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The influence of organizational socialization in preservice teachers' delivery of sport education

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PSTS' USE OF MBI: A CASE STUDY OF SE

1 The influence of organizational socialization in pre-service teachers' delivery of Sport
2 Education

3

4

Abstract

5 Research investigating teachers' and pre-service teachers' (PSTs) experiences
6 delivering Sport Education (SE) necessitates further attention (Glotova & Hastie, 2014).
7 Research that has been conducted to date has shared varied findings, with some teachers
8 finding it difficult to teach SE in its entirety (Curtner-Smith, Hastie, & Kinchin, 2008).
9 This study investigated seven PSTs' delivery of SE during their teaching placement in
10 the final year of their physical education teacher education (PETE) program. Data were
11 gathered through pre- and post-teaching placement interviews and mid-teaching
12 placement focus groups, which were analyzed using thematic coding and constant
13 comparison (Miles & Huberman, 1994; Thomas, 2009). Occupational socialization
14 (Lawson, 1983a, 1983b) was used as the framework to analyse the factors that
15 influenced their learning and delivery of SE. Findings show that PSTs encountered
16 specific difficulties related to teaching SE on teaching placement and that their
17 cooperating teachers played a significant role in their delivery of SE.

18

Introduction

19 Models Based Practice (MBP) encourages the use of a variety of instructional
20 models while teaching (Gurvitch, Lund, & Metzler, 2008) and is now recognized as an
21 approach through which significant physical education reform can be made (Kirk,
22 2013). MBP allows for a broader and deeper scope of learning to be achieved than what
23 one instructional model alone can offer (Lund & Tannehill, 2015). PSTs who used MBP
24 effectively during their teaching placement appreciate and enjoy using it and could
25 identify advantages to using MBP than traditional teaching approaches (Gurvitch,

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Blankenship, Metzler, & Lund, 2008). MBP is however recognized as a challenge for teachers (Casey, 2014; Fletcher & Casey, 2014; Metzler, 2011). Teachers have admitted lacking experience using MBP and hence returning to their traditional practices after attempting to teach the pedagogical models within MBP (Casey, 2014; Gurvitch & Blankenship, 2008). Teachers' use of MBP can be supported when there is a partnership between physical education teacher education (PETE) programs and schools (Casey, 2014) but is an area which has been underserved by the research conducted to date (Fletcher & Casey, 2014). One of the most acknowledged instructional models within MBP, and the most frequently taught in PETE programs (Ayers & Housner, 2008; Kinchin, Penney, & Clarke, 2005), is Sport Education (SE). SE has received a wealth of research attention and welcomed a plethora of positive findings (e.g., Hastie, de Ojeda & Luquin, 2011), but teachers, in particular PSTs and beginning teachers, have encountered some difficulties using SE (e.g., Curtner-Smith et al., 2008; Stran & Curtner-Smith, 2010).

Curtner-Smith (2012) compiled a list of recommendations on preparing PSTs to teach SE. From the recommendations compiled by Curtner-Smith, the study reported here supported the provision of a practical SE season for PSTs to participate in during their PETE program, preceded by an initial lecture where PSTs learn about the characteristics of the model and its implementation in practice. The recommendation to teach the model during teaching placement, while supervised by a university tutor, was pursued and is the primary focus of this research. Curtner-Smith (2012) believed that the more experiences provided to PSTs, the more effective the learning experience will be.

How qualified teachers and PSTs deliver SE is another area of the SE literature that warrants further investigation (McMahon & MacPhail, 2007; Stran & Curtner-

