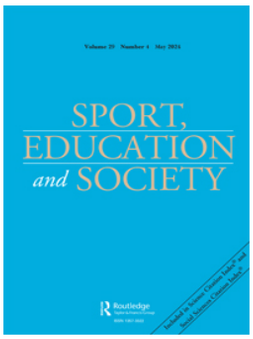

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Applying the concept of 'PE-for-sport-literacy': exploring pre-service teacher identities with a new way of teaching sport

John Williams & Shane Pill

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Applying the concept of 'PE-for-sport-literacy': exploring pre-service teacher identities with a new way of teaching sport

John Williams [a] and Shane Pill [b]

[a]Faculty of Education, University of Canberra, Canberra, Australia; [b]College of Education, Psychology and Social Work, Flinders University, Adelaide, Australia

ABSTRACT

We explored how a physical education teacher education (PETE) programme at an Australian university influenced physical education pre-service teacher (PEPST) sport teaching identities. Our methodology utilised Elias's [2012a [1970, 1978]. *What is sociology? Collected works* (Vol. 5). University College Dublin Press] *personal pronouns as a figurational model* which shows how social group ('we') identity relates to outsiders ('they') as well as individual members ('I') within communities. We also drew upon the concepts of figuration [Elias, N. (2012b [1939]). *On the process of civilisation, collected works* (Vol. 3). University College Dublin Press], habitus [Elias, N. (2010 [1987]). *The society of individuals, collected works* (Vol. 10). University College Dublin Press] and established and outsider theory [Elias, N., & Scotson, J. L. (2008 [1965]). *The established and the outsiders. Collected works* (Vol. 4). University College Dublin Press]. By examining if and how the 'I' pronoun was used in a written assessment task, we sought to ascertain the extent PEPSTs might apply the concept of 'PE-for-sport-literacy' (PE4SL) in their future careers. Just over half the participants wrote 'I' statements about how they would enact sport teaching in convincing and believable ways, the remaining PEPSTs provided descriptive narratives, suggesting a limited engagement with PE4SL, using writing styles more akin to academic writing, with little or no use of the 'I' pronoun. Our findings are important because, there have been limited studies about the process of teacher identity formation in teacher education [Beauchamp, C., & Thomas, L. (2009). Understanding teacher identity: An overview of issues in the literature and implications for teacher education. *Cambridge Journal of Education, 39*(2), 175–189] and fewer studies about the construction of PEPST identity [Liu, J., & Keating, X. D. (2022). Development of the Pre-service Physical Education Teachers' Teacher Identity Scale. *European Physical Education Review, 28* (1), 186–204] and PE teacher identity [Virta, J., Hökkä, P., Eteläpelto, A., & Rasku-Puttonen, H. (2019). Professional identity among student teachers of physical education: The role of physicality. European Journal of Teacher Education, 42(2), 192–210]. Our findings then, add to the finite stock of knowledge concerning PEPST teacher identity development, by drawing attention to the varied ways our participants engaged with PE4SL. This study reinforces previous research that highlighted that as teacher educators, the knowledge we teach does not automatically translate into beginning teacher practices [Brown, D. (2005). An economy of gendered practices? Learning to teach physical education

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CONTACT John Williams john.williams@canberra.edu.au

from the perspective of Pierre Bourdieu's embodied sociology. *Sport, Education and Society, 10*(1), 3–23; Fernández-Balboa, J.-M. (2009). Bio-pedagogical self-reflection in PETE: Reawakening the ethical conscience and purpose in pedagogy and research. *Sport, Education and Society, 14* (2), 147–163].

Introduction

Research suggests that for many students entering tertiary physical education (PE) programmes, their primary disposition is to sport (Philpot et al., 2021). Specifically, forms of sport and sports teaching experienced at school or in coaching contexts (Pill, 2012). Previous research with physical education preservice teachers (PEPSTs) (Williams & Pill, 2019), suggested in-service teachers taught sport in PE in restricted ways, consistent with what has been described as 'skills and drills' or 'PE-as-sport-techniques' (Kirk, 2010). In 2022, Author 1, as a teacher educator, designed an undergraduate subject (unit) in an initial physical education teacher education (PETE) programme. The broader purpose of the unit was to explore teaching *in, through* and about *sport* (Pill, 2009, 2015) consistent with the *Australian Curriculum for Health and Physical Education* (AC: HPE; Australian Curriculum, Assessment and Reporting Authority [ACARA], 2023) used in the schools local to Author 1's university. The design of an assessment task in the unit also allowed us to investigate the development of PEPSTs' identities.

