

Experiences of Beginning Physical & Health Education Substitute Teachers:

A Narrative Perspective

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Abstract

The purpose of this research was to live, relive, tell and retell the experiences of substitute Physical and Health Education (PHE) teachers, and the impact of these experiences on teacher identity. Using the methodology of narrative inquiry, I first wrote my own narrative beginnings of my life as a student of PHE, my journey throughout Physical and Health Education Teacher Education (PHETE) and pre-service teaching, as well as life as a substitute teacher. After understanding my own experiences, I narratively inquired into two beginning PHE substitute teachers' experiences. After learning of the experiences of both beginning PHE substitute teachers, I weaved their experiences with those of my own in order to determine resonant narrative threads that relate to teaching as a beginning PHE substitute teacher. Within these resonant narrative threads, topics of teaching identity and stories to live by; relationships with other teachers, students, and community members; as well as identity conflict were discussed. Finally, shifting of stories to live by were addressed to learn how to take the information learned throughout this inquiry and use it as we continue to live as PHE substitute teachers.

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Table of Contents

Abstract	ii
Acknowledgements	iii
List of Abbreviations and Symbols	vii
List of Appendices	viii
Chapter 1 Introduction	1
1.1 Substitute Teaching: The Struggle to Develop Identity	1
1.2 PHE Substitute Experiences and Their Effect on Teaching Identity	2
1.3 Research Puzzle and its Importance	4
Chapter 2 Narrative Inquiry	9
2.1 Narrative Inquiry in Physical and Health Education	13
2.1.1 PHE Teacher Lived Experiences	15
2.1.2 Experiences of Pre-Service and Beginning PHE Teachers	16
2.1.3 Curriculum Developers in PHE	18
2.1.4 The Social Construction of Bodies in Education	19
2.1.5 The Marginalization of PHE as a Subject Area	19
2.1.6 The Micro Politics of Teaching PHE	20
2.1.7 Experiences of the Suppressed in PHE	21
Chapter 3 Methodology	23
3.1 Participants	24
3.2 Narrative Inquiry Process	25
3.2.1 Telling Stories Through Conversation	26
3.2.2 Creating Field Texts	28
3.2.3 Creating Research Texts	30
3.2.3.1 Interim Research Texts	30
3.2.3.2 Final Research Texts	31
3.3 Considerations for Participants and Researcher Self	32
3.3.1 Quality Criteria in Narrative Inquiry	35
Chapter 4 A Narrative Account of my Own Life	39
4.1 Supportive Family	39
4.1.1 Son of a PHE Teacher	40
4.1.2 Other Family Members' Support	41
4.1.3 Reflection	43
4.2 The Importance of a Wide Variety of Experiences	45
4.2.1 Mixture of Traditional Sport vs Healthy Active Living Experiences	46
4.2.2 Father's Impact on Healthy Active Living Beliefs	47
4.2.3 Bachelor of Education Internship	48
4.2.4 Reflection	49
4.3 Constant Forming and Reforming of Teaching Identity	51
4.3.1 Teaching Identity Prior to PHETE	52
4.3.2 A Long Journey of Development Through PHETE	53
4.3.3 Identity Shifting with Substitute Teaching Experience	56
4.3.4 Reflection	58
4.4 Attitudes Towards Teachers in a Substitute Role	61
4.4.1 Students' Attitudes	61

4.4.2	Parents' Perspectives	62
4.4.3	Fellow Teachers' Attitudes Towards Substitute Teachers	63
4.4.4	Teaching Assignments for Substitutes	64
4.4.5	Reflection	65
Chapter 5 A Narrative Account of Bernard		69
5.1	The Impact of a Passionate Teacher and Well-Managed Classroom	69
5.1.1	Early Experiences with an Enthusiastic Teacher	70
5.1.2	Discouraging Experiences as a High School Student of PHE	71
5.1.3	A Substitute Teacher's Struggle for a Well-Managed Classroom	73
5.1.4	Reflection	74
5.2	The Influence of PHETE on Future Teaching of PHE	76
5.2.1	Learning from PHETE Professors with Similar Beliefs	76
5.2.2	The Struggle of Learning from Teachers with Different Philosophies	77
5.2.3	Tensions in Pre-Service Teaching	78
5.2.4	Reflection	79
5.3	Identity as a Teacher of PHE	81
5.3.1	Impact of Local Community on Teacher Identity	81
5.3.2	Role of PHE Teacher in Developing Physical Literacy	83
5.3.3	Struggle of Forming and Reforming of Identity	85
5.3.4	Reflection	87
5.4	The Need for Support and Connectedness as a Substitute Teacher	89
5.4.1	Feelings of Alienation as a Substitute PHE Teacher	89
5.4.2	The Importance of Connections in Achieving Future Employment	91
5.4.3	Connections as a Form of Advancement	92
5.4.4	Reflection	93
Chapter 6 A Narrative Account of Victoria		96
6.1	Importance of Assertiveness as a Teacher of PHE	97
6.1.1	Learning from an Assertive Teacher	97
6.1.2	Learning how to be Assertive Through Pre-Service Teaching	98
6.1.3	Assertiveness as a Substitute Teacher	100
6.1.4	Reflection	102
6.2	Female PHE Substitute Teacher: A Minority Within a Minority	104
6.2.1	Traditional Male-Dominated PHE Ideologies	105
6.2.2	Pre-Service Internship Discrimination	107
6.2.3	Student Learning Through Different Gendered Teachers	108
6.2.4	Reflection	109
6.3	Importance of Community, Returning Home as a Teacher	112
6.3.1	Comforts of Home	112
6.3.2	Small Community, Big Connections	114
6.3.3	Home as a Chance of Opportunity	115
6.3.4	Reflection	116
6.4	Teaching Identity	118
6.4.1	Struggle of Developing Identity as a Substitute Teacher	119
6.4.1	Impact of Replacement Contract in Developing Identity	120

6.4.2	Role Confusion: Teacher, Coach, or Athletic Director	122
6.4.3	Reflection	123
Chapter 7	Resonant Narrative Threads	127
7.1	Identity	127
7.1.1	Stories to Live By	128
7.1.1.1	Our Own Stories to Live By	130
7.1.2	Professional Knowledge Landscape	132
7.1.2.1	Sacred Stories	133
7.1.2.2	Secret Stories	133
7.1.2.3	Cover Stories	134
7.1.2.4	Counter Stories and How to Relive in the Future	138
7.2	Relational Ethics	142
7.2.1	Teacher-Student Relationships	143
7.2.1.1	Relationships with Teachers During Childhood	143
7.2.1.2	Relationships with Students as a Substitute PHE Teacher	146
7.2.2	Relationships with Staff	149
7.2.3	Community and a Sense of Belonging	153
7.2.4	Influence of Relationships on Current Living as a Substitute Teacher	156
7.2.5	How Do I Live Differently?	158
7.3	Bumping of Stories: Teacher Socialization and Identity Shifting	161
7.3.1	Forming a Teaching Identity as a Student of PHE and PHETE	162
7.3.2	Organizational Socialization: Learning to Live Within Institutional Stories	164
7.3.3	Role Socialization: Perceptions of Students, Parents, and Staff	165
7.3.4	Living, Making Sense, and Negotiating Life as a Substitute Teacher	169
Chapter 8	Continuing to Shift Future Stories to Live By—A Reflection	172
8.1	Considering Past Experiences While Moving Forward	172
8.2	Learning to Use Diversity as a Tool Rather Than Struggle	173
8.3	Learning to Continue to Live and Teach Within Three-Dimensional Space	176
References		178

List of Abbreviations and Symbols

PHE – Physical and Health Education
PHETE – Physical and Health Education Teacher Education
NL – Newfoundland and Labrador
NLTA – Newfoundland and Labrador Teachers' Association
PESIC – Physical Education Special Interest Council
BPE – Bachelor of Physical Education
BEd – Bachelor of Education

List of Appendices

- Appendix 1 Recruitment Email
- Appendix 2 Informed Consent Form
- Appendix 3 Conversation Guiding Questions

Chapter 1

Introduction

Substitute Teaching: The Struggle to Develop Identity

It was 6am when I was awoken by the ringing of my phone. I jumped from my bed to peer through the blinds covering my window, only to see a blinding snow storm and my car covered to the bonnet in snow. The principal that was attempting to reach me was from a rural community with dirt roads situated about an hour drive away, where no other substitute teachers were willing to go. Would I get another call for a school that was closer? I could not take the chance of not having a job for that day, so I answered my phone.

The principal on the other side of the phone requested for me to substitute teach for the physical and health education teacher at the school, and suggested that they needed me there for only that day. My mind quickly raced as I knew I had no choice but to accept this job to remain loyal to this school, but I was truthfully dreading going back to substitute teach for this particular teacher. I knew covering for this teacher would require me to follow a lesson plan where I just ‘threw out the ball’ and let them play. I was longing for a time when I could teach meaningful lessons that were based on my own teaching philosophies, which includes models-based instruction and teaching strategies like TGfU and a multi-activity program with a wide variety of lifelong physical activities. These are the compromises that I have learned to make while working as a substitute teacher, but I find teaching in this way so difficult. I quickly snapped back to reality and said “sure, I’d love to come in for him, thanks so much for the opportunity!”

I spent the next thirty minutes shoveling out my tiny car just to try and get out of my driveway and onto the road. As I began the hour-long drive, I began to think again about where my life was headed as a teacher and the issues that I was dealing with: How long would I have to compromise my own beliefs and adapt my teaching style so that I can get called back and eventually receive full-time employment. by modelling the full-time teacher to get employment? How long would I have to teach students that I did not know, and struggle with a lack of community within the classroom? How long would it take before other students, teachers and parents seen me as a “real” teacher that is an important part of their child’s learning? I felt so bad for the students I was teaching, as I realized that there is no way they are getting consistent programming when they are given a different teacher and asked to replay something that has already been done before. Was working this way worth risking my life as I travel over rough terrain through terrible weather? It seemed as though the only days I would receive a phone call was when full-time teachers were either too sick, or the weather was too bad to work. My concentration was again broken by the ringing of my phone, as a principal from a school that I passed thirty minutes ago wanted me to come and work at their school. It is so frustrating as I could have been working at a school much closer to home if I had waited a little longer for the next call. The uncertainty of getting work, moving around from place to place, never really getting a chance to teach quality lesson –these are just some of the dilemmas that I face as a substitute teacher. I long for a time when life as a teacher will be better.

PHE Substitute Teacher Experiences and Their Effect on Teaching Identity

Throughout my life as a substitute teacher, there have been a number of experiences and relationships that have impacted the perception of my role as a Physical and Health Education (PHE) teacher. As a child, the experiences that I had throughout both PHE and healthy active living activities after school hours provided me with a simplistic view of PHE and what my role as a future PHE teacher would be (Lortie, 1975). These positive experiences as a child encouraged me to become a PHE teacher myself, in order to provide similar experiences to future students (McCullick, Lux, Belcher, & Davies, 2012; Pike & Fletcher, 2014). As I entered Physical and Health Education Teacher Education (PHETE) and my pre-service teaching internship, my positive view about PHE was challenged and strengthened by both my professors and my co-operating teachers, as I learned more about the complexity of this role (Richards, Templin, & Graber, 2014). Upon completion of PHETE, I began my life as a substitute teacher, which was when I really began to question my own beliefs and perceptions about teaching PHE, as the schools I were teaching in taught PHE contrary to my vision for teaching PHE (Pike & Fletcher, 2014; Schempp & Graber, 1992). Many of the schools where I taught in substitute roles had PHE programs that were dominated by sport-based activities, while I had a passion to teach students a wide variety of healthy active living activities with sports blended within.

As a substitute teacher, I struggled to find a way to feel comfortable teaching in ways that did not match my own philosophy. Since substitute teaching required me to cover a lesson plan that was left by a full-time teacher, following that teacher's plans and teaching style was often a requirement if I wanted to continue receiving work from that particular school (Flores & Day, 2006). Often times, the plans that were left to be taught

while teaching in a substitute role did not follow the curriculum, and requested playing low-organization games that required no teaching of skills. By covering for different teachers, I was constantly forming and reforming my own teaching identity, as I was masking my own beliefs to resemble the teacher that I was covering (Flores & Day, 2006; Jenkins, Smith, & Maxwell, 2009).

There was also little opportunity to make meaningful relationships with those around me while working in numerous schools, which left me feeling alone and looking for support. As a substitute teacher, there were many times that I felt as though others perceived me at a lower social status than other teachers with similar training (Duggleby & Badali, 2007; Jenkins et al., 2009). Many times, students would often behave poorly and in other ways that they would not when their full-time teacher was present. Constantly changing schools also prevented me from building a community with and among students, where I could learn more about preferred learning styles of each student and who they were individually. Although I wanted to gain support from teachers around me, I had very limited professional development opportunities to interact with them, and many chose not to invest the time to get to know me, as they realized that I could be at a totally different school the following day (Kidd, Brown, & Fitzallen, 2015). Parents were very similar in this regard and I would rarely know what they thought about my PHE program unless I was volunteering to coach with their children.

Research Puzzle and its Importance

My past experiences and the complex life as a substitute teacher has presented me with so many different questions, without any specific answers, leaving me to wonder how these experiences have impacted my own teaching identity, and how it will continue

to do so in the future. When beginning my thesis, I began to read about research involving narrative inquiry, which aims to understand experiences over time, place, and social interaction (Clandinin & Connelly, 2000). Within narrative inquiry, there are no particular research questions with precise answers, but are concerned with a particular wonder (Clandinin & Connelly, 2000). Due to the complex life of a substitute teacher, which involves a constant interaction of past, present, and future experiences, I believed that narrative inquiry was the best way to make sense of my own life, as well as the lives of other substitute teachers.

Understanding the lives of substitute teachers is very important, as many pre-service teachers graduating from PHETE are not successful in obtaining immediate full-time employment. According to Jenkins, Smith, and Maxwell (2009), only about two-thirds of pre-service teachers gain permanent positions after graduation, leaving many beginning teachers looking for casual work as a substitute teacher. Within Newfoundland and Labrador (NL), there are a very limited number of permanent jobs that are not quickly taken by other permanent teachers that are looking to work in more desirable locations or positions, leaving very few permanent positions for beginning teachers.

In order to receive these permanent positions within NL, teachers are required to build seniority within their substitute teaching interview pool, by adding the total amount of single days that they have taught in place of a teacher. At times, teachers are required to substitute teach for longer than twenty-one consecutive days, which is then considered to be a replacement contract for the teacher that was substitute teaching. A replacement contract can also be awarded immediately once a full-time teacher requires an extended period of time off; however, those positions are made available to all teachers within the

province before being awarded. Once teachers are awarded replacement status, they are placed in a higher interview pool for other replacement and permanent jobs. This is important to understand within the context of substitute teaching within NL, as many teachers are constantly blending their role as a PHE substitute teacher and a PHE replacement teacher in order to have the best chance of achieving permanent employment.

According to Clandinin and Connelly (2000), “To experience an experience is to do research into an experience” (p.50). For this reason, my research puzzle throughout this narrative inquiry journey involves experiencing, or living through, the stories of substitute teachers, and how their experiences impact their teaching identity. By living through this narrative inquiry journey, I learned more about not only two other beginning PHE substitute teachers, but also how their lives have become intertwined with my own experiences. These stories are important as they can help not only us, but other PHE substitute teachers that read our experiences, to make sense of where we are, and where we are going in our lives.

As with any narrative inquiry, it is critical to justify the study personally—why it matters to us as individuals, practically—how this research may affect practice, and theoretically—how this research will improve theoretical understanding (Clandinin, 2013). Personally, as a substitute teacher, I have lived through a number of frustrating experiences, which include marginalization, lack of confidence, and ridicule from fellow teachers, as well as students. However, teaching in a substitute role also had many positive experiences such as making meaningful connections with school administrations and teachers, experience teaching in a variety of subject areas, and getting to see how a

number of different schools operate. I believe that my experiences of teaching in a substitute role are similar to what is experienced by other new substitute teachers and therefore may be helpful for future beginning teachers.

This research is also critical to my own personal journey of forming an identity as a PHE teacher, as I learned from the experiences of others, and together gained a better understanding of life as a substitute teacher. Findings of this inquiry also have practical relevance for beginning PHE substitute teachers who are struggling to develop their own teaching identity, as they too can learn from the experiences of all participants.

Undergoing the process of narrative inquiry can allow these teachers to shape their stories to live by, which includes how they understand knowledge, content, and identity while teaching PHE (Clandinin & Connelly, 2000). A better understanding of stories to live by will also allow PHE substitute teachers to learn their past, and adjust teaching practices, based on these stories (Clandinin & Huber, 2010).

Theoretically, there is an abundance of literature that has already focuses on the experiences of PHE teachers that have secured full-time employment. However, there is a lack of information available about the experiences of teachers in substitute roles and the challenges they face when trying to develop an identity throughout constantly shifting work contexts (Charteris, Jenkins, Jones, & Bannister-Tyrrell, 2015). A better understanding of PHE substitute teachers can also have implications for PHE teacher education institutions, as they may gain valuable insight into life as a beginning teacher once pre-service teachers leave their programs (Oliver, 1998). These insights will include first-hand accounts of beginning teachers and the particular issues they face as they leave PHETE and enter the teaching profession, as well as how to better prepare pre-service

teachers for their journeys to being and becoming a PHE teacher (Harfitt, 2014). This can allow these institutions to better understand the types of experiences that shape substitute teachers' identities, and how they can better structure their learning experiences to help with this journey.

Chapter 2

Narrative Inquiry

Within this chapter, a general understanding of narrative inquiry is explored to determine the origins, common places associated with the methodology, as well as its use as a pedagogical tool. This is further extended to discuss narrative inquiry and narrative research in PHE, including teachers lived experiences, the voices of suppressed individuals within the field and body and self-image of both teachers and students in PHE specifically.

In earlier years, John Dewey (1938) outlined the importance of looking at experience to better understand the field of education. The significance of this theory of experience, Dewey suggested, is that *interaction* and *continuity* were two influences that provide value to experiences. *Interaction* refers to the factors of the student, and the ways that they are taught by the teacher, not only in words spoken, but also their conception of experience (Dewey, 1938). This suggests that the way a teacher interacts with a student that they are currently teaching is affected by their experiences in the past. As mentioned by Dewey (1938) “every experience enacted and undergone modifies the one who acts and undergoes, while this modification affects, whether we wish it or not, the quality of subsequent experience” (p. 35). The aspect of *continuity* suggests that different experiences succeed one another, and for this reason, some things are carried over from earlier experiences to later ones (Dewey, 1938). Experience is a never-ending phenomenon that is continually added to along the journey of life. Dewey (1938) suggested that new experiences are always added to previous experiences of teachers and students, but they never replace those from the past.

The work of John Dewey has provided the groundwork for what is known today as narrative inquiry of experience. As outlined by Clandinin and Connelly (2000),

Narrative inquiry is a way of understanding experience. It is a collaboration between researcher and participants, over time, in a place or series of places, and in social interaction with milieus. An inquirer enters this matrix in the midst and progresses in the same spirit, concluding the inquiry still in the midst of living and telling, reliving and retelling, the stories of the experiences that made up people's lives, both individual and social. (p. 20)

In addition to continuity and interaction of experience, narrative inquiry is situated within a three-dimensional space that considers the commonplaces of *temporality*, *sociality*, and *place*, while simultaneously moving backward and forward, inward and outward, and attending to the place where experiences occur (Clandinin, 2013). Thinking in this way throughout the inquiry allows the researcher to think of the narrative as constantly changing and shifting, rather than a fixed analysis of the past, which allows for a more fluid understanding of the personal and social nature of the phenomenon under study (Clandinin, 2013).

Attending to the *temporality* of experience requires the inquirer to look at the past, present, and future of people, places, things, and events that are under study (Clandinin, 2013). Although the future is yet to be experienced, teachers are going through a sense of becoming, which involves where they envision themselves to be in the future. Attending to the past, present, and future of all aspects involved in a narrative allows for the concept of continuity, rather than simply an abstraction from one part in their life (Kerby, 1991). In order to attend to temporality as a narrative inquirer, it is also important to attend to the

temporality of our own lives including the places, things, and events that we engage in throughout our own experiences (Clandinin, 2013). This further strengthens the continuity presented from the study, as both the researcher and participant will be connected throughout the past, present, and future. The notion of temporality is further described by Britzman (2003) who recommends that the experiences expressed in a narrative account should also be placed in chronological order to establish a sound story line that has a beginning, middle, and end. Reconstructing these experiences as they unfold allows the researcher to select an experience that has occurred in the past, and place them in an everlasting frame (Britzman, 2003). This also allows the researcher to gain a greater understanding of how each experience has an effect on future experiences throughout both life and teaching (Britzman, 2003).

Experience also involves a *sociality* commonplace that should be addressed throughout narrative inquiry. Researchers who use narrative inquiry must attend to both personal and social conditions simultaneously. Personal conditions include both the inquirer and participants' "feelings, hopes, desires, aesthetic reactions and moral disciplines" (Connelly & Clandinin, 2006, p.480). In addition, the social conditions refer to the conditions under which people's experiences and events are unfolding in terms of cultural, social, institutional, familial, and linguistic narratives (Clandinin, 2013). As with each of the three common places, it is imperative for the inquiry to draw attention to the relationship between the researchers' and participants' lives, as each individual has a variety of different personal and social conditions that should be involved (Clandinin, 2013).

A final commonplace that should be considered is *place*, which involves “the specific concrete, physical, and topological boundaries of place or sequences of places where the inquiry and events take place” (Connelly & Clandinin, 2006, p. 480). This emphasizes the fact that every experience happens in a particular setting or place, which plays an important role in the way the experience unfolds (Connelly & Clandinin, 2006). As a narrative inquirer lives through a participant’s experiences, they also become an important part of the environment (Silko, 1997). As stated by Leslie Marmon Silko (1997), “Viewers are as much a part of the landscape as the boulders they stand on” (p.27). This suggests that the narrative inquirer joins the participants and becomes a part of their experiences throughout the narrative inquiry process.

Narratives that respect temporal, social, and cultural frameworks allow the researcher to gain an understanding of the participant’s life through a story that provides continuity (Goodson & Gill, 2014). This continuity can provide a better sense of the participant’s identity, as the person’s life story takes a certain direction without being constantly interrupted (Goodson & Gill, 2014). In this sense, it can then be acknowledged that life falls in accordance with a series of chronological events which all contribute to a person’s story, rather than a series of random accidental events. This idea of continuity would suggest that narratives should never be considered as context-free, as they cannot be created or received as events suspended in mid-air (Goodson & Gill, 2014). Organizing these events in a temporal continuity allows life narratives that have been immersed in the past to be reflective of the present, and in turn lead us in the future (Goodson & Gill, 2014). With this in mind, both the researcher and participant can choose which past events will be featured to best represent this temporal continuity.

Narrative inquiries in the field of education can also be utilized as effective pedagogical tools for the future (Coulter, Michael, & Poynor, 2007). Narratives allow the researcher to see whom a teacher is and who they are becoming, through their connection with processes, strategies, and styles lived out by the teacher (Huber, Caine, Huber, & Steeves, 2013). One complexity that occurs when thinking narratively about pedagogy is that it requires us to ask which experiences are educative, and which are not (Dewey, 1938). Clark and Medina (2000) suggest that reading and writing narratives in pre-service teacher education increases understandings about literacy, pedagogy, and multiculturalism. An increased understanding in these areas can also support future teacher's epistemological development, critical and multicultural understanding of literacy, connection between the narratives of self and others, personal connections to theory, and an understanding of the partiality of their perspectives (Clark and Medina, 2000). Engaging in narrative inquiry allows pre-service and practicing teachers to problematize and alter the nature of their own teaching, which subsequently impacts student learning (Coulter et al., 2007).

Narrative Inquiry in Physical and Health Education

Some physical and health education researchers have been critical of narrative inquiry, as they suggest that it lacks rigor, has limited theory, and is often deficient when producing generalizable findings (Casey & Schaefer, 2016). Part of this critique may be due partly to the "messiness" that is associated with doing narrative work, as there are multiple forms of narrative research depending on an individual's particular experience (Casey & Schaefer, 2016). In contrast, many researchers outline a number of benefits of using narrative inquiry with PHE teachers, including relevant justifications for narrative

inquiry, the importance of researching in the midst, researching on the boundaries, knowing more through relationship, narrative truth, and allowing the researcher to follow where the story leads (Craig, You, & Oh, 2012; Oh, You, Kim, & Craig, 2013).

Specifically, in the subject area of PHE, narrative inquiry is considered as a more inter-subjective approach to further understanding of experiences compared to traditional empirical research methods (Dowling, Garrett, Lisa hunter, & Wrench, 2013).

Within PHE, there is an important distinction that needs to be made in order to better understand narrative types of research within the field. “Narrative research is a broad umbrella under which a variety of more specific methods have been conceptualized. One of these specific methods is narrative inquiry, which like other methods, adheres to distinct ontological and epistemological commitments” (Gleddie & Schaefer, 2014). In this sense, narrative inquiry itself differs from other forms of narrative research, as its purpose is to act as a “form of representation that describes human experience” (Clandinin & Rosiek, 2007, p. 40). Narrative research apart from narrative inquiry, uses narrative accounts as a type of data, similar to using interview transcripts or survey scores as data in order to represent findings. Narrative inquiry goes beyond using a narrative to simply tell stories, and requires analytic examination of the underlying insights and assumptions illustrated within the story, which are much rarer to find (Bell, 2002). Some of narrative research in PHE has been aimed at exploring a number of multiple truths about experiences, rather than one capital truth (Craig, You, & Oh, 2012). This narration of experiences allows students, parents, pre-service teachers, PHE teachers, and teacher educators to better understand their own lives in relation to the social world in which they live and work (Bruner, 1990). Since people provide meaning

about their lives through the stories they tell, narrative inquiry is a research methodology that connects people based on how they construct the meaning of their life experiences (Oliver, 1998).

There are a number of different issues in PHE that have been addressed through narrative forms of research including, but not limited to: the significance of narrative research in understanding PHE teacher lived experiences (e.g. Armour, 2006; Gleddie & Schaefer, 2014), the experiences of pre-service and beginning PHE teachers (e.g. Garrett & Wrench, 2011), collaborative curriculum making in PHE (e.g. Craig et al., 2013), the social construction of bodies in education (e.g. Fisette, 2011; Hill, 2015), the marginalization of PHE teachers (e.g. Armour & Jones, 1998; Dowling Naess, 1996; Sparkes, Templin, & Schempp, 1993), the micro politics of teaching PHE (e.g. Schempp et al., 1993), and studying the experiences of suppressed citizens in the field (e.g. Andrews et al., 2011).

PHE teacher lived experiences. Armour (2006) provides an important explanation about why narrative research is a viable research methodology.

...research that can (a) reach teachers, (b) give them the confidence to learn, (c) help them to change their practices and (d) provide a way in which such learning can be assessed, shared and critically evaluated by other teachers in the context of their own pedagogies are worth doing...narrative research has that potential. (p. 482).

This emphasizes that narrative forms of research allow other teachers to value different ways of knowing and inquiring. In this sense, the voices of individuals within a narrative research make a significant contribution to the field by allowing teachers to change their

practices and viewpoints to improve their teaching practices in the future. For this reason, early narrative work in PHE not only promoted learning about the lives and experiences of PHE teachers, but also contributed to enriching qualitative inquiry within the subject area (Dowling et al., 2013). Researchers who became involved with narrative research were thus promoting this innovative research in the social science field as a valuable method for research that can complement traditional scientific methods. Promoting innovative methods allow for a sense of mutual respect among researchers, regardless of preferred qualitative or quantitative methods. This contributes to a greater understanding of a particular phenomenon and reduce stagnation among researchers, as blind spots in the research agendas of those involved (Dowling et al., 2013).

Gleddie and Schaefer (2014) utilized autobiographical narrative inquiry to reflect on how past experiences as children, students, and PHE teachers in education have shaped their pedagogies as PHE teachers, and the tension involved with trying to fit these stories neatly into the dominant stories of PHE. Within this study, they also discuss the importance of the narrative inquiry process in thinking more deeply about stories of those that are on the margin, while also being attentive to how to create spaces in PHETE to think about movement, sport, and physical activity, and how each fit within student lives, and interact with the dominant discourses of PHE.

Experiences of pre-service and beginning PHE teachers. A narrative understanding of pre-service and beginning PHE teachers provides important information about the stories that a teacher lives by as they begin their career, and is recommended as an important part of teacher education programs (Huber et al., 2014; Schaefer & Clandinin, 2011). Providing pre-service teachers with the opportunity to honor their own

identity will allow them to understand the importance of honoring the identities of students in future classrooms (Huber et al., 2014). This will allow the teacher to be sensitive to not only their own lives, but also the students' and families' lives that they are teaching. In particular, this perspective can be found in Garrett and Wrench's (2011) narrative research on PHE pre-service teachers' actions and beliefs and how they contribute to developing identities as future teachers. This not only provides researchers with information about developing identities, but also improves understanding of the learners themselves (Garrett & Wrench, 2011).