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51 Smith, 2010) and has been described as 'the missing link' in the SE research (Glotova
52 & Hastie, 2014). The research that has been conducted on teachers' delivery of SE has
53 provided mixed findings. Teachers have commented that students' tactical awareness
54 and teamwork improve (Carlson, 1995), along with giving the teacher more time to
55 observe and assess students (Brunton, 2003; Clarke & Quill, 2003). Although teachers
56 appreciate the benefits of SE, it has been noted that SE's presence in physical education
57 programs diminishes over time (Alexander & Luckman, 2001). In addition, much of the
58 research on SE has provided findings from SE seasons delivered by teachers with
59 considerable expertise in SE (e.g., Hastie, Sinelnikov, Wallhead, & Layne, 2014). It has
60 been reported that beginning teachers struggle to teach SE and often deliver it in
61 compromised versions or not at all (Curtner-Smith et al., 2008). PSTs' delivery of SE
62 has more recently begun to gather momentum in the research and again varied findings
63 have been presented. Some PSTs have had misconceptions of the model, omit and
64 struggle with features of SE and struggle with the increased workload required
65 (McCaughy, Sofo, Rovegno, & Curtner-Smith, 2004; McMahon & MacPhail, 2007).
66 In some instances PSTs preferred delivering SE to other teaching methods and believed
67 SE was more beneficial to their students (Curtner-Smith & Sofo, 2004). These
68 difficulties that teachers and PSTs face when delivering SE are concerning and need to
69 be investigated further if the widely reported benefits of Sport Education (Hastie et al.,
70 2011) are to be successfully transferred to teaching in schools. One framework that has
71 been used to analyse and understand teachers' and PSTs' use of SE is occupational
72 socialization (Curtner-Smith et al., 2008; Stran & Curtner Smith, 2009).

Theoretical Framework and Purpose

74 Occupational socialization can be defined as "all kinds of socialization that
75 initially influence persons to enter the field of physical education and that later are

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76 responsible for their perceptions and actions as teacher educators and teachers” (Lawson
77 1986, p. 107). When preparing PSTs to teach SE it is important that teacher educators
78 understand and appreciate the socialization of teachers and challenge the experiences
79 PSTs have encountered, and will encounter, in their careers as teachers (Schempp &
80 Graber, 1992). Teachers encounter three stages of socialization; acculturation,
81 professional socialization and organizational socialization (Lawson, 1983a).

82 ‘Acculturation’ is the first phase of socialization and begins from birth and
83 continues through PSTs’ school years (Lawson, 1983a). Here PSTs develop a
84 ‘subjective warrant’ on what they believe the teaching profession to be and these
85 experiences are very powerful in constructing their beliefs about teaching (Curtner-
86 Smith, 1999; Lortie, 1975). Lawson (1983a, 1983b) believes two types of recruit
87 emerge from this phase to pursue a career in teaching; those with a ‘teaching
88 orientation’, who have a high commitment to teaching, and those with a ‘coaching
89 orientation’, who favor coaching and have a lower commitment to teaching. PSTs then
90 encounter ‘professional socialization’ when they enter their PETE programme where
91 teacher educators challenge PSTs’ previously acquired ‘subjective warrants’ (Lortie,
92 1975). If this does not occur then PSTs’ negative ‘subjective warrants’ will be
93 reinforced (Lawson, 1983a; Schempp & Graber, 1992), resulting in the possibility that
94 PSTs may apply covert behaviours in order to progress through teacher education
95 (Graber, 1991; Schempp & Graber, 1992).

96 A crucial influence in PSTs’ development is the ‘organizational socialization’
97 they encounter when they begin to teach in schools (Curtner-Smith, 1999; Lee &
98 Curtner-Smith, 2011). Lawson (1983a) describes this as “the process by means of which
99 prospective and experienced teachers acquire and maintain custodial ideology and the
100 knowledge and skills that are valued and rewarded by the organisation” (p. 4). On entry

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101 to schools, PSTs encounter a 'landscape of teaching' (Schempp & Graber, 1992) which
102 may conform to, or oppose, their subjective warrant and knowledge acquired in PETE
103 (Lawson, 1983b). The schools in which they teach may force them to 'strategically
104 redefine' their environment where they employ their new ideas in the program.
105 Alternatively, they may 'strategically comply' with their program and colleagues'
106 traditional methods of teaching. This lowering of standards to fit in (Etheridge, 1989)
107 may lead to a 'wash out' of the knowledge gained in teacher education (Zeichner &
108 Tabachnick, 1981).