In conducting this study, we were cognisant that 'the development of teacher identity (TI) profoundly impacts teacher education programme graduates' career intention and teaching practices' (Liu & Keating, 2022, p. 186). We suggest it is PEPSTs as part of their developing teacher identity, who are most likely upon entering service, to progress new curriculum ideas into practice (Pill, 2007), with the nature and quality of future PE programmes dependent on their insights and commitments (Weigand et al., 2004). Nonetheless, on graduating, beginning PE teachers can have limited impact on established teaching practices in their new schools (Keay, 2009). As a way forward, Liu and Keating (2022, p. 187) observed 'a deep understanding of pre-service teachers' TI [teacher identity] may help teacher educators identify areas in pre-service teachers' TI that conflict with professional expectations'. Taking on board Liu and Keating's suggestion, our study was purposefully designed to garner deeper understanding of PEPSTs' teacher identities, specifically with sport teaching in PE. From this knowledge we gained a sense of areas in those identities that conflicted with our professional expectations as teacher educators.

Background

The final year unit we report, had a particular focus on games and sport teaching, which has been a core element of the English model of PE since its inception (Kirk, 2010; Tinning, 2009). As many PE scholars have pointed out, the teaching of sport in English speaking contexts has historically, and continues to be, based on a direct instruction method based and a narrow pedagogy of 'demonstrate-explain-practice' (Kirk, 2010; Metzler, 2011; Tinning, 2009). This is the case in Australian schools and is problematic because it reduces sport teaching to traditional ways of doing, specifically 'PE-as-sport-techniques' (Kirk, 2010).

Pill (2015) proposed an alternative to 'PE-as-sport-techniques,' which he called 'sport literacy,' as the functional use of sport knowledge for active and engaged citizenship (Pill, 2009). This interpretation reflects the broad philanthropic purpose of sport suggested by others (Arnold, 1979, 1991; Chandler et al., 2002; Elias, 1972). According to Pill (2015), sport literacy provides two themes for sport teaching in PE: (1) Sport in PE can enhance students' access to practices and ideas enabling them to positively contribute to society; and (2) Sport helps students understand self and in the context of the communities in which they live. Pill (2015) further explained

sport literacy, drawing upon the work of Arnold (1979), as the valuing of learning *in*, *through* and *about* sport in PE (Pill, 2015). In this way, the concept of sport literacy is also informed by Arnold (1991), who considered sport worthwhile in PE, if taught in an 'enlightened manner' using a coherent curriculum structure and rationale. Arnold argued 'the prime task of the teacher is to initiate pupils into a selection of a culture's physical pursuits by teaching how to participate in them successfully' (p. 73).

Sport literacy was introduced to the students well before the delivery of this final year unit. For example, in practical sport pedagogy units in two four-year degree programmes – these being a Bachelor of Education (Secondary HPE) degree and a Bachelor of Education (Primary HPE) degree - where the initial teacher education (ITE) unit reported is common to both. The secondary PEPSTs complete two PE pedagogy units. One unit is centred around the work of Metzler (2011) and the other Mosston and Ashworth (2008). Because of programme structure constraints beyond Author 1's control, the primary PEPSTs only complete one pedagogy unit, the one concerned with the work of Metzler (2011). Further, Author 2's textbook (Pill, 2013), is required reading for these practical sport pedagogy units, where sport literacy is explained and consistently referred to. The latter because evidence-based theoretical knowledge informs the practice of all the PE teaching staff at Author 1's university. Therefore, sport literacy was not a new concept for the PEPSTs by the time the final year unit Author designed was taught. In addition, all the PEPSTs complete two socio-cultural focused units, including the unit central to this article.

In summary, informed by Arnoldianism, sport literacy is an alternative direction to 'PE-as-sport techniques', enabling students to experience:

(1) education *in* sport – through actualising participation in movement;
(2) education *about* sport – by using underpinning theoretical knowledge to elicit broad outcomes; and
(3) education *through* sport – by facilitating embodied experience in physical, emotional, social and intellectual domains of learning in selected and/or directed physical activities (Pill, 2012).

We argue this approach enables sport teaching in PE, to have greater educative purpose beyond 'skills and drills,' as well as increased alignment with directives set by ACARA (2023). Further, more than half a century ago, Norbert Elias, whose figurational sociology we drew upon as our analytical framework (Baur & Ernst, 2011), was advocating a broader approach for sport teaching similar to what we propose to realise the concept of sport literacy, arguing 'sport involves a person as a whole and not only his [*sic*] "physique"' (Elias, 1972, p. xii). In the rest of the paper, we use the phrase 'PE for sport literacy' (PE4SL), to suggest the purpose of sport teaching in PE is the development of sport literacy. Elias's (1972) comment informed our PE4SL approach towards teaching students holistically, as opposed to them being 'machines' who replicated technical movements explained and demonstrated by their teachers.

Our concept of PE4SL is not to suggest PE *is* sport literacy, rather, in consideration of teaching directed at the AC: HPE Games and sports focus area, that PE4SL is consistent with the Arnold (1979) dimensions of *in, through* and *about* movement that frame the AC: HPE Movement and physical activity strand content elaborations. In the reported unit, the students were presented with the idea that PE sport experiences should have educative purpose, which is not found in students *experiencing* a wide array of sports, where the teacher *hopes* students *find* something they might continue to practice outside of PE (Pill, 2009). Such reductionism prevents the realisation of the wide range of educative benefits we suggest PE4SL can offer and is inconsistent with the breadth of Arnoldian understanding underpinning the AC: HPE Movement and physical activity strand (ACARA, 2023). Drawing upon Pill's (2009, 2012) conceptualisation of sport literacy, the unit was taught using a hybrid game-based/sport teaching, informed by Arnold's (1979) three dimensions of movement (see Table 1).

