D)

"So it is an ongoing process, you are reflecting on what you have done and so forth and you are comparing it with what you have done in the past and how you would do it again and change a few things. Because I want to be a good physical educator...it's important to be reflective." (Teacher D)

"The way I was educated at University ...where you are encouraged to become a critical thinker and reflect on stuff, for me it was doing psychology....so that has certainly made me look at everything more critically." (Teacher D)

"I just think is it going well... I was just making a lot of modifications along the way... an unconscious sort of question that I have on myself...yeah I do reflect." (Teacher E)

"I think I have a set of values but my beliefs are things that can change and that can be developed with a few more experiences and as I go on so I think when I reflect well I am just sure that that will be influencing my beliefs." (Teacher E)

"I can reflect on my own practice enough that I can think 'oh my God' at least I can see myself doing it...I think you learn from mistakes if you are able to recognise that they were mistakes and I think that's the difference between say a good teacher and a bad teacher as well, that they can recognise that things aren't working and they are willing to make change." (Teacher F)

"I would say that I was always critically reflective, I would just think I have always aspired to do better so I have always been critically reflective personally, but I became more critical in terms of bigger picture, so I was critically reflective of myself and also became more critically reflective of society and education and others." (Teacher F)

Teachers from both groups provided anecdotal evidence of reflective practice, with the EI/SR group tending to reflect on the 'big picture' as well as their own practice.

Societal Influences

Some teachers clearly saw their role as educating students based on the societal needs at that time. This indicated that in their planning they were considering students' needs. However, there were also comments on the impact of society on their ability to continue to do their job as teachers.

DM/LP

"I take cognisance of what is happening in the broader community." (Teacher A)

"The kids in the school and what their needs are and what I would perceive them to be, would influence me in what I taught and how I taught it." (Teacher B)

" If the workload goes up too much more...I am almost at the stage where I can't cope with it any more." (Teacher B)

EI/SR

"The students' needs as individuals and how society impacts on them but then I look at some of the things that impact on it, one you see them three times a week or whatever and you see them around school and you are trying to do those types of things and they go home and home is crap...relationships with others, I think it is really important for society." (Teacher E)

"I think the reality of the daily grind will affect me, paperwork and all those things and the content you have got to get through, all of that sort of thing might begin to outweigh, you know the good that I feel I am able to do." (Teacher F)

"It just keeps going back to meeting the needs of students and that's what it is about, like it is a bigger societal thing...I think we need to give kids skills to survive in society and I think the curriculum does that far more now than it used to." (Teacher F)

Teachers clearly saw societal issues as a part of considering student needs in the planning and delivery of their programmes. Several teachers also were aware of how these pressures can and do impact on their ability to teach.

In Summary

The evidence presented represents the thoughts and ideas of six teachers. The findings support the investigation of the influences on the development of secondary physical education teachers' curriculum value orientations. The evidence recognises how, and to what extent these influences have shaped teachers' different value orientations. The implications of value orientations for curriculum implementation, and the implications of the influences for teacher education and professional development are discussed in the following chapter.

Chapter Five - Discussion

This study investigates the influences on the development of curriculum value orientations of secondary physical education teachers in New Zealand. The findings indicate that teachers are clearly influenced by a range of influences in their beliefs and their value orientations.

In this chapter findings of the study are discussed in depth. Firstly I will consider the value orientations themselves, and the implications of value orientations for curriculum implementation. Following this I will discuss the influences of life experiences, in particular the period of time before the teacher began teacher education, the time in teacher education, and finally the influences experienced as teachers in schools. This section includes the consideration of how the influences have shaped the value orientations of the two groups differently. The implications of the influences for teacher education and in-service professional development are considered alongside the influences. A further section will discuss reflective practice.

Value Orientations

The study which centres on two groups of teachers with different curriculum value orientations and how these value orientations have been shaped found, as with previous studies, (for example Ennis, 1991, Ennis, 1992, Ennis, 1995) that physical education teachers do not all have the same value orientation. This initial finding enabled the two groups of teachers (discipline mastery/learning process or DM/LP and ecological integration/social responsibility or EI/SR) to be chosen for the study. Consideration in this section will be given to how different value orientations might be exemplified.

Teachers with different value orientations view their world differently, and place emphasis on aspects of physical education curriculum in accordance with their particular value orientation. It would be reasonable to expect that teachers with different value

orientations may take different meaning from curriculum aims, and may offer substantially different programmes of physical education based on their particular beliefs and value orientations.

Teachers who have an orientation that lies within discipline mastery/learning process (DM/LP) are likely to utilise a traditional approach to curriculum where mastery of content or subject matter is considered most important. A value orientation of DM/LP suggests that performance proficiency and an understanding of performance related knowledge are a strong focus as well as learning about how one learns and the application of knowledge. Teachers who have an orientation that lies within the range of ecological integration/social responsibility (EI/SR) have a holistic perspective and value social reconstruction and social responsibility. Physical activity is recognised as a vehicle for learning to consider individual needs within the needs of society as a whole. Students are encouraged to search for personal meaning through participation in a range of physical activities, to master movement knowledge and to be sensitive to the environment (Catherine D. Ennis et al., 1992; Jewett, 1994).

The value orientations established for the six teachers through the use of the VOI-SF were supported and reflected in the interview process. In discussing their philosophies and beliefs about curriculum the teachers made belief statements consistent with their value orientation. For example, teachers in the DM/LP group articulated seeing their role as a teacher to "teach students to do things" and that the programme "should have something they can be successful at". These teachers made comments about content which indicated that they valued the subject matter highly and in particular valued the scientific knowledge component of physical education as illustrated by statements such as "I still want kids to understand what energy systems are" and "knowledge around fitness is important". This indicated support for the tendency that some of the teachers in this group to see themselves as teachers of "a subject" in particular.

Teachers in the EI/SR group also provided support for their value orientation by showing a broader view of their role as teachers and a holistic approach. They saw their role as

"inspiring students to value education", "to develop the person as broadly as possible" and "to make a difference so they can contribute positively to society". They stated that they valued aspects of the curriculum such as social skills, personal development, and relationships, and talked of the value of learning the "bigger picture stuff, like working in groups, communicating ideas, supporting others".

As teachers have different value orientations, and may take different meaning from curriculum aims, how then does this impact on the way in which they implement the curriculum?

Implications for Curriculum Implementation

A socio-ecological perspective underpins the *Health and Physical Education in the New Zealand Curriculum* (Ministry of Education, 1999). The needs of the learner, subject matter, educational context and social problems are addressed and the curriculum aims to contribute to social change (Ministry of Education, 1999). The degree to which a teacher will support this perspective and its influence in the curriculum will be partly dependent on their value orientation. The curriculum writers considered value orientations when designing and writing curriculum, and suggest that the aims of the curriculum and the socio-ecological perspective would be best served by 'an amalgam of the value orientations' (Culpan, 2000). If we accept that teachers having this amalgam of value orientations would best meet the aims of the curriculum, then knowledge and understanding of value orientations is an important step in the successful implementation of the curriculum.

Clearly, having a strong orientation towards one or two value orientations will impact on the way in which curriculum decisions are made. Teacher beliefs, perspectives and value orientation will inform the way in which teachers plan, teach and regard the curriculum (Pratt, 2002; Shields & Bredemeier, 1995). The significance for curriculum implementation is that the influences create different value orientations which in turn will encourage teachers to have different views on the purpose of physical education, on

programme, content, teaching methods, assessment, and so to implement the curriculum in a selective manner. Physical education programmes planned from different value orientations will undoubtedly be very different programmes. An implication of having teachers with a range of value orientations is that there will be differences in programmes. This however is not necessarily a negative, as the curriculum encourages and allows for this flexibility in that it is a descriptive rather than a prescriptive document.

The implementation of any new curriculum is inevitably operating against history, against the familiar and current curriculum in use, simply because it is different. Teachers have probably always had a range of value orientations and have selectively implemented previous curriculum in line with their beliefs and perspectives on physical education. This study has found that teachers with different value orientations do value the curriculum in different ways. For example, one perceived the curriculum to be "about that holistic approach and not having (students) have to worry about being purely physically able". Another teacher found confirmation with their current beliefs stating "when I saw the curriculum…it was reflective of what I had been trying to do in physical education". Another saw parts of it as involving more written work and stated "I haven't enthusiastically embraced all of the new curriculum".

When a new curriculum provides a comparable emphasis to the value orientation of a group, then that group will find curriculum implementation exciting, a positive challenge and bring new meaning to their teaching by legitimising their practice. The findings imply that for those teachers who perceive the curriculum and its underlying philosophy to be quite different to the beliefs on which they base their current practice a shift in their value orientation may be required. Therefore there could be resistance, perhaps even a sense of losing what they value and a desire to remain with their current practice and programmes. For others, where they see aspects of the curriculum they value now legitimised through the curriculum document, the support for implementation tends to be greater. These findings about the two groups of teachers are consistent with the literature on value orientations, in that their beliefs and curriculum decisions reflect the influence

of the value orientations the VOI-SF identified them as having (Ennis, 1994a, 1994b; Catherine D Ennis et al., 1992).