109 An important phase of the socialization of PSTs occurs during their teaching
110 placement (Curtner-Smith, 1999; Lee & Curtner-Smith, 2011) where the stages of
111 'professional socialization' and 'organizational socialization' overlap (Schempp &
112 Graber, 1992). This short phase of teaching placement is extremely significant to PSTs
113 as they face a wide array of socialization processes, all of which may affect their
114 teaching of physical education. During teaching placement, the PSTs' cooperating
115 teachers can be influential (Stran & Curtner-Smith, 2009), although this influence can
116 restrict learning when coaching-orientated PSTs mimic the practices of their
117 cooperating teachers with the same orientation (Smith, 1993). PSTs are also open to the
118 ideas of their cooperating teachers whilst on teaching placement (Hoy & Woolfolk,
119 1990). It has been noted that whilst undertaking a teacher education program, PSTs
120 develop a particular view of teaching that is challenged when PSTs teach on teaching
121 placement. Hence, PSTs adopt more custodial practices during their teaching placement
122 (Hoy & Woolfolk, 1990). As teachers progress to their first year teaching as a qualified
123 teacher, they face similar influences, where organizational constraints such as
124 perceptions of colleagues, class size, student behavior and scheduling can have a
125 negative (Curtner-Smith, 1998) and positive (Curtner-Smith, 2001) effect on teachers'

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126 delivery of physical education. The organizational socialization within schools may
127 even have the power to force teachers to consider alternative careers (Curtner-Smith,
128 2001). Interestingly occupational socialization has become more common in
129 determining the process of learning and delivering the SE instructional model (e.g.,
130 Stran & Curtner-Smith, 2009).

131 Occupational socialization research has helped to recognize that teachers' and
132 PSTs' occupational socialization has a strong influence on how they teach SE and that
133 they deliver SE in one of three ways (Curtner-Smith et al., 2008). They may deliver SE
134 in its 'full version', meaning that they deliver lessons which are consistent with the
135 recommendations and guidelines provided by Siedentop (1994) and his colleagues
136 (Siedentop, Hastie, & Van Der Mars, 2011). In some cases they may deliver SE in a
137 'watered down' version where some parts of the 'full version' are omitted. In some
138 cases they may take a 'cafeteria approach' to SE where they teach traditional sporting
139 units and include particular facets of SE's framework. In order for teachers to teach SE
140 in its 'full version', they must have either a teaching or moderate coaching orientation to
141 teaching, must work in an innovative school environment and must receive high quality
142 SE learning experiences in their PETE program (Curtner-Smith et al., 2008).

143 This study acknowledges the reported benefits of using MBP (e.g., Kirk, 2013)
144 and SE (e.g., Hastie et al., 2011), but also recognizes the difficulties that have been
145 encountered by PSTs when teaching MBP (e.g., Casey, 2014) and in particular SE (e.g.,
146 McMahon & MacPhail, 2007). Considering the significant impact of the organizational
147 socialization phase on PSTs' development (Curtner-Smith, 1999; Lee & Curtner-Smith,
148 2011), it is imperative that research investigates PSTs' use of SE at this point of their
149 career. Therefore the purpose of this study was to examine the influence of

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150 organizational socialization on seven PSTs' delivery of SE and contribute to the current
151 paucity of research in this area (Glotova & Hastie, 2014).

152 **Methodology**

153 **Participants**

154 All seven PSTs (five male, two female) were in their final year of a four-year
155 undergraduate PETE program in a university in Ireland. Pseudonyms are used
156 throughout the paper to denote individual PSTs. The first group of PSTs (Barry, Ciara,
157 Conor and Jamie) were all members of the same year group. The second group of PSTs
158 (Frank, Gina and Paul) were all members of another year group and undertook their SE-
159 PETE experience and teaching placement two years after the first group. All PSTs had
160 entered the PETE program directly from completing their post-primary education,
161 except for Jamie who had worked for a number of years before returning to education as
162 a mature student. A new senior cycle physical education framework based on MBI has
163 been introduced to post-primary schools since the time the PSTs had graduated from
164 post-primary school. While the PSTs had not had an opportunity to experience such a
165 framework during their school physical education experience, their PETE programme
166 was heavily committed to introducing them to the six curriculum and instructional
167 models.