Table 1. PE4SL in relation to the AC: HPE (ACARA, 2023).

Achievement Standard	Mapping to Sport Literacy
By the end of year 10, students:	
Demonstrate leadership, fair play and cooperation across a range of movement contexts.	Education *through* sport
Apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing.	Education *about* sport
Apply and **transfer** movement concepts and strategies to new and challenging movement situations.	Education *in* sport
Apply criteria to make judgements about and **refine** their own and others' specialised movement skills and movement performances. They work collaboratively to **design** and **apply** solutions to movement challenges.	Education *in* sport
Examine the role physical activity has played historically in defining cultures and cultural identities.	Education *about* sport
By the end of year 8, students:	
Apply personal and social skills to **establish and maintain** respectful relationships and **promote** safety, fair play and inclusivity.	Education *through* sport
Demonstrate skills to make informed decisions and **propose and implement** actions that **promote** their own and others' health, safety and wellbeing.	Education *about* sport
Demonstrate control and accuracy when **performing** specialised movement sequences and skills.	Education *in* sport
Apply movement concepts and **refine** strategies to suit different movement situations. **Apply** the elements of movement to **compose and perform** movement sequences.	Education *in* sport
Examine. the cultural and historical significance of physical activities	Education *about* sport

Figurational sociology

To better understand possible shifts in PEPSTs' identities, we drew upon several key concepts from figurational sociology (Elias (2012a [1970, 1978]); 2012b [1939]) as our analytical framework (Baur & Ernst, 2011). Our decision to use this branch of sociology, which Elias preferred to call *process sociology*, was based on its explanatory power in making sense of social issues in PE (Green, 2006). Figurational sociology was particularly relevant, as we recognised teacher identity formation as a slow process (González-Calvo & Fernández-Balboa, 2018; Virta et al., 2019) and one that is relational, involving the construction of the practical knowledge of teaching, both individually and with others (Beijaard et al., 2004; Liu & Keating, 2022). As Dunning and Hughes (2013) observed, 'figurational sociology is *radically* processual and *radically* relational in character; that is, it is processual and relational at its roots or core' (p. 50, emphasis in the original).

Similar to Nielsen and Thing (2019), we used personal pronouns as a figurational model (Elias, 2012a [1970, 1978]) to analyse our findings, concurring it is 'a tool for a much needed analysis of how young people continually orientate and develop their sense of selves' (p. 480). Specifically, we used this model to help achieve our aim, which was to explore to what extent PE4SL influenced PEPST sport teaching identities at Author 1's university. In addition to adopting personal pronouns as a figurational model, we used the concept of figuration (Elias, 2012b [1939]) and Elias's (2010 [1987]; 2012b [1939]) notion of habitus to enable greater depth of analysis. By 'figuration,' Elias (2012b [1939]], p. 525) meant 'a structure of mutually orientated and dependent people'. Here we examined the PETE figuration that comprised the PEPST participants and their tutor, Author 1. However, we also acknowledged other figurations the PEPSTs are, or were involved in. For example, with influential PE teachers when they experienced PE as children, and more recently with PE teachers encountered during professional experience school placements.

Personal pronouns as a figurational model

The personal pronouns as a figurational model (Elias (2012a [1970, 1978])) can be used for analysing the fluid or everchanging nature of 'we-I balance' relationships that exist within figurations of the kind we report here. Elias originally wrote about personal pronouns as a conceptual tool in the 1960s, in *The Established and the Outsiders* (Elias & Scotson, (2008 [1965])) before enriching 'his original approach with new concepts and formulations' (Mennell & Goudsblom, 1998, p. 230). Later

works in which new renditions of his personal pronouns concept appeared, included a standalone section in *What is Sociology*, (Elias (2012a [1970, 1978]), pp. 117–123] we drew upon here. Central to Elias's (2012a [1970, 1978])) personal pronouns as a figurational model, is the idea that a social group's identity ('we') relates to outsiders ('they') as well as individual members ('I') within communities. In our analysis we used 'I' to signify PEPSTs identification/membership within one community, that of the above figuration involving the PEPST participants and their tutor, who the PEPSPTs more or less also shared a 'we-identity'. However, there is also an 'outsiders' or 'they' community, who in our study were qualified teachers the PEPSTs aspire to be.