However, not all statements teachers made about their curriculum implementation were completely in line with their value orientations. One teacher from the DM/LP group stated they had "moved from mostly teaching strand B [movement concepts and motor skills] to teach explicitly around strand C [relationships with others]" and indicated belief in the importance of learning skills for life. Another also recognised the philosophy of the curriculum as one that "opens physical education out from being pure physical skills", suggesting that while their value orientation was predominantly DM/LP, they are supportive of the curriculum aims beyond those associated with their value orientation. The extent to which this is reflected in practice is outside the scope of this study. Curtner-Smith (1999) reminds us though that superficial changes such the use of new curriculum material are relatively easy to accomplish, but that a change in practice does not equate to a change in ideologies and beliefs.

An implication of this is that curriculum implementation then must be viewed as an ongoing process. Any new curriculum will take time to be fully accepted and supported by teachers with some particular value orientations and similarly, outcomes from a new curriculum will therefore take time to be evident. If implementation of a new or changed curriculum requires ideological change on the part of the teachers, then there are other considerations also.

Implementation needs to be accompanied by professional development, which includes opportunities for teachers to investigate their value orientation and consider the implications of this. Professional development needs to be ongoing and include a focus on the need to become critically reflective. This in turn will enable teachers to reflect on the influence on their own value orientation as well as the influence the value orientation has on the way they choose content, teaching methods, assessment practice and the way in which they regard the curriculum. By ascertaining how their value orientation has influenced their choice of aims and objectives for their programmes, teaching methods

and assessment methods teachers will be better placed to consider the socio-cultural aspects of the curriculum and appropriate teaching approaches in order to provide learning opportunities across all aspects of the curriculum, thus reflecting all value orientations.

This section has shown that teachers of physical education have different value orientations and that their value orientation is a key influence on their curriculum decision making, and therefore curriculum implementation. The literature informs us that the *Health and Physical Education in the New Zealand Curriculum* (Ministry of Education, 1999) would be best implemented from a viewpoint of an amalgam of value orientations. Knowing this then, it is worth investigating the influences on the current value orientation of these six teachers in that they have a particular value orientation rather than the suggested 'amalgam'. In understanding more about the influences, it is then possible to consider what the implications are for teacher education and professional development. The findings of the study suggest that teacher education and professional development are in fact influences on teacher beliefs and so in turn can be influential in changing or confirming the value orientations of individual teachers.

Having established that these teachers have different value orientations, and what this might mean in terms of their physical education curriculum decision-making and implementation, the focus of this discussion now turns to the consideration of the influences that have been identified by the teachers as contributing to the shaping of these value orientations.

Influences of Life Experiences

By considering the influences on the value orientations of the six teachers in the study, it is possible to identify when and how in their lives they have been shaped towards a particular value orientation, and what followed as a result of viewing their educational world through those different lenses. The influence of socialisation is a powerful and on-going process and teacher beliefs and value orientations are clearly a product of this

process. Influences impact throughout life and include influences on people to enter the field of physical education (Chalfant & LaBeff, 1991; Templin & Schempp, 1989). The findings of this study identified the aspects within life prior to entering teaching as family, sport/physical activity experiences and experiences in school as influences on the teachers.

Family

Using qualitative methods to identify some of the influences in their childhood and youth revealed little major difference between the two groups. All six teachers described themselves as active youngsters, involved in sport and their parents and teachers had been positive role models for them. For all teachers, there was a real sense of similar underlying values amongst the group, such as "honesty", "integrity" and "giving service". All conveyed stability when speaking of family and that growing up had included many positive experiences in being physically active in sport and the outdoors. Findings suggest that as individuals each has strong self-knowledge and self-identity, regardless of present age and years of teaching experience. They are physically competent individuals with a background of sporting success and enjoyment. They recognised the influence of this "fairly rich background of sport and success" and how it shaped them and "led into a career path". They have had positive experiences as school pupils and like working with people, "liked the way we formed relationships with the kids, and having an impact on their lives". These are amongst the factors that have attracted them to enter physical education teacher education. These teachers hold different value orientations but have had similar experiences within their families, which have been instrumental in attracting them to teaching. The difference then is perhaps more to do with the way in which they interpret these experiences when they view teaching.

A strong sense of self was evident in all six teachers in this study. They saw themselves as "competent at sport", "a people person", people who liked "helping people" and "strived for excellence". According to Pollard (Collins, Jarvis Selinger, & Pratt, 2002),

most people enter the teaching profession with a strong sense of personal identity and of personal values. However, each personal life experience affects each person in a unique manner and the extent to which these influences of family and experience in early life have impacted is always difficult to gauge (Nias, 1987; Pollard & Collins, 2002). The way in which they interpret these experiences will influence their beliefs and therefore their value orientation.

Experiences in Sport

This study found that the six teachers had entered teacher education having been influenced in similar ways, such as involvement in sport, physical activity and the outdoors. Both groups had experienced success in and enjoyment of sport. Teachers in the EI/SR group recognised the role sport had played as "a vehicle to use the abilities I had for leadership", and that sport and success in sport had "helped mould me as a person". Teachers in the DM/LP group suggested they were "very success oriented in life", and recognised that their own participation in sport "has been a real influence on my beliefs".

Successful and positive experiences in sport and physical activities could influence those teachers who have had these experiences to endorse meritocracy in their approach to teaching by encouraging hard work and rewarding achievements based on this. Through believing that physical education provides a 'level playing field' and that success is achievable for all as long as effort and an industrious approach to work are utilised (Bain, 1989) these teachers are at risk of unknowingly recreating the hierarchies that existed within their own experiences in sport. An emphasis on effort and achievement in order to replicate for their students the success and experiences these teachers had themselves has the potential to lead to skilled performance being valued as a priority in the programme, with high ability students gaining greater opportunity to develop their skills. In turn, if the programme focus becomes one of developing skilled performance, then the likelihood of movement being used as a vehicle to learn other outcomes such as social skills is minimised.

However, the teachers in the DM/LP group also showed recognition of the instrumental use of sport, through which personal and social skills such as teamwork and communication skills could develop and be developed. Teachers from both groups indicate (quotes in previous paragraphs) that they support the instrumental view of sport, where learning occurs *through* the involvement in sport or physical activity. Movement, sport or physical activity is used as a vehicle to learn other outcomes such as social relationships, moral education and cognitive development (Arnold, 1979). This retrospective understanding of the instrumental use of sport suggests that these teachers in turn may seek to utilise movement in this way in their programmes. While teachers in the DM/LP and the EI/SR group show support for the instrumental view of sport, according to Pratt (Pratt, 2002), teachers may hold similar beliefs, but their perspectives and their value orientations can vary considerably, and the way in which these beliefs are operationalised will differ.

The success in sport these teachers had experienced in their childhood and youth could be considered as an influence in encouraging them to consider teaching physical education as a career, as well as influencing their value orientation. However, if teachers of physical education considered their success in sport above their participation in sport as the key to the development of social and interpersonal skills, then the lenses through which they viewed their teaching goals, and therefore their value orientation, could be quite different. In this study, one teacher with a DM/LP value orientation reported that as a young teacher involved in elite sport it was difficult to understand why people would be involved in sport just to participate. This teacher rated their own involvement in sport as "a real influence on my beliefs" and also stated that as a more experienced teacher they had come to recognise the value of "just participating" in sport and that "being the best you could be" is legitimate. This particular teacher from the DM/LP group has undergone a conceptual change or a change in beliefs from the time when they struggled with understanding a view of sport different to one influenced by their own experiences, to a position of understanding other views of sport, including an understanding of the instrumental view of sport. This change in beliefs has arisen since this teacher began their teaching career, and seemed to occur with the implementation of the *Health and*

Physical Education in the New Zealand Curriculum (Ministry of Education, 1999) when the teacher began to "explicitly teach around strand C". This indicates that through influence, in this case since beginning teaching value orientations can and do change.

Experiences at School and Experiences with Young People

The six teachers indicated that as students in school themselves, they had experiences that further encouraged them to consider entering teaching. Both groups reported regarding their teachers in a positive light, having had "teachers and coaches as positive role models" and being influenced by them. The school environment had provided experiences of working with younger students at this time which gave an opportunity to gather information about the role of a teacher. A teacher in the EI/SR group "liked the way we formed relationships with the kids and had a small impact on their lives". This is in accordance with Calderhead (1997) who suggests students develop ideas about how teachers interact with children and confirms this as an opportunity for influence on the future teacher's perspectives, practices and value orientation.