168 **SE-PETE Experience**

169 All PSTs experienced the modelling of SE in a practical net-games module in
170 the third year of their PETE program. During the SE net-games module, PSTs
171 experienced a SE season as a participant, selected and affiliated to teams, adopted roles
172 and experienced formal competition and culminating events. The module consisted of
173 three mini seasons of tennis (weeks 1-4), badminton (weeks 5-8) and volleyball (weeks
174 9-11). The PSTs were formally assessed in week 12, where they were required to

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175 complete SE portfolios in groups and deliver a microteaching lesson to their peers.
176 Minor changes in the assessments occurred between the first and second group
177 completing the module. The module was found to be effective in enhancing PSTs'
178 knowledge of SE (Authors, 2011).

179 **Teaching Placement**

180 In the final year of the PETE program, all PSTs completed a nine-week teaching
181 placement in an assigned post-primary school. PSTs are required to teach a minimum of
182 five double-classes (approximately 80 minutes) of physical education a week, as well as
183 five single-classes of their elective classroom-based subject. Each PST is assigned a
184 cooperating teacher who provides guidance for the PST throughout the teaching
185 placement observes the PST's teaching and encourages the PST's socialization into the
186 school. A university tutor, who is informed by visits to observe the PST teaching as well
187 as an on-going inspection of the PST's teaching placement file, formally assesses the
188 teaching placement. Neither of the authors were formally involved in the PSTs'
189 teaching placement. The PSTs were familiar with the first author's role as a doctoral
190 researcher in the PETE department. PSTs appeared comfortable in sharing their
191 experiences, assured that anonymity would be upheld and no power issues between the
192 first author and PSTs were overly evident.

193 **Data Collection**

194 PSTs from the first group were interviewed at two stages of their teaching
195 placement. Interviews and focus groups were conducted by the lead author who was a
196 researcher in the university. As a group, both group one and group two PSTs
197 participated in a mid-teaching placement focus group (five weeks into their teaching
198 placement) to investigate the organizational socialization in the school they were
199 teaching, their experiences to date in delivering SE, and their intentions in delivering SE

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200 for the remainder of their teaching placement. At the end of their placement, each PST
201 was interviewed individually to investigate their experiences delivering SE, including
202 what influenced their delivery of SE, their organizational socialization and their
203 intentions for future delivery of SE as qualified teachers. The interviews used an
204 adapted version of an interview script used previously to investigate teachers' delivery
205 of SE (Curtner-Smith et al., 2008). The relevant University's Research Ethics
206 Committee granted ethical approval for data collection.

207 All PSTs were ensured that their involvement in data collection was voluntary
208 and each read participant information sheets and signed informed consent forms. Data
209 from all interviews and focus groups was transcribed verbatim and proofread to
210 eliminate any errors in the transcription process. Member checking was completed
211 where each PST was e-mailed a copy of their transcripts and asked to verify its contents
212 and make revisions where necessary. An attempt has been made to triangulate data
213 across the PSTs' interviews and focus groups and across the stages of data collection.

214 While the first group of PSTs were completing their final year research project
215 on their experiences teaching SE, they were encouraged not to let this bias their delivery
216 of the model and remain honest about their experiences and delivery of SE.

217 Data Analysis

218 Each interview and focus group were analysed using coding (Miles &
219 Huberman, 1994) and constant comparison (Thomas, 2009). During this process all data
220 was read and extracts from the interviews and focus groups were assigned codes
221 relevant to their meanings. Each data source was read repeatedly to identify where new
222 codes would relate to other data. Once all interviews and focus groups had been
223 analysed in this manner, extracts relating to each sub-theme across all interviews and

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224 focus groups were collated. Sub-themes were then grouped where appropriate to form
225 main themes to facilitate interpretation of results.

226 **Results**

227 A number of specific organizational constraints that influenced the PSTs'
228 delivery of SE emerged from the data analysis sub-themes and are now presented in
229 turn. These are cooperating teachers' support for PSTs' delivery of SE, increased
230 workload in planning and preparation, and difficulties teaching SE during a teaching
231 placement.