Promoting the use of narrative inquiry throughout pre-service training can also outline the importance of attending to the stories in which we live, tell, retell, and relive in order to shape changes to personal, social, cultural, and institutional lives (Connelly & Clandinin, 1988). Introducing pre-service teachers to narrative inquiry identity explorations can awaken their senses to the process that teachers use to sustain their identities throughout the complex world of teaching (Huber et al., 2014). In this sense, pre-service teachers may become more skilled in the continuous process of negotiating and renegotiating their identities and stories to live by, and initiate the process of sustaining their own selves while navigating the landscape of teaching (Connelly & Clandinin, 1999).

Beginning PHE teachers' stories have also been studied in order to determine who they are becoming as teachers and in turn, if these teachers will stay in the profession or find another career (Schaefer & Clandinin, 2011). A better understanding of pre-and in-service teachers' stories may also help teacher educators and researchers realize what they could do to improve their teacher education programs (Oliver, 1998). It is important

to note that while there is literature regarding the life of a pre-service and/or beginning PHE teacher, no literature was found specifically on substitute teachers of this subject area.

Curriculum developers in PHE. Narrative inquiry has been used to better understand the experiences of PHE teachers in the role of curriculum development. Their stories provided a better understanding of the motives of curriculum making and the issues associated with the collaborative curriculum development (Oh et al., 2013). In sharing their experiences as curriculum developers, teachers revealed how curriculum development at the local level allows for teachers and students to contribute to more meaningful PHE program changes than government curriculum prescription (Oh et al., 2013). When PHE teachers are told to follow, curriculum put forth by the government without consultation, they often reject the proposed program, as it does not reflect their teaching intentions, practices, or contexts (Oh et al., 2013). This narrative inquiry was helpful in characterizing the curriculum development experience and uncovered further insights about PHE including: changing PHE culture, helping fellow PHE teachers as a mentor, overcoming the non-responsiveness of students, and playing an active role in bridging theory and practice (Oh et al., 2013). Collaborative curriculum making in physical education has been explored through narrative inquiry of space, activity interests, and relationship (Craig, et al., 2013; You & Craig, 2015). In particular, curriculum development can be similar to the stories of teachers' lives, where teachers are in the midst, as they do in life, while creating curriculum rather than being set as an already fixed entity (Casey & Schaefer, 2016). PHE teachers that share similar interests can also spur curriculum making that not only benefits the students being taught, but also

the professional landscape of all teachers involved (Craig et al., 2013).

The social construction of bodies in education. Throughout narrative research, the social construction of bodies in PHE have been discussed. This social construction of bodies involves not only the way that someone perceives their own body, but also how it is perceived by others. These types of studies have expanded our understandings of various cultural influences on participation in PHE (Dowling et al., 2013). The meanings that we attach to our bodies can often shape our identities and physicality as both teachers and students in PHE (Dowling et al., 2013). Narratives have been written to explain body and self-relationship of both teachers and athletes, as it pertains to the embodied experiences and the aging body (Sparkes, 1996). At times, PHE teachers have deteriorating physical conditions, or disabilities, which alter their embodied experiences as well as their identities as teachers (Fisette, 2015). In addition, narratives have also explained how each of these individual bodies fit into PHE culture and social context. From a student perspective, studies have been completed to emphasize the social construction of gendered bodies and its link to participation in PHE (Azzarito & Solmon, 2009; Fisette, 2011; Hill, 2015). Teachers who have a better understanding of the social constructs mentioned can help adolescents while they navigate these constructs in the PHE setting (Fisette, 2011; Hill, 2015).

The marginalization of PHE as a subject area. Within a school culture, there are different subject areas that yield greater emphasis and status than others. Many students, parents, and other teachers perceive PHE to be a less important subject area, which can be evident by the reduced amount of time spent by students within the program. For example, due to a lower perceived importance of PHE practical knowledge,

the Norwegian education system reduced the number of weekly lessons of PHE while also increasing what activities should be covered in order to improve the subject (Dowling Naess, 1996). Based on life history accounts, Sparkes et al. (1993) present teachers' perceptions of how a greater emphasis placed on a particular subject can affect the career prospects, and even feelings of self-worth for those teachers working within a particular area. Life history research is similar to narrative inquiry, as it involves extensive interviews with one participant in order to create a first-person narrative (Helling, 1988).

As discussed throughout early narrative work, PHE is typically considered to be a marginalized subject area around the world, thus impacting those that teach in the area (Armour & Jones, 1998; Dowling Naess, 1996; Sparkes et al., 1993). As evident in a number of stories shared by PHE teachers through narratives, establishing status and credibility has been a goal of PHE teachers and representatives for quite some time (Armour & Jones, 1998). With this in mind, many teachers have spent their entire career trying to improve the status of the subject that they are so passionate about. As mentioned by Armour and Jones (1998), "Status implies respect, and respect confers credibility and value upon a subject and its teachers" (p. 93). In order for teachers of PHE to improve the status of the subject, it is critical that they continue to challenge pre-conceived notions of the field, set a positive example of commitment and excellence and contribute to contemporary curriculum development practices (Armour & Jones, 1998).

The micro politics of teaching PHE. The micro politics of teacher induction and teaching philosophies have also been explored throughout life history and narrative inquiry approaches (Schempp et al., 1993). Micro politics involves understanding the

already existing school culture, the social pressures and tensions placed on teachers, and their efforts to conform to the expectations of the school in which they are teaching (Schempp et al., 1993). Upon arrival at a new school, beginning teachers are introduced to the traditions, culture, patterns, and practices that are already established (Schempp et al., 1993). These previously established parts of a school affect the life of beginning teachers in a number of different ways. As an occupational culture already exists, these beginning teachers often suggest they are reluctant to making changes that affect the social balance of the school (Schempp et al., 1993). In addition to a reluctance to making changes at the school level, beginning teachers told stories about having their own beliefs vigorously challenged, as they were asked to meet the demands and expectations of the school and its community (Veeneman, 1984). Ideally, there is a dialectic process that occurs throughout teacher induction that affects the actions and beliefs of both the beginning teacher, and the school in which they are entering (Schempp & Graber, 1992).

Experiences of the suppressed in PHE. Narrative inquiries and life history projects have also emphasized the lives of those teachers that are often not consulted within curriculum development, as well as teachers who have faced discrimination within the field (Andrews et al., 2011), such as gay, lesbian, various gendered, black, and minority teachers. Both narrative research and life history studies have led to improved understandings of the experiences of gay and lesbian teachers in order to reduce levels of discrimination in the PHE workplace and society as a whole (Sykes, 1998; Sykes, 2001; Sparkes, 1994; Dowling et al., 2013). Similarly, narrative research has also provided stories about gender relations in physical education, and how they affect both PHETE and schooling. This has facilitated a greater understanding of how gender relations are

reproduced in PHE, and the impact they have on PHE teachers' socialization processes and methods of teaching (Brown, 1999; Rich, 2004).

Another group of suppressed individuals include black and minority ethnic students in PHETE. These students' experiences were studied in order to show how racial issues are interwoven in everyday experiences of learning and teaching (Flintoff, 2014). Although racial differences are present in PHETE programs, as well as within the schools that these teachers practice, narrative accounts of PHETE student experiences suggest that there has often been an omission of education surrounding race due to internalized feelings of the whiteness norm (Flintoff, Dowling, & Fitzgerald, 2015).

Chapter 3

Methodology

Narrative Inquiry has gained popularity among researchers around the world and its move away from objectivity recognizes the importance of both the researcher and the researched, and their relationship effect on the encounter (Clandinin, 2007). Pinnegar and Daynes (2007) outlined four reasons for the turn towards narrative inquiry including: a change in the relationship of the researcher and researched, a move from numbers to words as data, a change from a general universal view towards one that is more local and specific, and a widening acceptance of alternate epistemologies. In addition, combining the researcher's experiences and understandings can further add to the narratives of participants as the researcher can live in relational ways with the participant and better understanding their narrative (Clandinin, 2007).

Narrative inquiry has also become valued due to the recognition of words that explain the nuances of relationship and human experience rather than numbers. Words can be used in a more relational stance, in a more particular manner, and at a different value or vigor than numbers can likely describe (Clandinin, 2007). In this sense, numbers often provide a limited representation of what is being studied, which can make explaining participant experiences and relationships very difficult (Clandinin, 2007). Moving from a general understanding to a more particular one suggests the value of a particular experience, setting, and group of people. A more specific understanding of an experience allows for a greater potential of generalizability for those that are reading the findings (Clandinin, 2007). Finally, it is becoming known that there are a variety of acceptable ways for researchers to explore and validate human experiences by learning to

live through and understand their stories. This urges researchers to move away from their own secure base of research in an attempt to try new and innovative ways of knowing (Clandinin, 2007).

Participants

Prior to beginning this narrative inquiry, there were a number of processes that needed to be followed to ensure that I did so in an ethical manner. As this study included two teachers that are employed by the Newfoundland and Labrador English School District (NLESD), additional ethical procedures were followed in order to recruit participants. Initially, I gained ethical clearance from the Interdisciplinary Committee on Ethics in Human Research (ICEHR) at Memorial University of Newfoundland by providing a detailed research proposal outlining how I would account for ethical considerations throughout the study. Once this was completed, I then received ethical clearance from the NLESD again providing a thesis proposal and outlining the types of information that I would be collecting from two NLESD teachers. After approval from the school district, I was then able to begin sending email invitations to recruit participants.

The participants in this inquiry included two substitute teachers and myself. All of us are PHE teachers and hold valid teacher certification for the province of NL. In this sense, the participant selection was purposeful, or selected with a certain purpose in mind (Neuman & Robson, 2009), as these participants were selected in order to meet the requirements of having completed a Bachelor of Physical Education (BPE), as well as a Bachelor of Education (BEd) from a recognized university. Participants have between one and three years of teaching experience in a substitute role. Teachers who had

completed at least one year of substitute teaching were expected to have a number of experiences as a substitute teacher, as well as perspectives about what life as a substitute teacher entailed, which added richness to the experiences that were examined.

In order to recruit participants, a recruitment email (Appendix 1) was sent to most of the physical education teachers within NL through the NL Teachers' Association – Physical Education Special Interest Council (PESIC) member list. These physical education teachers were also asked to forward the information about this study to any PHE substitute teachers that they have contact with. Two weeks after the initial distribution, a reminder email was sent to this member list, as there were initially no respondents. After an additional two weeks, two teachers responded and both agreed to meet in person to go through the informed consent process. Both participants were read the Informed Consent Form (Appendix 2) and consequently signed the forms to participate in the study. Once these forms were signed, I set up meeting times and locations with the participants to begin conversations.

Narrative Inquiry Process

As mentioned by Clandinin (2013), a number of things occur in the narrative inquiry process including telling stories, creating field texts, interim research texts, and final research texts. In total, there were four meetings between each participant and the researcher, which entailed eight meetings in total. Both participants were unaware of what unfolded in the other participant's narrative inquiry journey, as they met with me at different times than the other participant. The first two meetings with each participant were used to discuss past experiences, which involved telling stories through conversations. During these conversations, an audio recording device was used in order

to create transcripts of what were discussed, while the researcher also created field notes of things that were noticed throughout the conversations. The final two meetings were used to create field texts alongside of participants, which included member checking of conversation transcripts to improve accuracy, creating field notes, and discussing how interim research texts would be presented. Upon completing interim research texts, another conversation was held with participants to ensure proper representation of these participants' stories. Final research texts were composed by myself in consultation with my supervisors once I moved away from the participants and attempted to make sense of my interim research texts in a three-dimensional space.

Telling stories through conversation. Throughout conversation, participants in this study, as well as myself, shared our experiences (Clandinin, 2013). These conversations were used to create a better understanding of who both the researcher and participant were, and where they were in their life stories (Clandinin, 2013).

“Conversations create a space for the stories of both participants and researchers to be composed and heard. Conversations are not guided by pre-determined questions, or with intentions of being therapeutic, resolving issues, or providing answers to questions”

(Clandinin, 2013, p. 45). As part of narrative inquiry, researchers and participants can both make more sense of their own experiences by learning about those of other people.

“In the hearing of others' stories...we can metaphorically lay our stories alongside another's, seeking resonances and reverberations that help us imagine who we might become” (Clandinin & Raymond, 2006, p. 103). Although there were no specific pre-

determined questions in this study, personal experiences and physical activity prior to PHETE, PHE teacher education, and substitute PHE teaching were explored (Wrench &

Garrett, 2012). These experiences were shared while focusing on the commonplaces of temporality, sociality, and place throughout the interview process. As both my participants and I were living in the midst of our own stories, we constantly lived and relived past experiences, and then told and retold those stories (Clandinin & Connelly, 2000). This allowed me, as the researcher, to better understand the past, present, and future of participants' experiences, as well as the personal, social, and physical conditions in which they took place (Clandinin, 2013).

Initially, two conversations with each beginning PHE substitute teacher were used to explore experiences that affected not only how they identified themselves as a teacher, but also how society identified them (Jenkins, 2008). These conversations were much less structured than a typical research interview, as they were discussions where both the participant and I could learn more about each other. Although these conversations did not follow a particular pattern of researcher questions followed by participant answers, there were a number of conversation guide (Appendix 3) to guide conversations in meaningful ways. These conversations included experiences that led the participants to become a teacher of PHE, experiences as a pre-service teacher, beginning substitute PHE teacher experiences, as well as how these experiences affected their identity as a teacher of PHE. The first meeting with participants was used to explore past experiences that have led both myself and the participant to become teachers of PHE, and how pre-service teacher education impacted any pre-conceived notions of teaching PHE they developed throughout their lives. After discussing why both participants and I became teachers of PHE, we also separately discussed experiences as a teacher of PHE in a substitute role.

The second meeting was spent discussing how these experiences as a PHE substitute teacher impacted how we ourselves and others identify us as a teacher of PHE.

Each conversation lasted approximately two hours, and included two conversations for each of the participants. The conversations took place in the same quiet and secluded location to ensure that external sights and sounds did not affect the participants and their responses. An audio recording device was used in order to record the conversations that occurred, which was then transcribed verbatim.

Creating field texts. Field texts include a variety of different sources, which are collected by researchers throughout the narrative inquiry (Creswell, 2012). More specifically, there were three types of field texts created throughout this study, including autobiographical stories, conversation transcripts, and conversation field notes as field texts. Other than autobiographical stories, all of these field texts were created through shared conversations of the researcher, as well as the participants, in order to be reflective of the experiences that the relationship allowed (Clandinin, 2013). Field texts that involved both the participant and researcher required the researcher to listen to the stories of the participant and constantly interpret how they were both lived and told (Clandinin, 2013). This allowed the researcher to better understand how participants made meaning of their experiences and how they were represented as retold stories (Clandinin, 2013).

Autobiographical stories, such as the story of my narrative beginnings, were written by myself as the researcher, prior to entering the inquiry, to provide a better understanding of my life that led me to inquire about the phenomenon being studied. As mentioned by Clandinin & Connelly (2000), autobiographical stories are “a very small slice of time and of a very particular event” (p. 101). Writing my own narrative

beginnings allowed me to better situate myself within time, place and social context, which are the common places of narrative inquiry. Sharing my narrative beginnings with participants also allowed them to understand the experiences that I entered into this matrix with. These autobiographical stories also allowed me to see my own processes and biases surrounding the selection of work (Grumet, 1980). As I moved through life as a substitute teacher, I have kept a journal of my experiences by reflecting on my own teaching practices as well as teacher-student interactions. As I reflected on these experiences in a narrative way, I attempted to consider the temporality, sociality, and place of these experiences and how they impact me as a PHE teacher working in a substitute role.

The conversations between myself and both participants were audio recorded using the application, *Apple Voice Memos*. After the completion of the two conversations, I created a transcript of each conversation that would be used in the final two meetings with participants as we created narrative accounts that allowed the participants' words to tell their own life stories (Dowling Naess, 2001). These transcripts were created by listening to the audio recording of each conversation, and creating a written document of all that was said by each member of the conversation

Interview field notes were used to record imaginings and reflections of the commonplaces of sociality and place, which may not have been captured by interview transcripts (Clandinin & Connelly, 2000). As I was in the midst of conversations with participants, I wrote field notes of different gestures and non-verbal body language that both myself and the participants had, which could not be recorded orally.

Field texts such as autobiographical stories, interview transcripts, and interview field notes were revisited throughout this study when creating both interim and final research texts. These field texts allowed both myself and the participants to have a clear understanding of any information presented throughout our conversations, which provided us with a solid foundation to create the research texts.

Creating research texts.

Interim research texts. Once field texts were created, I worked in three-dimensional space in order to shape them into interim research texts. In order to work in three-dimensional space, “field texts are read, and reread, looked at, and relooked at, and attention is paid simultaneously to temporality, sociality, and place” (Clandinin, 2013, p. 49-50). To further add to the three-dimensional space, we have shared throughout this narrative inquiry, I have used Clandinin and Connelly’s (2000) idea of *backwards* and *forwards* while looking at the past and future of experience, while *inwards* and *outwards* while understanding the personal and social aspects of experience. “To experience an experience—is to experience it simultaneously in these four ways and to ask questions pointing each way” (Clandinin & Connelly, 2000, p.50).

Interim research texts allowed me to utilize field notes that were created in order to write narrative accounts of their experiences, as they related to the initial research puzzle (Clandinin, 2013). While creating interim research texts, field notes, transcripts, and participant input were combined to create interim research texts by reviewing the field text data that contained the main story, identifying themes in these stories, sequencing these stories in a logical order, and then retelling these stories so that they could be better understood (Creswell, 2012). Interim research texts were only partial texts

that allowed me to further compose interpretations and determine deeper multiple meanings of described experiences (Clandinin, 2013). Completing interim research texts also allowed me to engage in relational ways with the participants, as I ensured that there are no new wonders that needed to be re-visited before creating final research texts (Clandinin, 2013). Once interim research texts were created, they were returned to participants to read and provide additional input and revisions before we created final research texts (Wrench & Garrett, 2012).

Final research texts. Creating final research texts from interim research texts was a very complicated process that had no linear manner of data gathering or analysis to publish research findings (Clandinin, 2013). This process involved myself as the researcher finally moving away from the participants in order to create a publication, which reflected the commonplaces of temporality, sociality, and place while being relevant to our research puzzle (Clandinin & Huber, 2010). When creating final research texts, splitting stories into coded piles would have likely undermined the aims of narrative research (Gergen, 2003). In this sense, it was important to think about these findings as a narrative experience rather than single entities (Clandinin, 2013).

When creating final research texts, I read, re-read, and paid attention to the field texts and interim research texts while remembering the temporality, sociality, and place concepts. In doing this, I considered the stories that were shared in three-dimensional space, and tried to make sense of these stories as they related to the surrounding literature. Making sense of these stories in a three-dimensional manner allowed me to organize their thoughts, and make light of very complex lives, so that they could be observed and understood by others. As I did this, I took the interim research texts,

paraphrased any information that required simplicity, and then made a connection with any pre-existing literature to better frame the narrative. After creating the final research texts, narrative stories were again member checked with participants to ensure that there was nothing that needed to be adjusted or added. Although different topics were discussed in each of the conversations, these experiences were recorded as narrative accounts in order to be combined as one narrative that covered their whole lives (Connelly & Clandinin, 1988).

While creating these research texts, I did so hoping to allow the audience to rethink their own practices, as well as how they relate to other people (Clandinin, 2013). In achieving this, audiences will hopefully be able to lay their own lives next to those of the researcher and participants so that they can rethink and reimagine their own teaching practices (Clandinin, 2013). With this in mind, it was also important to ensure that the voice of the researcher did not override that of the participants by using a dominant researcher signature (Clandinin & Huber, 2010).

Considerations for Participants and Researcher Self

Although interviewing did not pose any physical threat to participants, there were a number of ethical responsibilities, both short and long term, that were considered while completing this narrative research study. As the researcher, I was attentive to both the participants' and researchers' lives as the inquiry took place, in addition to how these stories will unfold in the future (Huber, Clandinin, & Huber, 2006). These ethical issues were attended to throughout the entire narrative process, not only when filling out forms and receiving university approval. Ethical matters shifted as we moved through the

inquiry process and were always considered no matter which stage was being navigated (Clandinin & Connelly, 2000).

The most important responsibility as the narrative inquirer was the participants that were being studied (Caine, Estefan, & Clandinin, 2013).

Narrative inquiry is about exploring and understanding lived experience and, as we live as narrative inquirers, we also know that our relational responsibilities are first to participants, but also to our relationships with participants and what is called forth in us (Caine et al., 2013, p. 580).

Entering a narrative inquiry in the midst of the participants' lives allowed me to realize that not only my own life, but also the lives of others, meant something in the stories that each person told. Stories that were shared between myself and the participants were important moments that allowed us to interconnect with each other (Caine et al., 2013).

In order to undergo the narrative inquiry process, it was important for both myself and participants to work within the fidelity of relationships. In this study, the participants and I moved beyond doing no harm, while learning an attitude of empathetic listening. Empathetic listening required both groups to avoid judgments or disbelieving as we listened to the stories and lives of each other (Clandinin & Murphy, 2007). Avoiding judgment and disbelief throughout this study allowed participants to feel more comfortable in sharing their true feelings, which likely created a more accurate and trustworthy narrative of their experiences. As mentioned by Connelly and Clandinin (1990), it is also critical that the researcher constructs a relationship whereby both voices are heard. In order to do this, I allowed the participant to first discuss their story in an attempt to ensure it is not biased by the experiences of myself as the researcher.

Throughout narrative research, it was also critical to consider relational being and knowing, as it was important to realize that many stories of both the participants, as well as the researcher, had overlapping stories that tended to bring people together in a research relationship (Caine et al., 2013). As a researcher, it was important to also remain mindful of how my own words may create a shift in attention in new ways, and bring forth new experiences that would have otherwise not be discussed (Caine et al., 2013). Participants were also informed that their participation in this study was completely voluntary, as they could have withdrawn from the study without any ramifications.

Particularly as a researcher, it was critical for me to join a relational response community where I could share experiences and issues that arose throughout the narrative inquiry process (Clandinin & Caine, 2012; Clandinin, 2013). This response community was especially difficult to create at the university that I attended, as there were few individuals that were involved with narrative inquiry research. With this being said, I used the support of my supervisor, as well as my committee members and fellow graduate students in order to discuss my research before and during the study. Discussing issues with others who may have already been through the narrative inquiry process was a valuable way to determine what types of strategies worked, and what other issues needed to be addressed before moving further into the research. These discussions within the relational response community also prevented any feelings of discomfort while learning how to complete narrative inquiry, which eased the introduction into this type of research that I have never attempted previously.

Although difficult to achieve in relatively small communities (such as those in NL), issues of anonymity and confidentiality were critical since the complexities of lives can be made visible throughout research texts (Clandinin, 2013). Participants needed to be protected so that their intimate stories could not be linked to their own lives. In order to protect the identity of participants and keep stories confidential, fictionalization was used. According to Caine et al. (2013), fictionalization has three purposes including “(a) protection of the identities of participants, (b) creation of distance between ourselves and our experiences, and (c) a way to engage in imagination that enriches inquiry spaces and research understandings.” Fictionalization within this study was achieved throughout this study by the changing of names, times, and blurring of stories to prevent recognition. As this study contained substitute teachers, it was important to avoid damaging any relationships that they had with those that were requesting them as their substitute teacher.

Quality criteria in narrative inquiry. In order for a narrative to be representative of past experiences, it was important to consider issues of trustworthiness and take the necessary precautions to reduce the effects of these issues. One of these issues was the fact that memories were only recollections of our past, not exact duplicates. As memories are not a fixed component of an individual, imagination can often be interwoven into the participants’ stories to live by (Clandinin, 2013). There are a number of strategies that were used throughout this study in order to reduce the effect of imagination on a narrative. When making the move from field texts to interim research texts, as well as to final research texts, there were a number of conversations and member checks in order to create the final research texts (Steeves, 2000). Conversations that

repeated certain topics a number of times allowed me as the researcher to ensure correctness. While completing these repeated conversations, I also had to pay close attention to the interwoven processes of memory and cognition by actively listening to and being fully engaged in the stories of participants (Clandinin, 2013).

Within narrative inquiry, Clandinin and Caine (2012) and Clandinin (2013) suggested that there are twelve *touchstones* that need to be considered in order to improve the quality of narrative work. These twelve touchstones, as well as how I accounted for each, include:

- Relational responsibilities (considered the way in which society will respond to my inquiry and the future lives of PHE substitute teachers).
- In the midst (continuously moved forward with my participants, while also thinking in three-dimensional space).
- Negotiation of relationships (used empathetic listening and went beyond the fact of doing no harm).
- Narrative beginnings (allowed myself to justify my research personally as I brought forth my own experiences to better frame my research).
- Negotiating entry to the field (considered the ways that I could achieve confidentiality by avoiding recognizability throughout research texts, which was done through the blurring of stories, as well as giving pseudonyms).
- Moving from field texts to interim and final research texts (constantly considered my work in three-dimensional narrative inquiry space, while puzzling and rethinking the direction of my research).

- Representing narratives of experience in ways that show temporality, sociality, and place (ensured that both personal and social meanings were considered, as well as the time and place that the stories took place).
- Relational response communities (collaborated frequently with both my supervisor, as well as my supervisory committee).
- Justifications—personal, practical, social (considered how this study affected me as a person, will improve teaching practices, and will affect the surrounding community)
- Attentive to multiple audiences (provided a number of entry points of my own stories, as well as those of participants)
- Commitment to understanding lives in motion (reflected on how both participants and I were growing as a substitute teachers of PHE throughout the narrative inquiry) (Clandinin, 2013, p. 212)

Ensuring that each of these quality criteria were included throughout my narrative inquiry research was certainly a complex, yet essential task. As someone that was conducting narrative research, it was critical to justify the study personally, practically, and socially, in order for the process to be most worthwhile. It was also important for me as a researcher to understand what brought me to begin this narrative journey, and that I needed to be most respectful as I entered in the midst of other participants' life stories. While understanding that both participants and I were in the midst of their lives throughout the narrative, it was also important to remember that we were all growing as professionals just by undergoing this narrative process. I also feel that I benefitted from

the use of my relational response community of other graduate students and my supervisory committee who guided me throughout this journey to ensure that I created narrative accounts that respected three-dimensional space, and were relational to other PHE substitute teachers that read it in the future.

Chapter 4

A Narrative Account of My Own Life

My name is John-Ray Baird, and I am a twenty-six-year-old substitute PHE teacher in a temporary replacement position in an urban center of NL. I began my life in rural NL, where I was raised by two loving parents who were committed to teaching me about the importance of healthy active living. Both my younger brother and I shared the same passion for PHE, which was certainly passed down from our parents. This passion was a strong impetus for my move away from home to enroll in the Bachelor of Physical Education (BPE) Honours program. Since moving from home, I completed my teaching certification and began my teaching career in St. John's where I have experienced both substitute teaching and most recently, replacement teaching for an extended period of time. The majority of this time was spent teaching in schools with very high enrollment numbers, for example 700 students in grades 7-9. As I spent more time in schools, I became intrigued by how substitute teachers developed their styles and identities assuming the role of other teachers, which brought me to beginning this thesis.

Supportive Family

From a very young age, both of my parents were very supportive in my desire for participating in a wide variety of healthy active living programs and sports. My father, being a PHE teacher himself, was a very influential figure in my life, as he provided many opportunities for not only me but also other children in the community to become physically active. Much of the time I spent as a child with my mother, brother, and grandmother also revolved around physical activities, whether they were through competitive sports or simply spending time together outdoors. This early support for a

healthy active lifestyle was a contributing factor in my decision to become a teacher of PHE, but also subsequently has influenced my teaching in the past and will continue to in the future.

Son of a PHE teacher. My father's passion towards the healthy active living was one of the most influential factors that made me want to become involved in PHE for the rest of my life. Even at the young age of two, I was able to skate long before some of my neighbors' children could walk. As we lived next to the ocean, I remember my father getting me bundled up in my blue one-piece snowsuit to go out on the frozen bay. Once I grew older, at the age of four, I joined organized minor hockey at the local arena, where my father led me through a life about not only hockey, but also other sports and wellness activities that I could participate in for a lifetime. This early childhood lifestyle would prove to be very instrumental in influencing my career plans. My father was a strong community leader as he provided our small town with as many opportunities to be active.

My father's tireless efforts to ensure my brother and I could participate in many different activities made it clear how he felt about our health and well-being. On a personal level, when I was about ten years old, my father built a multi-purpose court for us in the back yard that housed basketball, hockey, badminton and volleyball nets, as well as a set of boards that were used to flood the court as a rink in the winter. My father's passion was also shared with the community as he spearheaded a number of new projects at the community level, including: the start of a new playground and basketball court, the re-opening of the local softball field and programming, as well as a number of running events in the local community. As a child, I can remember washing cars, doing bottle drives, and wake-a-thons all to raise money for these community sports facilities. In

addition, my father would allow some community youth, including my younger brother and I, to use his gymnasium at the local college on a weekly basis to explore new activities that we have never tried before. This was an outlet that many of those students needed to stay off of the tough streets that existed in the community, which made a big difference for those children and their future. I knew from a very young age that I wanted to carry this legacy on in my hometown and continue to provide opportunities to children and youth that resided there.