While several of the six teachers had experiences in teaching roles prior to teacher education, the impact of this differed. This can be illustrated by the different view arrived at by two teachers who had been involved with young people. One teacher who had worked with disadvantaged children in a range of settings clearly wanted to enter teaching to "make a difference" and this was reflected in the teacher's EI/SR value orientation. A different teacher, from the DM/LP group, who had been involved in an extensive range of activities and sports with success, and had been involved in teaching young people a range of these activities, became a teacher who valued teaching students to "do things", to master physical competence. Both of these teachers had identified working with young people prior to teacher education as an influence of high priority when identifying the influences on their beliefs. The two teachers have had positive and successful experiences, but the context of, and goals for the experience differed greatly, as indicated by one teacher desire to "make a difference" in the lives of students and the others goal of teaching students to "do things". It appears that the value orientation of

these two teachers has been influenced in accordance with the type of experience they have had with young people.

Experiences with young people, in particular their own children, were clearly identified as influential on their beliefs and practices by teachers in both groups. Bullough and Baughman (1997) (in Richardson, 2001) found in their studies that teachers certainly drew on their experiences as parents, and their beliefs and practices evolved with this. A growth of self-knowledge seemed to be associated with the influence of having experiences with young people outside of teaching. A sense of learning from experience is incorporated in this, in that "the more experience you have as a person…the more you are able to understand the kids that you teach". This further supports the notion that beliefs, and therefore value orientations change over time and that different life experiences can influence this change.

The period of time before entering teacher education is significant and it is clear that a number of influences are at work as part of the socialisation process. The findings of the study are in keeping with the literature regarding socialisation into teaching and show that knowledge about teaching gained through experiences prior to teacher education is influential (Chalfant & LaBeff, 1991; Curtner-Smith, 1999; George & Kirk, 1988; Richardson, 2001; Sikes, 1988; Templin & Schempp, 1989). The way in which individuals make sense of their experiences creates different viewpoints. Bullough Jr. (Bullough Jr. & Gitlin, 1994) suggests that these personal theories become private embedded theories and are often taken for granted and unchallenged. Potentially the view that is held at this point can, in turn, frame the way in which these individuals make sense of their teacher education, and the way in which they teach.

Students then who embark upon teacher education cannot be seen as 'clean slates'. Their pre-conceptions about teaching and about physical education need to be exposed and an early habit of examining assumptions and considering the possible impacts of these could be a worthy inclusion into teacher education programmes. Those who enter physical education teacher training as graduates have had a greater time studying in the field of

physical education before entering teacher education and the differences this could create will be examined within the section on teacher education.

Influences during Teacher Education

The findings of the study show that the influences during teacher education have shaped the two groups of teachers differently in terms of their beliefs and perspective on physical education teaching. These influences include prior experience in teacher-like roles, teacher educators, the structure of the course, teaching practice and associate teachers.

The literature (Hatton, 1994; Richardson, 2001; Smyth, 1987) presents some contradictory outcomes of the impact of teacher education on beliefs. While there are suggestions that teacher education can and does influence beliefs, the contrary view suggests that changing student teacher tacit beliefs and understandings which drive practice is difficult. As beliefs are mirrored in practice, any changes that appear in performance will be superficial only. While the teachers in this study identified their teacher education as an influence, and this is discussed here, the extent to which these beliefs are mirrored in practice can not be established within the bounds of this study.

Prior Experience in Teacher-like Roles

As pre-service students, teachers begin their teacher education with different life experiences and different views of the world. Because of this, learning about teaching is at risk of being based on these previous experiences, and being "intuitive and imitative rather than explicit and pedagogical" (Lortie in Zeichner & Liston, 1996). The teachers in the study who spoke of their teacher education as being most influential were those who had previous experience in roles with young people, where they had been involved in a range of activities in line with teaching or coaching. For example, one teacher from the EI/SR group reported "we worked with a lot of young kids" and stated he saw these experiences as "part of teaching". The recognition of the importance of having "formed relationships" reflects this teachers EI/SR value orientation.

Certainly in these previous 'teacher-like' roles, their learning about teaching would have been 'intuitive and imitative', and it is possible that on entry to teacher education, these teachers had a sense of already having knowledge about how to teach. Alternatively, it is also possible these teachers came to their teacher education with some acquired practical knowledge of teaching and therefore had an established sense of 'needing to know' from which a state of readiness to be educated as a teacher was well established. It is difficult to tell from this study if teacher education confirmed their previous experiences or simply highlighted for them the need to gain greater knowledge about teaching and learning. Either way, the need for reflection and self-knowledge at the point of entry into teacher education is highlighted.

Teacher Educators

Clearly, students who enter teacher education cannot be seen as 'clean slates'. There is a need for them to expose and examine their assumptions, perceptions and beliefs and develop an early habit of reflecting in this way. Encouragement for student teachers to consider that teaching might be more than, or different to, what they assumed it to be is essential and part of the on-going process of becoming a teacher. Because educational value systems determine how teachers provide and use knowledge in teaching (Chen & Ennis, 1996), suggest the ability to gain knowledge of one's value orientation early in teacher education could be advantageous. The implication for teacher education is that if pre-service student teachers have the beliefs and philosophy that they arrive into any teacher education course with challenged, and they are encouraged to consider the implications of beliefs by thinking critically about them, then the opportunity for teacher education to contribute to change would be enhanced (Bullough Jr. & Gitlin, 1994).

The findings of this study indicate that teacher educators can and do influence the beliefs, philosophy and therefore value orientation of the student. For example, teachers reported, "it [teacher education] gave me that philosophical underpinning", "he was a philosopher and he had a good influence on me" and "they [teacher educators] helped me see the wider picture of education". The connection with the teacher educator, such as "I

respected the way they were prepared to talk to me", suggests the teacher educator can be very influential when this connection between student and educator exists.

Teachers in the EI/SR groups reported having gained a broad perspective of education and "were helped to see the big picture" and reflect on issues as part of their teacher education. These teachers perceived they were being encouraged, even expected to begin to consider the wider picture of education, and clearly saw this as part of becoming a teacher. These findings correspond to Richardson's (Richardson, 2001) view on the impact of the teacher education institution on shaping value orientation and beliefs, which suggests student teachers maintain an orientation about teaching that was similar to the teacher education programme with which they are associated.

The implication of the findings for teacher education is that teacher educators, in recognizing their influence, can provide opportunities for students in teacher education to ascertain, explore, make sense of and possibly even reconstruct their beliefs, through the habitual use of critical reflection.

Teacher Education Course Structure

Teacher education courses vary in structure, and some of the six teachers in this study had undergone integrated teacher education over four years, studying for a conjoint degree in education, which incorporated specialised physical education teacher education. Others had gained their physical education degree and then undergone their teacher education in a one-year course.

All three teachers in the DM/LP group had undergone their teacher education after completing their physical education degree, compared with only one of the three in the EI/SR group. Studying in the physical education degree enables the development of subject knowledge, which may or may not directly relate to the content delivered in a school setting. There is the possibility then that when these students begin to study in their teacher education course they are in a situation of 'not knowing what they don't know'. They could be excused for thinking that with a physical education degree they

possess all the content knowledge required to become teachers of physical education but may find this is not the case. In expressing frustration at having "very good content knowledge" under-rated in the teacher education course, one teacher effectively was apparently unable to be influenced positively about many aspects of teacher education. Some teachers within the DM/LP group indicated they came to their university study as quite "an elite group", and for them this remained unchallenged. If this was never challenged, or only challenged when they reached teacher education as graduates, and this challenge was confusing for them, this could have contributed to them not rating their teacher education as a particularly influential or positive experience. Time is needed to enable the student teachers to reflect on their beliefs and philosophy. It is possible that the pressures and structures of a one-year course may require students to move quickly in their studies, and to focus on developing other more technical aspects of teaching rather than reflecting broadly.

Teacher education provides prospective teachers of physical education with declarative knowledge, knowledge about facts and things, as well as opportunities to develop procedural knowledge (knowledge that leads to an action) and conditional knowledge (knowing when and why a procedure is appropriate) (Biggs & Moore, 1993). One of the significant differences in the two models of teacher education undertaken by the participants of this study is in the acquisition of content (declarative) knowledge during teacher education. For student teachers undergoing integrated teacher education, the learning is contextualised and related to teaching, to schools and to education. The integrated model provides students with a clear focus for their declarative knowledge so that the transfer to procedural and conditional knowledge is seamless and ongoing. Student teachers undergoing graduate teacher education experience a situation whereby their knowledge gained during their degree has been largely declarative only ("good content knowledge") and largely isolated from the context of teaching. There is little opportunity for this declarative knowledge to be contextualised until teacher education course is embarked upon, pressing this learning and development into the one-year course.