Elias (2012a [1970, 1978]) drew attention to the multiple perspective nature of the web of relationships the use of personal pronouns provides, using the function of institutions to 'maintain' a particular part of society as an example. Further, he contended that institutions have more than a primary function, serving to meet multiple needs of members. In our study context, the institution was Author 1's university, whose members included Author 1 and the PEPSTs. It is reasonable to assume each member had differing perspectives about the function of the university as well as the purpose of ITE. A primary function, or 'it-function' (Elias (2012a [1970, 1978])) of both authors' universities, is to provide ITE to PEPSTs to prepare them as future PE teachers. In so doing, our universities 'maintain' a function within our society, that of training teachers.

For our PEPSTs, the function of our universities can nonetheless vary from providing the means to pass their degrees, to offering them opportunities to be the 'best' teachers they can be. In other words, institutions 'never perform a function exclusively for the so-called system, such as a state or a tribe; they also perform a function for their members' (Elias, 2012a [1970, 1978], p. 122). Further, the balance between these two functions varies according to the relative power of the people involved. Here we conceptualise social power, as a ' … structural characteristic of human relationships – of *all* human relationships' (Elias, 2012a [1970, 1978], p. 70).

In meeting the system or 'it-function' (Elias (2012a [1970, 1978])) of our respective universities to produce teachers, both authors have a high share of social power in deciding unit content, instruments of assessment and teaching approaches for example. For us, our universities enable a level of 'I function,' or personal meaning, through permitting relative freedom to teach versions of quality PE we value and uphold. Nonetheless, the PEPSTs Author 1 taught, were able to exercise their own relative social power in deciding how much they engaged with both the 'it-function' of the university and Author 1's 'I function'.

Concerning the PEPSTs' identities, at the time data were collected, these were more or less shaped by their experiences, interactions and perspectives of ITE. Elias (2012a [1970, 1978], p. 123) maintained, personal or 'I-identity' 'is closely connected with the 'we' and 'they' relationships of one's group, and with one's position within those figurations of which one speaks as 'we' and 'they'. Importantly, the fluidity of the kinds of relationships Elias described, is such that 'we' and 'they' refer to different people through someone's lifetime. In our context, 'we' and 'they' related to people the PEPSTs will encounter throughout their career, through the process of constructing the practical knowledge of teaching (Beijaard et al., 2004; Liu & Keating, 2022).

Regarding the PEPSTs in our study, they may have had strong 'I-identities' towards 'PE-as-sport-techniques' (Kirk, 2010), since it is very likely they would have experienced this outdated traditional approach in their own childhood experiences of PE. Research local to Author 1's university found that sport was centrally positioned within in-service PE teacher biographies (Williams & Pill, 2019). Further, that skill's assessment has persisted in games and sport teaching as a long-term process, and assessment of broader aspects of sport teaching, such as tactics and strategy, have been neglected or ignored despite curriculum directives to the contrary (Williams et al., 2021).

Habitus

For Elias, habitus is 'the web of social relations in which the individual lives during his most impressionable phase, during childhood and youth, which imprints itself upon his unfolding personality'

(Elias, 1998, p. 62). Habitus was used to describe the PEPSTs' 'personality structure' or what had become 'second nature' to them (Elias, 2012a [1970, 1978]). Research has suggested childhood experiences of sport, including sport in PE, have continuing influence and impact on PEPSTs' and teachers' 'I-identities' or individual habitus (Keay, 2009). Indeed, a *love* of sport has historically been a main reason for people entering the PE profession (Richards et al., 2020) and formed part of their individual habitus in beginning PETE programmes (Philpot et al., 2021).

As we were concerned with PEPST identity formation, it is relevant 'although the self-steering of a person, malleable during childhood, solidifies and hardens as he grows up, it never ceases entirely to be affected by his changing relations with others throughout his life' (Van Krieken, 1998, p. 60). Given habitus is malleable, through our work as PETE educators we have scope, and an associated responsibility, for attempting to shift PEPST habitus towards more contemporary and reality congruent (Elias, 2012a [1970, 1978]) sport teaching in PE. What we mean by 'reality congruent sport teaching in PE', is for teachers to consider and take stock of available evidence-based disciplinary knowledge to realise relevant AC: HPE (ACARA, 2023) directives (see Table 1). In other words, we encourage teachers to adopt practice that is free from fantastical ideas, what they *think* works, or their 'everyday philosophies' of what PE *is* (Green, 2000; Williams & Pill, 2019). Another form of habitus coined by Elias (2010 [1987], p. 163) is social habitus, meaning the 'character that he or she shares with other members of his or her society'. A person's sense of themselves, their 'I-identity' and how they relate to others, their 'we-identity,' is interwoven with their social habitus (Elias, 2010 [1987]).

Method

The final year unit from which we drew data, in the PEPSTs fourth year of study, was taught by Author 1 as a PETE educator. It is underpinned by our notion of PE4SL and covers topics such as the relationship between PE and sport and theoretical and practical examinations of the historical and contemporary ways in which sport can be taught in PE. In their final year of study, the PEPSTs had completed most of their professional experience requirements, amounting to a minimum of 80 placement days in schools.