Other family members' support. The support for living a healthy active lifestyle at home went beyond my father. My mother, grandmother, and brother also played a vital role in my love for healthy active living and PHE. My mother worked countless hours to support my sport and physical activity endeavors. As a child, I remember my mother taking the time to bring myself, my brother, and two of my friends on a forty-five-minute drive to the local golf course to participate in the junior golf program. There were also many weekends that required my mother to take time off from work to go to various areas of the province to ensure that someone was with me as I played in hockey tournaments. My mother also supported my father's healthy active living, by accompanying my brother and me to watch my father participate in various triathlon races at least three times a year. Together, we supported him in his competitions every step of the way.

My grandmother, who I referred to as Nan, was a very special lady that also played an important role in how I view a healthy active lifestyle. As I write this, I am looking at a picture of my grandmother, little brother, and I standing on the ice at the local rink. In this photo, my grandmother is dressed in her warm winter parka, while my

brother and I are both dressed in our hockey gear, both playing for the same team. My grandmother would attend every one of my hockey practices and games as a child. I can remember skating around on the frozen rink while my grandmother sat on the cold wooden stands with her parka on, and her blanket wrapped around her. She was so faithful in attending both my own and my brother's hockey games that she became a lasting symbol at the local rink, as everyone in the community knew that one of the Baird brothers were playing just by seeing her in the stands. Until the very day that my grandmother entered a personal care home, she visited our games, while we were no longer boys, but twenty-five and twenty-two-year old men.

As both of our parents worked during the day, I remember getting off the bus at our grandmother's house each day after school. Once we arrived at Nan's house, there would already be food prepared so that we could quickly get something to eat together before heading outside to play. During the warmer months, we spent countless hours building cycling race tracks around our uncle's sawmill, where we would create a track out of sawdust and time each other. I even remember spending one entire year carrying buckets of sawdust from that sawmill to fill in holes and soft spots in the trail going through the woods behind Nan's house so that we could use our mountain bikes on the trail. Once the snow fell on that trail, we would build ramps and starting blocks so that we could use the trail to go sliding, or snowboarding. Our grandmother was always the first person to try a trail or ramp to ensure that it was safe for her beloved grandchildren.

Growing up with my brother, Jordan, who was only three years younger, meant I always had someone to be physically active with. When he was very young, I can remember Jordan being a scorekeeper at the local rink during my games, as he was not

yet old or big enough to play my friends and me. Once my brother began to grow, he jumped two age groups just to have the chance to play on the same team as me. Jordan and I were also involved in the same junior golf and soccer teams, spending even more time together. To this day, my brother still calls me to join his team when he participates in a hockey tournament, regardless of the amount of time I have spent at the rink recently.

Reflection. Looking back at the support that my family members have given me, it is evident that they played an important role in me choosing to become a teacher of PHE. As I moved through this narrative inquiry process with both participants, I found it very interesting to realize that the majority of the stories that I reflected on regarding healthy active living and PHE were typically outside of the school setting and about my friends and family. Those activities that I had already been introduced to at very young age were often reinforced throughout the school PHE program. As I grew up, I can remember already having a number of pre-requisite skills for many activities that other students said had never encountered. This even led me to become a “teacher’s helper” throughout our classroom, as I would often tell students how they should be holding a hockey stick, or how to aim where they were shooting. I believe that this emphasizes the role that a family can play in promoting lifelong physical activity and learning, as positive past experiences can have such a lasting impact on future careers and lives.

Looking back temporally, the early support provided by my family instilled a passion towards teaching PHE that impacts my teaching as a substitute teacher of PHE. Every day that I teach, I remind myself of the positive experiences I have had, and try to provide the same kind of opportunities for those students around me. As a substitute teacher, my past experiences are what have shaped my teaching identity, and how I want

to teach the students in my classroom. Inadvertently, the way that I have been taught in the past, whether by a teacher or by my family, all affect how I view my role as a teacher today. As I continue to live through teaching experiences, my views about teaching are constantly changing, and will consequently continue to inform how I proceed in the future.

Within a social context, the feelings, hopes and desires that I developed as a child were very influential in my decision to become a teacher of PHE. As I had many positive influences as a child, I often felt as though a teacher of PHE could have a lasting positive impact on children's lives. I had a passion to become a teacher of PHE one day, and replicate positive experiences similar to those I had witnessed for other students. Once I began PHETE, I did realize that the beliefs and feelings I had towards teaching PHE as a child were very simplistic, and would eventually change as I gained more education and experience in the areas of teaching PHE.

When recollecting on my experiences, it is evident that the setting and place in which my experiences take place are important components of how I identify myself as a teacher of PHE. Growing up in a small rural community of NL has instilled different beliefs and attitudes than those PHE teachers that began their lives in urban areas of the province. Growing up in a small community as a child was an important part of my decision to become a teacher of PHE. As my father did so much work to create PHE opportunities throughout our small community, I realized how much of an impact a teacher of PHE can have on such a place. As a child, I was determined to go to learn about teaching PHE and return to my local community to offer more programs and initiatives for the children that lived there. Looking ahead to my current life as a teacher,

I feel that having so many opportunities to participate in a wide variety of activities outside of the school setting has impacted my philosophy of teaching and may be one of the factors that contributes to the tensions of teaching in schools that do not offer variety. My childhood and university experiences also contribute to why I choose to give my time as a coach and volunteer. I know that many students would not have a chance to try new activities and sports unless they are given the opportunity at school. I did this recently at a school when I volunteered to coach the cross-country team. Students ran with me every week and were able to experience joy in something they never had the opportunity to do before.

The Importance of a Wide Variety of Experiences

As a student of PHE, I can remember a number of experiences where I learned how powerful recreational, non-competitive programming can be in promoting lifelong physical activity. As a student, I was fortunate to have a PHE teacher in junior high school that went beyond the traditional sports to teach us a wide variety of alternative activities that we could do in our daily lives outside of school. My father also modelled the importance of a variety of activities through his decision to leave competitive team sports and focus solely on contributing to the triathlon and running community. As I entered my BEd internship, my beliefs about a traditional sport approach provided me with a chance to introduce a number of lifestyle activity experiences to students as they were once introduced to me. Having experiences of participating in a wide variety of alternative activities has encouraged me to broaden my teaching practices to ensure that more students find even one particular lifetime physical activity that they can participate in once they leave the school setting.

Mixture of traditional sport vs. healthy active living experiences. Throughout my experiences in primary/elementary school, my PHE teacher further solidified my love and passion for PHE mostly through the use of traditional sports such as hockey, soccer, basketball and volleyball. As I went through my primary/elementary PHE program, I became much more knowledgeable about the rules and regulations that I could bring back home to my own playing area. As a student, I vividly remember standing next to the gymnasium wall doing repeated drills of wrist shots with a hockey stick until we finally hit a target. Each of these traditional sports were taught through a six-week block rotation, where we stayed to a strict timeline that left little time for exploration of new innovative activities, or even things such as dance, swimming, or cooperative games.

When I left primary/elementary school and entered the junior high PHE program, I realized that there is more to PHE than simply traditional sports, but also healthy active living activities that I could carry on for a lifetime. The teacher that we had at this school was very enthusiastic, and was always trying to encourage students to find some activity throughout the program that they could cling to after school hours. These activities included things such as archery, Omnikin, snowshoeing, and cross-country running. After hours, this teacher even had intramural programs including a fair play basketball team, which I thoroughly enjoyed. Thinking back on my experiences, I can remember running around the local trail that was behind our school, as I was typically the person that carried the walkie talkie to lead the pack.

Unfortunately, my high school PHE experiences were limited to completing one PHE class in grade ten within a large class of students due to scheduling conflicts. This experience was somewhat discouraging for me, as it returned to our teacher simply

“rolling out a ball” for free-for-all traditional sporting experiences. These classes typically did not provide a wide variety of experiences, as the same sports were played every single day, and there was little structure or opportunity for students to participate in a wide variety of innovative activities. My time in high school PHE often left me sitting at the side of the gymnasium, questioning how such an influential subject of my life to this point could be reduced to a joke.

Father’s impact on healthy active living beliefs. The impact of healthy active living activities was also reinforced by my father’s active engagement in a healthy life outside of school. After a successful hockey career, which included a senior hockey national Allan Cup championship, my father decided to hang up his skates and take time away from team sports to focus on individual healthy living activities like triathlons, which include swimming, biking, and running components. As a toddler and into adolescence, I remember spending my summers sat on the side of the road waiting to catch a glimpse of my father so that I could turn to fellow spectators and say, “That’s my dad”. As I write this narrative account, I reflect on a picture of my father crossing the finish line with me as a three-year-old toddler in his arms.

One of the things that made me understand the power of healthy active living activities like triathlons was the feeling of community among participants. Once my father completed a race, we all joined in a banquet with all other participants to celebrate each other’s success. As a child, I saw my father’s “competitors” as family, while triathlons were a chance to discuss their ambitions, and how their lives were unfolding. This was very different from the drama and competitiveness of traditional sports like hockey, where success was measured by the score written on a board.

Bachelor of education internship. My Bachelor of Education (BEd) internship was at a school with a strong sense of community with a close-knit group of students, which was very similar to the school that I attended as a child. The two PHE teachers at the school were fairly young teachers, who were still very interested in providing a program that was based on innovative activities presented within the prescribed curriculum. These teachers took great pride in their PHE program, and had pictures posted around the school to promote what was being done at their school. I remember entering the school on the first day of my internship and seeing pictures of students on class hikes, skiing trips, and quinzee building classes throughout the halls that were leading to the gymnasium.

Throughout this internship experience, I had the opportunity to go on three single-day ski trips at a small ski hill with various grade levels, as well as a four-day ski trip at a larger hill which we brought approximately forty grade twelve students on before graduation. We also took students on a 23km hike of rugged terrain for PHE class, completed an outdoor youth wilderness adventure race, and learned about survival in the woods along the way. All of these experiences reinforced the fact that healthy active living could be achieved without even participating in one particular sport.

In addition to trips away from the school, PHE classroom time on this internship also contained a wide variety of alternative games and activities that I did not participate in throughout my own time as a student. Looking back, I can remember teaching Tchoukball, Sepak Takraw, quinzee building and even fitness classes in the school's state of the art fitness room. Students were actually very open to these activities, and showed a great deal of respect towards the PHE program and teachers at the school. This respect

was also reinforced by the administration, which supported the program fully by offering it whatever it needed to be successful.

Reflection. My experiences as PHE student in junior high, my dad's philosophy change from traditional sports to a healthy active lifestyle, and my BEd internship experiences all made me realize how focusing on healthy active living instead of traditional sport can impact students' motivation to participate. I realized that there is more to healthy active living than simply playing a number of sports. Thinking back to my time as a student, having an opportunity to participate in a wide variety of activities reinforced the way that I viewed PHE as a subject area. As I retold these stories, I began to understand the significance of including a wide variety of activities in PHE programs after leaving primary/elementary PHE. This also allowed me to realize the impact program structure and content can have on young people. If someone like myself, who had positive family support and high motivation toward the physical activity, struggled in environments that focused solely on traditional sports, I can better empathize with those who struggle with programs with such a narrow focus. Therefore, we need to be able to meet the needs of students within our class, regardless of previous experience and motivation.

In addition to a wide variety of activities, the way that activities are taught also plays a role in student motivation and enjoyment within PHE. Sport Education PHE teaching models use different seasons, formal competitions, record keeping, and team affiliation while students participate throughout a number of sporting activities (Siedentop, 1994b). Although Sport Education PHE programs have been seen to improve internalized student motivation during school hours, there is little evidence of a potential

transfer to leisure-time physical activity once a student leaves school (Wallhead, Garn, & Vidoni, 2014). In contrast to repetitive skill and drill sessions that were prevalent throughout typical sport-based programs, Teaching Games for Understanding (TGfU) is a teaching approach that focuses on the learners first by placing their needs and abilities above the importance of the game (Mandigo, Butler, Hopper, 2007). This is particularly important as using a learner centered approach to teaching still allows students to learn tactical and technical skills that are required to be successful across a wide variety of games, while also increasing student motivation to participate (Mandigo et al., 2007). For this reason, I feel that using learner-centered approaches such as TGfU that offer high transferability of a wide variety of activities are much more important in developing lifelong physical activity than the Sport Education model.

The non-traditional experiences that I had throughout my childhood in various settings adjusted my beliefs about teaching PHE. Once leaving the traditional program at primary/elementary school, I was immersed in a program that was much more aligned with the views that I have towards PHE today. As I entered PHETE and my internship, I had now had aspirations to provide non-traditional activities to students to improve their chances of finding a lifelong physical activity that they can participate in for the rest of their lives. I believe that my BEd internship was a great place to further develop my teaching philosophy surrounding non-traditional activities, as I finally had the opportunity to see the impact that these activities had on the students I would be teaching. I believe that a program that offers a wide variety of healthy active living activities not only benefits a student by adding to their skill repertoire, but also allows students to learn more about themselves without the stress of competition and keeping score. Many of the

activities that I was introduced to throughout junior high school, PHETE and my BEd internship, such as Omnikin, snowshoeing, hiking and quinzee building, included all students within the classroom in a supportive environment. As a student that had experiences with a typical drills and skills program, I now realize that I was always striving to beat others, while they were often left with a negative image of PHE.

As I reflect, I find that my travel across various places was another agent for change in my teaching identity. As I left my rural community to attend PHETE and my BEd internship, I entered university and a school that were both situated in urban areas of the province. With an increase in population and a move to a more urban center, the possibilities for me as a PHE teacher to make a difference also changed. Throughout my internship, I realized that urban areas often had a more developed physical environment that allowed for non-traditional activities like skiing and hiking to take place. With an increased population in urban schools, I also realized the increase in funding for PHE programming. Activities like snowshoeing, skiing, and a state of the art fitness room were all beneficial for me as an intern PHE teacher in promoting non-traditional activities. Throughout my life in a rural community, there was much less funding opportunities to avail of which promoted these types of activities.

Constant Forming and Reforming of Teaching Identity

Throughout my professional education and life, I have constantly formed and reformed my identity as a teacher of PHE based on the experiences that I have had. As mentioned previously, a teaching identity includes a teacher's perception of their professional role within their occupation (Beijaard, Meijer, & Verloop, 2004). Prior to enrolling in PHETE, I had strong perceptions regarding the professional role of being a

PHE teacher, not only from my experiences as a student of PHE, but also from my family life. As I completed PHETE, there were a number of experiences that challenged my pre-existing perceptions, which required me to reformulate the way I perceived teaching PHE. I now realize that while my experiences as a pre-service teacher and PHE teacher in a substitute role have challenged my own identity as a teacher of PHE, they have had a significant impact on my current and future teaching.

Teaching identity prior to PHETE. As a young child, I appreciated just how important the role of a PHE teacher could play in someone's life. My father was an active member of the PHE community, and was always trying to find physical activities that he could introduce me to in order to find some type of lifelong physical activity that I would enjoy. Although I understood the importance of PHE at a young age, I did not really understand the role it would play in my development. As a student and child that was often surrounded by PHE teachers, I often saw PHE as a place that we could take a break from books, communicate with our classmates, listen to music, and learn about new activities. In this sense, I had a very simplistic view of a PHE teacher, believing that their job involved providing students with fun experiences, with little understanding of the planning and development of skill that happened without students even being aware.

Although I had ambitions of being a teacher of PHE as a young child, my experiences as a high school student contributed to reformulating my beliefs about the perceived importance of PHE as a subject area; and thus, the perceived role of being a PHE teacher. My high school only offered one timeslot of each PHE course, which conflicted with the prerequisite science courses that I needed for university and prevented me from enrolling. As the school was not able to make the course accessible to us, it

seemed as though the administration did not support PHE or think it was important. As there were forty students in my PHE class in order to meet graduation requirements, it was nearly impossible for the PHE teacher to follow the curriculum that was designed for the course, which meant many unstructured lessons and “free-for-all” scrimmage play when you would see many people sitting on the bench.

It was at this point I began to question the role of a PHE teacher, and whether it was a job that I would want to pursue in the future. Throughout my high school experiences, I realized that our PHE teacher was more of a guardian over the students, rather than someone who implemented the PHE curriculum through valuable learning experiences. Although I always understood the importance of PHE as a subject area, and had aspirations of becoming a teacher of PHE, the chaos of my high school experiences led me to choose an alternate path and enrolled in the Bachelor of Engineering program at Memorial University of Newfoundland.

A long journey of development through PHETE. I began my life as an undergraduate student by being awarded an entry-level scholarship to study in the Bachelor of Engineering program at Memorial University of Newfoundland. That September, I feel as though moving away from home for the first time, and starting right away with 6 courses was too much for me to handle. My life was quickly leading in a direction that I did not like, which required a change. Although mathematics was one of my strengths, I struggled to find meaning in the program that did not seem to have much to offer other than a good salary when I left the university. As I my life was consumed with my studies, I did not have time to stay physically active, and always felt sorry for myself. I gained thirty pounds in my first semester as a university student, and was very

concerned about the way my life was headed. Entering a life of inactivity and weight gain was a very frustrating and confusing experience for me. As I reflected on how I remained healthy throughout my childhood, and when I felt most happy, I realized that my time throughout PHE as a student, and time spent being physically active with my friends and family were instrumental in shifting my focus towards completing courses in the BPE program.

After completing my first year of university studies, I decided that I would leave the engineering faculty and begin completing some courses in the area of PHE to return to the happy place I was in before I left home. At the end of my second year at the university, I was admitted straight into the second year of the BPE Honours program, and felt much better about myself as a person. I spent the second year of university training doing first year courses from the BPE program and began to become more physically active during my four-course workload. I began to shed some of the excess weight that I had gained, and became more comfortable in my body again, while also learning through the courses that I was very passionate about.

I believed that the BPE Honours program was a way to rejuvenate my academic life at the university. Completing this program was a way for me to use my time away from my hometown to pursue something that I was very passionate about for my entire life. Although this program was a welcomed change for me, there were some ideas presented that did not align with my vision of teaching PHE. Although the origins of traditional PHE programs and curriculum were beneficial to be introduced to, I was eager to learn about more innovative programming that I could begin to practice. Although I

had longed to learn about more practical recent information, I learned to hide those feelings.

As I progressed through my program, I began to meet a number of instructors that had a vision more closely aligned to my own and other classmates. Their cooperative teaching styles were inspiring and they were constantly using student feedback to meet the needs of their students. These professors had a vision for PHE that was very closely aligned with the students, and they constantly used student feedback to tailor the program to match student needs. These instructors spent the first week of the courses building a strong community amongst us future teachers. They even provided finger foods and beverages for a meet and greet session after class. These instructors welcomed feedback from students about alternate ways that we would like courses taught, and what needed to be addressed in their courses.

Learning from these professors seemed to be much more aligned with my own vision of the PHE teacher—the kind that provides a variety of innovative activities in a welcoming environment. This allowed me to become very excited about internship teaching and future employment as a PHE teacher. Our class learned more about different wellness activities like cross-country running, orienteering, overnight camping, yoga, resistance training, and other activities that I felt were very important to pass on to today's youth. As I completed my BPE Honours degree, I was very excited to begin pre-service teaching during my internship and teach students about the things that I was passionate about. The co-operating teacher and school that I was assigned to was an excellent platform for me to practice this type of teaching. Pre-service teaching experiences were an excellent way for me to discover whether I had made the right

decision to enroll in the BPE program, as I got the opportunity to experience first-hand what life in the classroom is truly like.

Identity shifting with substitute teaching experience. Teaching in substitute roles always made it difficult for me to develop the way that I identify myself as a teacher of PHE. I believe that this is due to the fact that I was constantly replacing a number of different teachers, in different schools, who all had different expectations of me. As a substitute, I would often hear that “Mr. X or Mrs. Y don’t use that rule” or “Mr. X or Mrs. Y use this method instead”. For this reason, I quickly began to model the teachers I was replacing in order to ensure that the disruption of children’s learning was kept to a minimum.

As I thought that it would disrupt student learning, I would often feel as though I was confined to the lesson plan that was left for me. I did not want to teach any differently than what the full-time teacher wanted me to, even if it was not something that I particularly believed in. This typically worked well, except when the full-time teacher that I was covering for left lesson plans that involved no new work being done. In this case, I was more a guardian to the students who made sure they were kept occupied and safe. Although this may have seemed best for the children, it had a negative impact on me as a teacher and how I planned to teach my own classes in future full-time employment. I believed that if I did exactly what the full-time teacher had left me to do, and taught it in the same manner as them, I would have a better chance at getting a call back in the future.

In contrast to substitute teaching, replacement teaching experiences provided me with the freedom to develop and utilize my own style of teaching. Fortunately, there was another PHE teacher at the school that was close to my age and was also eager to

implement a more modern program and teaching styles than what other PHE teachers in the area were accustomed to. We were so excited to create this program that we were at the school two weeks before classes actually started to create an innovative program that included non-traditional activities that students did not have the opportunity to participate within in recent years. As we were developing this program, I realized that my true teaching identity was finally reflected within my program, and I was better fulfilling the role of a PHE teacher that I was longing for when I was a substitute. On the one-year replacement contract, I was able to create my own lesson plans, and develop classroom management rules and strategies of my own to match what I believed a PHE teacher should be about. Although it took some time for students to adjust, I felt that this replacement experience was a great way for me to build my teaching philosophy, and experiment with different teaching styles.

I was also fortunate to have supportive staff and administration that were very passionate about creating a new PHE program for students. The administration stopped at nothing to try and provide us with what was needed in order to promote a successful program for their school. Prior to our replacement experience, there were two veteran teachers nearing the end of their career, who ran a program that was more focused on traditional sports. When we began to do different and creative activities, the staff members were very excited, and even participated on the teacher's team for lunch and after school student-teacher challenges. The staff at the school suggested that both my fellow teacher and I were a great new positive energy that the school needed for quite some time, which made both of us feel appreciated. Having an administration that allows you to be yourself, and supports you in achieving your program goals is certainly

something that allows you to feel more comfortable in your role as a PHE teacher. When I felt more comfortable in this supportive setting, I began to develop a program that was more aligned with my own beliefs of providing a program that offers a wide variety of lifelong physical activity opportunities. When I could plan my own program and activities, it also allowed me to teach these activities by building a relationship with those students in my class to best understand ways that they learn and respond to classroom management strategies. This replacement experience was just what I needed after my substituting experience, and played a major role in reviving my passion for teaching PHE. Being able to create my own lesson plans and use my own teaching methods allowed me to live out my philosophy of teaching, which further helped in my professional growth.

Reflection. As I reflect, I realize that my feelings, hopes and desires of life as a teacher have changed considerably since I was a child. My family upbringing has taught me the value of PHE as a subject area, and instilled desires of becoming a teacher. Throughout my journey as a university student and PHE substitute teacher, society and the school in which I was teaching constantly challenged my beliefs as a child. This is especially true in my role as a substitute teacher, as I am constantly covering for other teachers that have different teaching styles and beliefs. Although I try to stay true to the beliefs and dreams of my life as a child, the institutional values about PHE in the schools where I teach often lead me to simply comply with what is typical within the school, and pretend that it is the same as my own stories (Flores & Day, 2006).

As a student of PHE in a rural school setting, my beliefs and understandings of the role of a PHE teacher were very superficial. As a younger student, I understood just how important the role of a PHE teacher was, and that their priority was to provide a

variety of experiences to students. Although I thought I understood the entire act of teaching, I was oblivious to the amount of preparation a teacher had to undergo, aspects of student social, physical, and emotional development, as well as following the PHE curriculum outlined for NL. When I moved to high school, the superficial understanding of teaching PHE was even affected, as the school only provided one slot of PHE over three years that did not clash with sciences that were required for university studies. At that time, I began to question the role of the teacher in providing a wide variety of activities, as classes were simply a drop-in activity period partly due to the high number of students in the class. When I believed that my ideology of a teacher would be very difficult to obtain, it frightened me into choosing a different career path of engineering, as I believed that I would likely not be able to fulfill the role I had envisioned for a PHE teacher in the current school system.

As I moved through time in PHETE, I began to understand that the role of a PHE teacher was much more complex than I had seen as a child. At the university setting, we learned about child development in the physical, social, and emotional domains, and how PHE can be used to improve growth in these areas. As a PHETE student, I also learned more about the curriculum and framework of teaching in PHE, and how this framework was used to direct a program. Learning this knowledge allowed me to reformulate my vision of a teacher, as I then realized that there were many more things that the teacher was responsible for. This new vision for teaching was not developed fully at the beginning of the program, but took until the end of the program when instructors that had views closely aligned to those of my own began to work with us as a community to achieve our goals. When reflecting on what this means for PHETE programs, I believe

that the philosophy that the program is fundamentally based on makes a difference to those students enrolled in the program. When students feel as though they are part of a community of future PHE teachers, they will likely feel more comfortable sharing their ideas and collaborating with other future teachers. Those that feel this way will likely be able to keep an open mind to the ideas and beliefs of others, which should positively contribute to the development of teaching identity.

Although I had a newly invigorated vision for teaching as I began substitute teaching, my experiences as a substitute teacher constantly challenged those beliefs. Covering for other teachers left little time for me to achieve my own goals, beliefs, and ideologies of teaching PHE, as I was forced to follow those of the teacher that I was covering. Looking back, I believe that the students I was teaching played a major role in me following the full-time teacher's philosophy, as they looked for consistency throughout their program. If I taught these students in a way that was different than what they were used to, they would remind me that was not the way they were used to learning. I believe substitute teachers feeling forced to resemble full-time teachers prevents students from seeing what the program can look like when it is taught by a different teacher, while also impacting the forming and re-forming of identity for the teacher. When the substitute teacher has different ideas about activity selection, or program structure, this information is often covered prior to any students even getting to experience those activities. Unfortunately for PHE, I believe that many of the new ideas and activities that originate throughout PHETE are not shared with young students until those teachers are offered a replacement/permanent contract, as they have very little opportunity to share their own ideas while teaching in substitute roles.

Attitudes Towards Teachers in a Substitute Role

As a substitute teacher, I found it very difficult to gain respect in an area that I was not familiar with, and did not attend as a student. Throughout both my substitute teaching and replacement teaching experiences, a number of remarks from other students, parents, community members, and even teachers make me realize just how much substitute and replacement teachers are disrespected, especially in the area of PHE.

Students' attitudes. As I was substitute teaching, I wrote about many experiences where my students expressed negative attitudes toward physical education as a subject, as well as towards me a substitute teacher. I vividly remember one student leaving my classroom for fifteen minutes one class without any particular reason. When I asked the student why she was gone for such a long time, she replied "I don't leave real classes because I actually try in those." When I asked what she meant by real classes, she said "you know, everything except home economics, gym, and other courses like that." This student's attitude towards the subject that I was teaching made me question the importance of the subject that I was teaching, and my role in the school as a whole.

In addition to displaying negative attitudes towards me as a substitute and replacement teacher, there were also many times that students would try to get away with things that they never would when their full-time teacher was present. Students would often suggest that they had already completed a particular unit that was left for me to do with students, as they did not like that unit. When this would happen, students would try to tell me that they were supposed to start a new unit that particular day in a topic that they secretly just wanted to participate in. Often times, students would also try to adjust the routine that the full-time teacher had established, for example, telling me that the

teacher no longer completes five minutes of continuous movement to begin each class. Within PHE, students would also try to pretend that they were injured or sick so that they would not have to participate. I remember teaching at a school where there were twelve students that wanted to sit out while only ten students were willing to participate.

Parents' perspectives. Parents of students that I taught throughout substitute and replacement teaching did not always show respect towards me as the teacher of PHE. In one class, I can remember a student telling me that she really wanted her mother to come and meet me during parent teacher night, but that she would not be doing that. When I asked the student why she did not come and see me, she replied "My mom said she only comes to see the important teachers on parent teacher nights, that's why you didn't see her." This experience helped me understand how some parents view PHE and the negative impact it can have on young people.

Often times, parents do not understand the amount of extra work that PHE teacher put into their program in order to have successful sporting teams and tournaments. Many parents view teaching as a 9-3 job that teachers can just go home at the end of the day and enjoy their weekends. There was one particular experience that I remember that reinforced this misunderstanding of a teacher's commitment, which occurred when speaking to a parent during parent-teacher interviews. Throughout this conversation, I discussed the child's progress and success in the PHE program, as well as the new things that the PHE program was offering that year. During this conversation, the parent said "you must have become a PHE teacher because you enjoy downtime", as she only saw the PHE program as fun and games that required little effort.

Parents and other community members are often unaware of the planning required for lesson and afterschool sports. They do not realize that the time that PHE teachers volunteer to coach is the teachers' own personal time. To this end, I can vividly remember speaking to parents at a tournament that I recently organized while teaching in a PHE replacement contract. The parent asked me how my year was going, to which I replied "It's going excellent! I'm really busy, but I love this school!" The parent's response surprised me, as she said "What do you mean...you are really busy teaching PHE? There is no preparing classes, you just get kids to play games!" When parents' perceptions do not recognize your teaching and volunteering efforts, it can make you feel unappreciated as a teacher.

Fellow teachers' attitudes towards substitute teachers. Surprisingly, there were a number of instances when fellow teachers seemed very uninterested in substitute teachers that taught within the school and who often spent little time getting to know me as a fellow teacher. When teachers that did not seem to realize that I was teaching at the school, I felt undervalued as a teacher because I believe that I was playing an integral role in providing a quality educational experience for the students. Although there were a number of substitute teaching experiences where I felt undervalued, there was one particular experience that is more memorable than the rest. One day, at a new school, I sat in the back corner of the staff room in an attempt to avoid getting in anyone's way. I sat there very uncomfortably in the corner of the room, hoping that no one would say anything, as I was unaware of any pre-existing seating arrangements. A senior teacher that had been at the school for some time stood next to me, looking at me for quite some time. Finally, some other senior staff members laughed and said, "You are sitting in his

chair”. Feeling humiliated and alienated, I apologized and said that I sat there because I wanted to stay in the corner out of everyone’s way.