Knowledge needs to be developed beyond declarative knowledge and opportunities to ensure that procedural and conditional knowledge develop need to be provided (Biggs & Moore, 1993). By doing so, teacher education can encourage student teachers with value orientations that reflect a dominance on the content knowledge of physical education to develop a broader view. The integrated model allows greater time for this.

While this study involved only six teachers there are indications from the findings that an integrated as opposed to an end-on approach to teacher education allows for greater opportunity for the development of, consideration of and change to a teacher's value orientation. There is also a possibility that through this greater exposure to educators the students will maintain an orientation similar to the teacher education programme they were educated in (Richardson, 2001). If this is the case, and if we accept the view of Culpan (2000), who suggests the *Health and Physical Education in the New Zealand Curriculum* (Ministry of Education, 1999) would be best served by a blend of value orientations, then teachers would be advantaged by being exposed to a range of value orientations within their teacher education.

Those in the integrated teacher education course had a longer period of time with their teacher educators, and were in schools more often over the length of their teacher education than any of the DM/LP teachers. More opportunities as student teachers in school provides time to put theory into practice, to develop the need to know, and to incorporate thinking beyond pure survival in the classroom into their teaching. If we value reflective practice, then it would appear that those with an EI/SR value orientation, and in particular those who have had integrated teacher education seem more likely to be reflective. This will be discussed further in a section on reflection.

Teaching Practice

The time spent in the classroom during teacher education places student teachers in a situation whereby they are able to learn from this experience. Teachers from both groups

in the study found the time in school was beneficial and influential, as shown by the comment, "the best part of my time in teacher education". Au (1990) (in Richardson, 2001) suggests that practical knowledge of teacher education begins with the identification of a problem and grows with the formation of solutions. Learning in this context is likely to result from a combination of the experience, an ability to reflect on the experience, and an ability to seek and apply knowledge to the 'problem'. This is illustrated by a teacher from the EI/SR group who found that the success in learning to manage one "tough kid" had in turn made her feel "really successful as a teacher at that school". The timing of these experiences in the classroom could be considered an important consideration in the amount of influence on the teacher's development and beliefs.

The experience in the classroom at the early stage of pre-service teacher education produces the need to know not just about content, but about approaches and the beliefs that correspond with these. The benefits of teaching practice in the teacher education process then can be seen as beneficial to some teachers as revealed by the comments "I learned a lot from trial and error", "teachers in schools allowed me to have a go", "my experiences enhance my understanding" when referring to experience in a school. Increasing experience and practical knowledge by bringing the academic together with the practical in pre-service teacher education may provide opportunities for gradual conceptual change to occur. The acquisition of practical knowledge, by learning through experience, is suggested by Fenstermacher (1993) (in Richardson, 2001), as being developed prior to pedagogical content knowledge and similar academic topics.

Both integrated and end-on teacher education courses completed by the participants in this study lend themselves to the provision of experiences in schools, but the integrated course allows a greater time frame with which to focus on the learning from this experience. By having multiple experiences in schools throughout the teacher education course with knowledge development occurring concurrently, the student in the integrated course has greater opportunity to integrate theory with practice. He/she will be more likely to be exposed to a range of value orientations of teachers in schools and to

experience first hand the way in which this has influenced curriculum decisions in those schools.

The time in teacher education is potentially a time for a range of influences within the education process to occur. The influence however, as with all experiences, is dependent on the way in which the individual student teacher has made sense of the experience, and chosen to interpret factors within it. If, at this point, the 'need to know' is interpreted by the student teacher as predominantly the practical, technical and content aspects of teaching then it could follow that this has impacted on their beliefs and they are supporting or are moving towards an orientation that reflects this. The student teacher who keeps a broad perspective on their experience in the school is able to reflect on their experience and consider this holistically. Similarly, they may have been influenced by the 'need to know' quite differently and begin to reflect beliefs that are more learner focussed.

The teachers in the study had a range of experiences as student teachers in school. There were some aspects within these experiences that appeared to have some significant impact. A teacher in the DM/LP group spoke highly of the time spent in schools as a student teacher. This was seen clearly as a valuable time of "learning by trial and error", and from experience. While this is evidence of reflection-in-action, it shows a focus on the practical delivery aspects of teaching. The implication of this is that if the focus of the educated teacher remains on technical or practical aspects then the teaching will reflect a technocentric ideology where existing social interactions and structures are reproduced rather than challenged. The risk of reproducing existing aspects of the hidden curriculum prevails. Critical reflection aims to examine practices and seek out assumptions and is considered key to changing a teacher's value orientation (Tsangaridou & O'Sullivan, 1997; Zeichner & Liston, 1996). This will be discussed further in the section entitled Reflective Practice and Critical Reflection.

Associate Teachers

The EI/SR group made reference to the teachers they had been associated with and made comments that suggest the 'connection' with the associate teacher was quite influential. For one teacher, the experiences in schools revealed new views of physical education in terms of how it could be taught and what might be achieved. For this teacher it was a significant time, as shown by the comment "that was the first time I looked at PE and the way he was dealing with the kids...how positive they are...this is what I want to do". It would be interesting to know if that teacher would have been similarly influenced to come to these conclusions about teaching if they had not had this experience as a student teacher. Learning about best practice as a student teacher is always possible, but in order to apply best practice to their teaching, it would be interesting to consider whether these pre-service student teachers need to observe best practice as well. If we accept Lortie's (1996) suggestion that learning about teaching is at risk of being based on experiences, intuitive and imitative rather than explicit and pedagogical, then it is important to ensure that if quality physical education has not been experienced or observed by the student teacher, that the explicit learning *about* best practice dominates. This could be ensured by having all student teachers exposed to quality experiences with associate teachers, or in specific observation sessions of best practice.

Findings suggest that the associate teacher can be fundamental in terms of influence on the student teacher. Whether this influence is interpreted by the student teacher to confirm their current understandings and needs, or to create new learning is again dependent on the viewpoint of the student teacher. If the associate teacher takes the role as essentially 'moulding' or socialising the student teacher into teaching, then the associate teacher has the opportunity to strengthen and confirm a particular value orientation of a student teacher. Alternatively, the associate could provide mentoring that encourages the student teacher to recognise their own views and to consider these in the context of their teaching. Findings from the EI/SR group in the study showed that the associate was "quite inspirational" and was influential on beliefs and practice when operating in a mentoring role. The student's beliefs about practice were confirmed by

associates to the extent that one teacher decided a particular way of relating to the students was "what I want to do", and another was inspired by an associate who was "really student centred in her approach". Situations where the associate's beliefs conflict with those of the student teacher can also confirm the student teachers' developing value orientation, by "clarifying how much I didn't want to teach like that". The way in which the student teachers' beliefs were confirmed would suggest that in turn their particular developing value orientation had been influenced also, confirming the influence the associate teacher can have. Because of this apparent influence, associate teachers can contribute positively to teacher education by being aware of their own value orientation, by modeling best practice, mentoring the student teacher and keeping their own practice current.

If teacher education can ensure exposure to a range of associates and practices, along with encouragement to reflect on the experience in school, student teachers will overcome the tendency suggested by Smyth (1987), whereby they accept the practices they observe in their field placement as the upper and lower limits of what is possible. While the influences of teacher educators, structure of teacher education and time as student teachers themselves are similar, the impact on the teachers' value orientation during teacher education has differed.

The discussion moves now to consider the influences on both groups once they are in the school setting as teachers.

Influences in the School Setting

Teachers in this study, irrespective of whether they were in the DM/LP group or the EI/SR group, identified on their list of influences that the school setting had the potential to be a key influence on beliefs and value orientations. It was of interest to note that some of the teachers in the DM/LP group had worked in schools that "has an elite programme", and in communities that "want sports programmes", suggesting a high value is placed on sport programmes within these school. For some, this confirmed their

experiences in and affinity for elite sport and could be instrumental in their curriculum decision-making and expectations of the students. Where the philosophy of the school encourages the existence of an "elite programme" for sport and the community creates expectations for the school to deliver "sports programmes", teachers are influenced to operate within a performance pedagogy and for scientism to prevail. Performance pedagogy values efficiency and technical competence and fails to consider issues related to the social context (Tinning, 1991). Within scientism, knowledge around the science and technology of physical education is given status, and performance and measurement become dominant goals. By failing to recognise the way in which performance pedagogy and scientism lead to programme goals that ignore socio-critical issues, teachers risk reproducing dominant ideologies and the status quo. However, if teachers move to a philosophical view more consistent with a critical pedagogy, this weakness could be overcome.