232 **Cooperating teachers' support for PSTs' delivery of SE.**

233 The most influential factor the PSTs faced in terms of delivering SE was their
234 cooperating teachers. It became evident that most of the PSTs' cooperating teachers
235 were not familiar with SE. In Barry's, Ciara's and Conor's contexts, their respective
236 cooperating teachers, while not having much exposure to SE, encouraged them to
237 deliver SE and provided assistance where possible. While each of these PSTs
238 appreciated the support received from their cooperating teachers, they recognized that it
239 would have been beneficial if their cooperating teacher had some experience with SE.
240 Conor noted receiving positive feedback from his cooperating teacher and support for
241 teaching SE, '[the cooperating teacher] showed no resistance in regards using a different
242 [instructional] model, they felt it was worth the try' (Conor, Post-interview). Barry
243 commented that the majority of his cooperating teacher's feedback was in relation to
244 general classroom management and that he would have appreciated feedback with
245 regards to his delivery of SE, "it may have been more effective if obviously [the
246 cooperating teacher] had some experience or knowledge of Sport Education to give me
247 kind of appropriate or really direct concise feedback" (Post-interview). Ciara received
248 positive support from her cooperating teacher in relation to her teaching, although she

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249 did not receive much feedback on her SE teaching. She commented “it would have been
250 good to get a bit of feedback...it would have been good for my learning knowledge as
251 well but I think that I learned myself as I went along” (Ciara, Post-interview).

252 Jamie’s, Frank’s, Gina’s and Paul’s cooperating teachers were less supportive
253 and had a direct influence on their delivery of SE. From the beginning of Frank’s
254 teaching placement he was encouraged not to deliver SE,

255 I talked with [the cooperating teacher] about it a small bit and he didn't seem
256 too keen on it. Just talking about the classes I had, he didn't think it would
257 work too well. He thought you would need a small bit more control that
258 would have been his philosophy. (Post-interview)

259 Paul was encouraged to teach more didactically when his cooperating teacher
260 observed his SE classes, “[the cooperating teacher] thought that it was quite unruly and
261 hard to manage... She was giving me feedback and she was saying I was doing this and
262 that wrong” (Paul, Post-interview). He felt that for SE to be implemented effectively in
263 a school that “the cooperating teacher would have to be cooperative and have
264 knowledgeable of Sport Education as well” (Mid-focus Group). Gina was influenced by
265 a cooperating teacher who did not appreciate SE, “[cooperating teacher] was kind of
266 looking down on stuff I was doing and thinking ‘That’s silly, the kids won’t do that, the
267 kids are stupid, the kids they won’t be able to do that, they’re too lazy’” (Post-
268 interview). Even though Jamie’s cooperating teacher was initially positive regarding his
269 delivery of SE, he began to disapprove of the lack of direct teaching time in the SE
270 classes. Jamie reflected “his whole thing was that I should be teaching the class... he
271 doesn’t ask me about it anymore” (Mid-focus group). Jamie’s cooperating teacher
272 objected to the structure of a SE class to the extent that he used to interfere during the
273 classes, interrupting the culminating tournament games, “he’s like stopping the game

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274 and goes – ‘no, that’s not a spike, a spike is like’, you know, it just sucked the life out of
275 it!” (Jamie, Post-interview).

276 **Increased workload in planning and preparation.**

277 There was a strong agreement across the PSTs that teaching a SE season
278 required considerable planning. The PSTs were conscious of this increased workload
279 before beginning their teaching placement, believing that there was a lot more to plan
280 for when transferring responsibility to students. Frank believed that it was “more work
281 than a regular lesson plan” (Pre-interview) and Conor was conscious of the time needed
282 to create student friendly resources, “you have to go away and make task cards and
283 make them easy to understand and have people check them. So, it is a lot more time
284 consuming I think” (Pre-interview). Gina felt that there was a lot to plan for when
285 creating her SE scheme of work,

286 I actually found it harder [than other physical education classes] because
287 you are trying to incorporate the roles and you have to explain to [the
288 students] what you are doing and get them to pick out the teams. It is just a
289 lot of thought has to go into how you are going to do it. (Gina, Post-
290 interview)