I recall another experience while on a PHE teaching replacement at a different school. Although many teachers at the school appreciated the contributions I had made over the course of that replacement contract, there were a number of times that teachers of core subjects would joke about the PHE teachers at the school wearing jogging pants and playing games all day. In fact, during parent teacher interviews one night, one of the core subject teachers seen that I was dressed in formal attire to meet with some of the parents of students that I had been teaching. Once this core subject teacher observed what I was wearing, he said to me “wow, you are dressed like a real teacher tonight.” Although the other PHE teacher and I would joke with these teachers and appear to be receptive of what they were saying, this highlighted how seemingly difficult it is for PHE teachers to become as well-respected and established than their counterparts in academic subject areas.

Teaching assignments for substitutes. The teaching assignments that left for me often made me feel underappreciated and undervalued as a substitute teacher. Many of the lesson plans were filled with pointless activities with little connection to the curriculum. I vividly remember a number of “make work” projects that teachers would leave just to fill class time until the full-time teacher returned. These projects would often just be used to ensure that students were not misbehaving, rather than actually teaching any subject matter. One particular experience where this was evident was when I was substitute teaching for a particular technology education teacher. This teacher left a 5-page worksheet for the students to complete during my time there in September. Once

this assignment was completed after two days, students became very bored, and often sat doing nothing. When returning to the school to substitute for that same teacher six months later, the same worksheet was left to be completed, saying that if students did not already complete the worksheet, have them work on it.

In PHE specifically, the majority of my time spent in a substitute role had my lesson plans requesting that a ball is rolled out without any skills, techniques, or new activities being taught. There was one experience that I substituted for the same teacher a number of times throughout the year, where I felt that the teacher had little confidence in my abilities to continue the curriculum in her absence. At the beginning of the year, I was asked to substitute for this PHE teacher who asked me to play soccer baseball with each class for the entire day. At first, this seemed like a reasonable request, and I just assumed that the students were in the middle of a unit, and I would certainly continue that unit. It was only when I returned for that teacher in later months throughout the year that I realized any time that teacher was out, they would request that the substitute do the same activity with students each time, as it was a low organization, very simple activity.

Reflection. As a PHE teacher in a substitute role, I struggled with what it means to be a PHE teacher based on the perceptions of others. This was often problematic for my own view of teaching PHE, as the values of those around me often made me question the status of PHE as a subject area, role confusion and identity as a substitute teacher, and how that would impact my future as a “real” PHE teacher. Prior to substitute teaching, I had believed that my teaching could really make a difference in the lives of the students in my classes. My hopes and aspirations as a teacher were dampened as I began to see discrimination and a lack of respect from not only students, but also other parents, and

teachers. As I continued to teach in a substitute role, believing that others did not value my role in society began to affect how I viewed myself as well.

Having students in my class that did not show respect to their teacher made me reflect to the time that I spent as a student of PHE. Even as a student of PHE, there were a number of students that would refuse to bring appropriate physical education attire to class as an excuse to avoid participating in class. When there was a substitute teacher at the school, many of my fellow students would also try to get away with many things that they would not have tried if the full-time teacher was present. As I continue life as a PHE teacher in a replacement role, I feel as though student attitudes and beliefs are sometimes still the same. As a teacher, I believe that it is important to teach a program that provides students with a wide variety of activities, apart from only traditional sports, while also providing a warm classroom community that students feel connected within. When students do not believe in what you are teaching, you are constantly questioning your own beliefs and practices to ensure that you are doing all that you can to provide the best program for your students. This rethinking of my teaching practices has been difficult for me, and leaves me to wonder if my efforts are worth the work that I am putting into my program.

My transition from my teacher education program to substitute teaching involved a shift in my own perspectives about teaching and being a teacher. Upon leaving this teacher education program, I felt as though I knew exactly how I wanted to teach as a PHE teacher, and had already developed the program that I was going to teach, which included a wide variety of activities learned through a strong sense of community within the classroom. When I entered the school system as a substitute teacher, I quickly

realized that my plans had to be put on hold to ensure that I would continue to get employment as a substitute teacher. Suspending my own beliefs and adapting my plans required much reflective teaching and journal writing to ensure that my ideas and beliefs were not “washed out” for whenever I did get the opportunity to teach in a replacement role. I believe that teachers who allow their ideas and beliefs to be “washed out” leads to the perpetuation of the status quo in PHE.

As I moved from one place to another teaching in a substitute and replacement role, the culture shift of moving from a small close knit community a large urban area certainly changed the way others perceived my role as a PHE teacher. Many parents in the urban setting felt much more entitled to have a program that boasts competitive after school teams and tournaments, where the smaller rural town where I grew up felt pride and were thankful when given opportunities to participate in activities after school. Having parents that feel they are entitled to have competitive school teams often made me reconsider my beliefs as a teacher, as I often struggled with a role confusion between what I believe to be a teacher and what I see as an athletic director or coach. The comments from many parents and community members often imply that the coaching and athletic director roles are most indicative of a successful PHE program, where I have been teaching based on the primary goal to simply provide the best opportunities for students to find lifelong activities that they enjoy, rather than winning tournaments. When situated in a rural community, it was easy to realize that parents were very thankful for my efforts throughout the school, while I even received thank you cards and emails of appreciation from parents.

Looking back at my substitute and replacement teaching experiences, I struggle with the attitude of some teachers towards me. As a teacher, I believe that it is important for staff members to collaborate to provide the best learning experience for students. While teaching in a substitute role, I valued myself as a reliable person that can effectively continue curriculum delivery when a full-time teacher was absent. When other teachers question my abilities as a teacher of PHE, it makes me wonder about my role as a teacher. When I'm left with lesson plans that do not require my skills as a teacher, I feel I am merely being asked to play the role of a babysitter which adds to my struggle to maintain my identity as a PHE teacher. This belief is often reinforced when full-time teachers leave teaching assignments that are "make work" projects to keep students out of trouble, as I question the importance of what I am teaching.

Chapter 5:

A Narrative Account of Bernard

Bernard is a twenty-five-year-old PHE substitute teacher that currently resides and teaches in urban NL. Throughout his first year of teaching, Bernard acted purely in a substitute role in urban NL. In his second year of teaching, he completed two replacement experiences for two different teachers, one in rural NL, while the other in an urban center. As a child, Bernard participated in PHE programs in large schools throughout urban NL. Bernard learned about PHE throughout primary/elementary school where his PHE teacher possessed strong classroom management strategies, which resulted in a well-behaved class. This vision of teaching was something that Bernard has brought forward into his own teaching, as he believes that effective management of behaviors leads to improved student learning. Bernard shared many stories and insights into his beliefs about the experiences that he had as a student of PHE and the foundation that it provided in developing his philosophy as a PHE teacher. Within this section, I will also present Bernard's journey of becoming a PHE teacher, and experiences that Bernard has had throughout his professional life, over various times, places, and teaching roles.

The Impact of a Passionate Teacher and Well-Managed Classroom

Throughout our conversations, Bernard reflected on a number of experiences as a student of PHE that impacted the way that he viewed effective teaching of PHE. As Bernard attended primary/elementary school, his PHE teacher was very passionate and had strong classroom management skills, which left little time wasted, and more time participating in fun activities. As he moved to junior and senior high school, he realized

what life as a student of PHE was like when the teacher lacks passion and is much less assertive. As a substitute teacher, it was very difficult for Bernard to have a well-managed classroom due to a lack of time with the same students to build a relationship. This often meant that interactions with students were not always positive and Bernard longed for the respect he witnessed being afforded to his primary/elementary PHE teacher.

Early experiences with an enthusiastic teacher. As Bernard reflects on his time in primary/elementary school, he felt fortunate to have a PHE teacher that was enthusiastic about PHE. This teacher provided an opportunity to learn in a well-managed class that offered a number of varying activities. Throughout this reflection, Bernard also suggested that experiencing this type of program at a young age served as a strong motivator for Bernard becoming a PHE teacher and help him understand the value of PHE.

Bernard remembered entering his primary/elementary PHE class where there was a very high tempo to activities that always kept students engaged and excited to participate. As this teacher had strong classroom management skills, there was little active learning time lost due to behavioral issues and other problems, which allowed more time to complete activities that the students enjoyed. In this class, there was always time to try many different activities such as skipping and gymnastics, which Bernard very much enjoyed as a child. Bernard spoke very fondly of this time and thought the PHE program was fun. He recalls feeling very good in this class and considers this to be one of the major events that sparked his interest in the subject area.

Having a teacher that showed this enthusiasm and passion towards PHE made Bernard believe that PHE was a valuable subject area to have at that school. Bernard suggested that the reasoning behind his appreciation for the PHE program was mostly due to the way that his teacher publicized and showcased it throughout the school. While promoting the program in a positive way throughout the school, the teacher never allowed teachers from any other discipline to take anything away from the program. He also showed a huge commitment to the program through a number of extra-curricular activities like providing extra incentives after school to skip, go cross-country running, and participate in sports days.

Discouraging experiences as a high school student of PHE. Despite having very positive experiences learning under a very enthusiastic primary/elementary PHE teacher, Bernard's enthusiasm towards his PHE program at the junior high level quickly faded. Having a PHE teacher that lacked the passion of his elementary teacher meant that Bernard and his classmates had to participate in traditional sporting activities with little time for exploration and experimentation of new activities. A strict command teaching style with militaristic influence also negatively affected feelings of a safe and caring environment. Bernard recalls there being a very negative vibe to the class, as many students were afraid to make mistakes in front of not only their peers, but also the teacher. Bernard even discussed times when his PHE teacher would single students out or even use shaming for making a mistake or acting out just the slightest little bit. When the teacher is this strict and condescending, he felt that there was not much time for freedom or for free play.

Upon entering high school, Bernard's PHE teacher used a much more caring approach to his teaching, as he visibly cared for his students, which made students much more comfortable than they were in junior high school. Bernard suggested that the absence of a strict military approach that was possessed by his junior high PHE teacher allowed them all to feel much more comfortable and at ease in the classroom. However, Bernard's high school PHE teacher had been teaching for some time, which affected his energy and enthusiasm towards learning in the PHE environment. Bernard remembers students and staff who viewed his high school PHE teacher as someone that did not really care about his job. He arrived at the school right before the bell rang in the mornings and left as soon as he could at three o'clock. Bernard questioned how much passion and dedication he had for the program that he was teaching, which also affected his students. This attitude often made students and staff see the program as just a joke, and not a valuable program at the school. While reflecting, Bernard noted that the teacher likely had a family and other commitments that he wanted to go home to, but it was hard to understand that side of things as a student.

Bernard's high school teacher offered a program that was heavily focused on traditional team sports with very little attention paid to developing fundamental skills. The lack of skill development time and variation in types of activities within the program often resulted in more negative experiences for students. As Bernard and I discussed this type of traditional teaching, he suggested that teachers that simply rolled out a ball and did not take the time to teach skills or new activities were likely the reason that the subject struggles to find credibility, and is thus called "gym" by many.

The contrast between Bernard's elementary, reflecting on his junior and high school experiences provided many insights for Bernard. These reflections made Bernard realize just how passionate his primary/elementary teacher was in comparison to many other teachers, which framed the way that he perceived effective teaching of PHE. After deciding to become a PHE teacher on his own, Bernard suggested that he wanted to model the passion and enthusiasm that this teacher possessed, which became quite difficult as a substitute teacher.

A substitute teacher's struggle for a well-managed classroom. Bernard discussed the importance of building a relationship with the students that he has taught, as strong relationships are the foundation of a strong classroom community that reduces classroom management issues. Although Bernard understood that he needed to develop a relationship with students that he taught as a substitute teacher, he found it very difficult to do so while teaching in a substitute role. As a substitute teacher, Bernard rarely had the opportunity to teach the same students frequently, which prevented him from learning names and discovering the student learning styles. In addition to not knowing preferred learning styles, implementing effective classroom management techniques for each class was difficult and often done on a trial and error basis.

Bernard talked about how he often felt a lower level of respect compared to the full-time teachers and shared stories about things students would do/not do when the full-time teacher was present. Bernard remembered times as a substitute teacher where many students would try to get away with doing absolutely nothing in class, or even make up excuses that they were sick or injured so that they could avoid participating. As a substitute teacher, it was very difficult for Bernard to determine which students are

genuinely sick or injured, and which ones are telling lies, because he did not have the time to build a trusting relationship with students. In addition, it is also difficult for a substitute teacher to follow up on students that they had in their classes, without knowing any history and background of those particular students. Many students would also lie about the activities that they were doing with their full-time teacher, and would suggest that the class do a different activity than the one left on the lesson plan. Bernard believes that part of the reason that students treat substitute teachers with a lack of respect is that they may only see them a few times a year, so it is very difficult to build a relationship of trust.

Reflection. Throughout our conversations, Bernard consistently talked about the powerful impact that his past experiences as a student of PHE had on his subsequent perceptions of teaching PHE. He realized that having a teacher that had a well-managed classroom was something that he saw as important, while he eventually strived to achieve this type of teaching style as a teacher in a substitute role. The PHE teachers that Bernard had in both junior and high school also had an indirect impact on his life as a substitute teacher, as they showed him what a stagnant PHE program would look like without any introduction of new activities and with little passion on behalf of the teacher.

As we moved through Bernard's life leading up to and including life as a substitute teacher, it was very difficult for him to discuss his teaching identity and philosophies without reflecting and revisiting his experiences as a student in PHE. This allows not only Bernard, but also the reader, to understand the importance of reflecting on the temporality of his life. These beliefs about PHE that Bernard had in the past were then brought through and challenged or built upon while attending PHE, before finally

beginning to substitute teach. As Bernard began to teach, the experiences as a substitute teacher also adjusted his vision for teaching, as he began to realize just how difficult achieving a well-managed classroom would be while teaching in a substitute role.

As I reflect on Bernard's experiences temporally, I notice that his past experiences that have impacted his beliefs as a teacher of PHE were all about his time spent in the school setting. This makes me believe that Bernard has considered PHE to be solely what happens in "Physical Education class" rather than a lifestyle of participating in physical activity. This section of the narrative is much more different than my own experience, as I found my life outside of the school to be the most influential in my decision to become a teacher of PHE, as well as the identity that I have developed for that role.

While Bernard reflected on his life through the sociality commonplace, it was also evident that his beliefs and opinions about teaching PHE also adjusted as he moved through his life. As I reflect on Bernard's experiences, I find it interesting that his beliefs of teaching PHE as a child were very similar to those that he experienced in PHETE. Although the PHETE program taught of very innovative teaching methods and positive views of PHE, his entrance to the teaching profession was somewhat of a culture shock. As Bernard began to teach in a substitute role, he began to realize that many of the things that he believed about teaching PHE were not obtainable as a substitute teacher. While learning in a positive and passionate PHETE program, life as a teacher showed that many programs in current schooling lacked passion and innovative teaching. As a substitute teacher, Bernard often had to replicate the way that the full-time teacher taught, which also prevented him from many of the things he believed in.

In contrast to my own story, Bernard's experiences of growing up, attending university, and subsequent early substitute teaching experiences all occurred in the same general physical location. Bernard was fortunate enough to attend his PHETE program while continuing to live at home with his parents. As I moved through life, I grew up in a very rural town, only to be uprooted and move to a larger city to attend PHETE and begin teaching. Once Bernard began to substitute teach, he again continued to live with his parents and substitute teach at some of the schools that he attended as a student. This is important, as his views and beliefs of teaching PHE were often limited to those that were experienced at those schools and within his life living with his parents.

The Influence of PHETE on Future Teaching of PHE

PHETE can often be a place where pre-service teachers can reinforce pre-existing values of PHE as a child, and add to their understanding of the subject area. However, there are times when differing teaching practices and conflicting beliefs can lead to a time of frustration and struggle for those enrolled. Bernard's experiences throughout PHETE were no different than this, as he believes in the power of learning from someone that has similar beliefs, but recognizes the potential for learning from teachers with differing values than his. When on a pre-service teaching placement, Bernard also struggled with reality as he was surprised with the lack of passion and positive energy towards the PHE program as shown by both students and teachers.

Learning from PHETE professors with similar beliefs. Bernard entered the BPE program in the first year that the program was revised and had new professors. This new program had a few different courses removed and added, as well as a new list of professors that were very enthusiastic about PHE. These professors modeled teaching

behaviors that they wanted their students to learn, such as using communication with students, considering student feedback in the development of the course, and treating students in a professional manner. Bernard suggested that these teacher educators challenged his pre-conceived notions of PHE, and changed the way that he views PHE as a subject area. These instructors made Bernard believe that he was much more competent and confident in teaching PHE, as he felt that he was a valued contributor to the PHETE program. By having these instructors, Bernard differentiated his negative PHE experiences of simply “rolling out a ball”, as they allowed him to understand that there is more skill involved with teaching various activities than students even realize.

The struggle of learning from teachers with different philosophies. Although there were a number of new teachers throughout the BPE program, there were still some teachers that held conservative views about PHE programming, and promoted a traditional sports-based program. As Bernard learned from these teachers, he would often question the origins and quality of this type of program, how useful a sport-based program was in achieving curriculum outcomes, and if modeling the program was worth the trouble. As these teachers believed in and taught from different perspectives than Bernard and many other students in the class believed in, he was forced to constantly consider and reconsider his own thoughts in comparison to those being taught.

Bernard also discussed his struggles with voicing his opinion about the program to these professors as he truly believed that these instructors held his future teaching career in their hands. These teachers have had a lot of influence within the PHE community, and would likely be a reference for a student like Bernard when they were applying for jobs upon graduation. These teachers were also responsible for providing

grades to students like Bernard, and most students believed that questioning teaching methods would be detrimental to grades achieved in that course. Due to these reasons, Bernard often struggled with his opinions silently, and allowed other more outspoken students in the class battle with the professors if there was something that they all did not agree with. This was an important contribution my research puzzle, as it introduced me to the types of pressures that substitute teachers such as Bernard encounter throughout their teacher socialization process.

Tensions in pre-service teaching. Throughout his BEd internship in the high school that he attended as a student, Bernard was very excited to have the opportunity to make an impact on the students that he would be teaching by incorporating new ideas that he learned throughout PHETE. When he began his internship, it was disappointing to see that the majority of the program at the school remained exactly the same as when he was a student. The teacher that Bernard was placed with seemed to lack motivation and energy for the school's PHE program which clearly had an impact on students. Many of these students were satisfied with a program that was keeping the status quo of traditional sports experiences, as they have never seen anything different. This was a shock to Bernard, as he remembered how positive his experiences as a child in PHE were, and had hoped that the current students at the school were benefiting from the PHE program.

When Bernard began pre-service teaching, he had a number of new activities that he wanted to introduce to the class and teaching strategies he wanted to try. Although the teacher that Bernard had for his internship was supportive of him trying new activities and developing his own teaching style, Bernard mentioned that he felt pressured to replicate the program that already existed at the school:

“I still felt that I had to teach like them in some sense. One reason for using the same teaching methods is that I did not want my cooperating teacher to feel as though I was belittling their teaching. In addition, I knew that students were used to learning in a particular way, and I didn’t want to get any resistance from students when I tried to change the way in which they were taught.”

Although there was a lack of positive energy towards the PHE program and Bernard felt pressure to conform, he admitted to learning a lot about himself as a teacher of PHE throughout his pre-service teaching internship. As the PHE teacher left much to be desired, Bernard constantly seen himself questioning the program, and determined ways that he could promote a program in the future that students would have a positive attitude towards. It was at this time that Bernard began to understand the importance of becoming involved within the school, and being openly passionate about the program in order to promote it. This left Bernard to become a volunteer with a number of things around the school and the community, including cycling fundraisers, Terry Fox runs, dances, and research that will advance theoretical understandings of PHE.

Reflection. As I reflect on Bernard’s experiences, I realize just how difficult it was to learn from a wide range of professors within the PHETE program. When learning from professors with similar philosophies, many of Bernard’s pre-existing beliefs were confirmed, which led to little struggle. Bernard believes in using reflective practices to ensure that his teaching practices are all used to achieve his teaching philosophy. As he reflects, he considers constant student feedback, and his own notes, to determine if his teaching matches his vision. These instructors helped Bernard further understand the qualities of an effective PHE teacher and elements of a quality PHE program.

When learning from cooperating teachers during practicum experiences that had differing opinions, Bernard struggled to find meaning, or even discuss his vision for teaching PHE openly with his professors due to fear of repercussions. Unfortunately, pre-service teaching experiences were disheartening for Bernard as the majority of the things he had envisioned and learned about throughout PHETE were not possible at the school level, leaving him to again reformulate his vision for teaching PHE.

Although Bernard struggled throughout his learning from PHETE instructors with different philosophies, it strengthened his ability to think and reflect critically on his teaching practices. When provided with the opportunity to have co-operating teachers that encouraged him to explore his own style, Bernard felt like he was developing his own philosophy that was sometimes different than those teachers he was with. Moving forward, the lessons that Bernard learned throughout PHE are ones that he struggles to hold on to as he has left pre-service teaching and become a substitute teacher. As a substitute teacher, Bernard often ignored his own beliefs as a teacher in order to fulfill the wishes of the full-time teacher and receive future employment. As we discussed his substitute teaching experiences, he admits that there were times that he taught in ways that did not resemble what he envisioned his role to be as a PHE teacher.

While reflecting on Bernard's pre-service teaching internship, I find it very interesting that what he viewed as a very negative experience was actually an introduction to what it is like to teach PHE in today's society. Having students that are not passionate about PHE is very common, especially when they have become accustomed to a teacher that is at the end of their career, and lacks enthusiasm. Although this may have seemed negative, Bernard has used this as a learning experience moving

into the future, as he no longer takes for granted that all students and teachers do not have the same enthusiasm towards the subject, which required him to enter the program with increased drive and motivation. Bernard's constant effort of becoming connected to the community that surrounds him emphasizes that he understands the importance of the sociality commonplace, and how those individuals that surround him play a role in how he envisions himself as a teacher.

Identity as a Teacher of PHE

When discussing his teaching identity, Bernard emphasized the impact of the local community on how he perceived himself as a teacher of PHE. As he spent time teaching in both urban and rural settings, he emphasized that although he was teaching the same subject, he was perceived much differently by those around him, which also changed the way that he saw himself. As a PHE teacher, Bernard explained the central concern of his philosophy towards teaching as developing physical literacy through a wide range of activities for the students in his class. This has not always been easy for Bernard, as he has struggled with his teaching identity while teaching in a substitute capacity. Being a substitute teacher has often required Bernard to teach following the philosophy of the teacher that he was substituting for in order to keep the status quo and please both the full-time teacher and students involved; thus, leading to minimal interruption in student learning. Although assuming a teaching philosophy may have seemed to lead to minimal interruption in student learning, it did cause Bernard to question his own teaching identity.

Impact of local community on teacher identity. Bernard has spent time in both urban and rural areas of NL teaching PHE in both substitute and replacement roles. When

discussing substitute teaching experiences, Bernard suggested that the community that surrounds the school also has had an impact on the way he perceives himself as a teacher of PHE.

During his time in an urban city teaching, Bernard felt as though he was seen as only a substitute, and did not feel very confident in his abilities. Bernard believed that a lot of people, whether school administration, full-time teachers, or community members, would see him in only that role. As we discussed interactions with community members, Bernard suggested that he would always introduce himself as a substitute teacher, as he did not feel comfortable identifying himself as a PHE teacher, and did not feel like one at the time. Having this belief about himself was likely due to the experiences that Bernard has had substitute and replacement teaching within the city. For example, Bernard recollected a replacement that he had at a large city school where there was three PHE teachers at the school, and he felt that he had to teach whatever the other two were teaching in an attempt to keep the status quo. Any time that Bernard attempted to complete a new activity, the other two PHE teachers discouraged him and said that they never did those activities at the school before, and that they were going to avoid them. As he was new to the school, Bernard began to adopt a teaching style and use activities that he was not totally comfortable with, or did not see the value in. In this sense, he felt as though he had very little choice in what he wanted to teach. In this situation, it did not matter if Bernard's students had different interests in activities such as volleyball or getting outdoors, as he was doing what the other teachers were doing to make sure the equipment was set up, and to make sure everything went smoothly and that the other two PE teachers were essentially happy.

Having the opportunity to teach in a rural area of NL provided Bernard with the much-needed boost that he needed in his confidence as a teacher. When replacing someone in a very small community, say about five-hundred people, Bernard could remember people around the community saying “oh you are the new PE teacher, you’re the new PE teacher, you’re not a substitute teacher”. At the time, he was also teaching science and health, but there was no mention of him teaching either of those subjects. The community saw Bernard as someone who could come in and help get their kids active and involve them in the school and teach them sporting skills as well as outdoor skills. Everyone seemed very excited about him as a new young teacher, and he felt more welcomed than when he was teaching in the larger city setting. In saying that, Bernard has discussed his belief that the local area that you teach in makes a difference in how you envision your own job as a PE teacher. Within the atmosphere of a smaller community, Bernard felt very confident and comfortable in implementing his own teaching style and what he wanted to teach.

Role of PHE teacher in developing physical literacy. Bernard was very clear on his role as a PHE teacher—to develop physical among students in grades kindergarten to twelve and act as a positive role model not only in the school, but also within the community. When asked what physical literacy means to him, Bernard suggested:

Physical literacy requires students to be proficient and confident in fundamental movements that are common among a wide variety of activities in a number of different environments. Being confident in these fundamental movements, while cooperating with others, can provide a strong foundation for students to participate in lifelong physical activity even after they leave the school setting.

In order to act as a positive role model in the community, Bernard gets involved in as many community events as possible. When having a conversation around what he has done for the community, Bernard discussed fond memories of volunteering with fundraisers that involved walking, running, coaching, sports or even research opportunities that further develop the PHE knowledge base. While replacing a full-time teacher, Bernard felt that he was responsible for developing physical literacy in the students that he was teaching. This was not an easy task, as many of the students were very weak in a number of movement and cooperative skills that are associated with physical literacy.

While replacing a full-time teacher, Bernard believed that it was his role to ensure that students were achieving curriculum outcomes for their particular age group in each of these areas. For grades seven to twelve, he also suggested that he felt obligated to develop physical literacy, which was an area that he felt many of them were very weak in. Developing physical literacy among the classes that Bernard was now teaching was a struggle, as the full-time teacher that he was replacing did not have the same beliefs. Many students were weak in either movement skills or sport skills, so Bernard had to be committed to allow them to develop in these areas in order to ensure that they will be able to participate in a wide range of activities after leaving school. While trying to teach these skills, Bernard also incorporated concepts of cooperation and responsibility, in order to ensure that students can successfully work with others.

Achieving goals put forth in Bernard's teaching identity, including the development of physical literacy, was often challenging as a substitute or replacement teacher, as many students are resistant to any skill development or activities that does not

involve simply playing games. When on a replacement teaching experience for an extended period of time, Bernard noticed that student fitness levels were much lower than they should be. The students in this class were very out of shape for their age, as they could not run for an extended period of time without having to stop, and they had very little physical strength. Bernard decided that he would begin a fitness unit in order to improve fitness levels. When introducing the unit, students became very reluctant, and suggested that they never used to do fitness with their past teacher. This was an important realization for Bernard moving forward, as he realized that not all teachers place emphasis on physical literacy, and as a result, many students do not receive proper instruction in this area. Bernard suggested that this experience showed him just how important following his own teaching identity is, as he will ensure to promote physical literacy to all students he teaches, so that they can succeed in later PHE experiences, and life after school.

Struggle of forming and reforming of identity. As Bernard still feels very inexperienced in the field of teaching PHE, he feels that a strong portion of his identity that was formed before and during PHETE remains. Being given the opportunity to replace other teachers has actually been beneficial for Bernard, as he has a better understanding of what things work, and what does not work in the school system. Although these experiences helped develop Bernard as a teacher, he still believed that the things that he has learned throughout his university training played a major role in his identity as a teacher, which was difficult with the number of negative teaching experiences he has had as a substitute teacher.

As a substitute and replacement teacher, Bernard voiced his concern about the way that PHE is actually taught in schools, and how little of a role the substitute teacher plays in the development and delivery of the PHE curriculum. After developing strong beliefs and values in PHETE, Bernard experiences difficulty handing onto these beliefs as much of the knowledge, teaching methods, and classroom management techniques were being washed away by the negative experiences he has had. Although sometimes indirect, Bernard felt pressure from the schools that he teaches in to remain status quo and not change the way that the program was being taught.