Sage (1993) argues that the socially critical dimension is necessary in physical education programmes in order for teachers to recognise the way in which physical education practices are constructed by hegemonic, political and economic interests. By utilising a more socially-critical perspective teachers are enabled to recognise how these interests shape our world values and the place that physical education has in reinforcing and reproducing these same values. Professional development opportunities could encourage teachers to seek different teaching methodologies, make philosophical shifts and challenge their existing practices. By examining practice, teachers can identify and work towards the elimination of any forms of power and injustice within their practice and the philosophy of their schools (Fernandez-Balboa, 1993; Gillespie & Culpan, 2000; Sage, 1993).

Some of these teachers found that school philosophy and community expectations created expectations for the physical education programme, such as the community desire for a sport based programme, and were influenced by this in their choice of content. Having a school community that expected physical education to have students "physically ready for local rugby team" certainly has the potential to influence the curriculum content

decisions made by that department. Ennis (1992) suggests teachers of physical education constantly make educational decisions such as what content to teach and what methods to utilise in order to teach it. Similarly, Louden (1991) states that tradition in schools can be a major influence on teacher beliefs and practices. He suggests taken-for-granted meanings and practices exert a powerful force on the limits of teachers' possible actions. Physical educators must often modify their expectations based on the constraints or limitations within the educational context and the findings of this study are consistent with this. In modifying their expectations however, teachers risk perpetuating taken-for-granted practices and beliefs which are based on the dominant ideology within the school.

The teacher becomes socialised into the culture of the school, and the ideology develops as common sense everyday practice that can distort and serve the interests of some groups in the school at the expense of others. This ideology, or tradition of school culture, is the means by which the social relations and practices are reproduced and teachers are not always aware of the ways in which they are modifying their expectations. Countering this influence is not always a simple matter but moving to a socio-cultural approach to physical education, being critically aware and reflective while maintaining ongoing goal to deliver physical education programmes consistent with the teacher's own philosophy will assist. Teachers need to be aware of when and why they choose to deviate from their philosophy and value orientation and avoid 'going with the flow' of unexamined massages (Carr & Kemmis, 1986; Sage, 1993; Templin & Schempp, 1989).

Teachers in the EI/SR group were very aware of the extent to which their own philosophy matched that of their department and their school. While experienced teachers expressed an ability to be able to hold their own philosophy and to gradually express their own ideas and have impact, younger teachers were less sure, and conceded their development as a teacher was likely to be determined by the "pressures and expectations of the school environment". Ennis (1992) confirm that constraints such as this may certainly affect the extent to which a teacher's value orientation is operationalised. An implication of this is that while a teacher may finish their teacher education with a particular value orientation, this may be influenced by the context they work in, and be adapted.

This is further supported by Van Maanen & Schein (1979) (in Curtner-Smith, 1999) who report that when new teachers begin teaching, and the philosophy and value orientations of the teachers in the department "match those encountered during childhood, then skills and knowledge learned in teacher education are likely to be jettisoned". When these "expectations of the school environment" present messages that conflict with or contradict those learned in teacher education, the workplace socialisation that occurs can be a powerful influence and the teachers adjust their perspective on and beliefs about teaching and learning to those of the school (Templin & Schempp, 1989).

The study found that the school setting is very influential on the value orientation of the teacher. When the philosophy of the teacher is at variance with that of the school, the department or even the community in which the school is situated, pressures and expectations will create conflict, which may persuade the teacher to change their value orientation. Awareness and self-reflection could enable the teacher to monitor and minimise these influences.

Therefore, professional development opportunities early in the teacher's career would contribute to encouraging the new teacher to hold their philosophy, as well as develop reflective practice. New teachers need to be mentored and supported in such a way that they can retain their perspectives acquired through teacher education, and avoid the 'wash-out effect' that Curtner-Smith (1999) suggests can happen if new teachers are exposed to the conservative elements within their schools.

Colleagues

Teachers in the study reported on the influence colleagues have on their beliefs and practice. There was no apparent difference between the two groups, with all teachers reporting on some level of influence. Philosophical discussion was valued with peers and colleagues. Teachers felt they "discuss a lot", share views and practical ideas and "learn from each other". For some, the philosophical discussion approached critical debate, and clearly this enabled these teachers to self-reflect. Teachers in the study reported that

colleagues "in higher positions, such as Heads of Department" were considered influential. The exchange of ideas and collegial discussion in collaborative settings has the potential to either confirm the teachers' value orientation, or to encourage a change in value orientation. While a change in beliefs and value orientation may occur in the social context, Keiny (1994) found that "interaction within collaborative teams was a key factor in creating shifts in teacher's concepts" into the practical context. Teachers also indicated they "discuss things we have done" and made changes to their practice as a product of discussion in the social context, reporting the ability to transfer others ideas to their own practice. Philosophical discussion clearly can play a significant role in the development of and change in value orientations. Schools and physical education departments who provide structures and resources that encourage their teachers to develop philosophic discussion as a habit within their practice will potentially enable a greater exchange of ideas and innovation within their physical education programme.

Curriculum

Teachers in the study recognised the curriculum as a further influence on both their philosophy and practice. Teachers in the EI/SR group are clearly supportive of the *Health and Physical Education in the New Zealand Curriculum* (Ministry of Education, 1999) and its "holistic approach" and "focus on the bigger picture". They reported having been influenced in such a way that they have "made changes in content and teaching methods". The support of the curriculum expressed by the EI/SR group reflects their value orientation and its holistic perspective. Teachers in the DM/LP reflected their value orientation in the way in which they valued content knowledge. One reaction to the curriculum was to see it as something "that had to be done", but not something that was "enthusiastically embraced". However, teachers within the DM/LP group were also influenced by the curriculum in a range of ways. For example, they had made changes in the emphasis of what they teach, by moving from teaching "mostly strand B [movement concepts and motor skills] to explicitly teaching around strand C" [relationships with others], and in re-writing programmes. The extent to which these changes represent a shift in beliefs and value orientation is difficult to gauge. Clearly the value orientations

of the six teachers were reflected in their curriculum decision making which is consistent with Curtner-Smith (1999) who suggests teachers are likely to adapt curriculum to their value orientation rather than change their value orientation to one consistent with curriculum change.

Professional Development

There was evidence from the teachers in the study to show that professional development is indeed influential. One teacher from the EI/SR group identified that "the things that will influence me the most in my beliefs will be things like the literature and developing a critical perspective", and related this influence as "partly the professional development I have done". Not only does professional development influence practice, but it has the potential to influence value orientations as well.

The teachers reported a range of attitudes towards professional development from "I have always tried to do something to develop myself", reflecting personal responsibility, to a desire to have accurate, ready to use material. The way in which the teachers viewed the purpose of professional development then seemed to dictate what they gained from it. This is in line with Doolittle (1989) who suggest that the motivation of the teacher to change and develop will impact on whether or not professional development influences beliefs and creates change.

Teachers in both groups identified professional development as an influence on their practice in particular. Findings revealed that teachers in both groups saw value in a variety of forms of professional development and recognised that it "will influence beliefs". The range of alternatives in what is viewed by the teachers as professional development includes in-service courses and workshops, conferences, reading and personal development courses. Reading a broad range of material was important to teachers in both groups, while going to conferences was reported to be a time to "get new ideas", "network" and to keep in touch with colleagues. This value placed on a professional development environment that provides collaboration and collegiality is

suggested by Education Review Office (2000) as a factor in increasing the likelihood for learning to occur from professional development opportunities.

While not discussed as a part of professional development itself, the impact that colleagues have on the development of their own ideas and practice was alluded to by teachers in both groups. For example "we discuss a lot, we learn from each other". The impact of the collegiality in increasing the influence of professional development was discussed by Doolittle (1989) and Day (1987) who suggest that collegiality and opportunities for reflection and confrontations of thinking and practice are key ingredients of successful professional development.

An implication for professional development that attempts to create change, or influence teacher beliefs and value orientations in order to implement change and innovation, must recognise the teacher as an integral part of success or failure of new initiatives. Opportunities to develop thinking and work collegially are an important part of this.

Influencing change

Professional development can contribute to change in teacher beliefs and practice providing it does not focus purely on the provision of skills, or the 'quick-fix'. Change in practice through professional development is more likely to occur if:

- teachers have to re-examine their beliefs and develop strategies consistent with these;
- professional development is based within a positive school culture;
- theory is linked to practice;
- deliberate critically reflective thinking is encouraged;
- teachers are willing to share ideas, be open to new ideas and be prepared to take risks;
- innovation comes from 'bottom up' and involves teachers in the change process and
- teachers are working in a collaborative, collegial environment

(Curtner-Smith, 1999; Doolittle & Schwager, 1989; Education Review Office, 2000; McGee, 1997; Office, 2000).