291 At the mid-point of their teaching placement, the PSTs still felt that their SE
292 class required a lot of planning, “It’s an awful lot more work before you go in, even the
293 first few weeks even getting resources and putting them into teams it was an awful lot
294 of work” (Ciara, Mid-focus Group). Barry agreed and felt that “there is definitely a bit
295 more work in Sport Education than in other classes I think because you want to give
296 [students] a lot of kind of authority and ownership over the lesson” (Mid-focus group).
297 The workload forced Gina to reconsider teaching SE in the future, “a lot more work
298 now than the other classes I think I’d rather not teach it again in the future again for that

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299 reason” (Mid-focus Group). Similar feelings were expressed at the conclusion of the
300 teaching placement although the PSTs did appreciate that it was worth the extra effort
301 and that the workload was likely to reduce as they completed a number of SE seasons.
302 Barry reported, “one problem I probably encountered was there was a lot of preparation
303 for the class more so than other classes” although he did agree that, “you will build up
304 kind of a stockpile of resources, so I think initially getting over that hill would definitely
305 lessen the workload in the future” (Post-interview). Conor expressed similar sentiments,
306 “All you have to do is do it well once, and once it is done, all the resources are there and
307 they are available to you. So, I wouldn’t see [the additional workload] in that regard as
308 a hindrance” (Post-interview). Ciara believed the workload was reduced as the SE
309 season progressed, commenting that after a few weeks “it wasn’t as much work because
310 the students knew what they had to do” (Ciara, Post-interview). Due to Gina believing
311 that her SE season was unsuccessful, she felt it was not worth all the additional
312 planning, “I don’t think [the additional planning] was worth it for me, just in the sense
313 that it didn’t really work, whereas if it had have worked I would have got a great lot out
314 of it” (Post-interview).

315 Difficulties teaching SE during a teaching placement.

316 Many of the PSTs were in agreement that there were additional restrictions to
317 them teaching SE as a PST during their teaching placement. Paul expressed his
318 frustrations with not entering the school at the beginning of the school academic year
319 and how this inhibited his use of SE, believing it would have been easier if he had
320 “started it from the start of the term, rather than coming in and changing the whole
321 thing” (Paul, Mid-focus group). There was also a belief that being a PST in a school did
322 not command as much respect as a qualified teacher. Frank believed that to teach SE
323 teachers need to have good authority as a teacher and effective management of students,

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324 stating “if you were an established teacher and you knew the class and they knew you
325 well, and your rules were well set out, they knew not to cross you like I think it could
326 work much better” (Mid-focus group). Similarly, Gina remarked, “you’re still a student
327 teacher, your still only there for a few weeks so I think you will lose that whole
328 classroom management if you do [SE]” (Mid-focus group). Frank was also conscious of
329 the importance of the teaching placement experience towards achieving a reasonable
330 grade, admitting that PSTs “are just trying to keep our heads above water really for our
331 [teaching placement] to get through it” (Mid-focus Group) and “I had to make sure
332 [teaching placement] went as smoothly as possible for when the tutor came around,
333 because the grade was fairly important” (Frank, Post-interview). Ciara believed it would
334 have been easier to deliver SE as a qualified teacher due to the additional paperwork
335 required to be completed during teaching placement, “when I am a [qualified teacher] I
336 won’t have to do as much paperwork as I had to do on teaching placement” (Post-
337 interview).

338 Discussion

339 The impact of organizational socialization on teachers’ delivery of SE has
340 previously been recognized (Curtner-Smith, 1999; Lee & Curtner-Smith, 2011), and it
341 was further supported in our research. It is evident from this study that PSTs who were
342 teaching in a custodial environment were inhibited in their delivery of SE. It is
343 important therefore that we understand what these organizational restraints are and
344 strive to place PST in schools that support the delivery of innovative instructional
345 models (Curtner-Smith, 2001).