While discussing memorable teaching experiences, Bernard vividly remembered the issue of large enrollment in high school PHE courses, as everyone needed at least one course to graduate. As a substitute teacher, Bernard recollected how it was nearly impossible to have any regard to the curriculum outcomes as the majority of time spent with a group of 32-33 students was on managerial tasks. On one particular day, Bernard was asked to substitute teach for a PHE teacher that had a class of approximately 32 students from different grade levels. Many of these students were in grade twelve and did not take PHE seriously, so a lot of them treated PHE as a joke. Although Bernard enjoyed having classes that wanted to have fun, they had no regard for the curriculum outcomes in PHE, and were impossible to get organized or settled which was very difficult as a substitute. In one particular class, Bernard was asked to have students play ball hockey by splitting teams into five groups of seven students. Having 21 students at a time sitting on the sidelines and being idle often left Bernard to wonder what they were getting out of the PHE class. This bothered him so much that he can remember in the last five minutes of class telling all students in the class to join in just so that everyone had some time playing

in the activity. This experience was a struggle for Bernard as he believed in providing activities that would promote optimal time spent participating in physical activity. This was a fundamental belief that formed part of his identity and what he believed was a characteristic of a quality physical educator. But because Bernard wanted to get more work at that particular school, he followed the plan that was left for him, and did the hockey activity. Struggling with this internal conflict, Bernard ended up adjusting the class so all could participate, as he could no longer deal with having those students sitting idle, regardless of the consequences.

Reflection. Throughout my conversations with Bernard, we both believed that our identities as teachers are something that is ever-changing and constantly being reformulated. After spending time substitute teaching in a rural community, Bernard has placed much emphasis on the way that they perceived his teaching of PHE, and how it has impacted his own beliefs. Although Bernard has strong opinions of his role as a PHE teacher in the development of physical literacy, he also constantly struggles with his identity while teaching in substitute and replacement roles.

When living alongside Bernard, I was surprised to discover his understanding of the sociality complex, and the impact that those surrounding him have on his own beliefs. Living in a small community that appreciated him made him feel as though he was no longer a substitute teacher, but a “real” teacher of PHE. When Bernard felt as though the community and school that surrounded him believed in the program that he was trying to promote, it revitalized his opinions and beliefs that he had been hiding for so long. As I reflect, I believe that teaching in a small community rekindled his confidence and beliefs that were present in PHETE, and allowed him to strengthen his own beliefs by combining

them with those around him. While teaching in this small community, Bernard was able to make his own lesson plans, and teach based on his own beliefs and opinions, which contributed to his sense of being a “real” teacher. The fact that the surrounding community was very vocal in sharing their similar beliefs and appreciation contributed to a feeling of belonging for Bernard, as he no longer had to struggle with any other full-time teachers’ or parents’ differing values and beliefs.

The emphasis placed on differences between rural and urban areas is also something that is interesting to me. As Bernard discussed replacement teaching, the importance of place was quite evident, as he suggested that the same position in two different areas were basically two completely different jobs. As Bernard taught in a rural area, there were many less students, and therefore much less emphasis on athletics, coaching and competition. This allowed Bernard to focus on what he felt was most important, which was the development of physical literacy. Within the urban city, the surrounding population expected more of coaching and athletics, which left little time for development and implementation of a sound PHE program. Having multiple PHE teachers at one school influenced Bernard’s discovery of himself, as he felt pressure to create similar experiences, just to retain status quo.

Moving forward temporally from these experiences, Bernard seems to have learned a number of things from each setting that can be carried forward. Viewing life as a PHE teacher has been a rewarding experience from both types of places, as he now knows that what has happened in one is not what will always happen in every school. While teaching in the future, Bernard will continue to be aware of his surroundings,

regardless of the place that he is teaching in, and always include the students and community within the framework of his PHE program.

The Need for Support and Connectedness as a Substitute Teacher

Substitute teachers often feel alienated within a school as they are constantly teaching in different schools and different subject areas, leaving them little time to become comfortable. This issue can often be intensified for PHE teachers in substitute roles, as the marginalization of the subject area, different clothing and physical location within the school can often lead to increased feelings of isolation. Although Bernard believed his role to be a developer of physical literacy, many full-time teachers within the schools that he taught in considered him as merely an uninteresting ‘babysitter’ with little responsibility. Throughout his time teaching in substitute roles, Bernard remembers the importance of connections for achieving future meaningful employment. Getting to know other teachers and administrators increased chances for Bernard to receive teaching days as a substitute, and also led to replacement teaching opportunities. In order to deal with struggles he encountered as a substitute, Bernard also gained support through both provincial and national PHE special interest councils, as well as his former high school.

Feelings of alienation as a substitute PHE teacher. Bernard suggested that PHE was often valued less than other core subjects by both staff members and community members, which further complicated the way that he identified himself as a substitute teacher. When discussing this feeling of alienation with Bernard, he suggested that being a substitute teacher left him feeling alone and unsupported many times, but substitute teaching in the subject of PHE was even more of a struggle. In fact, there were a number

of times throughout our conversations that he would discuss feelings of alienation and isolation due to the subject he was teaching:

Many full-time teachers treated me as an outsider, as they did not engage in conversation or spend any time getting to know me. . . When substituting for PE, the gymnasium is often separated from other classrooms, which does not leave any opportunities for conversations with other teachers. This often made me feel both isolated and out of place at a number of schools where I taught in a substitute role.

Throughout professional development opportunities and staff interactions, many staff members are grouped into their academic subjects, which often left the one or two PHE teachers in isolation. This isolation made Bernard realize that PHE teachers were often times not integrated with other subject areas, which in turn showed the lack of importance placed on the subject.

Although Bernard had a clear vision for his teaching identity as developing physical literacy throughout a well-managed, positive classroom environment, he suggested that many full-time teachers did not view him the same way. Bernard felt that his colleagues saw him as a substitute teacher, although they did know that he is a trained PHE teacher. Many of these full-time teachers seen Bernard as just a temporary babysitter that would not be around for long, which made them not even become engaged in getting to know him personally. When Bernard taught in substitute roles within the school, other full-time teachers spent very little time discussing educational aspirations or curriculum as they believed that he would only be there for a day or two, and therefore would be no point in getting to know him.

The vision of Bernard as a babysitter rather than a developer of physical literacy among full-time teachers was also visible throughout the teaching assignments and lesson plans that were left for him to complete. Bernard believed that teaching assignments that were left for him as a substitute teacher were often inconsistent and pointless, as many times he was required to act only as a babysitter, or simply asked to roll out a ball on a particular sport. As he would read a lesson plan, he continued to realize that many of these lessons were simply playing games in an attempt to keep students from getting in trouble, rather than spending time teaching skills or strategies. When full-time teachers left these lessons to be covered, it made Bernard question whether or not they believed that he was capable of continuing to teach the curriculum; thus, questioning his ability as a teacher.

The importance of connections in achieving future employment. As a substitute teacher, Bernard emphasized the importance of using and making new connections throughout the province of NL in order to get employment. There were a number of instances where Bernard knew the administrator that was responsible for calling substitute teachers, and he believed that there were a number of times that he would be called for a day of work over strangers that the administrators did not know. In order to increase chances of getting calls from other schools, Bernard went to visit nearly every school in the area with a resume in his first year for a chance to get to speak to the individual that was responsible to build a relationship with them. When meeting with administrators, it allows them the chance to put a substitute teacher's face to a name, and have a small conversation, while also providing a paper copy of the substitute teacher's credentials.

As October and November began, substitute teachers like Bernard began to get busier, and many different schools called Bernard for one day of work. Bernard suggested that the way you presented yourself when he got the chance to come into a school definitely impacted his future employment opportunities at that school. After the first few months of the school year as a substitute last year, it became very clear which schools were going to be loyal to Bernard, as the same two or three schools continued to call him back frequently. Whenever he could take time at these particular schools, he would in order to remain as loyal as possible and to please the administration that put their faith in him. After building a relationship with one certain school, Bernard began to get very steady work there. After substituting for one particular teacher who became ill, the administrators at that school provided him with a replacement teaching opportunity until the end of the year as they felt comfortable in their abilities. Without these connections, Bernard would not have been given this opportunity, which he believes played a major role in subsequent opportunities for replacement contracts, as he was entered in the replacement contract interview pool.

Connections as a form of support. Although many academic subject teachers marginalized PHE, Bernard suggested that there is a very strong local PHE community that did its best to promote it as an academic subject area that is valued. This PHE community included a local special interest council, as well as national governing bodies for PHE. As a first-year teacher, Bernard attended the local PHE interest council conference within NL, where he began to become connected with a number of teachers throughout the province. As he began to realize the power of these connections, he decided to accept an opportunity to attend a national PHE conference in another province,

which he seen as a very empowering experience. Meeting other passionate professionals that have had similar experiences was a great source of comfort for Bernard, as he often learned some coping strategies for issues that were happening as a substitute teacher. These conferences also gave Bernard hope moving into the future, as he no longer felt isolated, but connected with other

Another form of connectedness that Bernard discussed was the chance to return to the high school that he attended as a student to teach in a substitute role. As he already knew a number of staff members at that school, and did some time volunteer coaching on his internship experience, Bernard felt quite comfortable within this school compared to other schools he taught in. As most of the people at this school knew Bernard quite well, he would often be included within the social life of the teachers, and felt very invited while attending as an integral part of their staff. Socials and community building events with other teachers allowed Bernard to meet new teachers, while also solidify relationships with teachers he previously knew.

Reflection. Feelings of alienation and marginalization as a PHE substitute teacher ultimately discouraged Bernard and left him to question his career as a teacher of PHE. Teaching in a substitute role prevented Bernard from achieving his goal as a developer of physical literacy, while others seen him as merely a babysitter. As Bernard began to make connections with other teachers and administrators, he began to realize the impact that these connections could have on his teaching of PHE. Building relationships with other teachers and administrators led to not only numerous substitute teaching days for Bernard, but also replacement teaching opportunities. Once Bernard returned to his hometown to teach, he also relied on these connections as a form of comfort. The

teachers at the local school that he already had connections with treated him as any other teacher, which made him feel more confident in his abilities. He also drew support from the local and national PHE governing bodies, where he attended conferences to build further connections and gain inspiration.

Reflecting on Bernard's journey in a temporal manner allowed me to appreciate how gaining connections as a substitute teacher allowed him to settle into his role. As a beginning substitute teacher, Bernard's feelings of alienation did not allow him to think clearly of his role as a teacher, and he struggled to find a purpose within his job. With each connection made, Bernard became increasingly more comfortable in his role, and began to gain more respect from those around him. Building these connections is an excellent way for Bernard to continue to teach PHE throughout the future, as he can gain inspiration and ideas from these people in order to provide the most innovative PHE program possible.

Bernard's efforts in building connections with not only local teachers but also nationally through attending PHE conferences again speaks to his desire to learn through the beliefs and opinions of others. Spending time and money to attend conferences has provided Bernard with a strong support system that can not only give him advice about how to navigate struggles of teaching PHE, but also allow him to feel more accepted and comfortable within his role.

When reflection in the places that Bernard has been, I am intrigued with the dedication that he has had while trying to achieve his goal of becoming a PHE teacher. Bernard returned to his home town as a source of support and advancement, in order to draw on any previous connections and begin new ones. As his connections with others

grew, so too did his experiences throughout a number of different places in the province. Bernard moved from the largest urban cities to the smallest rural communities while searching for advancement and support in the field of PHE. His passion of travelling to other provinces throughout the country to broaden his perspective will also be beneficial in providing a sound PHE program that is beneficial to all.

Chapter 6

A Narrative Account of Victoria

Victoria is a twenty-six-year-old PHE teacher that has recently been informed that she will be forced to relocate for the upcoming school year. As a young student, Victoria attended schools that had high enrollment numbers as they serviced many surrounding communities throughout rural areas of the province of NL. Victoria really enjoyed living in a more rural portion of the province as a child, which has played a role in the school setting that she prefers to teach in. When Victoria was given the opportunity to choose where she wanted to complete her BEd internship she returned to her junior and high school in rural NL, where she had strong connections with many of the teachers and administrators. After completing PHETE, Victoria again decided to return to her home where she would draw on these connections in an attempt to obtain employment as a substitute teacher.

In her first year of teaching, Victoria was teaching in a substitute role in rural parts of the province. At the end of her first-year teaching, she spent an extended amount of time replacing the PHE teacher at the local school who was injured on the job. In her second year of teaching, Victoria felt fortunate to achieve a permanent 0.5 teaching position in a very remote area of NL; however, was still forced to substitute in her free time as 50% wages were hardly enough to live on. At the end of her second-year teaching, Victoria's position became redundant, and is being forced to relocate an eight-hour drive away to an urban center in NL to continue teaching at the 50% level. As a student, Victoria grew up in a community that had very passionate PHE teachers. Her

classroom and school sizes were fairly large, despite the fact that she was not located in one of the most urban areas of the province.

Importance of Assertiveness as a Teacher of PHE

As a student of PHE, Victoria was a student that participated in a successful PHE program ran by an assertive teacher who held students accountable for their actions, and continuously defended the integrity of the program that he provided. When asked why she felt that being assertive was so important to her as a teacher of PHE, she suggested that with an assertive teacher, student participation is always increased, which in turn improves student morale and contributes to a safe and respectful classroom environment. As Victoria began pre-service internship teaching, she quickly realized the need to be assertive with students, which was a struggle at such a young age. Returning to her hometown to complete this internship also made being assertive more challenging, as many of the students knew her on a personal level outside of the classroom, which required her to set boundaries with those students. There were a number of times while teaching in a substitute role when Victoria experienced what a classroom was like without an assertive teacher, which prompted her to decide that she needed to learn how to be more assertive. This meant Victoria had to defend her PHE program to students, parents, and fellow teachers in order to gain respect throughout the school.

Learning from an assertive teacher. From her time as a student, Victoria remembers how beneficial it was to have a teacher that was assertive within the classroom. The high school PHE teacher held all students accountable, thus participation rates were high, and so was morale. Victoria vividly remembered when she first started with this teacher and students would try to “forget” their physical education attire. This

teacher did not allow students to use this as an excuse to avoid participating and had a very memorable solution to the issue, which would prevent the students from ever forgetting their PHE clothing again:

There was no such thing as forgetting to bring your gym clothes. The teacher had these “bad boy” shorts that he made the boys put on. They were really short shorts, so no one forgot their gym clothes because you didn’t want to wear the bad boy shorts.

When students in the class realized that this teacher was going to make them participate regardless of the attire they brought with them, most students believed that it was less embarrassing and uncomfortable to just bring their own clothes and participate.

Within the high school PHE program that Victoria attended as a student, the teacher was very adamant on protecting the reputation of PHE throughout the school in order to improve participation and perceptions about the PHE program. This teacher would not allow students to refer to the program as “gym”, but only as PHE, to avoid the assumption that it is a place made only for fun and games with little learning. This teacher even had t-shirts made that read “at this school, it’s not gym, it’s Physical Education”. He had them made and handed out to each student in the program to build a more positive atmosphere and to let students know that the program would be taken seriously. In addition, his emphasis on PHE was that there was actually education and learning happening in a physical manner, and not just a place for students to burn energy.

Learning how to be assertive through pre-service teaching. Throughout my conversations with Victoria, it was evident that she struggled with learning how to be assertive with students throughout her internship and the beginning of her teaching

career. Prior to beginning her internship in her hometown, Victoria coached and volunteered with a number of the students and knew many of them on a personal level. When Victoria began to teach them as a PHE intern, they began to call her by her first name, which they had done for so long and were accustomed to. Victoria found it difficult to tell the students that they could not call her by her first name while in school, without damaging the relationship that she had built with them previously. This was a struggle with a number of students, as she wanted students to like her and to do a good job. But she had to develop boundaries with students to remind them that she is a teacher and they are the students, which was a critical component to being assertive.

In order to become an assertive teacher, Victoria's internship cooperating teacher suggested that it was important for her to recognize what assertive teaching looks like. By observing various teachers during her internship, Victoria realized that assertive teachers have a strong sense of classroom management and control, while also holding students accountable for their actions. Further, her cooperating teacher suggested that being assertive requires good classroom management, having a strong voice in the classroom, and not to second guess yourself while you are teaching. Also, she felt it was important to "be the boss" in the class, and for students to listen and follow instructions from the teacher. With little teaching experience, it was very difficult to develop the strong sense of classroom management and control that was required to be an assertive teacher.

In learning to be assertive, Victoria also mentioned how her young age posed a challenge. Many of the students at the school did not see Victoria to be much older than them, and thought she was a fellow student, asking what grade she was in. Many of her students also felt that they could do whatever they wanted because they thought she

would not report them to the administration. As she returned to the school she attended as a student, many of the teachers there could not believe that she was old enough to be teaching, and continuously reminded her of what she was like as a student. Although this brought back fond memories, it made it much more difficult for Victoria to establish herself as a teacher. This was important in Victoria's development, as she found it very challenging to achieve her vision for teaching PHE, when students would not take her teaching, and classroom management, seriously.

Assertiveness as a substitute teacher. When beginning to teach in a substitute role, Victoria had a number of fears surrounding classroom management and being assertive, as she would not have the opportunity to get to know the students and build a relationship with them. Even on her first day of substitute teaching, Victoria was determined to be assertive and gain the respect of the students in her class, but did not realize just how quickly things can escalate:

As students were doing their warm up laps, there was one student that would jump and touch the letters that were on the wall for the Ultimate lesson. I did not stop the student, and soon every student was jumping up and touching the letters on the wall. One minute later, there was a student that was no longer running at all and was climbing the curtain on the stage.

This incident changed the way that Victoria taught from that point on, as she realized that it is very important to make sure that she was more assertive in the future with students, regardless of what they were doing.

While on a PHE replacement contract, Victoria felt that it was very important to justify and defend the dignity of the PHE program that she was teaching, similar to her

own high school PHE teacher. Many other parents, teachers, and students believed that PHE was a place that you are just given ‘grade by chance’, rather than using an evaluation or assessment strategy, which is another area that she feels ‘belittles’ the program. As a teacher, Victoria felt pride in her assessment and evaluation strategy, suggesting that the way that she assigns grades is very methodical:

“I have a book, which combines a number of assessments and observations, that all combine to give me a student’s mark. When students or parents contact me to say they disagree with the mark that they got in “gym” I ask “Is that what it says on your report card? Gym?” and go on to lecture them about each component of the grading scheme.”

These assessments of students are very methodical, as she used a book that combines all assessments and observations that she makes in order to create a student’s mark for their report card. The students within Victoria’s class also understand what they are being graded on, as Victoria had taken the time to explain how she assesses, what she is looking for, and how to succeed in the program. There were some parents; however, that would contact Victoria to say that they disagreed with a student’s “gym” mark on their report card, where they should have excelled because they played on a team outside of school. Victoria spent time explaining to the parent that PHE is not a place where students are only graded on their skill, but also on their social, affective and cooperative development. She also suggested to parents that she did not go to university for five years to do a degree in “gym” and that he takes her job as a PHE teacher very seriously in order to educate students through physical movements.

Reflection. It was clear to Victoria that her experiences from a very young age demonstrated the impact that an assertive teacher can have on a PHE program. Victoria believed that an assertive teacher was someone who held students accountable and consistently defended the integrity of the program, which was important in elevating student participation and morale within the PHE program. Having an assertive teacher allowed Victoria to witness what assertiveness looks like, and how it can allow a PHE program to run much smoother. As a student learning throughout this program, it was evident that the teacher cared a lot about the program, and would do anything to ensure that everyone at the school knew that it was important. As a pre-service teacher that returned to her hometown to complete her internship, it was very challenging for Victoria to become an assertive teacher when she knew many of the students that she was to teach on a personal level outside of the school. As a substitute teacher, Victoria feared that teaching assertively would be challenging, as she would not get to build a relationship with the students that she was teaching, as she was constantly moving from one school to another. As a substitute teacher, changing from school to school is an obstacle in teaching assertively, as it is so difficult to get to know the students, and they often do not take a substitute teacher seriously. Reflecting on knowledge of past PHE teachers that taught assertively is a great way to model current teaching practices in the same manner.

When reflecting upon Victoria's experiences temporally, I realize just how influential learning under an assertive PHE teacher has been throughout her journey as a PHE teacher herself. This view of an assertive teacher changed the way that she believed a successful teacher should teach, which adjusted the way that she wanted to teach as a pre-service teacher. Once she graduated from PHETE, Victoria still aimed to teach

assertively, based on the positive impression that her teacher made on her as a student of PHE. In the future, as Victoria gains even more substitute teaching experience, she will continue to establish her reputation as a teacher, and likely become more assertive towards the students that she is teaching. As a substitute teacher, thinking temporally about past teaching practices is very important, as it provides the teacher with information about what strategies have worked and what has not. When a substitute teacher does their job without reflecting critically, they will likely repeat similar mistakes and ineffective strategies that they should have already known about.

As a researcher, I find it intriguing that Victoria constantly observes other PHE teacher's actions, beliefs and ideas about being assertive in the PHE classroom. I believe that having an assertive PHE teacher earlier in her life set a strong foundation for expectations of her teachers, as she expected this type of teaching within subsequent experiences. Although it was quite some time ago, Victoria could vividly remember a number of experiences when her PHE teacher acted assertively. This continued for Victoria as she began her pre-service teaching experience, as she asked her cooperative teacher what assertive teaching looked like to him, so that she could begin to model those behaviors. This constant questioning of those teachers around Victoria suggests to me as a researcher that she truly values the opinions of those around her, and uses the information that they provide her with to positively influence her own teaching practices. As a substitute teacher, it is important to be reflective as Victoria has, to continuously check what your past experiences have been, how they impact your current teaching, and how you will move forward into the future.

Although Victoria is determined to teach assertively, I consider her description of assertiveness as simply qualities of an effective teacher. An effective teacher is someone who is fair, consistent, and uses authentic assessment strategies to evaluate students' progress. Teaching in an effective manner has proved to be a struggle for Victoria as a substitute teacher. In order for students to understand that you will be teaching them in a fair and consistent manner, it is important that they get to know you as a teacher. One difficulty that is associated with teaching effectively as a substitute PHE teacher is that it is very difficult for students to get to know you when there is very little time to build a relationship with the students being taught, as the teacher is constantly working in different schools. Although Victoria has struggled with this concept, I believe that she is doing everything she possibly can to teach effectively while justifying and defending her profession. These struggles of substitute teaching are very different from teaching on a replacement contract, which allows the teacher to become more comfortable using their own teaching plans and ideologies, and getting to know students and their abilities. While teaching in replacement roles, Victoria can continue to grade in a methodical manner that is very transparent to students, so that they can continue to know what to expect, and how they should behave as students.

Female PHE Substitute Teacher: A Minority Within a Minority

Quickly after joining the PHETE program, Victoria understood that being a female would result in a struggle for recognition within the PHE teaching profession. Professors at the university continued to use traditional teaching practices of separating males and females when completing activities, suggesting that it would reduce the chance of female injuries. When she began her pre-service teaching internship, she was

disappointed to find that established teachers within the field of PHE also held similar beliefs about female PHE teachers. During a conversation with Victoria about her pre-service teaching internship, she discussed a time during her internship that her cooperating teachers refused to compare her to a previous intern in her evaluation due to their differing genders: “He suggested that the male teacher taught in the exact same manner as both male PHE cooperating teachers did, but because I was female, I had a different teaching style so we shouldn’t even be compared with each other”. Once she began substitute and replacement teaching, however, many students and parents were excited to have a female PHE teacher to learn from, which gave her a renewed sense of purpose in teaching PHE as a female.

Traditional male-dominated PHE ideologies. There were traditional male-dominated PHE ideologies expressed within Victoria’s PHETE program that had a lasting impact on Victoria and changed the way she envisioned teaching PHE. Victoria remembers experiences where teaching methods like having girls play with girls and boys play with boys were used. Victoria understood that some boys were physically faster and stronger than girls, but this did not mean that females could not participate with, and even be competitive with, the boys. During one particular conversation, Victoria stated:

This really made us as females feel like we really did not belong, which was totally against what the rest of our program was trying to teach us. We, as females, felt that it was hard enough to be a minority as a PHE teacher, let alone another minority inside of a minority, as a female PHE teacher.

Although that method may have worked for the professor over his thirty-year teaching career in high school, Victoria strongly believed that it was a traditional male-dominated philosophy which promoted negative attitudes at the university level.

Although there were a number of times in the classroom where Victoria did not voice her opinion, the issue of gender segregation was something that she could not ignore. One class, this professor had females play other females, and males play only males, when the sport being played was badminton. When Victoria questioned him about his choice, he suggested that he used that approach in order to avoid any females getting injured. When Victoria heard the professor say that he was afraid the girls would get hurt, she refused to go to the girl's side and went to the side where all of the boys were. Once she finished one game, another guy would come up and ask her if she wanted to play them next. She was very determined to play as hard as she possibly could just to make sure that she proved the point that the girls could easily play with the boys.

This experience still impacts the way that Victoria structures her lessons today, as she has her sacred stories involve beliefs of gender equality. Afterwards, there were improvements to her PHETE program, where some professors included pre-service teachers as an active agent throughout the activity selection process, allowing them to decide at what level they wanted to participate and with what groups. As a teacher, Victoria said that, if requested, she would allow the girls and boys to have separate games; however, she would never impose those guidelines for everyone to follow. Although she often considered this PHETE experience in a negative sense, her sacred stories involved with teaching allowed her to fully appreciate the “challenge by choice” teaching style, where if a student would like to compete in a competitive game, they

could, or if they wanted to play for fun that was also another option. Moving forward, Victoria suggests that there will never be a time when she will force students to do any activity if they do not feel comfortable, and will allow students to choose the level of challenge that they want to participate in when at all possible.

Pre-service internship discrimination. As Victoria completed her pre-service internship, she noticed that the cooperating teachers constantly contrasted her teaching to a male counterpart that recently completed an internship at the school. Not only did the cooperating teachers' remarks towards Victoria's teaching activities make her feel isolated, but so did their comments about her being different from other teachers because she was a female. When the cooperating teachers were asked to do a formal evaluation of Victoria that compared her to intern teachers they have had in the past, they refused to do so. The last intern teacher that they had at the school was three years before, which was a male student that was very similar to both teachers. The cooperating teachers even contacted the university and said that both teachers were different people, different genders, and for those reasons, he could not compare both. He suggested that the male teacher taught in the exact same manner as both male PHE cooperating teachers did, but because Victoria was female, she had a different style that should not even be compared to the others.

Being told that a female teacher had a different teaching style that could not be compared to that of a male was very disheartening for Victoria as she left pre-service teaching and began to teach in a substitute role on her own. It was comments like this in the past that have made her feel alienated as a female substitute teacher of PHE, which also affected her confidence in becoming a successful teacher in the future. There were a

number of times early in her substitute teaching career that Victoria remembers questioning her decision to have a career as a teacher of PHE, and whether it was the right thing to do. As Victoria has a very outspoken personality, there were a number of times that she informed the teachers that they supported a paradigm that was discriminatory. Although she did learn about the types of stereotypes that many male PHE teachers held against female teachers, she did believe that both cooperating teachers learned from the experience as much as she did.

Student learning through different gendered teachers. Throughout the pre-service internship, Victoria also found it interesting to see how students adjusted to her teaching style, and how the students received her as a new female replacement teacher. Although it was difficult to see how students reacted to a female teacher while in a substitute role, teaching in a replacement contract has now impacted Victoria's teaching identity as a substitute PHE teacher, and is therefore important to understand. It seemed as though the younger the students were, the less time that they spent with both cooperating teachers, and the less resistant they were to change. Older students who had spent more time over the years with the cooperating teachers were more resistant to change. Many of the female students were much less resistant to Victoria's teaching, and actually enjoyed having a female PHE teacher. These students were used to the way their PHE classes were structured, which were the same from year to year, and month to month. The students in this program typically underwent a block rotation from one activity to the next, and kept the same pattern for the entire year with very little changes.

The change in teacher gender also seemed to make a difference in the student motivation and participation of both male and female students as well. The students at the

school were used to one of two older male teachers, and it was a significant change to have a young female teacher take the lead. Victoria remembers the boys being more hesitant than the girls at times, as the girls were just so eager to have a female PHE teacher after all of those years of having a male teacher and male-dominated perspectives in their class. These girls would usually work well with Victoria and do anything that was asked of them to please their teacher. Towards the end of her internship, Victoria did feel that she taught students that they have to give different activities a chance, and use a think outside the box method for PHE from the other teachers were providing for them.

When substitute/replacement teaching, Victoria remembers a number of parents voicing their gratitude to her acting as a female role model to students within the community. Prior to teaching a certain group of students, Victoria heard many of the girls that she was teaching suggest they were becoming disengaged with a PHE program that was very stagnant and still held traditional views. When these students gained a female teacher, they felt that it was someone that they could relate to, and became much more interested in the program. The feelings that these parents expressed to Victoria made her feel as though she had a purpose to continue as a teacher, and that the job that she was doing was appreciated and recognized by others. This went a long way in her teaching confidence, which she credits improving her passion towards teaching PHE.

Reflection. Victoria's experiences as a female teacher across PHETE, pre-service teaching, and substitute teaching left her feeling as a minority within a minority. As Victoria completed the BPE program, some teachers held traditional beliefs that required gender segregation in the PHE classroom when doing activities. As a pre-service teacher, Victoria's cooperating teachers refused to evaluate her compared to a male pre-service

teacher, as they suggested that they could not even compare as a female's teaching style and abilities were much different than that of a male. When moving onto teaching as a pre-service teacher, and a substitute teacher, there were also some of the students that were resistant to change and the way that Victoria taught, especially the older students that had spent more time with the cooperating teachers. However, many of the students and their parents welcomed the change, as they seen a young female PHE teacher as a role model that they could follow.