We received ethics permission from Author 1's University (REF 10462), and as part of our ethics application, we identified a risk that PEPSTs may feel pressured to participate in the research given the power imbalance of Author 1 being their tutor. We mitigated this risk through an information and consent form, stating there was no obligation to be involved in the study and participants could withdraw their participation at any time without consequence. Further, during the face-to-face unit workshops, Author 1 verbally emphasised PEPSTs were not required to participate in the research.

Participants

The cohort consisted of 25 students enrolled across both degree programmes, seven from the primary specialist degree and 18 from the secondary specialist degree. The final-year unit was 30 h duration, in common with all ITE units at Author 1's university, and was taught across ten weeks, through weekly lectures and a two-hour workshop, between February and April 2022. Four students chose not to participate in the study and one student did not complete the assessment task from which our study data emanated, resulting in 27 participants.

Nature of the data

The assessment task was offered in the final week of unit delivery (April, 2022) and required students to answer four questions:

(1) Describe the relationship between physical education and sport?
(2) What is sport literacy?

(3) How will you teach sport literacy when you embark on your teaching career?
(4) What factors could influence how you teach sport literacy as a beginning teacher and to what extent do you feel you can address these?

The PEPSTs completed this class-based assessment task, as an 'open-book' hand-written exam, providing their answers in booklets, where responses were limited to one paragraph for each question. While the four questions, were communicated to the PEPSTs well in advance of their assessment, through their unit outlines/descriptions (January, 2022), the students were purposefully given limited guidance about how to respond. The intention was to facilitate creativity, reflection and student perspective/voice, by being deliberately non-prescriptive about writing expectations.

More broadly, as well as being provided with limited guidance about completing the class-based assessment, the PEPSTs had access to an optional academic writing workshop, also offered in a second-year unit taught by Author 1. This workshop was aimed at developing skills to meet university academic writing requirements and specifically for essay assignments in both units. The workshop covered topics such as Microsoft Word headings, paragraph writing, sentence construction and referencing. It is possible the workshop may have influenced the writing style the PEPSTs used in answering the above questions. However, as part of this academic writing workshop, the PEPSTs were given broad examples of assignment tasks where writing in the first person is acceptable and indeed expected. Further, not all PEPSTs engaged in this workshop, given participation was not compulsory.

Data collection and analysis

For the purposes of this paper, we have only used the responses to question 3, because this question specifically asked about sport literacy and we judged it would be the most fruitful in providing insights into how the PEPSTs' identification with, and practical application of PE4SL altered, if at all, during their degree programme. Like Nielsen and Thing (2019), we categorised PEPST responses into three categories: 'No mention of 'I' (seven responses), Mention of 'I' but a lack of depth about what 'I does'[1] (six responses) and 'Mention of 'I' but with compelling examples of what 'I' does'[2] (14 responses). The extracts provide an 'insider-perspective' to the subjectivities of sport teaching in PE, and link to 'outsider perspectives' (Elias & Scotson, 2008 [1965]), those of qualified teachers the PEPSTs aspire to be. In analysing the data, we applied an interpretative paradigm (Nielsen & Thing, 2019).

Following the established practice of qualitative analysis in figurational sociology (Baur and Ernst 2011), six response extracts were selected. We arrived at 'six,' because we felt this number of extracts adequately represented the arguments of our paper (Nielsen & Thing, 2019). Further, with word restrictions in mind, we considered this number of extracts as the minimum for enabling a compelling narrative. Two extracts from each category were chosen, to best represent those typical within the given category and all were from the secondary cohort of PEPSTs. The absence of primary PEPST extracts was perhaps because there were only a small number of primary specialist PEPSTs in the cohort and, having only completed one PE pedagogy unit, compared to their secondary peers who complete two, we found their responses to be less developed.

Data were analysed qualitatively using a process of deductive analysis (Thomas et al., 2022) drawing upon the literature and our figurational sociology analytical framework (Baur & Ernst, 2011). In this way, we mapped student interdependence and identities within the PEPST figuration. By analysing balances between 'I', 'we' and 'they' identities, we sought to render visible existing tensions and dynamics (Nielsen & Thing, 2019) and hence show how the PEPSTs' assessment task is both constraining and enabling. This process allowed us to understand what the norm bearing values of sport teaching in the PEPST figuration were, while also enabling understandings that may be more normative than others (Elias & Scotson, 2008 [1965]; Nielsen & Thing, 2019).

Results and discussion

No mention of 'I'

Seven participants wrote how they would teach PE4SL from a 'they' rather than an 'I' perspective, by not writing in the first person. Despite being directed to discuss theoretical and practical knowledge, through links to the relevant page of Pill (2013) in their assessment guidance notes, the students focussed primarily on pedagogical approaches, rather than writing 'about' movement (Arnold, 1979). This omission suggested, the PEPSTs did not place importance on critically appreciating 'the history, culture, tradition and ritual(s)' (Pill, 2013, p. 6) of games.