If change is to be implemented, having the teacher operating in the context in which change is to be implemented can be an advantage. Conceptual change, according to Keiny (1994), occurs in both the social and the practical context. The social setting involves the discussion of and reflection on ideas, whereas the practical setting is where these ideas are experimented with and reflected on. Professional development then needs to include provision for discussion about curriculum changes, opportunity to implement the changes and further ongoing opportunity to reflect on and discuss changes.

The provision of professional development cannot be assumed to influence teachers' value orientations, but there are indications from this study that suggest professional development can influence, particularly within certain conditions.

Reflective Practice and Critical Reflection

Reflective practice was considered by teachers in both groups to be a key influence on their beliefs and practice. There was a tendency for teachers in both groups to focus primarily on their practice and aspects of the 'teacher as technician'. However, the findings suggest teachers in the EI/SR group were more likely to reflect beyond their practice to the 'bigger picture', as indicated by "I also became more critically reflective of society and education". The findings suggested the focus for some teachers in the DM/LP was on self and technical aspects of practice so that they were "continually re-evaluating where I am trying to go" and examining their practice so that "at least I can see myself doing it". The reflective process for these teachers then is primarily concerned with reflecting on the 'doing' aspects of their teaching. This range of reflective practice is in line with Carlgren (1994) who suggests that reflection can be technical, practical and/or critical and each will influence teachers' beliefs in different ways.

One of the risks of reflecting on the "doing" aspects of teaching, the day to day practice, is the inability to expose assumptions in that practice (Tinning et al., 1993). Behind the daily practice of teaching there are numerous hidden messages, relations, and concepts that make up the 'hidden curriculum' (Fernandez-Balboa, 1993). By reflecting on the social and cultural context of their practice teachers can recognise the ways in which they have been influenced, and make changes to practice to ensure they in turn do not subject others to influences that support power relations and inequalities.

One teacher in the DM/LP group indicated the influence of other people in their consistent use of reflection, suggesting they reflected "because I have got other people to talk to on a philosophical level". Clearly this had encouraged this teacher to be more reflective in and on practice and suggests there may be conditions, such as keeping an open mind, in which reflective practice and critical thinking are more likely to be encouraged. Dewey (1938) (in Zeichner & Liston, 1996) who was one of the first educational theorists to view teachers as reflective practitioners, supports this in the

literature. Three conditions were suggested by Dewey (1938) as being crucial teachers to become reflective. These were open-mindedness, responsibility and wholeheartedness.

The EI/SR group displayed this open-mindedness, through their focus on their own practice in a technical manner, in order to establish for themselves 'is there a better way of doing it', and to improve their practice. Awareness of the value of reflective practice was evident in the EI/SR group, who saw it as "an on-going process ...reflecting on what you have done and comparing it with what you have done in the past". One teacher saw reflective practice as key to good practice as indicated by "I want to be a good physical educator...so it's important to be reflective". These teachers were similar to those in the DM/LP group who linked being reflective with improving and modifying practice. This reflective practice appears to be mostly focussed on practice and lacks evidence of widespread reflection on the 'bigger picture'. Tinning (1993) suggest that improving your own educational practice is an intentional activity, but that reflective teaching is more than thinking about one's work. If the focus of reflection remains on the day to day practice, there is a risk that any assumptions on which this practice is based will not be exposed to that practitioner. Under these conditions, current practice will remain reproductive, in that the dominant ways of thinking will continue to be operationalised in physical education programmes.

Findings further showed that the EI/SR group of teachers tended to be habitually reflective, having been "encouraged to become a critical thinker" at University and utilising reflection as part of self-improvement in life. One teacher suggested " I have always been critically reflective personally" suggesting a long-term habit of utilising reflection. Growth in the use of critical reflection was reported from one teacher in the EI/SR group who felt he/she had become more critically reflective regarding society and education as a whole. Beliefs may be shaped by reflection (Nespor, 1987), and this was supported by a teacher in the EI/SR group who suggested, " when I reflect well I am sure that it will be influencing my beliefs".

The findings of the study reflect some differences in the way in which the teachers in the study conceptualise critical reflection. Critical reflection is one aspect of reflection and reflection is not necessarily critical. Reflection becomes critical when it aims to:

> ..."understand how considerations of power undergird, frame and distort educational processes and interactions", and when it aims to "question assumptions and practices that seem to make our teaching lives easier, but actually work against our own best long-term interests" (Brookfield, 1995).

The implications for teacher education are that clearly student teachers need opportunities and encouragement during teacher education to develop skills and processes of critical reflection and to develop the critically reflective habit. Student teachers need to be encouraged, even required, to consider and question their goals, values and assumptions embedded in their practice, and to take this further by considering the context in which they teach and learn, and identify power inequalities. Ultimately all teachers need to be able to reflect critically. Reflection is about knowing about knowing, and an ability to articulate those thoughts.

Teacher education then needs to be more than mere training. Training suggests skill mastery and content delivery are of paramount importance. If teacher education is viewed more broadly as Bullough Jr. (1994) suggests, then learning to teach is about engaging students in the critical and communal study of their own thinking and practice, and linking this to theories of education and of power. Pre-service student teachers need to be encouraged to incorporate theory thoughtfully into their practice.

The reflective process and reflecting critically have considerable worth in the education of teachers of physical education and their subsequent practice. Reflective practice can be focussed on aspects of practice from content to the social context. Curtner-Smith (1999) suggests some of the most powerful influences on teachers' beliefs and practice are their experiences before teacher education, and the cultures of the schools in which

they work. Reflective practice would go some of the way to enabling teachers to recognise their beliefs and value orientation and to reflect on the need for change.

According to Zeichner (1996), a reflective teacher is one who:

- examines, frames, and attempts to solve the dilemmas of classroom practice;
- is aware of and questions the assumptions ands values he or she brings to teaching;
- is attentive to the institutional and cultural contexts in which he or she teaches;
- takes part in curriculum development and is involved in school change efforts;
- takes responsibility for his or her own professional development.

The findings of this study show that teachers in both groups report aspects of all of the above. All of the teachers, to some degree, were involved in examining the dilemmas of classroom practice and finding solutions to these on a regular basis. There was little difference between the groups in terms of taking responsibility for their own professional development. However, in the other aspects of reflection above, the EI/SR group provided more evidence of being more reflective as practitioners than the DM/LP group in this study. It is inconclusive as to whether reflective practice has shaped the value orientation of the teachers, or the value orientation has predisposed the teachers to be reflective practitioners.

This section has discussed the findings of the study in terms of the development of teachers' curriculum value orientations, the implications of value orientations for curriculum implementation, the ways and the extent to which the influences have shaped teachers different value orientation and the implications of the influences for teacher education and professional development.

Chapter Six - Conclusions

The purpose of this study was to investigate what has influenced the development of curriculum value orientations of teachers of physical education in secondary schools in the New Zealand context. It has considered the implications of these value orientations for curriculum implementation, identified the influences and considered the implications of these for teacher development and in-service professional development.

Value orientations influence a teachers' emphasis on the learner, curriculum decision making, goals for student learning and expectations for success (Catherine D Ennis et al., 1992). In keeping with studies completed in other countries (for example (Ennis & Chen, 1995; Catherine D Ennis et al., 1992; Ennis & Zhu, 1991), this study in the New Zealand context found physical education teachers hold varied value orientations.

A range of influences shaped the value orientations and beliefs of teachers of physical education. Evidence suggests these influences include life experiences, teacher education, the school setting, reflective practice and critical reflection.

While the influences of life experiences such as family, experiences in sport, experiences in school and experiences with young people had similarities for both groups of teachers, the way in which these influences shaped the individual teachers and their value orientation differed. The process of socialisation is clearly a powerful and ongoing one and teachers' beliefs and value orientations are influenced through this. The way in which these experiences impact on individuals is unique and each of these teachers has made sense of and interpreted these early experiences in their own way. Consequently, they entered their teacher education with pre-conceptions about teaching, and personal theories about physical education. These potentially framed the way in which they made sense of their teacher education.

The influences within teacher education included teacher educators, course structure, teaching practice and associate teachers. Experiences prior to teacher education in

'teacher-like roles' influence teachers' beliefs and value orientations. These experiences gave these teachers a sense of having some knowledge about what was involved in being a teacher. However, these experiences are "intuitive and imitative" (Lortie in Zeichner & Liston, 1996), and impact on the way in which teacher education is viewed. These experiences could expose for these teachers the need to gain further knowledge, or remain with their notion of how to teach. The teachers in this study certainly had similar influences and yet though teacher education some kept their experiences as their guide for 'how to teach' and others had clearly viewed their early experiences as having shown the need for them to gain further insight into teaching and learning. Self-knowledge and critical reflection need to be established at the start point of teacher education, in order to consider beliefs, value orientation and hidden assumptions at this time. If teacher education provides for opportunities for reflection at the start of and within teacher education, this has the potential to contribute to creating change in beliefs and value orientations.