As I reflect on Victoria's experiences, I believe it calls into question the value of gender segregation in PHE. As a substitute teacher myself, I understand that the gender of students in today's society is much more complex. Many of the students that I am teaching no longer consider gender as binary, meaning that there are no longer two genders, but also many other ways students can identify. Separating students by placing girls on one side and boys on the other side could be a devastating experience for a student that is unsure of their gender, or is forced to associate with a gender for an activity, as they may feel as though they are one gender but have not explained that to others who view them otherwise.

As Victoria began to discover, the issues for female PHE teachers may continue to improve as some of the male-dominated perspectives that once were the norm are slowly being replaced by greater acceptance of all views. Many of the teachers that hold patriarchal views of PHE have retired since the traditional PHE days, and those that do remain Victoria will likely try to avoid. As Victoria has moved from a student to pre-service teacher, to substitute teacher, she has seen a general improvement in the way she has been treated as a female PHE teacher. As she continues to promote her PHE program

to students and parents, I can only hope, as I do for the entire profession, that they will continue to view her program as the highest of quality and not even focus on comparisons between genders.

When reflecting socially, I do believe that the beliefs and opinions of others surrounding Victoria have about her as a female PHE teacher play a major role in how she views herself. The PHETE instructors and cooperating teachers' male-dominated ideologies have all made Victoria feel as though females are inferior. When Victoria began to teach students that believed in her as a PHE teacher, it made her feel competent and confident within her role. Parents that show appreciation towards Victoria's teaching also allow Victoria to embrace being a female PHE teacher, as she has successfully made a connection with students that a number of other male PHE teachers could not have done. Being a role model for not only many female students within her class, but also males, allows Victoria to feel pride in her work, and gives her a sense of accomplishment.

Reflecting across place, being in urban or rural areas of the province also affect the way that Victoria views herself as a PHE teacher. Living in a small community has allowed for closer connections with a number of students and parents in the area, which allow community voices to be heard. When the community believes in Victoria and her program, and sees her as a role model to the female students of the community, it serves as a source of motivation to deliver a quality program and remain passionate about PHE. Many of the small communities across Newfoundland are very welcoming to beginning teachers, especially those that are female, that come to their area, as they would like for them to stay and build connections there. I believe that this has played a major role in

how Victoria envisions herself as a teacher of PHE, as she has begun to see herself as a valuable member of the PHE community, rather than simply a minority within a minority.

Importance of Community, Returning Home as a Teacher

Upon the completion of an unsuccessful job hunt, Victoria decided to begin her time as a substitute teacher by returning to her hometown. Returning to her hometown to teach was a great way for Victoria to use the previous connections that she had built as a student and coach to gain employment as a substitute teacher. Many of the teachers at the surrounding schools knew Victoria as a student, as well as a pre-service teacher, which allowed her to market herself quite easily. When returning to rural NL, and teaching in a nearby K-12 school, Victoria developed a passion to teach in a small, closely-knit community. This atmosphere of a smaller community provided Victoria with praise and support to make the biggest impact on the students within her program.

Comforts of home. Once Victoria realized that she had not been appointed to a full-time teaching position after university, she returned to her small hometown to teach. If there were any new teachers in the area that did not know her as a student, they likely met her throughout her internship experiences at the surrounding schools. This helped Victoria establish herself as a substitute teacher, as many of the teachers looked at her the same as a full-time teacher that was an important part of the school. Victoria also credited the fact that she did a lot of volunteering and was well known around the community to building respect as a teacher. As she began to build substitute experience, the respect that was shown towards her grew as teachers and administrators realized that she was a capable and skilled teacher.

Teaching at the school where she attended as a student allowed Victoria to never feel as though she was marginalized as a substitute teacher. Most of the time that was spent in the staff room talking to teachers would lead to discussions about Victoria's time at the school as a student, and how time has passed. Victoria can remember sitting in the staff room, reminiscing with other teachers, as they could not believe that she was now a teacher, despite Victoria's attempt to persuade them that it was not a big deal. This feeling of being connected with other teachers and students within the school made Victoria believe that she was never alone, and always had someone that she could talk to, which went a long way in her developing her confidence as a teacher. She also believed that having many teachers knowing her previously helped her feel worthy as a substitute teacher and gave her a better chance at replacement opportunities.

The principal at the school emphasized employing teachers that grew up in that school as students. Victoria suggested that it was like they were their own "breed" of children returning as teachers. Victoria can remember the principal looking up at the pictures of teachers on the wall when they went to the school, and said it was a very cultural experience when you could return to pass on the same values and information that you have learned to students in the future. These experiences often prompted Victoria to reflect on her own roots, as she can remember those teachers that were in the school when she was a student, and what she needed to do in order to fill their shoes. Within PHE, she suggested that she believed in creating the same positive learning environment that is more than simply "gym" where students can learn through a variety of activities. Although she did feel that there were large expectations placed on her by other teachers and administrators, she did really enjoy her time there.

Small community, big connections. One experience that Victoria vividly remembered was her first day substitute teaching at a K-12 school. In order to get to that school, Victoria had to drive forty minutes each way from her hometown, with her neighbor who was the principal there. Victoria was amazed at how the school worked, as it was her first time being in one. When she left the school at the end of the day, she remembers going home to tell her parents that she would love to teach in a K-12 school. She loved the atmosphere of the K-12 school, which she admits may have played a role in why she chose to teach in a K-9 school today. There was something about the community in the K-12 school that she liked. For example, the big brother coming down to get his little sister in kindergarten, the older students helping the little ones onto the bus, or the older ones doing prefect duty with the little ones.

Victoria also suggested that she enjoyed the K-12 setting as it offered a variety of teaching opportunities that prevented the teacher from becoming stagnant by teaching the exact same thing numerous times. She remembered one class teaching kindergarten PHE, the next period teaching grade five, and then after lunch teaching grade twelve. She enjoyed teaching at all levels of PHE, as she did not want to teach just grades seven to nine, or any particular category. It was a nice change of pace for Victoria not to be forced into one particular category, and to be flexible enough to teach a number of varying curricula.

The community that surrounded Victoria while teaching also had a major influence on how the PHE program was regarded. When teaching in a small community, Victoria noticed that it was easy to know what the community felt as parents expressed opinions more frequently, and that it was comforting to gain the support of the parents

within the school. When these community members mentioned her hard work and dedication, it made her feel more confident as a teacher, and made her believe that she could become a role model to the students in that particular school.

Home as a chance of opportunity. In order to achieve replacement time as a teacher, Victoria spent a lot of time substitute teaching and volunteering at a small number of schools. This gave the school a chance to see just how well prepared she was to be a full-time teacher of PHE, which led to other opportunities for her. Instead of contacting someone off the sub list who they did not know, administration would likely contact someone that they have already seen teaching before to replace a teacher. Victoria believed that if administration felt like they knew they can trust her, and that she was willing to put in the work, they gave her a chance to get replacement time. She feels it was very important to begin substitute teaching with this in mind, and create a good reputation for yourself so that everything else would fall into place.

By returning to her hometown and using her previously built connections, Victoria replaced a teacher for an extended period of time. After adjusting well to the role over the first few days, administration asked her to continue when the teacher did not return. Covering for a teacher for longer than twenty-one school days changed the status of the job from substitute teaching to a replacement, which placed Victoria in a new interview pool for jobs. As a beginning teacher that received a four-month replacement position, Victoria increased her chances of a replacement contract the following year. Without returning home, Victoria believed that her chances of receiving a replacement contract by applying through the online database would have been very slim, as the school would not have had the opportunity to see how she taught.

Having the administration's support and vote of confidence in the form of a replacement contract had a very positive impact on her vision of teaching PHE. When Victoria felt that other teachers and administration had confidence in her abilities, she began to believe in herself even more than before. As she was now back in her hometown, Victoria believed that she was supported by those around her who would support her if she did not believe in her own abilities. Although she is now situated in a different area, she always reflects back to the positive decision to begin substitute teaching within her hometown, and the positive impact that had on her future opportunities.

Reflection. I believe that Victoria's return to begin substitute teaching within her hometown was an excellent way to rely on her previous connections with others to achieve meaningful employment as a PHE substitute teacher. Knowing how difficult it has been to make connections away from my own hometown while substitute teaching, I realize just how much of an impact having these extra connections can be for her as a substitute teacher. In a sense, I believe that having these connections within the community not only provided her with the opportunity to receive employment as a substitute teacher, but subsequently provided her with a replacement teaching contract. Without these connections, I fear that Victoria may not have been given the same types of opportunities, which may have been detrimental to her teaching identity. For this reason, I commend her decision to return to her hometown to substitute teach, as I believe it has been an important part of developing her confidence and identity as a substitute PHE teacher.

As I reflect on Victoria's experience in a temporal manner, I believe that she understood the impact of her decisions and experiences on subsequent teaching experiences. Each time that Victoria made a decision regarding her teaching career, she was always thinking of how it would impact her teaching career moving forward. As she had mentioned in our conversations, many substitute teachers simply go in for a day of substitute teaching, let students do whatever they want, and return home with their pay stub. Victoria has constantly used her time as a student, coach, pre-service teacher, and substitute teacher in a way to present herself as a competent teacher of PHE. I believe that this was a critical component in her own development as a substitute PHE teacher, as she not only taught using a lesson plan to get a pay stub, but critically reflected on the types of lessons that were left for her, and how they impacted her teaching philosophies. I also feel that taking the time to discuss her competence and teaching ambitions with the full-time teachers that she was replacing was a positive chance to reflect on her own beliefs while also displaying them with other professionals within the field.

Victoria's return to her hometown provided her with a number of supportive individuals that shared their beliefs and aspirations of teaching with her. Having an administration that valued having teachers that grew up in the local area, and had similar beliefs, also allowed Victoria to learn from the similar beliefs and opinions of those surrounding her. Substitute teaching also allowed Victoria to spend time in a K-12 school, in a small community, which provided her with much needed support and confidence while learning from those students and surrounding community members. Without returning to her hometown and rural NL, I do not believe that those surrounding Victoria would have had as big of an impact on her life as a substitute teacher of PHE, as

she would likely not hear what others think of her, and would therefore not gain the additional confidence and support. Having this support and confidence is very important as a substitute teacher, as they are also humans that need constant assurance and support. Victoria's experiences in her hometown will hopefully provide the strength that she needs to deal with any tensions or struggles that arise while teaching PHE in the future, and reduce chances of her leaving the profession.

As Victoria moves across various places, she builds her experiences as a substitute teacher. Returning to her hometown was a move that provided her with comfort, stability, and opportunity. While teaching in this setting, Victoria felt a sense of community where she could get to know the students and parents on a more personal level. Knowing students in this capacity affects Victoria's identity, as she finds it easier to know how others see her, and what she means to them. Once she gained substitute time and replacement opportunities, she felt as though she could bring that experience to any place as she moved forward in her career. Once she saw how smaller K-12 schools operate and the amount of support that is received from the surrounding communities, Victoria remained in rural areas for as long as possible. However, moving into the future, Victoria has mentioned being uncomfortable about her forced move to an urban setting where she has few connections. She is ultimately afraid to lose her sense of belonging.

Teaching Identity

Throughout our conversations, Victoria discussed the struggle to develop an identity when she was working as a substitute PHE teacher. While substitute teaching, she believed that she needed to honor what full-time teachers left to be completed in order to improve her chances of getting future employment, which is the ultimate goal as

a substitute teacher. Replacement teaching experiences were an opportunity for Victoria to create her own lesson plans and apply her own teaching philosophy. As soon as she received replacement contract positions; however, she quickly realized the emphasis that some schools have on athletic leadership and coaching responsibilities, which are often confused and blended into a PHE teaching job.

Struggle of developing identity as a substitute teacher. As a substitute teacher, Victoria struggled to develop her own identity as a teacher of PHE, as she was constantly filling in for other teachers. When substituting, Victoria believed that she really did not have time to do things the way that she wanted as she had to respect the teacher and follow the plan that they had prepared. Even when she completed a twelve-day substitute teaching assignment for one teacher, she still did things the way he would teach, which left little room to be the type of teacher that she actually is and wanted to be. Victoria felt she had to follow exactly what the teacher left because if she changed the plan she believed that she would get a bad reputation and could also be held legally responsible.

Victoria found it very difficult to be herself while substitute teaching, but she did not want to “step on peoples’ toes”. To prevent this from happening, Victoria avoided confrontation to ensure that she would get more work from that teacher. As a substitute teacher, Victoria considered herself to be very vulnerable because she did not have a position, and being herself instead of modeling the teaching plan that was left could result in a loss of work. Although Victoria believed that it was important to begin using her own teaching styles and it was important to continue to shape her teaching identity, finding employment as a PHE teacher was the number one priority. For this reason, a lot

of the things that Victoria believed was important was put on hold until she was given the opportunity to teach in a replacement contract.

Although Victoria did not feel comfortable doing things that were not planned, there was one plan that was left by a high school teacher to have students play dodge ball for three full days. Victoria did not mind dodge ball at a certain age, but did not like to play it in high school because the grade twelve boys were unaware of how hard they could actually throw the ball and it became very dangerous. One day she even went to the principal at her old high school, where she was extremely comfortable, and said “I can’t do this anymore, I am doing something else, and if he asks you just tell him that I am not comfortable doing it anymore”. In the case of the dodge ball, the teacher she was substituting for had a completely different teaching style for PHE than she did, so it was hard because she wanted to do a good job to make him happy so that she could come back again, but she just really didn’t feel comfortable with it and could not continue.

Impact of replacement contract in developing identity. As a replacement teacher, Victoria was given an opportunity to practice her own teaching style and develop her own teaching identity. She began the replacement by using a few lessons that were laid out by a pre-planned lesson book about basketball, but went through them so quickly that she would usually add some games that she thought the students would like. As she got more comfortable, she began to change the warm up, and other activities, to things that she thought were more beneficial. As soon as she determined that she would be in this position for the last four months of the year, she felt that she needed to explain her differing teaching philosophy with them, and how her classes and grading would be different.

Some students were unhappy as they liked the way that the full-time teacher did things, and some liked the direction that Victoria was taking them in. Victoria believed that this was because both of their teaching styles were complete opposites. Victoria did take the time to explain to the students that for two days they may do something that they thought was not “fun”, but it would only be a short time before they moved on to something else. Victoria would try to reason with them that this was something new for them and that they needed to give it a chance.

Being awarded a replacement position by administration made Victoria feel very supported and much more comfortable than she was as a substitute teacher. This administration had full faith in Victoria’s abilities, which did wonders for her teaching identity and confidence moving forward. After the first few days, Victoria was told by administration to create her own teaching plans and activities, as they knew she would finish the year well. Victoria felt that as a replacement teacher she had more room to be herself, and she selected things that she felt were important in the curriculum, as opposed to a substitute following the plans that were left for them.

Throughout her replacement teaching contract, there were a number of things that Victoria discovered about herself that would benefit her teaching once she returned to a substitute role. While in a replacement role, Victoria always created her own plan, and ensured that lessons were well designed. This teaching experience also allowed her to grow as a teacher, while learning how to be much more assertive with her own classes. As a substitute, students often tried to do whatever they pleased for the day, and then she would just leave. However, as a replacement teacher, Victoria had to deal with them all year, every day, so she learned how to be much more assertive and take charge of the

situation. As a replacement teacher, Victoria also felt much more comfortable with the students as they knew she had a position and that they had to listen to and respect her. Being a replacement teacher made Victoria realize her own potential, while also realizing how much responsibility she had. Upon returning to a teaching PHE in a substitute role, Victoria mentioned feeling much more comfortable with dealing with classroom management issues, disciplining students, and understanding full-time teachers' thought processes when creating lesson plans for substitute teachers.

Role confusion: Teacher, coach, or athletic director? One current trend that Victoria was becoming very concerned with was how the role of being a teacher was often confused with that of being a coach or athletic director. Throughout her experiences, Victoria felt that the teacher was expected to not only coach, but set up tournaments, follow school teams and contacts, and other administrative duties. Victoria also said that the problem was that many times, the roles were both blended together as one, and that it was impossible to be solely a teacher, or a coach. This often leads to beginning teachers like Victoria becoming confused about what their role really is in a school. Although this is common among both substitute and full-time teachers, Victoria mentioned that as a substitute teacher, she felt a higher level of pressure and expectancy from full-time teachers and administration to coach in order to receive future employment at that school.

Victoria can vividly remember when she was in a meeting about taking over for the PHE teacher at her old school. The administration told her that if she wanted this teaching job to be hers, then the athletic director job was also hers. Victoria believed that it was as if both jobs were blended together as one, and that athletic director and coaching

go hand in hand with teaching and there was no way out. If there were no coaches available within the community, she had to do it unless she found someone else that was willing to. Victoria also believed that the size of the school and the number of students in that school played a role in how important these coaching and athletic duties became. While she was in a smaller school, there was only one team at the school, which made it clear to everyone that she was seen as a teacher before a coach or athletic director. However, at her older school which was larger, it seemed as though the coaching and athletic director duties took precedence over teaching within the school.

Reflection. Throughout her time as a substitute and replacement teacher of PHE, Victoria has struggled to form a teaching identity that reflects her own beliefs. As a substitute teacher, Victoria feels obligated to teach whatever the full-time teacher leaves, in a similar manner, to avoid losing any future substitute teaching experience. This was very difficult for Victoria, as she had her own beliefs and methods that she wanted to use, but could not due to the fear of “stepping on people’s toes”. As a replacement teacher, there was more of an opportunity for Victoria to practice what she believed in, as she was responsible for lesson planning and the implementation of the program. Having the opportunity to exercise her own beliefs was a powerful experience for Victoria, as she began to feel like a teacher of PHE rather than a babysitter. Although teaching on a replacement contract was a positive experience, Victoria quickly realized that many administrators expect the PHE teacher to also be an athletic director, as well as a coach for any team that does not have one. Once returning to teaching in a substitute role, this expectation of athletic director was no longer present; however, Victoria then felt an added pressure to volunteer as a coach within the school. Both her replacement and

substitute teaching experiences have been challenging and confusing for her identity development as a PHE teacher, as she longs to be seen as a PHE teacher, rather than an athletic director or coach.

As I reflect, I realize that there is very little organization and coherence throughout her life as a teacher. When many people think of the journey of a teacher, they believe that the teacher spends time in a substitute role, until they receive constant replacement contracts followed by a permanent job that they can hold for the rest of their career. Reflecting on Victoria's experiences have allowed me to better understand the chaos and messiness of life as a substitute teacher. Victoria began by substitute teaching for about the first six months in her first year, which was then followed by a short-term contract. During these six months, she struggled with creating an identity as a full-time teacher, as she was constantly covering for other teachers. The following year, she moved into a replacement contract, and believed that her time as a substitute teacher was over. This replacement time was beneficial as she was given the opportunity to teach using her own planning and teaching style. In her third year, she accepted a permanent 50% position, when she thought she would begin to settle into her role as a PHE teacher, but she had to return to substitute teaching half of the time to make a living. Constantly shifting from covering other teacher's teaching methods, to her own, to roles of athletic director and coach, prevents Victoria from developing any consistency throughout her life as a teacher. Although this will likely continue after receiving a permanent contract, there is often greater emphasis on coaching when working in substitute roles. Moving forward, it seems that this chaos will continue, as she is being forced to relocate to an unfamiliar location to continue to teach within a 50% permanent position.

Learning to understand her life from a sociality commonplace is also very difficult due to this messiness and constant changing of surrounding people in Victoria's life. The experiences and beliefs that Victoria has had as a student of PHE, PHETE, and substituting are some of the constant things that she is carrying forward with her as she teaches. As she moves through different places, there are a number of different beliefs and opinions from a number of different administrators, teachers, students and parents. Moving through these places and meeting all of these people is important as a substitute teacher that is trying to make connections that would hopefully lead to substitute teaching employment. As a replacement and permanent teacher of PHE, various people and places make developing her own identity as a teacher of PHE very challenging. Teaching at a number of different schools requires a constant shaping and reshaping of Victoria's teaching identity, which incorporates a number of different opinions and beliefs. Moving forward, it is important for Victoria to be able to reflect on her own teaching identity and her current teaching practices to ensure that regardless of other people's beliefs and opinions, she is still remaining true to her own.

Moving into the future, the struggle of Victoria to achieve meaningful permanent employment as a teacher of PHE continues. Until this is achieved, Victoria will continue to move from one place to another throughout the province, while uprooting her life and breaking bonds that she has been building in each location. As a young teacher, I believe that it is important to view many different places, and see how PHE works differently in each of those areas to remember that things within the profession can be whatever you want to make them. In this sense, Victoria takes with her memories of each individual place she has been, which are brought into who she is currently as a teacher. It is very

important that Victoria continuously reflects on these memories of places and her past experiences, as well as her teaching philosophy, when developing future programming.

Chapter 7

Resonant Narrative Threads

Throughout this narrative inquiry process, there were a number of resonant threads, or common patterns that were found across the narratives of Bernard, Victoria and myself. As I removed myself from participants to make sense of our stories, it was quite evident that there were some common threads that were involved within each of our narratives that needed to be explored further in order to make sense of what they mean for not only us as participants, but any substitute PHE teacher. The first resonant thread discussed within this chapter is identity, where I make sense of our stories to live by, or our narrative link between knowledge, context and identity (Clandinin & Connelly, 2000), as well as the *professional knowledge landscape* that involves the creation of *sacred*, *secret*, *cover* and *counter* stories. Across each narrative, a number of important relationships that we have had as teachers were discussed including those involving students, staff, and the community, as well as the impact of these relationships on our lives as substitute teachers. As a final resonant thread discussed in this chapter, how the participants' stories adjust to fit those around them within teacher socialization are discussed, as well as how I will continue to consider both my own stories and those around me moving forward.

Identity

As I learned of both participants' experiences throughout this research, I realized the important role that teaching identity plays within the teaching profession. As mentioned by Beijaard et al. (2004), a teaching identity is a teacher's perception of their professional role within their occupation. This identity of how a teacher perceives

themselves as a teacher is an ongoing development throughout life that is affected by institutional and cultural practices as well as relations of power (Wrench & Garrett, 2012). Throughout the narratives of Bernard, Victoria and I, there has been a number of institutional and cultural practices throughout our lives as substitute teachers that affect the way we perceive ourselves as PHE teachers. In this sense, a teaching identity not only includes how someone views themselves internally, but also involves a social identification of how others within the academic community views beginning teachers (Jenkins, 2008; Mead, 1934). Identity involves a multi-dimensional mapping of the human world which requires knowing who we are ourselves, who others are, how others know who we are, and us knowing who others think we are (Jenkins, 2008). As evident throughout our own stories, our interactions with youth, families, communities and colleagues in school and corresponding cultures has been a continuous process of negotiating and renegotiating our identities and stories to live by (Huber, Li, Murphy, Nelson, & Young, 2014; Clandinin et al., 2006).

Stories to live by. Within narrative inquiry, teacher identity has been referred to as stories to live by, which are constantly changing who teachers are and who they are becoming. These stories to live by involve an experiential way of understanding how teacher “knowledge, context, and identity are linked and understood narratively” (Clandinin & Connelly, 2000, p.4). These stories to live by are influenced by “secret teachers’ stories, sacred stories of schooling, and teachers’ cover stories” (Clandinin & Connelly, 1999, p.4). When learning about the lives of teachers, stories to live by are affected by both the teachers’ practical knowledge in the past, present and future as well as the professional contexts in which they occur. These professional contexts are referred

to as ‘professional knowledge landscapes’, which involve relationships between ‘space, time, and place’ (Clandinin & Connelly, 1995). Narrative inquiries have outlined the importance of teacher interactions with children, youth, families, communities and colleagues in school and corresponding cultures as a continuous process of negotiating and renegotiating their identities and stories to live by (Clandinin et al., 2006; Huber et al., 2014).

In order to understand the stories to live by of each of us as participants in a three-dimensional space, it is important to attend to the continuity and interaction of our experiences, as well as the commonplaces of temporality, sociality, and place (Clandinin, 2013). When looking at our lives in a temporal manner, it requires looking at not only the past, but also present and future of people, places, things and events that we have all experienced (Clandinin, 2013). The sociality commonplace requires us to understand our own “feelings, hopes, desires, aesthetic reactions and moral disciplines” (Connelly & Clandinin, 2006, p. 480), but also the social, cultural, institutional, familial, and linguistic conditions that surround us (Clandinin, 2013). The place of our experiences throughout this narrative have involved “the specific concrete, physical, and topological boundaries of place or sequence of places where the inquiry and events take place” (Connelly & Clandinin, 2006, p. 480).

To further add to the three-dimensional space we have shared throughout this narrative inquiry, I have used Clandinin and Connelly’s (2000) idea of *backwards* and *forwards* while looking at the past and future of experience, while *inwards* and *outwards* while understanding the personal and social aspects of experience. “To experience an

experience – is to experience it simultaneously in these four ways and to ask questions pointing each way” (Clandinin & Connelly, 2000, p.50).

Our own stories to live by. As I reflect on the experiences of all participants, each of us have realized from an early age the importance of PHE and healthy active living. Although each participant grew up in a different community within NL, there were a number of influential teachers, parents, and community members that influenced the way that we perceive the importance and the role of a PHE teacher (Schempp & Graber, 1992; Wrench & Garrett, 2012). Although each of us had different experiences as students of PHE, we all left with an understanding of the importance of having a positive and passionate role model as a teacher, who could effectively deal with classroom management issues to provide more learning experiences. Throughout each of our narrative accounts, we discussed our choice to become a teacher of PHE in hopes to provide similar positive learning experiences for young children within our communities that we were given as children (McCullick et al., 2012; Pike & Fletcher, 2014). In particular, each of the participants suggested that we wanted to provide students with the necessary pre-requisite skills that would provide an opportunity to participate in a wide variety of lifelong physical activities.

Upon entering PHETE, each of us learned of the complexities of life as a PHE teacher, the importance of child development in the physical, social, and emotional domains, as well as curriculum development and implementation, which we did not understand as students of PHE. This reinforced our beliefs that an affective PHE teacher provides learning experiences that allow the whole child to grow, as they learn about not only the activities but also knowledge, positive attitudes, and active lifestyles (Dyson,

2014). There were times where each of us had ideas that were relatively congruent to those that we learned throughout the program, which required very little internal negotiation of the beliefs that we were presented with (Richards et al., 2014). While learning in an environment where we felt supported, we began to understand the importance of a positive classroom community that supports student learning, which each of us continue with in our everyday teaching practices. There were also many instances where we struggled to learn from professors that had different ideologies than those of our own. Learning from these teachers involved completing written assignments about traditional sport-based approaches, and male-dominated stereotypes that conflicted with what we believed in. The ideas that were presented to us left us struggling to negotiate different ideologies in an attempt to determine what was best for our own future teaching practices (Richards et al., 2014).

Beginning as substitute PHE teachers required us to undergo a sense of organizational socialization where the new school environments that we entered both reinforced and challenged the ideas that we learned throughout the past about teaching (Pike & Fletcher, 2014; Schempp & Graber, 1992). As we began to cover for different teachers, the actions of the students, parents, teachers and administrators that surrounded us impacted how we perceived our role as PHE teachers. As a substitute teacher, these feelings were intensified, as we would often have to cover for teachers that had teaching styles that did not align with our own, which did not provide us with a chance to express and practice our own teaching philosophies as a teacher. Within each of our narratives, we have discussed the importance of having administration that believed in us as teachers, by offering us an opportunity of additional substitute teaching time, or even

replacement teaching contracts for extended periods of time. The communities that surrounded the schools in which we taught also influenced the way we perceived ourselves as PHE teachers. Both Bernard and Victoria mentioned the support that they gained from the surrounding rural communities in which they taught in as they were seen as positive role models within the community. While teaching in more urban areas of the province of NL, I felt that it was very difficult to gain an understanding of what the surrounding community believed about me.

Professional Knowledge Landscape

The *professional knowledge landscape*, as suggested by Clandinin and Connelly (1995), refers to both the intellectual and moral landscape that are composed of relationships among people, places and things. This professional knowledge landscape can often be seen as the interface of both theory and practice in teachers' lives (Clandinin & Connelly, 1996). When researchers, policy makers, and teachers all discuss a theory-driven view of practice, it becomes known as our *sacred story* (Clandinin & Connelly, 1996). Within each professional knowledge landscape, there are two fundamentally different places or landscapes, including what happens behind the classroom doors or in a private location, and professional places with others outside of the classroom (Clandinin & Connelly, 1995). Within the private location, or behind classroom doors, *secret stories* are those lived stories that occur in safe places, that are "generally away from scrutiny, where teachers are free to live stories of practice" (Clandinin & Connelly, 1996, p. 25). As teachers begin to move out of their classrooms and into professional places, they often use *cover stories*, which allow teachers that are marginalized by the current school to continue to sustain their own teacher stories, while seemingly portraying themselves as a

teacher whose stories fit within an acceptable range of the school (Clandinin & Connelly, 1996). After completing this narrative inquiry, it was important to create a *counterstory* which allows the teller to re-enter their story, and undo or retell it in a way that invites any new interpretations and conclusions (Lindemann Nelson, 1995).