In each response, pedagogy was described as a Game Sense Approach (den Duyn, 1997), Sport Education Model (Siedentop, 1991), Mosston and Ashworth's (2008) Spectrum of Teaching Styles and/or Metzler's (2011) models of instruction. The privileging of pedagogy can be explained partly, by the secondary PEPSTs having completed two PE pedagogy units.

Reference to Pill (2013, p. 6) was only inferred through words like 'social,' 'cultural' and 'sociocultural,' in contrast to the frequent mention of 'pedagogy'. It would appear then, these PEPSTs had a 'we-identity' about *doing* PE, that valued pedagogical knowledge over socio-cultural knowledge. While there was some reference to the AC: HPE, the connections lacked the kind of depth required according to Table 1. Generally, responses were 'regurgitative' and fell short of our PE4SL expectations, articulated in the assessment guidance notes and marking criteria. The following two extracts are typical of the seven responses:

> Emily: Models for instruction are a method that can be used to teach sport literacy (Metzler, 2011). For example, the sport education model (SEM) is a mechanism to teach a range of physical, social and personal skills as directed by the ACHPE (Metzler, 2011). The SEM enables teachers to facilitate sport literacy learning, transference and application, as students are engaged with the properties of a sport as a whole (Metzler, 2011). Students are able to learn 'in', 'through' and 'about' PE within a model like SEM as students are engaged with the operation of the sport that allows them to participate in the structure of sport, understand the operations that reflect social and cultural processes, as well as learn skills and knowledge that are applicable in everyday life outside of PE and sport (Pill, 2015). Educative purpose is essential to teaching sport literacy and links to the ACHPE must be evident in order to successfully teach PE and sport learning outcomes (ACARA, 2022). It is important to teachers and students alike to fully grasp the idea that PE is more than sport, and that sport literacy is transferable to other disciplines. As such, when teaching sport literacy, learning outcomes can focus on movement skills (learning 'in' PE), as well as game application and the social/cultural factors of sport on society (learning 'through' PE) as outlined by the ACHPE. (ACARA, 2022)

Emily's answer was similar in writing style and structure to responses provided by the other six PEPSTs. Further, all the accounts, by not referring to 'I', seemed to reflect how students are encouraged to write in the third person in most of their academic work. It is possible perhaps, I (Author 1) and my university colleagues have emphasised the requirement for 'academic writing' to such an extent, we have to a greater or lesser extent silenced 'I' in the student voice. If such an over-emphasis does occur, the responses from those seven students is perhaps indicative of how they navigate their identities to meet the 'it-function' of Author 1's university. Part of this 'it-function' being to prepare graduates who can write using an academic style. Further illustrating this point:

> Sarah: Implementing appropriate sport literacy into teaching is done directly corresponding to the AC: HPE (ACARA, 2016). This will then incorporate the Arnoldian dimensions of movement (Arnold, 1988) of in, through and about to which students can maximise their knowledge on sporting education and becoming active and informed citizens (ACARA, 2016). (Siedentop, 1991) states pedagogical approaches to which a teacher can create in their classroom; constructivist, collaborative, integrative, reflective and inquiry-based learning. A teacher has the ability to incorporate any of these ideas in their classroom based on what content is being taught and how well they know their student's learning needs. Remaining open minded and being able to adapt to these challenges is fundamental in a teaching career.

Despite both students being nearer to becoming teachers than commencing ITE, there is a lack of embodying or actualising the approaches described. Through Sarah's use of words like 'a teacher,' 'in their classroom' and 'they know,' there is a sense PE4SL is something someone else *does,* but Sarah does not seem yet to identify as being that 'someone,' *that* teacher.

In both extracts, there is some suggestion of a 'we-identity' through common mention of curriculum and pedagogy. In other words, these PEPSTs have a social habitus, which seems at least in part, to correspond to Penney et al.'s (2009) notion of quality PE, the version of quality PE that forms part of our 'I-identities,' and which Author 1 and all his PETE colleagues teach the PEPSTs. Further, Author 1's 'I-function' is reflected in the PEPSTs' mention of curriculum and pedagogy. Specifically, through referring to Author 1's choice of the version of quality PE (Penney et al., 2009) valued, in meeting the 'it-function' of his university. Further, it seems all seven students to a greater or lesser extent demonstrate their engagement with the 'it-function' of the university, by writing what they *think* is necessary to meet at least minimal university standards. The lack of depth in each extract, suggests those students have not progressed beyond assessment guidance notes, intended as a starting point from which to develop their responses. We also acknowledge some or all PEPSTs in this category could still have been writing from an 'I' perspective, choosing to use 'I' silently rather than explicitly (Elias, 2012a [1970, 1978]).

Mention of 'I' but a lack of depth about what 'I does'

Similar to the responses in the previous category, evidence-based pedagogy, AC: HPE curriculum reference and Arnold's (1988) ideas of movement were the dominant narrative. In the two responses selected, there were superficial or tacit connections made to Pill's (2013, p. 6) quotation and the social context of PE4SL, through vague mention like 'social' 'sociology' and 'philosophy,' in Dave's response, and 'the social' in Keith's extract (below).