The structure of the teacher education course appears to impact on curriculum value orientation. All three teachers from the DM/LP had their teacher education from an 'end-on' approach (post-graduate) compared with one in the EI/SR group. Integrated teacher education provides more opportunities in schools to implement theory into practice and to reflect on practice as well as wider issues. Teacher educators can be influential on the development of value orientations and therefore student teachers would benefit from exposure to a range of value orientations and opportunities and encouragement to reflect on the implications of having a particular value orientation or an amalgam of orientations.

In school environments, associate teachers are an influence during the teaching practice in teacher education and colleagues and the school 'environment' can further shape the value orientation, both supporting and strengthening it, or negating it. Professional development and support early in a teachers' career may assist teachers retaining their perspectives from teacher education, and avoid the 'wash-out effect' which happens often when new teachers are exposed to the conservative element in their school (Curtner-Smith, 1999).

Professional development and in-service teacher education support reflection as a vehicle to create change. Professional development could provide useful opportunities for teachers to learn about value orientations and the influences on these. While the study has lead to these conclusions, a weakness of this research is that the potential of professional development and inservice teacher education as influences on teachers' beliefs and value orientations is under-explored due to insufficient data.

Teachers reported to be influenced by reflective practice and critical reflection to some degree. However, the reflection was predominantly on the technical aspects of teaching with some of the EI/SR group reflecting beyond their practice to the 'bigger picture' as well. The habit of critical reflection was not well established however, and the implications for teacher education and professional development are that the skills, processes and habit need to be developed as part of the teacher education process.

Teachers with different value orientations make curriculum decisions and place emphasis of different aspects of the curriculum in accordance with their value orientation. Successful implementation of the *Health and Physical Education in the New Zealand Curriculum* (Ministry of Education, 1999) will be achieved through teachers having "an amalgam of value orientations" (Culpan, 2000). Therefore, having a strong orientation toward one or two orientations is likely to impact on the way in which teachers plan, deliver and assess their physical education programmes. Having a range of curriculum value orientations, or an amalgam, will bring increased curriculum coverage and understanding.

If teachers understand the role of value orientations, including influence of value orientations on curriculum selection, reflect on their own value orientation, the influences on it, and the implications of it, and make change accordingly, the *Health and Physical Education in the New Zealand Curriculum* (Ministry of Education, 1999) is more likely to be successfully implemented in line with the intent of the writers.

In summary, reflection was a key influence on teachers in both groups, with the differences being in the extent of and the focus of the reflection. The way in which the teachers in the study utilised and were influenced through reflective practice indicates the potential impact of critical reflection in implementing change in the New Zealand context is worthy of further investigation.

Integrated teacher education appears to have provided greater opportunity to develop and influence teachers' value orientations. Further research into the way in which teacher education course structure influences value orientation in order to investigate this more fully would be useful.

Physical education teachers should not be viewed in a unitary manner in that the way in which they have interpreted their experiences in life, teacher education and schools differs and has led to their different value orientations. This in turn implies that teacher development and implementation of any change or curriculum implementation will be a process that will require ongoing professional support.

A Reflective Statement

This statement represents my personal thoughts on the process of having completed this particular thesis. The completion of this thesis has given me further insight into and knowledge of the topic, but also of importance to me, I have also learned from my involvement in the actual process of thesis research.

The Idea

My time in teaching and in teacher education constantly raises question for me about teaching and learning in physical education. When I reflect on my practice as a beginning teacher of physical education, I recall doing certain things certain ways for a variety of reasons. Some (little) of this was about what I had been taught in teacher education, some was from my experiences but mostly it was intuitive and guided by what I believed at the time teaching physical education was about and what could be achieved through learning in physical education.

Some years on, my underlying values have changed little but clearly my thinking, my beliefs and my practice have all changed. Aware of many of the influences on this process of change for me, I wondered about others.... what are the key influences that have shaped their beliefs and their teaching? What makes them change if they do indeed change? Does a change of practice need a change of philosophy?

As a result of being involved in critique and discussion in the development phase of the then draft Health and Physical Education curriculum, I continued to reflect on the impact of ones mind-set, beliefs, or view of what defined physical education and the possible impact of this in implementing this curriculum. I wondered...would beliefs and philosophy impact on the way in which this curriculum was implemented? What influences those beliefs in the first place and can those influences make further changes? As the curriculum began to be implemented, clearly teachers had different interpretations of what is a fairly non-prescriptive curriculum document in the way aspects were. If this

was due to their beliefs, what might this all mean for physical education, and the implementation of this curriculum.

And so I felt another thesis topic coming on!

The Process

Research Questions:

The development of questions posed some difficulty for me as I started with too much that I wanted to find out. I didn't want to simply look at what beliefs and therefore value orientations teachers had, I wanted to consider the "so what?' as well. I wanted to know what influenced the value orientations and what relevance this might have.

Initially I had 3 questions, which I later further developed as I found I had some very multi-layered discussion to cope with.

Methodology:

In making decisions about methodology, I felt quite strongly that I wanted to be able to 'contribute' not just 'describe'. Qualitative rather than quantitative was an easy decision, although the use of the VOI was a quantitative exercise. In reality, the desire 'to contribute' created some frustrations for me at times, as I initially felt reticent about making bold 'so what' and 'what does this mean for PE' type statements. I suspect I may have at times felt the impact of most previous research I have been involved in having been quantitative, and being used to discussing and standing behind very clear statistical outcomes.

Ideally, an ethnographic approach which combined interviews as well as observation over a period of time would have provided greater depth in findings, but the reality for this study was that neither time nor resources permitted this.

Value Orientation Questionnaire:

I was heartened to find teachers who were very willing to contribute by completing the questionnaire, and disappointed to find some schools who were not keen for their

physical educators to be involved. However, having said that, I understood and accepted their reasoning.

Interviews:

Practice helped, and I was grateful I had practiced. I was concerned I would steer the interview too much, or go off on a tangent but these proved to be unfounded fears. I really enjoyed the interviews as it reminded me what wonderful people we have teaching physical education in our schools. In the course of our lives as teachers, none of us get enough opportunity to talk with each other in any depth, and it was a privilege to hear these teachers express their beliefs, and the way in which people, life, incidents had influenced them over the years. One of my problems at times was remembering what I was there for and to continue to keep the interview 'on track' to a degree. In retrospect I asked insufficient questions follow-on questions regarding professional development, which lead to somewhat thin evidence in some areas. The lack of depth in my data around professional development could also be an indication that I tried to cover too much ground.

Overall I still can't help coming back to the value of talking with colleagues, discussing issues, sharing ideas, thoughts, and the fact that I have seen the opportunities for this diminish steadily over recent years. The process of interviewing was an acute reminder of this loss that we are mostly really unaware of in our profession.

Data Analysis:

Enjoyed this, reading, re-reading, 'seeing' categories, similarities. Found this much easier than I expected and found it valuable to have this peer-checked/monitored.

Writing:

My biggest difficulty was moving from writing findings to writing discussion, where I had to move from purely descriptive mode and writing in a more discussive manner. Advice from and persistence of my supervisors was a crucial part of this adjustment. There was for me a fine line between really discussing the findings in terms of the big

picture, and not wanting to exaggerate any part of the findings. Hence some tentativeness was apparent in the early drafts of the discussion.

Final Comment

Potentially the study could help inform teacher education practice and professional development. There is probably insufficient material to convince anyone to consider changes, but hopefully it will provide food for thought. If the findings contribute to a raised level of debate, discussion and or awareness of the relevance of value orientations to the New Zealand context, then the study has provided a contribution to the profession.

A greater depth of evidence and therefore discussion around the influence of professional development was desirable, and I consider this a limitation of the study. My opinion is that this is a result of trying to cover a lot of ground. In another study, (perhaps a Ph.D.) the time would have been available to go back and re-interview for further information, but in the case of this study this was not a realistic option.

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Appendices

Appendix 1: Letter of Approach to schools

I am a registered secondary school teacher and a student in the Masters of Teaching and Learning Programme at the Christchurch College of Education. Over the next 10 months I am working towards the completion of a research thesis. The purpose of my research is to investigate the influences on physical education teachers' curriculum value orientations and the implications of these for teacher education, curriculum implementation and professional development.
In order to investigate this, I will utilise an existing questionnaire to ascertain the curriculum value orientations of 25 teachers. This will be followed by interviews of 6 teachers. I hope the findings of the study will provide information to inform the physical education profession.

I would like to invite members of your physical education staff to participate in this study. The study will involve physical education staff in completing a questionnaire in his or her own time. This will take approximately 30 minutes to complete. If selected for the follow-up interview, the teacher will need to be available for approximately 45 minutes. During this interview I will ask them to identify influences on their beliefs and curriculum value orientation and discuss the nature of these influences.