346 As has already been acknowledged, the PSTs’ cooperating teachers play an
347 integral role in their use of SE (McNeill et al., 2004; Stran & Curtner-Smith, 2009), and
348 this was further supported in our findings. For some PSTs, their cooperating teachers

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349 were supportive and provided feedback on their teaching. These cooperating teachers
350 had a large role to play in creating an innovative school environment for PSTs. Other
351 PSTs were met with 'old school' cooperating teachers who did not appreciate the
352 benefits of SE and provided a custodial school environment. These cooperating teachers
353 had an active role in discouraging the PSTs from attempting to, or continuing to, deliver
354 SE. It was interesting that PSTs found it most difficult to deliver SE when there was
355 only one or two physical education teachers in the physical education department. They
356 commented that when there were additional physical education teachers they felt that
357 they could ignore some of the more custodial teachers and request support and feedback
358 from the (younger) more innovative teachers. Similar to previous acknowledgments
359 (McMahon & MacPhail, 2007; Meeteer, Housner, Bulger, Hawkins, & Weigand,
360 2012), few of the cooperating teachers had knowledge of SE or experience in delivering
361 it in their schools. Considering MBP's relatively recent introduction to Irish post-
362 primary school physical education programs (i.e., the senior cycle physical education
363 framework alluded to earlier in the paper), it is likely that many cooperating teachers
364 will be unfamiliar with the concept and will similarly be unable to provide support for
365 PSTs using MBP. PSTs conveyed that while it would have been beneficial if their
366 cooperating teachers did have knowledge of SE, they believed they were not
367 constrained to deliver SE as long as they were encouraged to do so by the cooperating
368 teacher.

369 PSTs felt that there was additional pressure to delivering SE as a PST during
370 their teaching placement. It has been noted in the literature that PSTs experience
371 difficulties teaching SE (McCaughtry et al., 2004; McMahon & MacPhail, 2007) and
372 some of the PSTs in this study encountered similar difficulties. They felt the structure of
373 their nine-week teaching placement made SE more challenging to implement and not

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374 having a high level of authority over, or knowledge of, the students inhibited the
375 potential enactment of SE. In addition, the fact that PSTs were being assessed on their
376 teaching placement led to a concern for grades along with increased paperwork
377 requirements. There was also a recognized increased workload for delivering SE
378 seasons in comparison to other physical education lessons, a trend that has been
379 illustrated previously in respect to both SE (McMahon & MacPhail, 2007; Pill, 2008)
380 and other instructional models within MBP (Casey, 2014). PSTs' teaching placement is
381 potentially a very difficult environment to deliver SE and, with this in mind, PETE
382 programs should consider how to be more supportive of PSTs' delivery of SE on
383 teaching placement.

Conclusion

385 A plethora of challenges that face PSTs (and potentially teachers) teaching SE in
386 schools were highlighted within this study. This study, like others (Casey, 2014),
387 highlighted the importance of professional learning practices to support teachers' use of
388 SE and other instructional models. For PSTs to deliver SE successfully, their
389 cooperating teachers need to appreciate their efforts and not inhibit their delivery of the
390 model. PETE programs need to be mindful of where they place their PSTs during
391 teaching placement and identify schools with innovative physical education programs
392 where PSTs' delivery of SE and other instructional models will be supported and
393 encouraged. In addition, they should attempt to provide additional supports for PSTs
394 delivering SE for the first time, including sample schemes of work and lesson plans and
395 a point of contact within the university in which PSTs can ask questions, gain feedback
396 and share related concerns and difficulties they are experiencing in their delivery of SE.

397 Recognising the difficulties PSTs encounter teaching SE (McCaughy et al.,
398 2004; McMahon & MacPhail, 2007), the host of inhibitors to delivering SE in schools

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Table 1

PSTs' occupational socialization and use of SE

Version of SE	Name	Acculturation	Professional Socialization	Organizational Socialization
Full	Barry	Teaching with Coaching	Practical SE Module	Innovative
Full	Ciara	Teaching	Practical SE Module	Innovative
Watered Down	Conor	Coaching	Practical SE Module	Innovative
Watered Down	Jamie	Teaching	Practical SE Module	Custodial
Watered Down	Gina	Teaching	Practical SE Module	Custodial
Cafeteria Style	Frank	Teaching with Coaching	Practical SE Module	Custodial
Cafeteria Style	Paul	Coaching	Practical SE Module	Custodial