> Dave: Through the course of my degree my perception of teaching has changed. To teach SL, I have drawn on the work of Siedentop. Siedentop (1991) describes how SL can be taught through 5 P's. Pertinent tasks are skill appropriate, purposeful, students are kept on task in a safe and challenging climate, progressive skills are sequenced, paced, challenging yet attainable and participatory, as many students active as possible. Further, I would incorporate Arnold's (1979) approach. I would incorporate game sense to teach 'In' PE to allow students to engage more effectively. Hellison's TPSR to help students understand the embodied PE experience of social, cognitive and emotional learning, 'through' PE. Finally, the sport education model to teach 'about' movement. This would help students understand how PE is structured to bring about learning in areas such as sociology, biomechanics and philosophy in PE.

Dave recognised how his perception of teaching has changed, suggesting an identity and habitus shift, but his account lacked depth. In writing 'about' movement, the connection between TPSR (Hellison, 2011) and 'sociology, biomechanics and philosophy in PE' is unclear. Indeed, we feel this 'connection' is perhaps a strategic attempt at meeting the university ITE 'it-function' and its system function to produce teachers. In other words, there is a sense Dave stated what he *thinks* Author 1 wants to read, to *pass*. The following extract by Keith was also appropriate for this section.

> Keith: Moving into the Health and Physical Education (HPE) teaching profession, it will be vital to imbed an educative purpose into what is being taught. I will look to achieve this by implementing Arnold's 'in, through and about' PE (Arnold, 1979). Learning in movement will allow for skill acquisition for individuals to move effectively and efficiently; learning about movement will allow students to recognise structural reasoning sport has and what this accomplishes; and learning through movement will aid in developing the social, cognitive, moral and emotional engagement found within sport. This also aligns with the Australian Curriculum key idea: Focus on educative purpose, which sees a focus on developing the knowledge, understanding and skills underpinning HPE (ACARA, 2022). I will also seek to incorporate different models of instruction that will look to move away from the traditional technocratic approach to teaching, breaking sports down into 'skill' but rather move towards a strengths-based approach that incorporates planned, progressive and inclusive practice for the students. (Metzler, 2011)

Like Dave, Keith began his answer by perhaps suggesting an identity and habitus change. Through his use of 'vital' in relation to 'Focus on educative purposes,' as one of the AC: HPE propositions (ACARA, 2023) he argued PE teaching has the capacity to influence student learning. However, what follows is a descriptive account of Arnold's ideas of movement. Keith described, albeit in general terms, evidence-based pedagogical approaches he will adopt, while linking these to another AC: HPE proposition, that of a strengths-based approach (ACARA, 2023). In both accounts, while 'I' is mentioned, it is not convincing what 'I' will *do,* or indeed 'I' knows *how* to do what is described.

Mention of 'I' but with compelling examples of what 'I' does

In contrast to the previous excerpts, 14 PEPST responses suggested identity and habitus modification towards being effective PE4SL teachers. The following by Peter and Charlotte are examples.

> Peter: I will be aware of how theory and practical activity integrate to make quality teaching practice. Siedentop (1998) argues that elite sport has negatively affected the physical education discourse. He states that the goals and resources are oriented towards high performance, this is neglecting educative and public health goals. Beginning my university course, I too was of the opinion that physical education is for competitive purposes. However, I now believe the competitive needs to be integrated with the educative general health goals. One thing I will do is teach using Sport Education Model (SEM). This integrates competitive roles, as well as captain, coach, mentor of support, staff, such as umpire and timekeeper. Allowing students to adopt the different roles gives understanding of the broader scope of physical activity whilst allowing those who are competitive and wish to pursue elite sport the opportunity to flourish as well. SEM would work well with Arnold's ideas of teaching in through and about physical activity. As well as adopting the different roles in SEM which would be an example of teaching in and through, I will integrate teaching about physical activity. This is my biggest area of growth for me personally. Taking a step back to where the activity or sport fits into society and culture.

Peter described an 'I-identity' valuing practical *and* theoretical knowledge and offered insights into what seems like a habitus shift from an 'I-identity' of PE as competitive sport, to one more reality congruent with the AC: HPE (ACARA, 2023). Peter now appears to identify with how PE4SL can have broader meaning and be relevant to more students, beyond only skilled performers. Phrases like 'I will be aware,' 'I too was,' 'I now believe,' and 'I will do,' provide temporal dimensions of future, past and present, reflecting the dynamic nature of his identity and a sense 'I' is inseparable from others in his figurations. Here, 'others' are Author 1, his PETE colleagues and scholars referred to throughout Peter's degree. The statement 'this is my biggest area of growth for me personally' appears to strengthen the sense of Peter's identity changing, albeit the nature of this development would have benefitted from greater explanation. Charlotte provided a similarly compelling account of 'I'.