Sacred stories. As PHE substitute teachers, our lives leading up to PHETE, our PHETE experiences, and experiences as beginning PHE substitute teachers all played a role in developing our sacred stories, which is a “theory-driven view of our practice” (Clandinin & Connelly, 1996, p. 25). One component of each of our sacred stories as both students and teachers of PHE is promoting physical literacy by providing a strong foundation of fundamental skills that will allow our students to become active in a wide variety of lifelong physical activities, rather than simply a traditional sports-based approach. Another component of our sacred stories is being a passionate, yet assertive, teacher who acts as a role model for students by providing a welcoming classroom environment in which students feel comfortable learning. This contrasts with some of the traditional skill and drill approaches that we had learned about early in our PHETE experiences, as we want all students to celebrate not only their successes, but also failures as learning opportunities. A final component of our sacred stories involves collaborating with students, staff, and other community members to provide a program that is beneficial to all individuals involved. This was something that was emphasized as we completed our PHETE program, as our professors involved us in the decision-making process, and valued our feedback and input towards the program.

Secret stories. Although often kept within the confines of the classroom, there were a number of experiences that combine as our own secret stories, which we often do

not share with other practitioners and keep away from scrutiny (Clandinin & Connelly, 1996). Although each of us believe in our own sacred stories of how PHE should be taught, much of our time as PHE substitute teachers required us to keep these beliefs as our own secret stories that we would continually reflect on, but would not physically tell to others. Instead, we would constantly hide our secret stories while we taught in substitute roles, and would create cover stories that we would share with both the full-time teacher and administration at the schools that have provided us with the substitute teaching experience. As substitute teachers, there were also a number of experiences where students showed a lack of respect and negative behaviours within our classrooms that we would often try to hide, and keep out of the school and teacher's attention.

Cover stories. Although Bernard, Victoria, and I had our own sacred stories that orient our lives and styles surrounding teaching of PHE, there were a number of instances where the teachers and institutions that we were teaching in had different views than those of our own. In this sense, many institutions promoted a discourse that prevented us as beginning teachers from asking for help, which often made us feel vulnerable, helpless, and dependent (Britzman, 2003). In order to continue our job as a substitute PHE teacher, we had to deal with a dilemma of whether we would adjust our stories to match those of the institution, or whether we would teach based on those sacred stories that have guided our lives to this point (Clandinin & Connelly, 1995). In order to deal with this dilemma, our stories to live by became ones of strategic compliance where we as teachers created cover stories, which portrayed us as expert people in teaching in the ways of the institution, while we continued to struggle with tensions of being disturbed throughout our own professional landscape (Clandinin & Connelly, 1995; Flores & Day,

2006). In this sense, cover stories enabled us as teachers whose sacred stories were different from the current story of school to continue to practice with minimal exterior tension, while also sustain our teacher stories (Clandinin & Connelly, 1996). Although this allowed us to continue teaching within the role that was expected of us, there was an internal tension to create these cover stories in order to comply with the environment that surrounded us, which put pressure on us losing our own stories, and the identity that we had built over time (Flores & Day, 2006). This issue of conformity often prevented us as beginning teachers from becoming something other than what had already been established, which we often considered to be oppressive (Britzman, 2003).

Each day as a substitute PHE teacher, there was a lesson plan left that described what actions were expected of each of us throughout that particular day. Many of the plans that were left for each of us were ones that involved very little teaching of skills or lessons, and typically required us to supervise students while they played an activity of their choice, or some other game that required little organization. This is similar to the “busy, happy, good” concept offered by Placek (1983), which suggested that many PHE teachers are more concerned with managing student behaviours and having a positive classroom environment than promoting actual learning. As substitute teachers, being left teaching assignments that were not reflective of our role as a PHE teacher often left us feeling as though we had a lower social status than full-time teachers, giving us little chance to prove our worth as PHE teachers (Duggleby & Badali, 2007; Jenkins et al., 2009). In order to continue to receive work as a substitute PHE teacher, each of us believed that we had to teach in a way that full-time teachers and administrators viewed as more ‘acceptable’ in order to avoid any confrontation or disruption of student learning

(Zeichner & Tabachnik, 1981). These lesson plans and substitute teaching in general provided tension to each of the participants within this inquiry, as completing the tasks left for us often created tension against the sacred stories that have guided our lives to that point (Clandinin & Connelly, 1996). Below, I will comment on how each of our components of sacred stories clashed with what we were asked to do as substitute teachers, and what our cover stories entailed.

Providing students with fundamental movement skills that allowed them to participate in a wide variety of lifelong physical activities was very difficult to do as substitute PHE teachers. As many of the lesson plans that were left requested that we allow students to play a choice of their own activity, or a very low organization game, there was no teaching of fundamental skills, but merely a supervision of students that were actively playing an activity or sport. As we gained more experience as substitute teachers, we began to realize that these days that required little teaching of skills were the norm among lessons left by many teachers, meaning that students would not only avoid learning fundamental skills, but would likely be participating in the exact same small selection of activities each time a substitute teacher was present. When other teachers did not trust us as substitute teachers to cover the material they had planned to do themselves, it made us feel as though we were perceived at a lower social status than full-time teachers with similar training (Duggleby & Badali, 2007; Jenkins et al., 2009). Although following these lesson plans created tension among us as substitute PHE teachers, we all developed cover stories that made those around us believe that we were simply pleased with the whole experience, and that we enjoyed teaching these types of activities in order

to have a better opportunity to be called by that teacher or administration at that school the next time they were absent.

Being a passionate teacher who acts as a role model is very difficult to accomplish as a substitute teacher, as is providing a welcoming classroom environment where students feel safe. As lesson plans often required us as substitute teachers to teach things that we did not feel passionate about, it was very difficult to display a passion towards the students within the classes that we taught. I believe that acting as a role model to students while substitute teaching was also difficult, as frequent changes of scenery by changes in schools prevented me from getting to volunteer at every school that I taught at after school hours. Perhaps the most difficult part of substitute teaching was being the teacher you wanted to be—one whose fundamental values included setting up a warm welcoming and inclusive classroom environment. This was next to impossible as it takes time to build trusting relationships with students, establish fair and consistent classroom routines and rules, and understand the social, cultural, historical, and institutional factors that are at play in a school. Not knowing the students' names, background, and routines as substitute teachers also made it difficult to build a trusting relationship with students, as we could not build a trusting relationship with those students and would often move on to another school the following day (Clifton & Rambaran, 1987). In order to deal with these issues as substitute teachers, it was important to do the best we could at managing behaviours and learning student names at the classroom level rather than sending students to the office to deal with behaviours. I always believed that sending numerous students to the office while substitute teaching would send the message that I had poor classroom management skills, so I would always try to deal with behavioural issues myself at the

classroom level unless they were very serious. Making other teachers feel that we were in control of our classroom allowed us to seem as though we were capable of more substitute teaching time, or even replacement teaching contracts, regardless of the amount of struggle that we had to endure.

Collaborating with students, staff, and other community members to provide a program that is beneficial to all individuals involved is also very challenging to do as a substitute teacher. As we were constantly moving from one school to another, it was very difficult to remember students' names, who were the staff at each particular school, and certainly what the surrounding community thought of our teaching. In this sense, constantly changing the schools and communities that we as substitute teachers were working in affected our identities, as we were constantly 'reframing ourselves' due to the different places (Jenkins et al., 2009). In addition to not getting to know each of these people on a personal level, I believed that even learning how these people envisioned PHE would not change how I could teach as a PHE substitute teacher, since I still felt restricted to only teaching what was left to do by the full-time teacher. As beginning teachers in substitute PHE roles, we experienced great difficulty gaining a sense of stability in the profession, which also disrupted our process of becoming confident and well-managed teachers (Kidd et al., 2015; Jenkins, 2008). For this reason, each of the participants continued to cover our stories and desires to collaborate with others to create a program that was beneficial to all involved by simply following the lesson plan that was left for us.

Counterstories and how to relive in the future. As mentioned by Lindemann Nelson (1995), a counterstory is "a story that contributes to the moral self-definition of its

teller by undermining a dominant story, undoing it and retelling it in such a way as to invite new interpretations and conclusions” (p. 23). Of particular importance, Huber et al. (2013), suggested that creating counterstories of the experiences of people and communities that are often “invisible, silent, composed, and lived on the margins” (p.236) create awareness of the curiosity of our interactions in schools and university classrooms, as well as within the communities. As substitute teachers who often feel invisible or living life on the margins, reliving our stories while combining them with new interpretations and conclusions that we have learned throughout this narrative inquiry from each other will allow us with a better understanding of how to move forward with our stories in the future. Unfortunately for many teachers within the past, if a teacher becomes overwhelmed with the fragmentation or dilemma of both their personal and social lives, many lost their sense of professional identity, and resign their teaching positions (Clandinin & Connelly, 1995). As we move forward with our lives as substitute PHE teachers, it is important to recognize that our professional knowledge landscape is fragmented between our own personal lives, as well as the social narrative history, and we must imagine a future that creates whatever unity and order that we can manage (Clandinin & Connelly, 1995).

In an attempt to develop fundamental skills in a wide variety of lifelong physical activities, I found my conversations with Victoria to be particularly insightful. Throughout the past as a PHE substitute teacher, I have been afraid to voice my opinions of programming to full-time teachers or administrators, due to a fear of not being asked to return to that school. Victoria shared her story with me of times when she met with the full-time teacher after she covered for them, to inform them that she was capable of

continuing with the curriculum, and that she would actually prefer doing so. To my surprise, this teacher highly respected Victoria coming to tell him this, and rewarded her by requesting that she would be his only substitute teacher, as he knew that there would be very little disruption of student learning within his class. Moving forward, I feel that I need to speak to full-time teachers about my ambitions and feelings in a respectful manner, so that I too can teach in ways that more closely resemble my own teaching style, while also improving student experiences while the full-time teacher is absent. Although I may feel uncomfortable doing this in the beginning, once teachers learn that I am capable of, and have a desire to, teach the curriculum, I believe they will gain even more respect for me as a teacher.

While sharing stories of experiences with both Bernard and Victoria, I also realized the importance of assertiveness and effective classroom management skills within the classroom. Although this was a topic that I had already thought about, I have learned through both participants and my own experiences that displaying confidence and effective classroom management needs to begin from the first time that I meet students. Looking back throughout the past, I had let many students away with many behaviours that I should not have, just so that I did not have to send them to the office, as I felt that sending students to the office was a sign of my lack of classroom management skills. Quickly teaching students from the first impression that I am not to be tested or disrespected will have likely lead to improved experiences as I get to know the students that I am working with. Moving forward, I also plan to share this information with any other beginning substitute PHE teachers, as I have learned through the experiences of both Bernard and Victoria, as well as my own, that trying to prove your assertiveness

with students after they know you is much more difficult than doing so when you first meet them.

Moving forward as a substitute teacher, I believe that having more open communication with not only full-time teachers, but also students and community members is important in order to provide a program that is most beneficial. When substitute teaching, I need to remember to take the time to speak with students openly in order to better understand what they want to learn from the program, and the spectrum of learning styles among my students. Better knowing how to meet the needs of my students, and the social responsibilities expected of me will contribute to a safe and positive learning environment (Clandinin, 2013). In order to learn what the community feels about the PHE program, I intend to become more involved by volunteering within the local community and to share knowledge with them about quality physical and health education programming. Having a mutual understanding of the benefits of a quality PHE program to students and the community will demonstrate my passion for PHE and commitment to my students and school. I feel as though a respectful dialogue with these school members will be more of a positive experience of showing that I care about the learning experience and take my job as PHE substitute teacher seriously, rather than being seen as a deterrent towards calling me back for more work.

As each of us move away from this narrative inquiry, it is important that we continue to be mindful of the three-dimensional space of narrative inquiry by thinking of the temporal, social, and place dimensions of our situation (Huber et al., 2013). As we move into the future, it is also important to be respectful of the personal, social, institutional, cultural, and familial narratives within our interactions with administration,

teachers, students, and community members (Huber et al., 2013). Being respectful to these aspects of other's narratives will require us to continuously think about our own dominant story, undoing it and retelling it in such a way as to consider the interpretations and conclusions of those around us (Lindemann Nelson, 1995).

Relational Ethics

Throughout each of our narrative accounts, it is quite evident that relationships have played an important role in our lives as substitute and replacement PHE teachers. Each of these relationships with other people require certain social responsibilities and commitment:

“Relational ethics are founded in ethics of care (Noddings, 1984) and are... a commitment to relationships, that is, to live in collaborative ways, allows us to re-compose and negotiate stories. Relational ethics call us to social responsibilities regarding how we live in relation to others and with our worlds” (Clandinin, 2013, p.30).

In this sense, each of our stories are consistently impacted by the way in which we relate to others.

Each of us as participants had a number of teacher-student interactions while we were both students and teachers that have changed our own stories surrounding perceptions of teaching PHE. While teaching PHE in substitute roles, there have been a number of staff relationships that have made each of us as participants either feel marginalized, or supported throughout our career. The importance of community within a school and the surrounding area was also evident among all narrative accounts, as this community allows us as substitute PHE teachers to gain a better sense of belonging when

their beliefs align with those of the teacher. In this section, each of these relationships will be discussed, along with how these relationships influence current living as a substitute PHE teacher.

Teacher-student relationships. Relationships between teachers and students have allowed us to live collaboratively prior to and including teaching as a PHE substitute teacher. Prior to enrolling in PHETE, each of the participants suggested that their relationship with a previous PHE teacher played an important role in how we not only then, but currently, perceive our role as a PHE teacher. As we began to teach, each participant also mentioned the importance of teacher-student relationships with our own students, as we often learned about our own teaching by living in relation to those in our classroom.

Relationships with teachers during childhood. As a student of PHE, living in relation with our teachers played a critical role in how each student enjoyed the program, and how they envisioned teaching PHE later in life. In my own experiences, having both primary/elementary and junior high school PHE teachers that were passionate about PHE and their students encouraged me to share my own passion with others. Having a relationship with other adults that believed in my physical abilities allowed me to have confidence in PHE and beyond. As my junior high PHE teacher in particular shared a similar interest in providing a wide variety of healthy active living activities and a strong sense of classroom community, I began to shape my own teaching identity around his style of teaching. It was also inspiring to me that this teacher was a role model throughout the community, as he participated in a number of local running races with my dad. Even now as a PHE teacher myself, I run at least two races each summer that my junior high

PHE teacher is running. Each time that we meet, we always discuss our teaching of PHE, and I remind him that he is one of the main reasons that I have become a PHE teacher myself.

Bernard was very fortunate to have a respectfully live in relation with his primary/elementary PHE teacher, who had a major impact on how he envisioned teaching PHE. This teacher provided Bernard with an enthusiastic approach to PHE that was contagious for the students in the program. Having a teacher with strong classroom management skills also allowed students like Bernard to learn in a classroom that allowed for little off-task or negative behaviours, which made them all feel more safe and secure during class. Spending less time on off-task behaviours and more time participating in a wide variety of activities also added to this positive classroom experience within the classroom. As Bernard reflected on his time as a student of PHE, he admitted that this teacher provided a strong foundation in his belief of promoting the fundamental skills to a wide variety of activities among students, and that this role model's teaching was an integral part of him becoming a teacher himself later in life.

Having a relationship with an assertive teacher that cared about his students and the integrity of his PHE program was a life changing experience for Victoria. Victoria fondly remembered her teacher holding all students accountable for their actions, which in turn kept student morale and participation levels high. Having a teacher that went as far as designing and buying his own t-shirts to describe the difference between a stereotype of "gym" and physical education showed Victoria not only the importance of PHE as a subject area, but also the extent that he would go to make students enjoy their time within the program. As Victoria moved on to become a teacher of PHE herself, she

too expects similar social responsibilities of her students by defending the integrity of her PHE program, and attempts to be assertive to allow students to have similar positive experiences to those that she had as a student.

Throughout our time as students of PHE, we were fortunate enough to have a relationship with at least one teacher that influenced the way that we would eventually perceive teaching PHE (Schempp & Graber, 1992). Having a PHE teacher that promoted a supportive classroom community where students felt comfortable was one way that we learned of our passion for PHE while exploring the curriculum without fear of making mistakes. Although Victoria used the word assertive to describe her teacher, I believe that Chorney's (2009) idea of a teacher who exhibits a self-awareness best captures all of our beliefs. A teacher that is self-aware experiences early success, and uses reflection for self-improvement to promote confidence. A teacher that is self-aware is also very effective in the organization and planning of their PHE class (Chorney, 2009). When our teachers were self-aware and exhibited strong classroom management skills, it required us as students to achieve the social responsibilities that were expected of us within the relationship, which made us understand the importance of learning classroom management strategies for when we became teachers ourselves. When teachers provided us with a wide variety of activities, we began to realize how significant this was in trying to find something that we could participate in for the rest of our lives. Each of us as participants mentioned the importance of having a teacher that is a positive role model and an active volunteer for student and community activities, as well as being someone who can defend the integrity of their PHE program by constantly promoting its importance.

Relationships with students as a substitute PHE teacher. As a substitute teacher, students within the class would often behave differently than they would if their full-time teacher was present. As I did not teach these students on a daily basis, it was very difficult for me to establish the social responsibilities that they needed to follow within my class. In my own experiences as a substitute PHE teacher there were many times when students would pretend that they were sick or injured so that they did not have to participate in the class that day. Students would also try to convince me that they had moved on from a unit in PHE that they did not enjoy, and that they were now participating in a different activity. These students would also have negative attitudes towards PHE as a subject area, as they suggested that they only tried in “real” classes that did not include subjects like “gym”. As a substitute teacher, I was not only disappointed with students’ behaviours, but was also frustrated that most of these behaviours could be resolved if I was able to teach using my own teaching philosophy, and establishing my own social responsibilities of those students. As I believe in building a strong community throughout the classroom and getting to know the students, it is very difficult to do so when being in a different school nearly every single day. Not being able to make these meaningful relationships with the students was very discouraging to me as a PHE teacher, and I looked forward to getting a chance to have long-term work so that I could begin building those types of relationships.

Throughout his time teaching as a PHE substitute teacher, Bernard suggested that he was disappointed with his inability to make relationships with the students that he taught. Bernard remembered teaching groups of 32-33 students, which allowed little time for building a relationship with each student individually. When substituting in these

types of classes, Bernard suggested that it was also very difficult to build a strong classroom community, as there were often many classroom management issues from so many students being idle and not involved with activities. Students would often pretend that they were injured, or enter Bernard's class even though they were not enrolled, as he did not know them on a personal level, and could not tell which students were telling the truth and which were not. As Bernard began to learn some of the students' names and tendencies and began to establish social responsibilities of those students, he remembers that he usually ended up teaching at a different school, and may not have returned for quite some time. Not being able to build relationships with students was not part of his teaching identity as a teacher of PHE, and it was frustrating to not have an opportunity to build the community that he had envisioned.

As a female teacher of PHE, Victoria found it very interesting to learn how students adjusted to her teaching style and how they perceived her as a teacher of PHE. Victoria believed that the younger students were often less resistant to her teaching, as they had not had male PHE teachers for as long as those students that were in higher grades. Many times, female students were more receptive to a positive relationship with Victoria, as they usually seen her as a role model, and a welcomed change from male teachers and male-dominated perspectives within their class. For this reason, these female students were often very eager to please Victoria by adhering to the social responsibilities she requested of them, as they wanted to gain her approval. Although some male students were a little more resistant to the change from their full-time teacher to Victoria, they too grew to appreciate having Victoria as their PHE teacher. Victoria also mentioned the importance of returning to her hometown to teach in a substitute role, as she then relied

on her previous relationships with many of the students at the surrounding schools from coaching and volunteering to build a relationship. As Victoria generally only taught in three schools of the local area, she felt that she could maintain these meaningful connections with the students that she knew more than if she was in a larger urban setting where she may never get the opportunity to return to a particular school. Knowing these students reduced many of the classroom management issues that she had experienced previously, as the students better understood the social responsibilities that were expected of them by Victoria. Although knowing the students previously helped, she did find it challenging to establish a respectful teacher-student relationship, as the students were so used to calling Victoria by her first name. Once she established new teacher-student boundaries and responsibilities with those students, she believed that the relationships were stronger than ever before.

As substitute PHE teachers, it was very difficult to establish a meaningful relationship and supportive classroom community, and observe student progress, as we were constantly moving from school to school (Clifton & Rambaran, 1987). As enrolment numbers were so high within many classrooms, it was likely that the substitute teacher only got to learn the names and tendencies of a small number of students each time that they taught in that particular school. As we had little time to establish what we expected as appropriate social behaviours, there were many instances where students would behave differently than they would if their full-time teacher was present. At times, students would pretend that they were injured or sick, that they were now completing a different activity than what their teacher left in the lesson plan, or that they were even in the correct classroom. Each of us felt that when we were awarded a replacement teaching

position, it was incredible to experience just how much developing a strong classroom community and individual student-teacher relationships played a role in a positive PHE experience for both teachers and students. Although these experiences were much more positive, students were often resistant to the new teacher's style, as they were used to learning from their full-time teacher. Victoria in particular had difficulty building a rapport with her students, as many of the older students, particularly male students, were much more resistant to learning from a female PHE teacher, as they were used to a male teacher with male-dominated perspectives that drove their program.

Relationships with staff. As a PHE substitute teacher, the relationships that are made with other full-time teachers are essential for continued employment and support. Although these relationships are important, each of us as participants experienced times when we struggled to feel accepted among full-time teachers, and were often not considered as part of the regular staff at a school, while often being overlooked by both administration and full-time teachers (Clifton & Rambaran, 1987). During these times, the social responsibilities that other teachers had of us required that we simply teach in the same way that they would have, without much consideration of our own teaching styles. It seemed as though many of the full-time teachers often did not even have the time and interest to invest in teachers that would likely move on to other schools the following day. In this sense, we as substitutes needed to re-compose or negotiate our own stories for that particular day in order to have the possibility to achieve further employment (Clandinin, 2013).

In my own PHE substitute teaching experiences, building relationships with other staff members was a critical precursor for achieving meaningful employment. When

beginning to substitute teach, I relied upon the connections that I built throughout my internship, and the schools where I already knew people, to try and make a connection with. As I began to build a relationship with a select number of schools, teachers would often request me as their substitute as I already knew the social responsibilities that were expected of me within the school. When these teachers would request me as their substitute teacher, I would return the favor by volunteering for additional duties to ensure that those teachers knew they were appreciated. These positive relationships were eventually what landed me my first replacement teaching experience, which lasted for two months of the school year. Aside from these positive relations there were a number of times that I believed that teachers did not have time to make a connection with me, or were not interested in doing so. There were times that I felt other teachers seen me as a babysitter who was only required to watch the students, and not to continue with curriculum implementation. These were times when I constantly had to negotiate my own stories to live by as I had to temporarily adjust to the lessons that were left to be taught. When teachers took the time to make a connection with me, it made me feel as though I was supported, and was worthy of my time at that school as a PHE substitute teacher.

There were times as a substitute teacher that Bernard remembered feeling treated as an outsider, as he was physically isolated from other teachers within the gymnasium of the school, but also socially isolated from other teachers, as they spent little time engaging in conversations or getting to know him. Bernard believed in building connections with other staff members and administrators, as he wanted them to realize that he was worthy of continued employment as a substitute teacher. Although he understood the importance of building connections, it was very difficult for teachers to

live in relation with him and inform him of the social responsibilities expected of substitute teachers without spending the time to get to know him. For this reason, Bernard returned to his hometown to begin his career as a substitute PHE teacher, so that he could rely and build upon the past connections that he had at the schools he attended as a student. In an attempt to make connections with like-minded PHE teachers, Bernard even attended both local and national PHE conferences, as he felt the need to be supported by others. As Bernard built a number of connections with other PHE teachers, he began to feel as though he was supported within his teaching career, but also that he had more chances of advancement within the field.

Victoria sourced the return to her hometown as an excellent use of previously established connections in order to obtain substitute PHE teaching experience. There were a number of teachers within the local area that Victoria was taught by, or coached and volunteered alongside. For this reason, Victoria believed that she was never seen as any less important than the full-time teachers within those few schools, and many of those teachers already had pre-existing social responsibilities that were valued. Although these teachers had already knew Victoria, they often showed that they were unaware of her abilities as a teacher based on the lesson plans that they had left for her. Victoria suggested that many of the lesson plans that were left for her required playing games and allowing for student choice, rather than continuing with the curriculum. Once she received these plans, Victoria believed in being very transparent with these teachers, by letting them know that she was quite capable of continuing whatever activities the teachers were doing before she was asked to teach. This extra effort by Victoria was often rewarded by a number of teachers that wanted her to cover their class, as they knew that

she would do all that she could to reduce the amount of disruption to student learning. Having a number of teachers and administrators that believed in Victoria's abilities by giving her additional work as a substitute teacher did wonders for her confidence as a PHE teacher.

Relationships with other staff members as a substitute teacher are essential in a number of ways. In order to be employed as a substitute teacher, each of us relied on relationships that we created throughout the past, including teachers that we had as students ourselves, and co-operating teachers that we completed our internships with. For both Bernard and Victoria, the importance of relationships with other staff led to returning to their hometown to substitute teach, as this was where they had the most meaningful relationships with other staff members, and was likely where they would get the most time teaching. Having strong relationships with other staff members also provided us with the best possible chance at replacement teaching contracts, as administrators and teachers would often request someone that they knew already understood the social responsibilities they had of their teachers, rather than hire a stranger who they know nothing about. There were many things that we as PHE substitute teachers were willing to do in order to make these lasting connections with other staff members such as volunteering throughout the school, and even attending local and national PHE conferences. Despite our efforts, many teachers did not take the time or effort to get to know us on a personal level. It would often not be until we became a frequent substitute teacher within a particular school, or obtained a replacement teaching contract that other teachers would show their interest in us as teachers, which increased

our confidence as teachers not only within that particular school, but within the PHE teaching profession as a whole.

Community and a sense of belonging. As PHE substitute teachers, the community that surrounds a particular school also plays an important role in how we perceive ourselves and construct our identities as a PHE professional. When feeling supported by the community, we had a sense of belonging. Unlike the other two participants, I did not return to my hometown to teach in a substitute role, as I decided to stay within the St. John's region to pursue the Masters of Physical Education program at MUN. Since I did not return to my hometown, there were very few community members that I knew within surrounding areas where I was teaching. As the schools that I taught in serviced such large populations, it was very difficult to get a sense of what the community thought about me, the social responsibilities they wanted me to achieve, and how they perceived my program. Once I did receive a replacement teaching contract, there were a number of parents that were very vocal on social media in thanking me and the other PHE teacher at the school for our contributions, and even advocated for our return the following year. When I saw that these parents were supportive of the program that I was providing, it made me feel as though I was where I was supposed to be in the world. Knowing that the parents of the students that I was teaching had similar philosophies and ambitions of the PHE program allowed me to have more confidence in my teaching abilities, and teach the way that I had always aspired to.

When substitute teaching within an urban city, Bernard felt as though he was only viewed as a substitute teacher, which required him to teach the way that other teachers requested him to. Even as a replacement teacher within that area, Bernard felt as though

he had to follow the social responsibilities put forth by the older teachers at the school in order to live in relation within the same school (Clandinin, 2013). It was not until Bernard was awarded a replacement teaching contract in a rural area of NL that he felt the influence of the surrounding community and its impact on his subsequent teaching. These community members were excited to have Bernard as a new PHE teacher that would get the students involved and enthusiastic about PHE. When in this type of situation, Bernard suggested that he just felt much more confident in his abilities, and felt more comfortable teaching while following his own beliefs. When the community was supporting his teaching, he felt as though he belonged within that community and school, and that his individuality was being rewarded and appreciated, rather than simply following what other teachers had prepared for him. Bernard also suggested his need to belong to the local PHE teachers' community of practice, as he attended provincial and national PHE conferences to meet like-minded physical educators and build connections with them. When feeling as though he belongs to the PHE community, it further encouraged Bernard to continue building his knowledge and skills in the field.

Upon returning to her hometown to teach, Victoria viewed teaching in the same school that she learned in as a 'cultural experience'. When describing this experience, Victoria suggested that being able to pass on the same values and information that she had learned in the past to students of the future was quite powerful (Schempp & Graber, 1992). Victoria vividly remembers that her principal at that school took great pride in hiring teachers that previously attended there, as he too wanted teachers to pass similar values and lessons onto students that he had previously learned. When Victoria returned to her own community with similar values, it provided her with a sense of belonging, as

she had returned to her own roots and the place where her ideas and beliefs of teaching PHE originated. As these beliefs, or social responsibilities, were essentially the same as the other teachers within the school, as well as the administration, it was very easy for Victoria to live in relation to others within the school and feel welcomed (Clandinin, 2013). When Victoria taught at a nearby K-12 school in a rural community, she also felt as though there was a strong sense of community and belonging. Victoria remembered liking the family dynamic that was associated with being in a K-12 school, and how there were so many older students, as well as siblings, that acted as positive role models for the younger students within the school. The parents of the children in small communities such as this also made Victoria feel as though she belonged, as it was not difficult for her to know exactly what parents thought about her in a small town, and their reactions were generally positive towards her.