The interviews will be scheduled at times convenient to the participants and based in a mutually agreed setting. The interviews will be audio taped to ensure accuracy and will be transcribed by a secretarial transcriber. Complete confidentiality will be ensured throughout the study by assigning each participant a code number. The code number will be used to identify the participant in the audiotapes, transcripts and research report. I will be the only person who knows the identity of the participants. A list of participants, code numbers and their consent forms will be kept in a locked filing cabinet in my office. At no time will the school's name be recognised or used. All participants involved in the study will be asked to sign a consent form prior to interviews.

The findings of the study may be presented at education conferences and submitted to professional education journals for publication. Participant confidentiality will be maintained in these situations.

You may choose not to involve your staff in this study. If you agree to involve your staff in this study I would like to contact your staff by post with the questionnaire for them to fill in and return to me.

I would be pleased to answer any questions you may have. My thesis supervisors are Ian Culpan, Head of Physical Education, Health and Coach Education Centre, and Alan Scott, Principal Lecturer, at the Christchurch College of Education and they can be contacted if you have any further inquiries on (03) 3482059.
Thank you for your time and interest.

Yours Faithfully

Lorna Gillespie

Appendix 2: Participant Information Letter for Questionnaire

I am a registered secondary school teacher and a student in the Masters of Teaching and Learning Programme at the Christchurch College of Education. Over the next 10 months I am working towards the completion of a research thesis. The purpose of my research is to investigate the influences on physical education teachers' curriculum value orientations and the implications of these for teacher education, curriculum implementation and professional development.

In order to investigate this, I will utilise an existing questionnaire to ascertain the curriculum value orientations of 25 teachers. This will be followed by interviews of 6 teachers. I hope the findings of the study will provide information to inform the physical education profession.

I would like to invite you as a physical education teacher to participate in this study. The study will involve you completing the enclosed questionnaire in your own time. This will take approximately 30 minutes to complete. If selected for the follow-up interview, you will need to be available for approximately 45 minutes. During this interview I will ask you to identify the influences on your beliefs and the nature of these influences. A further shorter interview could be required.

The interviews will be scheduled at time convenient to you and based at a mutually agreed location. The interviews will be audio taped to ensure accuracy and will be transcribed by a secretarial transcriber. Complete confidentiality will be ensured throughout the study by assigning each participant a code number. The code number will be used to identify the participant in the questionnaires, audiotapes, transcripts and research report. I will be the only person who knows the identity of the participants. A list of participants, code numbers and their consent forms will be kept in a locked filing cabinet in my office. At no time will the schools name be recognised or used. All participants involved in the study will be asked to sign a consent form prior to interviews.

The findings of the study may be presented at education conferences and submitted to professional education journals for publication. Participant confidentiality will be maintained in these situations.

If you agree to be involved in this study I would like to complete the consent form and questionnaire and return it to me in the envelope provided at your earliest convenience. You may choose not to be involved in this study.

I would be pleased to answer any questions you may have. My thesis supervisors are Ian Culpan, Head of Physical Education, Health and Coach Education Centre, and Alan Scott, Principal Lecturer at the Christchurch College of Education and they can be contacted if you have any further inquiries on (03) 3482059.

Thank you for your time and interest.

Yours Faithfully

Lorna Gillespie

Appendix 3: Participant Information Letter for Interview

Recently you participated in Part 1 of a research study investigating physical education teachers' curriculum value orientations. Thank you for being part of the study by completing the questionnaire and returning it to me.

You may remember I am a registered secondary school teacher and a student in the Masters of Teaching and Learning Programme at the Christchurch College of Education. During this year I am working towards the completion of a research thesis. The purpose of my research is to investigate what influences physical education teachers' curriculum value orientations and the implications of this for teacher education, curriculum implementation and professional development.

The next stage of my research involves interviews with a small number of participants and I would like to invite you to be a participant in this. For this interview you would need to be available for approximately 45 minutes at a time and place convenient to you. During this interview I will ask you to identify the influences on the development of your beliefs and to discuss the nature of these beliefs.

The interview will be audio taped to ensure accuracy and will be transcribed by a secretarial transcriber. Complete confidentiality will be ensured throughout the study by assigning each participant a code number. The code number will be used to identify the participant in the audiotapes, transcripts and research report. I will be the only person who knows the identity of the participants. A list of participants, code numbers and their consent forms will be kept in a locked filing cabinet in my office. At no time will the schools name or the names of the participants be recognised or used.

I hope the findings of the study will provide information to inform the physical education profession. The findings of the study may be presented at education conferences and submitted to professional education journals for publication. Participant confidentiality will be maintained in these situations.

All participants involved in the study will be asked to sign a consent form prior to interviews. This is attached for you to complete at your convenience, prior to the interview time.

If you have questions, please contact me at any time on3482059, ext 8451. I will be pleased to answer any questions you may have. My thesis supervisors are Ian Culpan, Head of Physical Education, Health and Coach Education Centre, and Vince Ham, Principal Lecturer, at the Christchurch College of Education and he can be contacted if you have any further inquiries on (03) 3482059.

Thank you for your time and willingness to be involved.

Lorna Gillespie

Appendix 4: Participant Consent Form

Influences on the Development of Curriculum Value Orientations of Secondary Physical Education Teachers and the Implications for the Profession

Contact numbers:
Researcher: Lorna Gillespie
Thesis Supervisor: Ian Culpan
Thesis Supervisor: Alan Scott

This is to certify that I, _____ (print full name), agree to participate in the study, Influences on the Development of Curriculum Value Orientations of Secondary Physical Education Teachers and the Implications for the Profession.

It is hoped that the findings of the study will provide information about influences on teachers' curriculum value orientations and the implications for the profession.

I understand that my participation in this study will require the following processes. I agree to these as stated:

1. A questionnaire, which I will complete in my own time and return to the researcher.
2. For some teachers the research will also involve an interview. If I am selected I understand the interview will last approximately 45 minutes, and I will be asked to identify what I see as influences on my curriculum beliefs and discuss the nature of these influences. I may also need to have a shorter follow-up interview. A transcript of this interview will be mailed to me at my request.
3. Audio taping and transcription of the interview. I may ask to have the tape recorder turned off and the tape erased at any point I wish.

My confidentiality will be maintained in this study by the following procedures:

1. I will be identified by a code number on questionnaires, audiotapes, transcripts, thesis and in any presentation or publication of this study.
2. The researcher, Lorna Gillespie, is the only person who will know both my identity and my code number. A list that links my identity to the code number will be kept in a locked cabinet in the researcher's office.
3. The transcriber will have access to audiotapes, but my anonymity will be protected by identifying the audiotape by code number only. The audiotapes and transcripts will be destroyed after 5 years.
4. Transcripts will also be available to the supervisors/examiners, however, they will not be aware of my identity.
5. All information gained from the interview process will be used for illustrative purposes only. Any quotations used in publication will be unattributable.

I understand that I may choose not to participate in this study, may refuse to answer any questions, or may withdraw my participation at any point, without any adverse effect. I believe that there are no risks to me participating in this study.

If I have any queries or would like to be informed of the aggregate research finding I can contact Lorna Gillespie on ....

If I have any concerns regarding my rights in this study, I may contact the Ethical Clearance Committee. Address all concerns to:

The Secretary
Ethical Clearance Committee
Christchurch College of Education
PO Box 31-065
Christchurch 8030

Telephone: (03) 343 7707
Fax: (03) 343 7789
Email: theresa.evans@cce.ac.nz

My signature below indicates that I have agreed to participate in this study, that I have received a copy of this consent form and an information letter about the study.

Signature of Participant _____

Signature of Witness _____

Date _____

Appendix 5: Interview Questions

Trigger questions

- Tell me about why you chose to be a physical education teacher?

- You have identified five factors that have influenced your beliefs about teaching. Can you tell me about these influences, what was the nature of the influence?
     Possible probing questions
     Was this a negative or a positive influence?
     What makes you know whether it was good or bad?
     How do you know they were good experiences?
     Why do you think you think this?
     How do you come to know this?
     Why do you think you came to be like that / to know that?

- When you consider all these major influences, why do you think these particular ones were influential?

- Other teachers have identified a range of factors that have influenced them. Do you think any of these have also been influences on you, and in what way?

- In what ways do you think your beliefs have influenced the way in which you have chosen to implement the Health and Physical Education curriculum?
- What do you value about the curriculum?
     Why do you think you value that aspect?

- What professional and personal development have you done since your teacher training? How has this influenced what you believe and /or what you value?
     Why do you think it has had this influence?

- Have your beliefs changed since you began your teacher training?
     Possible probing questions
     What do you think has influenced these changes?
     Why do you think they have changed?

- What will continue to influence you?