> Charlotte: When I embark on my teachings, I will use Arnold's ideas of sport in, through and about for students to appreciate the nature of each sport. All students learn differently and have different needs, therefore using Arnold's framework will help me successfully teach movement skills, game performance proficiency and indirectly learn about culture and history of the sport. An example of how I would incorporate Arnold's ideas within Netball would be incorporate the Indigenous game Buroinjin to bring cultural and historical knowledge of how a similar game was played by Indigenous people. For Year 11 and 12 students, I would apply biomechanics for students to analyse movement technique and break down teaching and intervention cues. Applying biomechanics to PE can then be used for peer teaching, where students are assessing each other on their movement technique and using the teaching and intervention cues. This example uses Arnold's ideas through learning 'about' netball from a cultural and biomechanical area, learning 'through' netball by using cooperation and social interactions with peers and learning 'in' netball is being demonstrated throughout the whole lesson where students are reflecting and understanding their own body movements.

Charlotte's 'I-identity' is shown through expressions like 'I embark,' 'I will use' and 'I would'. Further, there is suggestion, through her understanding of Arnold's (1979) work and varying needs of her

future students, she will teach PE4SL to include practical and theoretical knowledge. The mention of Buroinjin reflects Charlotte's understanding of her context, since this traditional Aboriginal game is popular in government schools local to the study university (Williams et al., 2022). Further, Buroinjin fits with Author 1's 'I-function,' as he identifies with this game, which he taught the cohort in the second-year unit. In common with all ITE units at Author 1's university, there is relative freedom for tutors to teach content according to what they *feel* is appropriate. The connection Charlotte made to Buroinjin, suggested a habitus change within a temporal dimension. Similarly, Charlotte's mention of biomechanics relates to content taught in the second-year unit and in describing her use of netball, she provided an example showing deep understanding of PE4SL.

In Peter and Charlotte's answers, there is a suggestion their institution member needs are more than *passing* the unit. By demonstrating deeper understanding of how PE4SL relates to their future teaching and through strong 'I-identities,' they presented a different 'we-identity' to their peers in the other categories of responses.

Conclusion

What this paper has shown, is that PEPST identities relate in varying ways to the 'it-function' of universities in broad terms as well as to the I-function of Author 1. We have explained how the PEPSTs appeared to have a 'we-identity' in their 'tribe' as final year students. This identity, or social habitus, was to varying degrees oriented towards PE4SL and relevant AC: HPE directives. Similarly, there were examples where PEPSTs seemed to have shifted their identity or individual habitus to align with the 'we-identity' or social habitus of both authors, PETE colleagues at Author 1's university and those from the wider PE scholarly community.

Nonetheless, we are cognisant that on graduating, beginning teachers can often abandon approaches learned in PETE. Instead, they can adopt those used by established teachers in their new workplaces, which may or may not, be evidence-based or reality congruent (Keay, 2009). This kind of tension can perhaps be attributed to the varying social power balances existing in PETE figurations comprising students and tutors, where PEPSTs must *pass*, compared to school figurations involving established certified teachers and more complex interdependency ties. Given such differences, perhaps ITE is better placed to challenge PEPSTs to reflect, rethink and reframe their own assumptions and second nature (Elias, 2012a [1970, 1978]) approaches to sport teaching.

While PE4SL featured in some of the PEPSTs' degree units, we are mindful it only amounts to a relatively small part of their ITE. We therefore recognise the limitations of our capacity to influence PEPST identity with PE4SL. Similarly, we are also aware, we only a have very small 'window of opportunity,' to possibly modify student habitus. This observation reminds us of an occurrence in the English PETE context, albeit some time ago, where governments legislated PEPSTs spend maximum time in schools and minimum time in universities (Brown, 2005). Such legislation prevented 'any significant and sustained 're-conditioning' of the habitus by PGCE teacher educators due to the constraints of insufficient time' (Brown, 2005, p. 13).

As a way of addressing the limitations of our influence as PETE educators, recently we have sought opportunities for PEPSTs to connect with in-service teachers and importantly those with a similar 'we-identity' and social habitus to ourselves. We now suggest three examples, all at Author 1's university. First, a scholarship opportunity for PEPSTs to work with a high performing and recent graduate HPE teacher in six local primary schools. Second, an in-service teacher mentor network, where PEPSTs work with teachers who meet the criteria of sharing our social habitus and 'we-identity'. Finally, a hybrid professional learning school-based-clinic model, included in three pedagogical content knowledge units, where tutors are based in schools who are 'on board' with our approaches. Concerning the latter, the PEPSTs learn how to apply their PETE knowledge in authentic school environments, where their approaches are valued. Our intention in each of the three examples, is to reduce social power differentials (Elias, 2012b [1939]) between PEPSTs and in-service teachers.

We hope our study may prompt others within their own PETE figurations, to move beyond more traditional PETE approaches, to perhaps influence PEPST identities towards reality congruent sport teaching in PE.

Notes

1. This category also included reference to 'my' and 'me'.
2. As above.

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ORCID

John Williams http://orcid.org/0000-0002-3625-7487
Shane Pill http://orcid.org/0000-0003-3970-6724

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