The community that surrounds a school often plays a role in developing a sense of belonging among teachers, and changes the way that they perceive their role within that particular school. Both Victoria and Bernard felt as though teaching in a small rural area of NL provided them with a stronger sense of community and support from parents and other members of the community. When teaching in these areas, it was much easier to know the social responsibilities expected of them as teachers, and what these community members thought about them, as they would often see you within the community, or they were very involved with the school themselves. Within these small communities, both Victoria and Bernard believed that they felt more appreciated as teachers, and more confident in their abilities to teach in ways that they believed in. Victoria in particular returned to her hometown to teach, which she suggested was a “cultural experience” of

passing on the values that she had learned as a student to the students of today. Within this particular situation, both the staff within the school, and the surrounding community, had very similar beliefs about teaching students, and were very supportive of her approach to students. As I remained in St. John's area to receive substitute teaching experience, it was very difficult to know how other parents and community members perceived you as a PHE teacher. Regardless of our physical location, each of us believed having a supportive community that surrounds the school made us feel as though we belonged at that school, which improved our confidence within the profession. Although feeling comfortable and accepted is important as a substitute PHE teacher, there is also an opportunity for teachers like Victoria, Bernard, and I to apply new innovative ideas learned throughout PHETE and change existing programs once they re-establish these relationships.

Influence of relationships on current living as a substitute teacher. Past experiences as students of PHE, as well as beginning PHE substitute teaching experiences both play an important role in the development of identity as a PHE teacher (Wrench & Garrett, 2012). Within these experiences, the relationships that we have had with students, staff, and surrounding community members have played a vital role in our sense of belonging and teaching opportunities as current PHE substitute teachers. When we as teachers felt as though our identities and beliefs towards teaching were closely aligned with the surrounding school and community, it often reinforced the philosophies that we have learned throughout the past (Pike & Fletcher, 2014; Schempp & Graber, 1992). When other students and teachers within the school shared similar teaching and learning philosophies as us as beginning teachers, we also felt as though we belonged within that

particular school, as there was very little tension with other teachers and students, as they believed in similar ideals (Flores & Day, 2006).

Although many interactions with other staff, students, and the surrounding community can have a lasting positive impact on teaching identity, there were a number of times that all of us as substitute PHE teachers believed that we were perceived at a lower social status than other teachers with similar training (Duggleby & Badali, 2007; Jenkins et al., 2009). Having a lower social status than other teachers often left each of us to complete teaching assignments that were not reflective of the role of a teacher of PHE, and sometimes even required us to teach in unfamiliar subject areas, as the full-time teachers that we were replacing did not understand our full potential as a teacher (Jenkins et al., 2009). This is an important point because a PHE teacher that has a strong self-esteem and positive relations with colleagues and superiors around the school significantly improves feelings of community spirit within that particular school, which also improves feelings of job satisfaction for the teachers that are involved (Rutkowska & Zalech, 2015). When teachers report higher levels of job satisfaction, they can more easily resemble the type of role model they need to be for students, to shape pro-health habits and to become encouraged to become physically active (Rutkowska & Zalech, 2015).

As a beginning substitute PHE teacher, there were also times that our teaching identities were not compatible with the particular view for the school we were substitute teaching in, which required us to change our ideas and beliefs for that day to something more 'acceptable' in order to please administration and staff members (Zeichner & Tabachnik, 1981). Moving into the future, it is important to realize that we as teachers are

“active agents, pulling themselves into the future with their own inevitable social agendas, rather than passive agents merely pushed into the future by others’ social agendas” (Clandinin & Connelly, 1995, p. 26). In realizing this, we as teachers are better knowing of our own relationships with milieu and our students, rather than just being responsible for passing on socially valued knowledge such as the subject matter (Clandinin & Connelly, 1995).

How will I live differently? As mentioned by Chorney (2009), there are a number of ways that teachers can effectively relate with students, including caring for and respecting students, allowing for student input and options, being honest with students, and creating student enjoyment. In order to build meaningful relationships with the students that I am teaching, it is important that I act as a positive role model by treating students the way that I would want to be treated. When students see that I am modeling what I am trying to teach them, and I follow the same social responsibilities that I expect of them, I believe that it will go a long way in promoting the message. With this in mind, it is also important for students to learn about my own struggles, so that they realize that my teaching to them is authentic. When discussing my own struggles with students, it is important that I show the importance of community as a form of support in helping all students live healthy active lives together. In order to be seen as a role model and a teacher that is committed to building relationships with students, it is also important that I volunteer more throughout both the school and the community for various events, in an attempt to spend more time with these students. Throughout each of our experiences, when students have realized we were volunteering our own personal time, it promoted a greater respect from students as it proved our dedication to their school and

promoting physically active lifestyles. Although this has been difficult to do in the past due to being in many different schools within a short period of time, I believe that limiting the number of schools that I teach in will not only improve my relationships with students as they get to know me, but also will improve my ability to be an effective teacher and volunteer at those few schools.

Prior to this narrative inquiry experience, I often felt as though I was alone and isolated as a substitute PHE teacher. I was at a point in my career that I was no longer happy with not having meaningful connections with other teachers. After living through this narrative inquiry with Bernard in particular, I have realized the importance of actively seeking out and attending professional development opportunities such as beginning teacher conferences provided by the Newfoundland and Labrador Teachers Association (NLTA), and PHE special interest councils both provincially and nationally. In fact, since beginning graduate studies, I have presented research findings at a PHE national conference in Banff, Alberta and have attended the PHE national conference in St. John's, NL. This has been an eye-opening experience for me, as I have learned so much from many other beginning and experienced PHE teachers that have experienced similar things as I have. Moving forward, these conferences and special interest councils will allow me to meet other beginning, substitute, and PHE teachers that have had similar experiences to those of my own, which may allow support among PHE colleagues to navigate life as a teacher. The conference and information sessions that are put in motion by the NLTA not only allow young teachers with the opportunity to meet each other, but also provide valuable information about life as a teacher within the province, protocols, payroll, and other critical information that all teachers need to know. Moving forward, I

will also inform other beginning PHE substitute teachers of these conferences and information sessions to promote a stronger sense of community among us all.

Throughout this narrative inquiry, I have also realized that many substitute teachers return to their hometown to rely on previous connections, as well as travelling to rural areas of the province to improve chances at meaningful relationships with students, parents and other staff members. Within these communities, substitute teachers can better understand the social responsibilities that are required to be a successful teacher. As I remained in an urban centre to complete the Masters of PE program at MUN while I began to substitute teach, I began to teach with very few connections other than those that I have made throughout my internship. Moving forward as a substitute teacher, I feel as though I need to select a very small number of schools, possibly in an area that other teachers are not already established, and remain loyal to that small number of schools. Focusing on a few select schools will hopefully allow me the opportunity to get a number of calls for employment, which will allow me to stay at those few particular schools more often. Spending more time in a small number of schools will likely improve my relationships with the students within the schools, as I can begin to appreciate their learning styles and personalities, as well as the staff within that particular school. With more time in a specific area, the surrounding community will also get a better chance to learn who I am, and I will hopefully gain a better understanding of what they envision my role as a PHE teacher to be. As a school district, I also believe that organizing a pool of smaller substitute teaching zones will aid in substitutes building closer relationships with the schools that they are teaching in. Getting to know the students, community and

expectations will not only benefit my own growth as a teacher, but will ultimately benefit the students that are in my program.

Bumping of Stories: Teacher Socialization and Identity Shifting

Throughout each of the participants' lives prior to becoming PHE teachers, there has been a lifelong socialization process whereby each of us learned the beliefs, assumptions, and values that are associated with teaching (Lawson, 1983a). Occupational socialization theory suggests that there are a number of stages that contribute to the perceived role of a teacher and opinions towards how to teach (Schempp & Graber, 1992). The three main stages that have been used by a number of researchers (Richards et al., 2014; Lawson, 1983a; Lawson, 1983b) include: acculturation, professional socialization, and organizational socialization. As defined by Lawson (1986a, b), occupational socialization involves "all kinds of socialization that initially influence persons to enter the field of physical education and later are responsible for their perceptions and actions as teacher educators and teachers" (p. 107). In this sense, the experiences that we as teachers had before, during, and after PHETE all have an impact on current and future teaching practices, as well as our perspectives of PHE teachers (Curtner-Smith, 2001; Lawson, 1983a; Lawson, 1983b). While occupational socialization theory explains how we as PHE teachers have become prepared for our occupational role, it lacks the explanation of how the role is constructed in the school context. For this reason, role socialization theory is also considered to have played a role in each of our lives, which will allow us to avoid having an overly simplistic view of the social experiences involved in teaching PHE (Richards, 2015).

Forming a teaching identity as a student of PHE and PHETE. Prior to enrolling in professional teacher education programs, each of us as prospective teachers learned about teaching PHE from other teachers, coaches, and individuals through an acculturation process (Curtner-Smith, 2001; Lawson, 1983a; Lawson, 1983b; McCullick et al., 2012; Richards et al., 2014; Schempp & Graber, 1992). In particular, positive past experiences throughout a wide variety of lifelong physical activities have all been important memories that have led to interest in becoming PHE teachers in order to replicate similar experiences for future students (McCullick et al., 2012; Pike & Fletcher, 2014). Even as young children, we had already created opinions and ideologies that suggested what it meant to become a PHE teacher (Pike & Fletcher, 2014; Schempp & Graber, 1992). Specifically, as children, we lived through an ‘apprenticeship of observation’ (Lortie, 1975) which involved us as students observing the importance of PHE throughout experiences within the subject and other sports. As mentioned by Schempp and Graber (1992), this apprenticeship of observation “has a distinct and traceable influence on an individual’s future decisions, practices, and ideologies as a teacher” (p.333). Looking back, this ‘apprenticeship of observation’ provided both Bernard and Victoria with an opportunity to learn from a passionate teacher with effective classroom management skills, which essentially played a role in how they shaped their perception of an effective teacher today. Although we as students gained an idea of the teacher’s role throughout our time in school, our understanding was often through unfamiliarity and taken-for-granted views from only one viewpoint, which caused cultural myths about the identities of teachers (Lortie, 1975). When reflecting on our lives as children, each of us remember that our views did not include issues of

pedagogy and child development, but rather, custodial moments, such as the ability to enforce school rules such as proper PE clothing, grading students, and manage classroom discipline (Britzman, 2003). For students in PHE in particular, students often blend the role of the PHE teacher with the responsibilities of coaching, teaching, officiating, and organizing sports events (Britzman, 2003). Sometimes due to these simplistic understandings of what it was to be a teacher, the apprenticeship of observation may have played a role in intriguing us as students to become involved in the next phase of teacher socialization known as professional socialization.

The professional socialization stage of the occupational socialization process involves the experiences of students once they become enrolled in a teacher certification program at a college or university (Richards et al., 2014). As each of us entered formal teacher education programs, we underwent a dialectical process as ideas from our teacher education program were added to our pre-existing values. This often led to some negotiation between both sources of information, depending on the amount of congruency (Schempp & Graber, 1992). There were a number of instances later in our programs when our pre-conceived notions of PHE were similar to those presented in teacher education training, which required little negotiation as our ideas were relatively congruent to those expressed by the newer professors within the university (Richards et al., 2014). However, each of us shared some experiences from the beginning of our PHETE programs where we had very different pre-conceived ideas of teaching PHE that were not congruent to those learned in professional training, which caused us to experience a considerable amount of negotiation and struggle during the socialization process (Richards et al., 2014). Throughout this struggle within the socialization process,

teacher educators held power through assignment of grades, recommendations, and certification, which often forced us as PHETE students to restrain our disagreement with the educator (Schempp & Graber, 1992). This often led us, as pre-service teachers, to become highly skilled in masking our real feelings and attitudes towards teaching in order to avoid confrontation (Lawson, 1983a; Lawson, 1983b; Rossi et al., 2008; Sirna et al., 2008). Fortunately, towards the end of our program, there were many teacher educators that considered us as “active strategists” who displayed their colors when time and conditions were appropriate, which benefitted the PHETE program as a whole when given recognition through requested feedback (Lawson, 1983a; Lawson, 1983b).

Organizational socialization: Learning to live within institutional stories. As each of the participants completed practical teaching experiences and finally left the teacher education program to become certified and inducted as a teacher, we began the organizational socialization process (Richards et al., 2014; Schempp & Graber, 1992). Throughout organizational socialization, each of us as pre-service and beginning teachers became accustomed to our new institutional environment, which either reinforced or challenged what we had learned in the past (Pike & Fletcher, 2014; Rossi et al., 2008; Schempp & Graber, 1992; Sirna et al., 2008). The institutional stories that we experienced as beginning teachers when entering a school included the beliefs, opinions, routines and teaching philosophies that were expected within the school, and had a profound effect on shaping our own identities (Clandinin, 2013). According to Britzman (2003), student teaching involves a process where the pre-service teacher becomes accustomed to relationships with teachers, administrators, and students that they were unable to form while in their teacher education program. Although many of our pre-

service co-operating teachers stressed developing our own teaching style, we often felt obligated to agree with opinions of co-operating teachers, while making an effort to spend time with them outside of the school setting in order to improve our prospects of future employment (Rossi et al., 2008; Sirna et al., 2008). Discussions with co-operating PHE teachers often required us as pre-service teachers to discuss a traditional sport approach in PHE in an attempt to find common ground that each had as individuals (Rossi et al., 2008; Sirna et al., 2008). As pre-service teachers, we also became accustomed to the social constructions of body shape and proper attire that are often associated with teaching (Rossi et al., 2008; Sirna et al., 2008).

Similar to when we were pre-service teachers, when we entered the profession as beginning teachers, we again had to renegotiate our teaching perspectives to match the students, parents, administrators, and other community members (Schempp & Graber, 1992). This process was often very difficult for us as beginning teachers, as schools exerted a powerful influence on our new beliefs and values, and we were expected to live within the school's institutional stories (Clandinin, 2013). When the pedagogical practices and perspectives that we learned in PHETE were incompatible with the school's culture, they were often washed out, as we began to teach in a way that was socially acceptable within the school in which we were teaching (Zeichner & Tabachnik, 1981). This battle to develop as a beginning teacher also affected our teaching identity, and how we viewed ourselves as PHE teachers.

Role socialization and perceptions of students, parents, and staff. As the three of us began our careers as substitute PHE teachers, it was clear that there was a social status that was perceived of our position within the school and community social

structure (Richards, 2015). Based on this social status, the role that school staff, students, and the surrounding community had of us as PHE teachers provided a script of how we were expected to act as part of our place in society. These role expectations are considered as a dynamic process, as they are shaped and reshaped over time and context (Turner, 2001). As substitute teachers, it was very easy to determine what full-time teachers and administrators saw as our role for that particular day, based on the lesson plans that were left for us to complete. The roles or lessons that were set for us as substitute PHE teachers provided parameters for our work in order to allow us to understand whether we were meeting expectations of that particular role (Turner, 2001). If indeed we were meeting the expectations of how our role defined our position, role consensus occurred and provided minimal tension for us as teachers, as everyone in the social setting agreed on what was being done (Biddle, 1986). When the full-time teachers and administrators within the school were satisfied with our job in completing the role that was set out for us, it seemed more likely that we would receive calls for employment from that teacher or school in the future.

As PHE substitute teachers, there were a number of stressful situations where we were provided less clear expectations of our role, which often led to interpersonal stress (Richards, 2015). There were a number of issues, or stressors, that often led to this type of stress, which can be classified as role ambiguity, role overload, and role conflict.

In many cases, PHE roles that were left for us as substitute teachers were ambiguous, as we were often left lesson plans that suggested allowing students a choice of their own activity, rather than continuing with the prescribed curriculum. As many full-time teachers did not provide clear expectations of our role as PHE substitute

teachers, there were a number of times that we experienced role ambiguity, or uncertainty of how our role should be performed within that particular school (Conley & You, 2009; Hindin, 2007). Experiencing role ambiguity made each of us feel as though we were merely ‘babysitters’ at the school, meaning that we were unsure of our role as an educator and often left to just manage the students that were in the classroom. In one sense, this affected our accountability structure, and led to feelings of marginalization and decreased motivation for us as substitute PHE teachers (Herbert, 2007).

As substitute PHE teachers, there were a number of times that we were expected to complete additional duties in order to be worthy of future employment at that particular school. Within these additional responsibilities, Bernard and Victoria mentioned covering classes for full-time teachers during preparatory periods, covering full-time teacher duties during breaks, and volunteering in a number of school-based functions, and in particular coaching. As our work as substitute teachers often had to extend past the school day in order to receive future work at a particular school, we often experienced role overload, which is experienced when the responsibilities associated with the role of substitute PHE teacher were too cumbersome for the amount of time that was allocated to the role (Conley & You, 2009; Hindin, 2007).

When incompatible teaching expectations made achieving all expectations perceived to be impossible, Bernard, Victoria, and I experienced role conflict (Richards & Templin, 2012). One of the main sources of role conflict for us as PHE substitute teachers was the expectancy to coach students at a particular school in order to get employment there. In fact, Bernard even remembered being asked to coach a number of school teams on his first substitute call at a particular school before even meeting the

athletic director in person. Coaching has been considered as a source of role conflict for PHE teachers as they struggle to meet conflicting expectations of dual roles of teacher and coach, and find it very difficult to separate the roles (Konukman et al., 2010; McCullick et al., 2012; Richards, 2015). Although teaching PHE and coaching have some similarities that can be utilized, there were also significant differences. PHE involves a large number of students, and aims to develop lifelong physically active habits in an environment inclusive of all students regardless of ability or skill (Siedentop, 1994a). In contrast, coaching involves a small number of students with high levels of motivation and skill, who volunteer to participate outside of the school setting (O'Connor & Macdonald, 2002). This presents a dilemma for us as PHE teachers in how we balanced learning opportunities in teaching and coaching, often resulting in less professional growth in both areas as we cannot draw on the similarities of each job (McCullick et al., 2012). For us as PHE substitute teachers, a key issue with the dual role of coaching and teaching have been the often-high expectations on us as coaches who often received higher reward and recognition than we did for quality teaching. Higher expectations, reward, and recognition for coaching over teaching often persuaded us to become more concerned with meeting the coaching role expectations (Lawson, 1983a; Lawson, 1983b; Richards & Templin, 2012). In contrast to full-time teachers, there is an added stress for substitute teachers as they are required to move from school to school to teach, while focusing their coaching on one particular school. Unfortunately, there are teachers who cannot meet all of the expectations put forth by their perceived roles, and even dual roles, who become burned out and leave the profession (Richards, 2015).

Living, making sense, and negotiating life as a substitute teacher. As I reflect on my own socialization as a PHE substitute teacher, I began to consider who has the “right” approach to PHE and the philosophies that I should follow. Although no one really knows the answer to the “right” way to teach PHE, I believe that it is critical to create a well-rounded understanding of what types of practices that work for me as the teacher. In this sense, as I move forward as a PHE substitute teacher, it is important for me to consider the opinions and beliefs of surrounding institutions, teachers and students while also remaining true to my own beliefs. Even before enrolling in PHETE, I knew what type of teacher I wanted to be, just from my past PHE teachers, as well as my father who was a PHE teacher and one of my coaches (Curtner-Smith, 2001; Richards et al., 2014; Schempp & Graber, 1992). As each of these people provided me with a wide variety of positive live long physical activity experiences, I realized that I wanted to become a teacher to replicate these experiences for my own students within the future (McCullick et al., 2012; Pike & Fletcher, 2014). As I moved through PHETE, there were a number of teachers that had beliefs very congruent with those of my own, as they too wanted to act as role models in building a positive classroom environment that promoted lifelong physical activities. These professors left me to have very little negotiation at that stage of my PHETE career (Schempp & Graber, 1992), as I knew exactly how I wanted to teach students when I began to teach PHE myself.

As I negotiate substitute PHE teaching moving forward, it is always important to reflect on my experiences and frame them back to what I believe in as a teacher. Being a reflective teacher that continues to write journals of my experiences each day (O’Connell & Dymont, 2011), will hopefully prevent my own experiences from being washed out by

the practices and perspectives that are exhibited within the schools that I am teaching in (Zeichner & Tabachnik, 1981). More importantly, it will be beneficial for me as a PHE teacher to join a professional learning community within the PHE community to reflect with (Standal & Moe, 2013). Within the local PHE community, I believe that the PESIC conferences within the province and PHE Canada national conferences are a great way for me to meet other PHE teachers and begin to learn from the reflective practices of others. As I continue to move further into teaching practices, and discuss my experiences with other PHE teachers within the field, my knowledge and beliefs about the subject will be further enhanced. With this in mind, the more experienced that teachers are within their field allows for more developed reflection that goes above and beyond the technical and practical levels of pre-service teacher reflections (Tsangaridou & O'Sullivan, 1994).

When the roles that others perceive of my teaching are ambiguous, provide conflict, or are impossible to achieve, it is important that I am transparent and voice my opinions to others moving forward in an attempt to fully understand what is expected of me. Being transparent with other teachers, administration, students and community members requires me to listen to their perceptions of my role as a PHE teacher, so that I can establish parameters of how my role is constructed, and what is expected of me within that role (Turner, 2001). Although coaching is an important way of establishing myself as a PHE substitute teacher, I need to ensure that I reflect on both my coaching and teaching experiences to ensure that I do not encounter role conflict, which will further confuse perceptions and expectations of me as both a teacher and a coach (Richards, 2015; Konukman et al., 2010). Reflecting on each of these roles will allow me to separate what is required of me as a teacher, and the expectations of me as a coach, to

ensure that my main goal is to provide a wide range of lifelong physical activities within the classroom, rather than simply specializing and promoting sport-specific improvements as a coach. I also feel that teaching is a place where the teacher and students can feel safe and welcomed to make mistakes in a non-competitive environment that encourages experimenting and learning new activities and skills. Within the classroom, I always emphasize the fact that you will not learn about a particular activity unless you at least try it first. Throughout my coaching experience, I feel that athletes have much less room to experiment with the activities that they are completed, as they are always expected to make the right decisions at the right time, which I personally feel can be detrimental to their confidence when mistakes are made. One of the most important things to be considered moving forward as a substitute teacher is role overload. As a substitute PHE teacher, there were a number of times that the responsibilities that were associated with substitute teaching were much too cumbersome for the role (Hindin, 2007). As a PHE substitute teacher that was trying to complete a master's thesis, there were a number of times that I believed that volunteering within a number of different schools to achieve work would lead to burnout. Although I understand the importance of offering whatever time I possibly can to schools, I have learned throughout this process that I have to be truthful when I have taken on too much, and that I need to reduce the amount of responsibilities that I volunteer for. Although I originally believed that this would be detrimental to gaining time as a substitute teacher, I believe that administrators have generally been more gracious for the volunteering time that I am offering, and are pleased to know that they have a substitute teacher that is passionate about developing professionally.

Chapter 8

Continuing to Shift Future Stories to Live By—A Reflection

As I move away from the participants within this study, and into my future as a PHE substitute teacher, I feel that I have a much better understanding and appreciation for my own teaching identity, and how it impacts my teaching. Although this narrative inquiry has been completed, I will continue to be reflective within my teaching practices, and consistently check and re-check my teaching practices to ensure that I am working in ways that will achieve my lifelong goals of providing a wide variety of lifelong physical activities for students within a positive and supportive classroom environment. As I continue to teach after this narrative inquiry experience, it is important that I take all of my own past experiences, as well as the experiences I have learned about from my participants, and find more effective ways to live my life as a PHE substitute teacher.

Considering Past Experiences While Moving Forward

Throughout this process, I have realized the tremendous impact that those surrounding me have on how I perceive myself as a PHE teacher. From a young age, my teachers, family, surrounding community, and even fellow students all played a role in how I perceived not only PHE as a subject area, but also what it looked like to be a PHE teacher myself. My experiences throughout the PHETE program have also provided me with a better understanding of what it is to be a PHE teacher, and what skills I needed to develop to become as effective as possible. As well, the parents, students and teachers at the schools where I am teaching shape my role as a substitute PHE teacher, and better inform my teaching practice. Each of these experiences have provided me with an

opportunity to learn more about not only PHE as a subject area, but also the students that I am teaching, and myself as a teacher.

Moving forward, I will continue to learn from my experiences, and apply what I have learned about myself to improve teaching practices, while becoming the best teacher possible. This narrative inquiry journey alongside both Bernard and Victoria has proven to me that I am not alone, and that other substitute PHE teachers are often living through similar experiences. Throughout this process, there are a number of things that I have seen within the other participant's stories that I believe will help me as I move into the future. Throughout future substitute PHE teaching, I hope to become more involved within the community and the school to gain a better sense of community both in and outside of the classroom, but also to act as a positive role model for my own students. In order to further build connections, I feel that I need to continue to attend PHE and beginning teacher conferences both provincially and nationally in order to prevent feelings of isolation, and to further learn from those that are living through similar experiences. Although I will continue to become even more involved within the community and school to create supportive relationships, I need to become more comfortable being open with administration and staff at the schools that I teach at about my own philosophies, and be sure to take time to take care of myself while also taking care of others. This will require me to respect the institutional stories and requests from full-time teachers, while also remaining true to my own stories to live by.

Learning to Use Diversity as a Tool Rather Than Struggle

Although our experiences as students, pre-service teachers, and beginning PHE substitute teachers were often positive, there were a number of times when students,

teachers, university professors, and community members had diverse opinions and beliefs about our role as a PHE teacher. As a child that learned through very different PHE programs at different levels, I believe that I have actually learned more about the components of effective teaching of PHE. As I began learning in a welcoming PHE environment that allowed for a wide variety of lifelong physical activities, when I moved onto PHE programs as an older student where these components were lacking, I realized just how important they were. Having a PHE teacher in high school that allowed for student choice and a free-for-all program every single day led me to realize just how important planning and classroom management is for PHE teachers. Learning through only a sport-based approach within high school PHE had also allowed me to understand the true value of learning through a wide variety of lifelong activities and experiences.

Throughout recent literature, effective teaching of PHE requires not only a connection to content knowledge but also a holistic approach to physical education (Dyson, 2014). In saying this, an effective PHE teacher presents students with a connection with the content, and is an advocate for the whole child that involves skills, knowledge, and positive attitudes that contribute to healthy lifestyles (Dyson, 2014). These views closely align to those of my own, as I believe that a wide variety of healthy active living activities are the best way to contribute to the whole child. As a substitute PHE teacher myself, I have had to leave my own comfort zone in order to provide alternative activities that can contribute to holistic health, such as yoga, meditation and martial arts. In contributing to the whole child, I believe that an effective teacher should teach students how to improve their own personal fitness and wellness, rather than concentrating on competing with others or completing performance based activities.

Throughout my career as a PHETE student and pre-service teacher, I have realized the importance of learning from a diverse range of perspectives, even if they do not match those of my own. Without learning about various approaches to teaching, I would be limiting my potential impact and effectiveness as a PHE teacher., as it is impossible to believe in something that I had never heard about before. Throughout the PHETE program I learned a lot about traditional sports-based PHE programs that had been prominent in the past, the benefits associated with those programs, and also gained practice teaching experiences within these approaches. It was not until I neared the end of my PHETE experience until I realized the importance of learning from other students and teachers, when I saw my own professors requesting student feedback to build a community within the classroom. This was when I realized the real importance of learning what other students and prospective teachers thought about the program, and how the professors could best incorporate the ideas of all involved through cooperative learning.

As a substitute PHE teacher, I do believe that gaining experiences within a number of different PHE programs at different schools, has allowed me to have an open-minded approach to possible PHE programming that I had never had before. Teaching in a number of different settings has allowed me to see what types of programming works well for some students, but not for others, while gaining an opportunity to teach in various ways without a long-term commitment. While teaching within this role of substitute PHE teacher, it is critical that I carefully consider how each of these teaching styles and beliefs can be applied to my own philosophies, which will likely lead to more effective teaching practices that I am comfortable with once I achieve full-time

employment as a PHE teacher. As I engage in PHE special interest councils and conferences, I hope to continue to learn from the various perspectives and ideas that other PHE teachers use to develop and implement their own programs, and integrate these new ideas into my own teaching philosophy moving forward.

Learning to Continue to Live and Teach Within Three-Dimensional Space

This narrative inquiry has been a life, and career, altering experience for me, as I have learned how to reflect on my own experiences more deeply, and understand how they impact my current life, while I move into the future. Throughout this process, I have learned how pay attention to three-dimensional space as I looked temporally at the past present, and future of my life as a substitute teacher of PHE (Clandinin, 2013). In addition to time, I have also considered the sociality of my experiences while learning how to attend to not only my own feelings and desires, but also the social conditions that surround me at any given time (Connelly & Clandinin, 2006). The places where my experiences have taken place have also become an important part of my narrative, as these places have played an important role in the way that my experiences have unfolded (Connelly & Clandinin, 2006). Prior to encountering narrative inquiry, I did not understand the significance of each of these components within my own life as a PHE teacher.

As I move forward to live and teach, I will continue to use what I have learned throughout this experience in order to consistently check and re-check my own opinions and beliefs with those people that surround me. While I reflect, I need to remember to do so forwards and backwards, looking at my past and future, as well as inward and outward, at both my own ideas and beliefs as well as those of the people that surround me

(Clandinin, 2013). As a substitute PHE teacher, there will be a number of opportunities to learn the beliefs of other teachers, students, and community members regarding PHE. In order to continue to be the best PHE teacher that I possibly can, I need to find a balance between staying true to my own beliefs and opinions while also being receptive towards those expressed around me. Although substitute teaching is often daunting, I need to rely on those people around me for support and guidance to continue teaching within that role. As I continue to build and reflect upon my own experiences as a PHE teacher, I will gain more confidence and clarity of my role within the teaching profession, and be well prepared to teach in a full-time position whenever the time arises.

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